

# Pupil premium strategy statement – The Norwood School

## School overview

Detail	Data
Number of students in school	1089
Proportion (%) of pupil premium eligible students	31%
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> )	2023-2024
Date this statement was published	Dec 2023
Date on which it will be reviewed	Dec 2024
Statement authorised by	Richard Cole
Pupil premium lead	Ivan O'Brien-Coker
Governor / Trustee lead	Rusell Hunter

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 293,940
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£293,940
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>	£ 293,940

# Part A: Pupil premium strategy plan

## Statement of intent

### *Statement of intent*

*Our intent is to improve outcomes for all vulnerable students, including those who are not considered 'disadvantaged'. There is an emphasis on ensuring high quality teaching by teachers who are experts in their subject area. Our motto 'Creating success together', recognises the role all stakeholders play in the outcomes of our young people. We have high standards and expectations of all students, whilst being mindful of the individual needs and circumstances of each.*

*We embrace a behaviour and conduct approach that is built on positive recognition and reward. Our strong and established pastoral teams in each year group and robust monitoring systems ensure that all students are recognised for their positive achievements. Through regular analyses of academic and attitudinal data and appropriate support for staff and students, we will ensure that improving the outcomes of disadvantaged students remains a high priority. Thus all stakeholders are expected to have a distinct focus on improving the attainment and wellbeing of our disadvantaged students.*

*The wellbeing of our students is a central priority for the school, given the legacy impact of the COVID-19 pandemic. Through strengthening relationships and addressing students' needs we aim to remove or minimise barriers to students fully enjoying their school experiences.*

*A rich and well resourced extra curricular programme will encourage all students to enjoy and potentially excel in activities beyond those in school curriculum. Such opportunities develop and promote pupil wellbeing and support positive mental health and behaviours, which in turn aids positive academic outcomes.*

*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 of our students are different, and all are equal.*

*The key principles of The Norwood School's pupil premium strategy are as follow:*

- *To ensure routines, expectations and school systems are re-established as the school returns to a 'pre-Covid' approach;*

- *To offer learning opportunities outside of school hours, both before and after school to support students in re-engaging with learning;*
- *To provide a curriculum that engages and challenges students of all levels;*
- *To provide appropriate academic and therapeutic support for students;*
- *To bridge any gaps in learning between disadvantaged and other students*

## Challenges

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

Challenge number	Detail of challenge
1	<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>
2	<b>Attendance and punctuality:</b> On average, disadvantaged students have a lower percentage attendance than their non disadvantaged counterparts and are more likely to be below the school’s attendance target for every student.
3	<b>Participation and engagement</b> in lessons and at home: Some disadvantaged students require further encouragement and support to fully take advantage of all the learning experiences available to them and to participate fully in out of school learning and consistently producing quality homework.
4	<b>Literacy and numeracy skills</b> on entry relative to their peers: On average disadvantaged students have lower 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.
5	<b>Achievement</b> The attainment of disadvantaged students on average is lower than their peers in EM Basics attainment as well as in all the attainment 8 subject buckets. The pattern is not dissimilar for progress.

## 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>Improve the aspirations of students:</b> by providing significant opportunities for students to build cultural capital, access high quality careers advice early on and participate in a range of learning experiences outside of the classroom.</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>Improve attendance and punctuality</b> by employing a wide range of strategies and support staff to promote and effect better attendance of disadvantaged students in line with their peers</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>Improve participation and engagement;</b> Support students with mentoring and promote positive attitudes by engaging actively with students and addressing obstacles and barriers which might hinder student participation including provision and support with resources where necessary.</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>Improve literacy and numeracy skills</b> by additional support within and outside of lessons including via tutoring and mentoring with appropriate intervention. Challenge students to aspirational targets in basics and support them to stretch and achieve these targets.</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><b>To improve attainment and progress of disadvantaged students</b></p> <p>To provide additional support to disadvantaged students within lessons and through targeted intervention as well as using TA support strategically to enhance the outcomes of disadvantaged students. Support for the acquisition of resources in a range of subjects including subject materials, and digital and revision resources will also be implemented.</p>	<p>GCSE and KS3 attainment and progress for disadvantaged students increase and the gaps between disadvantaged and non-disadvantaged students 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>

## 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: £ 95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole school focus and CPD on Vocabulary/Literacy</i>	EEF guidance states that strong literacy skills are critical to learning in all subjects and are a strong predictor for a productive life. Explicit vocabulary teaching supporting disciplinary literacy links directly to improved reading comprehension and more effective writing across all subjects (EEF 2021)	4.
<i>Whole school focus and CPD on Questioning</i>	A wealth of evidence supports the impact of good questioning on improving students' attainment. Questioning serves to check students' understanding and to promote and activate thinking (Great teaching toolkit, Coe et al (2020), What makes great teaching? (Sutton Trust, Coe et al.(2014). Questioning can also foster student engagement and improve achievement. (Teacher toolkit, Ross McGill, 2023, ).	5.3
<i>Whole school focus and CPD on improving Assessment for learning and improving the range and types of feedback to students.</i>	The highly influential work "Inside the black box" by Paul Black and Dylan Williams and subsequent reports (Black et al. (2004, 2009) significantly raised awareness of the impact of assessment for learning on students' achievement. Christodolou (2017) builds on this foundation by exploring some key components of good assessment to produce good outcomes. More recently, the early Career framework (2019) outlines the critical role that effective assessment plays in providing teachers with students' understanding, enabling teachers to make decisions and give appropriate feedback to support students to improve.	3, 5

## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 126,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted small group tuition using approved external provider for KS3 students (My Tutor)</i>	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))	4, 1 5
<i>Targeted feedback to students following assessments using high quality feedback programme - Pupil progress</i>	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)	3, 5, 1
<i>Using teaching assistants to support small group tuition</i>	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.	3, 4, 1
<i>Acquisition of digital resources and revision resources to support targeted and small group interventions and tutoring.</i>	Appropriate digital and other resources to support classroom teaching and other interventions is critical to level the gaps between disadvantaged and other students.	5,4,3
<i>Whole school targeted intervention for specific students at risk of falling behind or not making sufficient progress in internal and external exams.</i>	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)	5,1

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

Budgeted cost: £ 72,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>RADY (Raising attainment for disadvantaged students) golden thread Whole school refocusing on the expectations of disadvantaged students.</i>	Ensuring all aspects of school life reflects commitment to raising outcomes for disadvantaged students as outlined in the RADY programme. <a href="chrome-extension://oemmndcbldboiebfnladdacbfmadadm/https://challengingeducation.co.uk/wp-content/uploads/2021/10/CBC-RADY-Final-Evaluation-Report.pdf">chrome-extension://oemmndcbldboiebfnladdacbfmadadm/https://challengingeducation.co.uk/wp-content/uploads/2021/10/CBC-RADY-Final-Evaluation-Report.pdf</a>	1,2,3,4,5
<i>Provision of additional support staff to mentor and support students with additional behavioural needs</i>	In school evidence shows improvement in students' behaviour with behaviour mentoring as students' perception of school improves and relationships are enhanced.	1,2,3,5
<i>Improving access to school counsellor support</i>	Positive impact on attendance and relationships as students' wellbeing improves leading to positive overall outcomes.	1,2,3,
<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. <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>	3, 5, 1
<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

**Total budgeted cost: £293,940**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged students

*The implementation of the school's 2022/2023 strategy was successful in many respects with positive overall achievement outcomes: Disadvantaged students achieved Attainment 8 of 44.2 compared to non-disadvantaged students achieving A8 of 48.9. The progress 8 score for disadvantaged students was - 0.18 relative to national data. The students achieved 53% 9-4 and 34% 9-5 respectively. Entry to EBacc for disadvantaged students was 20% achieving an APS of 3.55. Whole school attendance and punctuality were above the national average though below the attendance of non disadvantaged students.*

*Sequencing of our curriculum for all students was recognised as a strength by Ofsted (2023). Our CPD programme focussed on improving the overall quality of education is embedding evidence based strategies and techniques which is informing improvements in teaching, learning and assessments, and positively impacting on the productivity of classrooms. We recognise that our support for extra-curricular provision for disadvantaged students is also increasing opportunities and building students' cultural capital. However, we have more to do in reviewing participation rates and taking necessary action to ensure some students are not missing out.*

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

*The recruitment of an on site counsellor has been very successful in supporting students to improve their well being. Students who have made use of this provision have appreciated the support and have indicated that their sense of well being has improved. Support from the counsellor has also been impactful in improving the attendance of some students.*

*Through strong and focussed career's guidance, a significant majority of our disadvantaged students are progressing to appropriate sixth form courses and to their next stages of apprenticeship and higher education. This will continue to be an area of focus to ensure students are well prepared to take advantage of the opportunities.*

*Overall, we feel our Pupil Premium strategy is improving the academic and pastoral outcomes of our students. We know that the pandemic had a disproportionate impact on disadvantaged students but our focus on high quality staff, quality first teaching and*



*behavioural and well being support for students whilst maximising their opportunities is the right approach and we continue to work hard to 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.*