



Pupil Premium

Pupil Premium Strategy Statement (2021-2024)

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Norton Canes High School
Number of pupils in school	500
Proportion (%) of pupil premium eligible pupils	30% (149)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs S Diggory (Acting Headteacher)
Pupil premium lead	Mr S Stokes
Governor / Trustee lead	Mrs M Whiteman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,880
Recovery premium funding allocation this academic year	£19,720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£149,600 (£955 p.p)

Part A: Pupil premium strategy plan

Statement of intent

At Norton Canes High School, we hold the same high expectations for all our students, regardless of potential barriers. We appreciate that there are challenges for identified students that has been exacerbated by Covid-19. Our endeavour is to provide a service that enables disadvantaged students to “at least” match their counterparts in all areas of school life and to leave Norton Canes High School with the qualifications and skills to become active and responsible citizens.

Challenges

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

Challenge number	Detail of challenge
1	Attendance is lower and persistent absenteeism higher than non-PP students
2	Suspension rate for PP students is higher than national for PP students
3	Engagement of PP students is below non-PP students
4	Engagement of parents/carers of PP students is below non-PP
5	Performance data for PP students is below non-PP (special mention to percentage of PP students gaining L4 at English and Maths)

Intended outcomes

Intended outcome	Success criteria
Improved attendance and persistent absenteeism for PP students	PP students to be in line with national average for all students (PP and non-PP)
Improved behaviour for PP students	Suspension rate for PP students to be in line with national data for PP students
PP students show more engagement in school life	PP engagement in school activities to be in line with non-PP students
Increase in the number of parents/carers of PP students to parental engagements	Number of parents/carers of PP students attending parental engagements to be in line with non-PP parents/carers
Improve academic performance for PP students	Reduced gap for PP and non-PP for both P8 and A8. Reduced gap of reading ages for PP and non-PP. Reduce the vocabulary gap for PP and non-PP.

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: £14,500

Activity	Evidence/rationale that supports this approach	Challenge number(s) addressed
Calendared CPD on the quality of teaching for all pupils and the expectations for disadvantaged pupils (£35x10sessions = £350)	The EEF states the quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes.	2 5
Completion of the attachment and trauma pathway to improve staff ability to support identified students in conflict situations (£70x5 = £350)	There are a high percentage of PP students who are/have been open to T2-4 support.	2 5
Appointment of pupil premium champions in English and Maths (£1,200x2 = £2,400)	The percentage of PP students attaining L4+ in English and Maths is lower than non-PP.	5
Departments issued PP budget to support students in their subject area (£9,900)	It is evident that a number of PP students do not attend with the required uniform/equipment.	5
Purchase of Provision Mapping to improve staff ability to support disadvantaged students with SEN (£1,500)	From observations, staff require further assistance in supporting students with SEN.	5
Calendared CPD to support quality first teaching in the classroom (use of diagnostic assessment)	The EEF states the quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes.	5
Calendared in-class intervention for students for identified students	Individualised instruction EEF (educationendowmentfoundation.org.uk)	5

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

Budgeted cost: £54,550

Activity	Evidence/rationale that supports this approach	Challenge number(s) addressed
Pupil premium review (£500)	Pupil premium reviews - GOV.UK (www.gov.uk)	1 2 3 4 5
Academic tutoring in English and Maths (£900x32 weeks = £28,800)	Small group tuition EEF (educationendowmentfoundation.org.uk)	5
CAT4 testing for Y7 students (£3,500)	To personalise the support of PP students, it is important to recognise their strengths and areas for development.	5
Mentoring programme for KS4 students to support students to “at least” make their target grades (2,000)	Mentoring EEF (educationendowmentfoundation.org.uk)	5
Reading tests and interventions, including Bedrock (£5000)	PP students are known to have a low reading age. Bedrock will help increase the number of words students recognise and use. This is known to improve literacy.	5
Intervention programme for Y11 students (£5,000)	Small group tuition EEF (educationendowmentfoundation.org.uk)	5
Inclusion of Educational Psychologist to support/assess identified students (£5,000)	There are a number of identified students who would benefit from support and assessment from an EP. This has previously led to an EHCNA.	5
Exam preparation/support workshops with for KS4 and KS5 - Elevate (£2,400)	Small group tuition EEF (educationendowmentfoundation.org.uk)	5
Implementation of Hegarty Maths (£1,350)	There is a gap in the wholeschool Maths performance of PP and non-PP.	5
Purchase books for all PP students and to write review on books read (£775)	“1 in 11 disadvantaged children in the UK say that they don’t have a book of their own.” National Literacy Trust “Children who say they have a book of their own are six times more likely to read above the level expected for their age than their peers who don’t own a book (22% vs. 3.6%” National Literacy Trust	5
Purchase of audiobooks/ Audible subscription for the texts read in Skills sessions (£225)	“Audiobooks can support wider literacy engagement.” (National Literacy Trust) “1 in 5 (21.7%) children and young people said that listening to an audiobook or podcast has got them interested in reading books.” (National Literacy Trust)	5

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

Budgeted cost: £80,522

Activity	Evidence/rationale that supports this approach	Challenge number(s) addressed
<i>Implement rewards budget to support attendance of identified students (£1,000)</i>	The attendance and persistent absenteeism for identified students is a concern when compared to non-PP students.	1
<i>Implementation of the living for sport programme to improve the engagement of identified students in KS3 (£5,000)</i>	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1 2 3 4
<i>Implementation of trained counsellor to support the SEMH of identified students (£6,000)</i>	There are a high number of identified students who are demonstrating issues in relation to SEMH.	1 3
<i>Identify and refer 2 students per HT for behaviour intervention at The Bridge and/or Chaselea PRU (£400x39 weeks = £19,500)</i>	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2
<i>Budget for alternative provision (outside of PRU led intervention programmes – example Academy 21) (£5,000)</i>	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2
<i>Retention of behaviour support assistant – ELSA trained (£22,600)</i>	There are a number of PP students who are demonstrating challenging behaviour and would benefit from work with our ELSA.	2
<i>Increase number of lunchtime supervisors to support behaviour at lunchtime (£2,037x6 = £12,222)</i>	There have been recorded challenging behaviour at lunchtimes.	2
<i>Improve PSHE programme to improve students' understanding of social, emotional and mental health issues. (£1,000)</i>	There are a number of PP students who do not show required empathy to others needs leading to conflict.	2 3
<i>Implementation of Duke of Edinburgh Award Scheme (£1,200)</i>	Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)	3
<i>Hardship budget for parents/carers of PP students (£1,000)</i>	During lockdowns there were requests for additional support for families and students, who are identified as PP.	3 4
<i>Retention of on-line parent's evening system (£1,000)</i>	Data showed that there are a higher percentage of parents/carers who attended parental events	4
<i>Implementation of the Aspire Programme to improve the aspiration of KS3 and KS4 students (£5,000)</i>	The percentage of PP students taking up L3 qualifications is lower than non-PP.	3 5

Total budgeted cost: £149,572

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

PRIORITY 1 - IMPROVE THE WHOLE SCHOOL ATTAINMENT AND PROGRESS TO THAT OF SIMILAR SCHOOLS FOR STUDENTS IDENTIFIED AS DISADVANTAGED

Member of staff responsible: SS/RP

Tasks	Success criteria	Did you meet the success criteria?	Lessons Learned (would you keep this approach?)	Total Cost
1. Student on task to meet subject based KS4 target	<p>DiSt to engage in remote learning</p> <p>Students identified for intervention</p> <p>In class intervention is completed</p>	<p>During lockdown two, all disadvantaged students were invited in to school. According to DfE data, NCHS had approximately two times the national average of students attending school. For those that weren't all students were allocated a Key Worker. If the students were SEND, they received support from a TA in their on-line lessons. If they weren't SEND, a Key Worker made contact three times a week to support academic and pastoral needs.</p> <p>As part of the SEND Provision, identified students were placed on appropriate interventions programmes. In relation to academic mentoring, this was not included due to the changes in measuring attainment in students.</p> <p>Staff from Y7-11 completed in-class interventions on identified students. These were checked during the next ROP.</p>	<p>How to further support SEND students who would prefer remote learning.</p> <p>Create more improved structure for identifying students.</p> <p>Include within the QA for Vulnerable Students</p>	£8,025.1
2. Improve numeracy and literacy of disadvantaged students	Increase in the reading age and numeracy rates from baseline	All identified students engaged in the "reading for pleasure" programme and were bought identified books. As a consequence of the programme whole school PP students made an increase of 8.75 months. If discounted, improvement in PP reading age would have been a more encouraging 13 months.	Careful monitoring of testing, especially for identified students.	£23,405

			Total Budget	£31,430.10
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PRIORITY 2 - IMPROVE THE ATTENDANCE OF WHOLE-SCHOOL ATTENDANCE TO THAT OF SIMILAR SCHOOLS FOR STUDENTS IDENTIFIED AS DISADVANTAGED

Member of staff responsible: SS/LHO

Tasks	Success criteria	Did you meet the success criteria?	Lessons Learned (would you keep this approach?)	Total cost
1. Enhance support for identified students	DiSt to average 94% attendance	For the purposes of measuring data, organisations have stated that attendance between March 23 rd 2020 and March 8 th 2021 should not be considered. It should also be noted that national attendance figures for 2020/2021 have not been published. However, 2020/2021 attendance students identified as PP was 84%, with non-PP at 90%. National data for PP in 2018/2019 was 92.5%. Although this is well below target, it should be noted that COVID and other authorised absences had a major impact on attendance. When considering unauthorised absence, PP was 3.8% and non-PP was 1.19%.	The ability to track students through the new system, continues to show success and the procedures and processes are not considered obstacles for further improvements. When considering targets for next academic year, further consideration should be made to inspecting unauthorised absence, especially with the changes to attendance coding (COVID).	£16,565

2. Students rewarded for good attendance	More DiSt gaining 100% attendance	The rewards system continued to develop. However, COVID had significant impact on attendance. The result was less students receiving 100% attendance. During 2020/2021 only 40 students received 100% of which only 14 were PP.	Although it appeared a positive area to consider, due to issues relating to COVID, 100% attendance will not be considered an area for inspection.	£0
			Total Budget	£16,565

PRIORITY 3 – IMPROVE THE BEHAVIOUR OF STUDENTS, SO PX AND FTE WOULD BE IN LINE WITH SIMILAR SCHOOLS

Member of staff responsible: SST/TU

Tasks	Success criteria	Did you meet the success criteria?	Lessons Learned (would you keep this approach?)	Total cost
1. Increase structure of the Inclusion Team	Appointment of behaviour support assistant	The additional of the behaviour support assistant, was a needed and welcomed addition to the team, especially as our Key Worker moved to another school (promotion). This made resources stretched, especially at a critical part of the academic year.	Staffing levels are not for further consideration at present, therefore they will not be considered for next academic year.	£9,200

2. Improve behaviour in classroom and during social time	<p>Improved teaching and learning of identified students</p> <p>Improved classroom management of students</p> <p>Improved behaviour during social time</p>	<p>This is an area that witnessed the least success. There was a training programme for staff, that including behaviour management, throughout the academic year and an adaption to the behaviour policy to incorporate COVID considerations. However, even with increased provision behaviour of students, including those with PP, was not good. This was disappointing considering previous year's FTE and PX rates for the school were comparable with national norms. It was evident that PP students, especially those with SEN, was negatively affected from the time not in school. COVID regulations also contributed to this as the school's response was to stop all interventions during the Autumn Term. It was not surprising that this led to a large increase of FTEs in the Autumn Term.</p>	<p>Staff education is considered an area for further consideration. We are looking to become an attachment and trauma informed school. As a high percentage of PP students are also SEN, the PP budget will also support the provision of SEN students.</p>	£43,211.32
3. Reduced reoffending of identified students	<p>Reduction in repeat PXs (up to 3 students)</p> <p>Identify at risk students</p> <p>Increased interventions for students</p>	<p>The main target for this academic year was for no PP student to receive a PX. This target was achieved, as the school sadly had to PX one student, who was non-PP. The school did see an improvement in the number of PP students identified for support. This led to several PP students participating in a number of interventions to manage and modify their behaviour. However, although an improvement, the school still witnessed a considerable increase in the number of FTEs.</p>	<p>The reoffending of students must be a priority of the school. The new Tier system will enable a closer and more systematic approach to identifying students at risk and the increased intervention programme should decrease the number of students offending and reoffending.</p>	£19,771.8
			Total budget	£72,182.90

Externally provided programmes

Programme	Provider
Bedrock Learning	Bedrock Learning Ltd
Hegarty Maths	Hegarty Maths

Further information (optional)