

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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	The Norton Knatchbull School
Number of KS3/4 pupils in school	1029
Proportion (%) of pupil premium eligible pupils	13.1%
Academic year/years that our current pupil premium strategy plan covers	2024-27
Date this statement was published	01/10/2024
Date on which it will be reviewed	September 2025
Statement authorised by	Ben Greene
Pupil premium lead	Sarah Neale – Assistant Headteacher
Governor / Trustee lead	Marianne Highwood / Corinna Sewell - Hill

Funding overview – 2024-25

Detail	Amount
Pupil premium funding allocation this academic year	£133,070
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£133,070

Part A: Pupil Premium Strategy Plan 2024-27

Statement of Intent

The Norton Knatchbull School provides support for Pupil Premium students to achieve their academic and social potential. The strategy outlined below highlights key areas to address and identifies steps to support this process. An area that we would highlight as important is quality first teaching that is beneficial to all students.

Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium students prioritised by all stakeholders
2	Closing academic gaps
3	Homework completion– reduction in L1's
4	Attendance, punctuality, as well as daily attendance
5	Resources

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
1. PP first mindset 'first and foremost' in Teaching and Learning	<p>Staff are aware of who their PP students are and ensure that the teaching and learning taking place in the classroom allows students to access their full academic potential.</p> <ul style="list-style-type: none">• Effective communication to staff about the impact of knowing who the PP SS students are.• Staff are checking in with PP students 'first and foremost' as a priority in lesson time, to ensure the students are confident and able to complete the work asked of them. When marking, PP student work is marked first.• Culture of Teaching & Learning – excellent structure to lessons – teacher can teach, students can learn – reflecting the values of the school.• Additional needs, both academic and emotional, identified and supported for all PP students.• Open door policy to share good practice in place.

<p>2. Identify and close specific gaps in academic attainment.</p>	<p>Staff and leaders use monitoring and assessment data to support the progress of PPSS students and to inform intervention and review its effectiveness.</p> <ul style="list-style-type: none"> • Monitoring data is interrogated to identify successes and underperformance, that informs interventions and next steps. • Provision is put in place to support students by class teacher, Subject Leader, SSM, Head of Year, SLT, as appropriate identified in Monitoring Feedback form. • PPSS students are mentored by staff to build a supportive framework in school and to support academic progression. • Staff undertake CPD training on use of ALPs, Science for Learning to provide them with a teaching toolkit for our students.
<p>3. Reduction in number of PP students failing to complete homework.</p>	<p>Investigate the correlation of L1 sanctions for 'no homework' assigned to PP students, with an aim to reducing this number.</p> <ul style="list-style-type: none"> • Barriers to learning are identified, using regular IT audit and mentoring review. • Attendance of PP students improves, due to organisation or completion of homework tasks. • Consistent uptake of Homework Club and use of in-school facilities to complete homework. • Parent Information Evenings are use to explain expectations and work with parents. • Engagement with diagnostic homework platforms used for English, Maths, Science and Computer Science: Century, Sparx, Smart Revise.
<p>4. Improvement in attendance figures for PP students</p>	<p>Work to support families and students to regularly attend school. Where applicable, we work with students to be punctual to form time and their lessons within the school day.</p> <ul style="list-style-type: none"> • We explore if there are links with homework or NEA deadlines at KS4 and student attendance in individual cases. • We are regularly working with outside agencies where long term absence occurs. • We have raise awareness of links to the KCC bus pass (free and reduced rate) by posting links on the Admissions page of our website, for staff and parents.
<p>5. Resources</p>	<p>We have built an overview of PPSS engagement in extra-curricular activities and provide support for departments to deliver an engaging curriculum for all students.</p> <ul style="list-style-type: none"> • Audit of IT and internet resource usage for homework. • Audit of extra-curricular participation. • Termly audit of expenditure.

Activity in this academic year

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

Teaching

Budgeted cost: £ 66,535 (*EEF model of 50%*)

Activity	What is involved in this?	Challenge number(s) addressed
High Quality Teaching	<ul style="list-style-type: none"> The main thing is the main thing – Teaching and Learning is of a high quality and offers stretch and challenge for all students PPSS students are prioritised with a ‘first and foremost’ approach in teaching and support. Specialist staff have excellent subject knowledge Lessons are well planned and engaging, they have pace, stretch and challenge for all students. Teachers are focused on improving all student outcomes Developing resources for effective planning and delivery of the subject Use of the subject Curriculum Handbook, to plan an effective curriculum. A CPD programme that is research based. Learning Walks – offer staff an opportunity to share good practice and inform subsequent CPD. Assessment not assumption – diagnostic academic testing and feedback is used, including establishing baselines, formative / summative, use of monitoring data and analysis of this data to inform next steps. 	1, 2, 3, 4
Sharing good practice	<ul style="list-style-type: none"> Teaching staff contribute to CPD sessions by leading sessions and working collaboratively. Learning walks have an identified termly focus: Sixth Form, subject based, form time, Feedback from learning walks is communicated to staff. Emerging themes from learning walks informs whole school CPD. Open door policy 	1, 2, 3, 4
Use of Language	<ul style="list-style-type: none"> Language and literacy skills are a focus in form time. Within subjects learning students are encouraged to move from the language of a novice, to language of an expert. 	2
School CPD programme	Improving teachers’ skill set to allow better knowledge of teaching / pedagogy;	1, 2, 5

	<ul style="list-style-type: none"> • Science for Learning • Memory and Metacognition • Behaviour for Learning <p>If this is done well, it benefits all students, and builds equality and equity into learning.</p> <p>Sharing of good practice – staff led sessions and department input</p> <ul style="list-style-type: none"> • Questioning • Subject specific CPD from exam board feedback • Whole school CPD based on learning walk feedback and how it resonates with individual subjects 	
CPD Research Groups	<p>We are running 11 research groups this year with 1 based on provision and outcomes for PP students. A second group is looking at parental engagement and improving student behaviours</p> <ul style="list-style-type: none"> • How can we close the Pupil Premium Gap' (With a particular focus on attendance and parent engagement) • 'How can we improve parental engagement to positively impact behaviour?' 	2
Individual CPD	<p>Specific CPD courses are sourced from external providers. These can reflect a PDR requirement, or be in response learning walk feedback, or the developing the role of staff in supporting students pastorally.</p>	1, 2, 3, 4, 5
National Professional Qualifications	<p>Our staff have completed a range of specialist or leadership NPQ's. This can develop them as middle or senior leaders or to inform pedagogy. Many staff who have completed NPQ's go on to lead a research group or have a TLR role.</p> <p>Specialist NPQ's</p> <ul style="list-style-type: none"> • Leading Teacher Development - help teachers in our school develop their skills. • Leading Teaching - lead the teaching and learning of a subject, year group or phase. • Leading Behaviour and Culture -promote a culture of good behaviour and high expectations. • Leading Literacy - promote literacy across a whole school, year group, key stage or phase. <p>Leadership NPQ's</p> <ul style="list-style-type: none"> • Senior Leadership • Headship 	1, 2, 3, 4, 5
Supporting Early Career Teachers	<p>Bespoke training pathways are created for our ECT's. This is supported by the school's Professional Mentor and their Department Mentor. Protected time and reduced timetable is allocated to these staff (in line with Gov't guidance) to ensure ECT's are fully supported in their first 2 years.</p>	1

Targeted academic support

Budgeted cost: £ 33,267.50 (EEF 25%)

Activity	What is involved in this?	Challenge number(s) addressed
GCSE POD	Annual subscription <ul style="list-style-type: none"> All KS4 students able to access GCSE POD to help learn / revise in specific subject 	2
Literacy for KS3	Subject specific vocabulary <ul style="list-style-type: none"> students learn subject vocabulary / key words and are tested on this as part of their – form time programme. whole school focus through subject teaching resources and literacy policy with an awareness of our EAL student and how best to support them. Awareness that if a student's Reading Age is the same as their chronological age it gives them access to curriculum, and ultimately exam papers. 	2, 3
Learning Mentor	Learning mentors used to support students: <ul style="list-style-type: none"> Who have specific gaps in individual learning identified post monitoring and a support plan is put in place. One to one support Small group support Can be academic or pastoral focus 	1, 2
Academic Mentoring	<ul style="list-style-type: none"> Working with Subject Leader's where gaps are identified. Staff support specific Yr11 Pupil Premium students throughout the year. HOY – Monitoring analysis from PPE's and monitoring drops Behaviour or attendance reaches a threshold 	1, 2, 3,

Wider strategies

Budgeted cost: £ 33,267.50 (25% EEF)

Activity	What is involved in this? Based on student needs – not labels	Challenge number(s) addressed
Homework Club	After school homework club - Monday to Friday <ul style="list-style-type: none"> • Available for all students (including Pupil Premium students). • Increased IT facilities for student access 	3
Student Support Managers and Attendance Officer	Pastoral support for students: <ul style="list-style-type: none"> • Poor attendance highlighted • Students mentored. • Home visits • Pastoral, SENCO, HOY, Early Help and Attendance Officer hold meetings fortnightly - remove barriers to improve attendance and outcomes for these students 	3, 4,
Purchasing Resources	<ul style="list-style-type: none"> • Various resources purchased to support student learning in lessons and wellbeing including pencil case equipment, PE kit, laptops on loan for homework access to remove barriers to learning 	5
Educational trips and other non-academic opportunities.	<ul style="list-style-type: none"> • Financial support given for curriculum-based school trips and various other activities (e.g. peripatetic music lessons, Duke of Edinburgh expeditions, subject trips, theatre trips – for GCSE and for Pantomime) 	
Counselling	<ul style="list-style-type: none"> • Counselling is provided on site - 5 days per week • Staff can refer students for counselling • PP students can experience Issues with negative self-perception or have lower expectations of themselves despite being in a Grammar school 	
Careers Advice	<ul style="list-style-type: none"> • Morrisby Profiling is completed, • Meetings with careers advisor in year 10 and 11, through to 6th form. 	

Total budgeted cost: £ 133,070

Part B: Review of outcomes in the previous academic year 2023-24

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Year 11 Pupil Premium students achieved just below the cohort as a whole but students have been able to progress onto post 16 choices. Pupil Premium Progress 8 was measured at -0.24 (an improvement of +0.17 from -0.41 Progress 8 previous year). Last year the gap was c.0.75 grade when compared to non-disadvantage students; this year it is closer to 0.5 – or half a grade below. This is still negative but narrower residual. The cohort size was 15 students: 9 Pupil Premium and 8 Service Students – with 2 student is both categories)

Our academic mentoring for specific Pupil Premium students in year 11 has been seen to have a positive outcome on them both academically and socially.

Year 10 Monitoring Data analysis

Disadvantaged students in Year 10 were showing lower scores for Attitude to Learning and Homework outcomes in both rounds of data. Their attainment 8 score is 7.68 lower than the rest of the cohort. Intervention and academic monitoring for identified students began in Y10. This year group has the largest PPSS cohort of any year group at 27 students; 21 Pupil Premium and 6 Service Students)

Year 10 (Projected) (2023/2024)		
	Monitoring 1 (Dec '23)	Monitoring 2 (May '24)
Average ATL for Y10	1.74	1.70
Attainment 8 Score	55.51	63.65
Percentage of 9-7 grades	32.93%	38.83%
Percentage of Students with strong pass in English and Maths (grade 5+)	92%	87%
Attainment 8 Score for Disadvantaged students	51.31	55.97
Average Projected Grade for Disadvantaged students	5	5
Average PPE grade for Disadvantaged students	n/a	4
Average ATL for Disadvantaged students	1.88	1.89
Average HWK for Disadvantaged students	2.04	2.07

Year 9 Monitoring Data

These pupil premium students were performing to similar levels to that of the whole cohort. ATL -0.12 and homework -0.10 with KS3 attainment being -0.16. The cohort size is 25 students: 18 Pupil Premium and 8 Service Students – one student is both categories)

	Monitoring 1	Average (6= E+, 1 = W)	Monitoring 2	Average (6= E+, 1 = W)
Average ATL	1.72		1.68	
Average Attainment	M		M	3.56
Average Homework	1.75		1.76	
Average ATL for Disadvantaged students	1.68		1.76	
Average Attainment for Disadvantaged students	M		M	3.40
Average Homework for Disadvantaged students	1.95		1.86	

Year 8 Monitoring Data

The attainment gap is widening slightly with pupil premium students in this year group, when comparing to the average year group score.

ATL -0.15 and Homework -0.13 with KS3 attainment being -0.35.

The PPSS cohort for year 8 is 19 students, with 19 Pupil Premium and 2 Service Students. 2 students are in both categories.

Specialty Groups	Monitoring 1	Average (6= E+, 1 = W)	Monitoring 2	Average (6= E+, 1 = W)
Average ATL	1.70		1.60	
Average Attainment	M	3.41	M	3.46
Average Homework	1.80		1.74	
Average ATL for Disadvantaged students	1.82		1.75	
Average Attainment for Disadvantaged students	M	3.22	M	3.11
Average Homework for Disadvantaged students	1.93		1.87	

Year 7 Monitoring Data

The attainment gap is narrower with Pupil Premium students in this year group, when comparing to the average cohort score.

ATL -0.14 and homework -0.01 with KS3 attainment being -0.15.

The PPSS cohort in Year 7 is 20, with 18 Pupil Premium and 2 Service Students

	Monitoring 1	Average (6= E+, 1 = W)	Monitoring 2	Average (6= E+, 1 = W)	Monitoring 3	Average (6= E+, 1 = W)
Average ATL	1.70		1.68		1.62	
Average Attainment			M	3.21	M	3.37
Average Homework			1.77		1.75	
Average ATL for Disadvantaged students	1.72		1.72		1.62	
Average Attainment for Disadvantaged students			M	3.11	M	3.22
Average Homework for Disadvantaged students			1.77		1.76	

Overall view:

Our pupil premium students have been closely tracked throughout the year at monitoring points and identified in Head of Year Monitoring Response Forms where the data sub-group is analysed. Where students have been highlighted as falling below expected levels in attainment, attitude to learning or with homework issues, interventions have been put in place in specific subjects.

A change in assessment was made at KS3, going from working towards, meeting and exceeding, to quartiles of emerging, developing, secure and mastery. These will be data driven and analysed as a whole year group.

Attitude to learning values changed from 1 to 3, to 1 to 4 in response to HOY analysis. This was to give the opportunity for greater differentiation at the lower end of grades.

Analysis of behaviour points for 'incomplete' or 'no homework' showed a small number of PP students who were regularly getting these sanctions. Action taken included working with Heads of Year, Student Support Managers and parents to find solutions tailor made to the individuals, with a view to improve circumstances and break the cycle of sanctions.

An audit of internet access and usage was completed by students, and this identified a few PP and SS students who had issues accessing a device of their own to complete homework or coursework, or with dual factor authentication for Office 365. These were picked up on a case-by-case basis, and solutions put in place.

Homework club was relocated mid-year to G14, due to higher demand for IT resources. This has been addressed in the library refurb, with an increase of IT facilities. Arbor registers now provide data of attendance. The next steps are to analyse any patterns of attendance for students.

The school has an organised annual CPD programme for staff to help improve pedagogy. Work on metacognition, questioning and quality first teaching using research-based evidence, have been used in conjunction with review of curriculum planning and delivery materials.

Pastoral support for students has developed further with the appointment of a part-time Early Help Worker, who works in conjunction with our Attendance Officer and Student Support Managers and Counsellors. Support has also been provided for students where a need has been highlighted via our referral system.