

# Pupil premium strategy statement – The Norwood School

## School overview

Detail	Data
Number of students in school	1076
Proportion (%) of pupil premium eligible students	33.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Richard Cole
Pupil premium lead	Ivan O’Brien-Coker
Governor / Trustee lead	Kirsty Hunter

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 299,622.50
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 299622.50

# Part A: Pupil premium strategy plan

## Statement of intent

The Norwood School is committed to ensuring no student is left behind. We use Pupil Premium funding to overcome barriers to learning and opportunity, enabling disadvantaged pupils and other vulnerable groups to thrive academically, socially, and emotionally. Our strategy reflects research-informed approaches and fully aligns with the statutory guidance on pupil premium and the expectations of stakeholders

Our intent is that all pupils, irrespective of background or need, access an ambitious, inclusive curriculum, make excellent progress from their starting points and experience full participation in school life.

We emphasise high quality teaching by teachers who are experts in their subject area. However, our motto 'Creating success together', recognises the role all stakeholders play in the experience and outcomes of our young people.

We have high standards and expectations, and we strive to achieve equitable access, belonging and achievement for all our students.

Our curriculum is relevant, exciting and accessible for all. Students experience engaging activities within the classroom and beyond. We encourage staff to take students away from the classroom and the school and experience all that London, as our capital city, has to offer. Our determination to actively promote and celebrate the diversity of our school community allows for plentiful opportunities for our students to experience aspects of each other's worlds. All our students are different; all are equal.

We prioritise evidence-informed practice, early identification of need, and continuous monitoring of impact. Therefore, our core aims include:

- **Closing the attainment gap** between disadvantaged students and their peers
- **Strong inclusive practice** that ensures equality of access, engagement and outcomes.
- **High-quality teaching and curriculum access**, especially for literacy, numeracy, and metacognitive strategies.
- **Targeted support for barriers to learning**, including wellbeing, attendance, behaviour and SEN.
- **Broadening cultural capital and aspiration** through enrichment, careers and engagement opportunities.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged students.

Challenge number	Detail of challenge
1	<b>Achievement gaps</b> The attainment of disadvantaged students on average is lower than their peers in EM Basics attainment as well as in the average attainment 8 subject buckets.
2	<b>Literacy and numeracy skills</b> Some disadvantaged pupils have gaps in basic literacy and numeracy skills, relative to their peers, which systematically impacts on targets and students' expectations of themselves. Thus, students require additional support to unleash their potential through addressing literacy and numeracy needs.
3	<b>Attendance:</b> On average, disadvantaged students have a lower percentage attendance than their non-disadvantaged peers and are more likely to be below the school's attendance target for every student.
4	<b>Wellbeing &amp; Behaviour:</b> A proportion of disadvantaged pupils show signs of social-emotional barriers that affect learning readiness.
5	<b>Cultural Capital:</b> Their participation in all the school has to offer is not yet in line with their peers. Some disadvantaged students require further encouragement and support to fully take advantage of all the learning experiences available to them
6	<b>Aspirations of students:</b> <i>Many disadvantaged students do not have the rich support network and experiences to elevate their aspirations to high achievement and destinations, which lead to excellent future careers.</i> Limited access to enrichment experiences and careers awareness.
7	<b>Embedding fully inclusive practice:</b> Ongoing focus on effective inclusive practices and support across all key stages

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p><b>Achievement gaps</b> To improve the attainment and progress of disadvantaged students through quality first teaching and appropriate support within and outside of lessons to improve students' knowledge and confidence in assessments and enhance overall outcomes.</p>	<p>Attainment and progress for disadvantaged students increase and the gaps between disadvantaged and non-disadvantaged peers diminishes over time. Attainment 8 outcomes for students at each prior attainment band improves for each bucket leading to more positive overall Attainment 8 and progress 8 scores.</p> <p>End of key stage 3 assessments also show improved performance relative to their peers.</p>
<p><b>Literacy and numeracy skills</b> Provide support within and outside of lessons to build students' skills in numeracy and literacy which improves their confidence and ability to access their curriculum and thrive in the range of subjects they study and ensure their expectations of themselves are raised and their potential is unleashed. .</p>	<p>Gaps in performance in literacy and numeracy steadily decreasing. Students embrace aspirational targets and attainment steadily increases, narrowing the gap with non-PPM students.</p> <p>Students' access to the overall curriculum improves leading ultimately to improved outcomes.</p>
<p><b>Attendance:</b> Employ a wide range of strategies and relevant staff to support and boost students' attendance through engagement with students and their families and providing adequate support to overcome barriers.</p>	<p>Attendance gaps between PPM and non-PPM students decrease over time. PPM students achieve at or close to the whole school target for attendance.</p>
<p><b>Wellbeing &amp; Behaviour:</b> Social-emotional barriers that affect learning readiness are addressed and students' well being and confidence improves as they are better able to navigate school life and enjoy peer and staff relationships..</p>	<p>Class charts data show the difference in sanctions and rewards ratio between disadvantaged and non-disadvantaged students closing as students improve their regulation</p>
<p><b>Cultural Capital:</b> Their participation in all the school has to offer is broadly in line with their peers. Disadvantaged students increasingly take advantage of all the learning experiences available to them</p>	<p>Students are actively participating in the opportunities that the school provides. % of disadvantaged students on a wide range of opportunities representative of the school population.</p> <p>Student voices show confidence in and enjoyment of school.</p>
<p><b>Aspirations of students:</b> Disadvantaged students access support network and experiences to elevate their aspirations to high achievement and destinations. They access enrichment experiences and are well equipped to pursue ambitious and aspirational careers.</p>	<p>Students are well prepared for their next stages of education and articulate increasingly higher aspirations. Their engagement with available opportunities increases and their choices reflect growing confidence in accessing more aspirational careers.</p>

<p><b>Embedding fully inclusive practice:</b></p> <p>Ongoing focus on effective inclusive practices and support across all key stages</p>	<p>A continued focus on inclusive practice is evident, especially in lessons. Staff are proactive in ensuring equitable access to all aspects of school life and practices are refined as new evidence emerges to embed inclusive practice.</p>
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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 98,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Whole school focus on Improvement in teaching and learning via use of Steplab Coaching programme involving ongoing lesson drop ins with feedback, coaching pairs and study modules on all aspects of teaching and learning. This program is designed to be fully embraced by all SLT, middle leaders and all teachers. A significant proportion of resourcing and teacher development time is devoted to embedding this program.</i></p>	<p>EEF guidance on effective professional development outlines the need to take account of the groups of mechanisms for effective teacher learning to build knowledge, motivate teachers, develop teaching techniques and embed practice. All of these are fully built into the Steplab teacher professional development coaching program designed to improve teacher efficacy in a structured way within school and with social support (EEF effective professional development)</p>	<p>1,2.</p>
<p>Embedding student practice through retrieval practice, guided practice and independent practice to strengthen students' long-term memory Continued whole school focus and guided and independent practice.</p>	<p>A wealth of evidence supports the impact of developing students' attainment, progress and independence through strong guided practice followed by independent practice. Rosenshine's principles of instruction (2012); Hattie's Visible Learning (2009) and Tom Sherrington's Great Teaching: The power of practice(<a href="https://teacherhead.com/2018/09/09/great-teaching-the-power-of-practice/">https://teacherhead.com/2018/09/09/great-teaching-the-power-of-practice/</a>)</p>	<p>1.2</p>
<p>Embedding consistently strong, inclusive and adaptive teaching practice across all subject areas:</p>	<p>Carefully planned scaffolding to support disadvantaged students without reducing curriculum ambition; Explicit instruction and modelling embedded in all subjects; Adaptive teaching strategies that respond to prior</p>	<p>7,6,2,1</p>

	<p>attainment, SEND and disadvantage are key strategies for improving outcomes for PPM students.</p> <p>EEF Teaching and learning toolkit, DfE using pupil premium effectively, Ofsted toolkit 2025</p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group tuition using internal subject staff via small group intervention and support before school, during lunch and after school.	The EEF Teacher toolkit identified small group tuition as one of the interventions that can have a significant impact on students' progress, particularly disadvantaged students in additional small groups. The levels of interaction and feedback enables students to access the curriculum more effectively, leading to improved progress. (EEF toolkit, Small group tuition (2021))	1,2,6,7
Targeted feedback to students following assessments using high quality feedback assessment programme	Feedback, especially sometime after "learning" shows students how to redirect their attention towards improving their performance. Specific feedback on students' strengths and development areas with accompanying actionable strategies for improvement leads to improvement in students' achievement. (EEF, 2019)	1,2,6,7
Using teaching assistants to support small group tuition	EEF teacher toolkit highlights the large positive impact that teaching assistants can have on supporting and delivering interventions, particularly when they undertake appropriate professional development to improve their efficacy. This will support literacy and numeracy development in this key group alongside our other intervention strategies.	1,2,4,6,7,
Acquisition of digital resources and revision resources to support targeted and small group	A wide range of digital subject resources, which promote students practice and give instant feedback to students on practice tasks.	1,2,4,5,6,7

<p>interventions and tutoring.</p>	<p>Digital resources complement and support classroom teaching and builds students' independence. Interventions are impactful as gaps are then targeted to improve students' progress and to level the gaps between disadvantaged and other students.</p>	
<p>Whole school targeted intervention for specific students at risk of falling behind or not making sufficient progress in internal and external exams.</p>	<p>Targeted support for students by teachers or teaching assistants on curriculum areas where students need further support impacts on students' achievement and their confidence and engagement within lessons. ~EEF toolkit on teaching assistants and small group tuition supports these measures (EEF 2021)</p>	<p>1,2,3,4,7</p>

## Wider strategies (for example, related to attendance, behaviour,) wellbeing)

Budgeted cost: £ 76,622

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole school focus on raising expectations and support for disadvantaged students.</i>	Ensuring all teachers and leaders in school are committed to raising outcomes for disadvantaged students. <a href="chrome-extension://oemmndcbldboiebfnladda/cbdfmadadm/https://challengingeducation.co.uk/wp-content/uploads/2021/10/CBC-RADY-Final-Evaluation-Report.pdf">chrome-extension://oemmndcbldboiebfnladda/cbdfmadadm/https://challengingeducation.co.uk/wp-content/uploads/2021/10/CBC-RADY-Final-Evaluation-Report.pdf</a>	1,2,3,4,5,6,7
<i>Provision of additional support staff to mentor and support students with additional behavioural needs</i>	Evidence shows improvement in students' behaviour with behaviour mentoring as students' perception of school improves and student staff relationships improve over time.	3,4,6,7
<i>Improving access to school counselling support</i>	Positive impact on attendance and relationships as students' wellbeing improves leading to positive overall outcomes.	4,6,7
<i>Provision for extracurricular activities, especially in the Arts, including trips to raise students' cultural capital and access to experiences they might not otherwise have.</i>	Students being included in more trips and participating more fully in extracurricular experiences, which improves their confidence and engagement with curriculum as well as relationships with peers and adults. Trips participation more effectively monitored and action taken to promote active participation of disadvantaged students. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	5,6,7,3,4
<i>Whole school capacity building via external support to improve provision in all subjects, particularly for disadvantaged students.</i>	Support and CPD for teachers and leaders in improving provision to better meet the needs of students from external subject experts.	1,2,3,4,5,7

**Total budgeted cost: £274,990**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged students

*The implementation of the school's 2024/2025 strategy was successful in many respects as we are increasingly seeing positive engagement with students, particularly at KS3. The confidence of students participating in tutoring support improved resulting in improved participation and engagement in lessons.*

*Whole school attendance for disadvantaged students was 1.7% above the national average for disadvantaged students for all year groups (IDSR 2025). The attendance over the last 3 year show that PPM students at Norwood attend close to or above the national average, even with the context of high SEN in some years. This is indicative of the engagement of disadvantaged students with school and the impact of ongoing academic and pastoral support. This is also mirrored in the level of suspensions of PPM students which is significantly below national average.*

*As regards KS4 outcomes for 2025, disadvantaged students achieved 40% English and Maths at %9-4, with overall attainment 8 of 39 compared to national figure of 34.9 (IDSR 2025). In fact, the performance in English, A8 was significantly above national in 2025 and close to the national average for Maths.*

*Out CPD programme focussed on improving quality of teaching, particularly in relation to guided and independent practice. This programme is ongoing but there are indications of improvement in practice evident from lesson drop ins though this is not yet embedded across the whole school.*

*Increasing the focus on equity for disadvantaged students in all activities has resulted in staff becoming increasingly aware of the need for equity in opportunity and participation leading to appropriate adjustments to recruit and engage even more disadvantaged students in all the activities that the school has to offer. Although uptake is not yet fully representative, yet there are increasing opportunities in building students' cultural capital and preparation for their next stages.*

*Behaviour mentors are supporting students with additional behavioural needs, assisting students to regulate their emotions and learn strategies to enable them to navigate situations they find challenging are now a key feature of the school. This extra provision complements the behaviour policy, which is focused on positive recognition and reward and supports students to make positive choices, thus reducing the need for sanctions.*

*Many students made use of our counselling provision and this has led to an improved sense of well-being. Support from the counsellor has also been impactful in improving the attendance of some students.*

*Overall, we feel our Pupil Premium strategy is improving the academic and pastoral outcomes of our students. Our focus on high quality staff, quality first teaching and behavioural and well-being support for students as well as raising aspirations and providing rich extra-curricular opportunities enables us to continue to support and improve the life chances of our disadvantaged students.*

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged students, that is not dependent on pupil premium or recovery premium funding.*