Pupil Premium Strategy Report 2024 /25

This report details the impact of pupil premium funding to help improve the attainment of our disadvantaged pupils in our school.

It outlines our Pupil Premium strategy, how we used the funding in the last academic year (2024/2025),

School overview

Detail	Data
School name	The Norton Knatchbull School
Number of KS3/4 pupils in school	
	13.1%
Academic year/ that our current pupil premium strategy plan covers	Report for academic year of 2024/ 2025
Date this statement was published	01/10/2025
Date on which it will be reviewed	July 2026
Statement authorised by	Ben Greene
Pupil premium lead	Sarah Neale – Assistant Headteacher
Governor / Trustee lead	Marianne Highwood & Jyoti Patel

Funding overview – 2024-25

Detail	Amount
Pupil premium funding allocation this academic year	£120,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£120,000

Part A: Pupil Premium Strategy Plan 2025 - 28

Statement of Intent

The Norton Knatchbull School (NKS) is a Boys Grammar school located in Ashford, Kent. Students entering the school in year 7 are in the top 27% of ability within the local area. The school was founded in 1630 by Sir Norton Knatchbull and has a long-standing tradition of academic excellence and community engagement. We are proud of our history, tradition and achievements and to serve our community for almost 400 years. NKS provides secondary education for male students in years 7-11 alongside a co-educational sixth form. Currently female students make up 4% of the school cohort, as part of our Sixth Form cohort. In total there are 1354 students within the school community, based on 7-form entry.

The school delivers a broad and inclusive curriculum designed around the 4 pillars of the Knatchbull Baccalaureate (The Knatch Bacc),: Academic, Extra Curricular, Community, Excel and Extend. Our curricula and programmes are designed to stretch and challenge our students, through academic rigour and creative learning experiences. Student Aspiration is central to our School Improvement Plan and informs our whole school teaching and learning focus and CPD for staff.

We value every student for who they are and their ability to improve and grow. We aim to 'level the playing field for all learners' and believe that a well-designed curriculum and quality first teaching are the cornerstone of achieving this. We strive to build a Culture where all learners feel that *'this is a school for someone like me'* and have events to support, develop and challenge behaviour and attitudes.

*"The best available evidence indicates that **great teaching is the most important lever schools have** to improve outcomes for their pupils."*
The Educational Endowment Fund (May 2021)

This ethos is central to our CPD provision over the past 3 years and continues to do so. We base our CPD delivery on research evidence (EEF, Sutton Trust and DFE, as examples). We use regular assessment to inform our interventions and support strategies. We also aim to understand how socio / economic disadvantage impacts on pupils' learning, and work to ensure that societal disadvantage does not mean that our students cannot access the high-quality education and have high aspirations for all.

Why we do this - we are not social services or local government but:
- We can deliver quality first teaching that benefits all students
- We can include all students as part of our school community

- We can support students academically and pastorally
- We can start to address the impact of financial or social disadvantage

Due to the impact of these external factors on a significant percentage of our student population we have launched the First and Foremost approach for our Pupil Premium students – with the aim that these small changes can support these students, and if we are getting this right for these students, we are getting it right for all of our students

What we can do - we have a policy of 'First and Foremost';
- We welcome out students into from time and our lessons
- We help them settle in, do they understand the task, take their questions
- We mark their work first and provide useful feedback
- We ensure they use green pen to identify their self-reflection activities
- We analyse their data first in monitoring reviews
- We deliver quality first teaching which benefits all
- We know who they are through seating plans, Arbor profile or demographics eg Provision
- We check in with them on a regular basis
- We support them to be prepared for the day - with uniform and equipment
- We monitor achievement and behaviour points – to celebrate the positive or support with behaviour intervention

We want all our students to feel safe and secure, and recognise the critical role that safeguarding, regular school attendance and outstanding pastoral support play in achieving this. We believe that consistency is key and ensure we have clear routines and structures in place to allow all students to thrive, achieving their academic and social potential.

Our students have opportunities to develop their perspectives through a wide range of academic enrichment, extra-curricular and community trips and activities. Each year we have an enrichment week which offer trips abroad and residentials, such as Bushcraft. We also run day trips to both London and local landmarks and museums, such as the Planetarium and Natural History Museum, as well as reward trips for academic success. Year 10 students have a week of Work Experience, offering them experiences of aspirational careers or future pathways. All Year 7 students are taken to the Pantomime at the Marlow Theatre, in Canterbury. GCSE Music and Drama students go to see productions in London's West End, such as Hamilton. There are annual Geography field trips to Wildwood and Rye, Camber, Ashford and Folkestone. History trips run to

Dover Castle, Pevensey Bay and The Centre for Experimental Military Archaeology in Detling. We also facilitate peripatetic music lessons for students who wish to start or continue learning an instrument; drums, trumpet, guitar and piano and singing lessons delivered on a weekly basis. This year we have supported 5 students with their applications to the Arkwright Engineering Scholarships as part of a STEM initiative. With classroom-based activities like Food and Nutrition and Physical Education, we work with parents and colleagues to ensure that no student is prevented form participation in these events due to financial disadvantage.

The strategy outlined below highlights key areas to address and identifies steps to support this process at NKS.

'Disadvantaged pupil' is a term identified in the national datasets used in the analysis as those eligible for free school meals (FSM) or looked after by the local authority. This is the definition of eligibility for the pupil premium that was used prior to April 2014. We would like to thank our parents who have responded to requests about their Ever 6 status as it opens funding for us as a school and to helps to address issues faced by our students within our context.

Challenges

This details the key challenges to achievement that we have identified among our Pupil Premium here at NKS.

Challenge number	Detail of challenge
1	Stakeholder awareness of Pupil Premium students
2	Closing academic gaps
3	Homework completion – identifying barriers
4	Attendance, punctuality, as well as in school daily attendance

Intended outcomes

These are the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure how successful they have been.

Intended outcome	Success criteria
1. PP first mindset 'first and foremost' in Teaching and Learning	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. This is evidenced by: • Effective communication to staff about the impact of knowing who the PP 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. Ethos of if we get this right for one, we get it right for all. • Additional needs, both academic and emotional, identified and supported for all PP students. • Open door policy to share good practice in place. Curriculum Review Day 3, on 6th January 2025 was used to launch this policy to all staff CPD on high prior attainment students has also taken place PP students are identified on Arbor, seating plans and mark books, as well as monitoring reports by Subject Leaders and Heads of Year to identify the impact of learning and interventions Purchase of Provision Maps software has allowed for individual learning plans to be created for PP students – giving staff shared strategies and background to support students (pastoral and academically) Next steps; To ensure that this approach is consistently applied across subjects and lessons This can be seen in learning walks as part of the QA process. It is important that this remains a focus in lessons and remains a priority
Intended outcome	**Success criteria**

2. Identify and close specific gaps in academic attainment.	Staff and leaders use regular monitoring and assessment data to support the progress of PP students and to inform intervention and review its effectiveness. This is evidenced by: • Monitoring data is regularly interrogated to identify successes and underperformance, that informs interventions and next steps by departments and Head of Year and SLT • 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. • PP 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, evidence based Science for Learning techniques to provide them with a teaching toolkit for all our students. Directed agenda items in line management meeting programme (PP, HPA, SEND), and support to write analysis report Data manager supplies data sets per year group, and by subject against subgroups to inform feedback reports Monitoring is analysed in a standardised format at each assessment point Each year group report is an item on SLT meeting agenda ALPs training has taken place, and support is available to help staff use the data effectively Next steps: Develop the mentoring - capture what support is in place QA learning walks, line management meetings, department meetings
3. Reduction in number of PP students failing to complete homework.	Investigate the correlation of L1 sanctions for 'no homework' assigned to PP students, with an aim to reducing this number. This is evidenced by: • Barriers to completion of homework and learning are identified, using regular IT audits and SSM mentoring review. • Reduction in PP students getting L1's for late or missing homework, due to improved organisation skills or completion of homework tasks. • Consistent uptake of Homework Club and use of in-school facilities to complete homework. • Parent Information Evenings are used to explain expectations and work with parents. • Engagement with diagnostic homework platforms used for English, Maths, Science and Computer Science: Century, Sparx, Smart Revise. Barriers are gradually being identified – but there is more work to do. Support is put in place where when asked for, but not everyone is forthcoming.

	There was a slight reduction in L1's from students for homework over last year, but this could easily reverse. Homework club runs consistently on a daily basis. The use of homework platforms and subject resource platforms are still supported. We have modified subscriptions to reduce payment for non-use (eg GCSE Pod has been slimmed down to subjects who use it regularly) IT resources in the library have been increased 4-fold Parent information evening events are now in their third year of running and have a consistent content thread, they are well attended and received.
4. Improvement in attendance figures for PP students	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. - We explore if there are links with homework or NEA deadlines at KS4 and student absence / attendance in individual cases. - We are regularly working with outside agencies where long term absence occurs. - We 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. - Parent Voice meetings are held in school for PP parents to attend and discuss key topics - NKS Family 5 – postcard with values and QR links printed and included in all Year 7 starter packs and sent out to all PP student families Attendance officer and member of SLT, Heads of Year and Student Support Managers monitor the attendance of key students, supporting families and involve outside agencies as and when appropriate NKS family 5 postcard is new this year and has been trialled with Y7 and PP families – as it has QR codes to support communication around attendance and accessing FSM and bus pass applications via links on the school website Next steps: We have an effective system in place, with a good team. Now it is a question of keeping lines of communication open and responding to events as patterns emerge. We now need to collect and collate evidence to demonstrate impact, so we can see what is working and amend if needed

Activity in this academic year

This details how we allocated our Pupil Premium **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ 60,000

Activity	How have we achieved this?
High Quality Teaching 1, 2, 3, 4	• The main thing is the main thing – Teaching and Learning is of a high quality and offers stretch and challenge for all students • PP 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, written for NKS context and adapted to respond to NKS context and needs form QA • 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 regular monitoring data and analysis of this data to inform next steps
Sharing good practice 1, 2, 3, 4	• Teaching staff contribute to CPD sessions by leading sessions and working collaboratively within and across departments. • Learning walks have an identified termly focus: Sixth Form, subject based, form times, PP, SEND, HPA students • Feedback from learning walks is communicated to staff and informs next steps, • Emerging themes from learning walks informs whole school CPD and / or department planning • Open door policy is promoted • Purchase of Provision Maps software has allowed for individual learning plans to be created for PP students – giving staff shared strategies and background to support students (pastoral and academically)

Use of Language 2	• Language and literacy skills are a focus in form time. • Glossary terms, spelling tests and Drop Everything And Read are part of the form time routine at KS3 • Within subject learning students are encouraged to move from the language of a novice to the language of an expert. This is partly through wider reading around the subject, but staff introducing new concepts and terminology with a variety of verbal, visual and written scaffolding techniques • Staff are encouraged to explicitly explain new terminology within lesson context
Whole school CPD programme 1, 2	Improving teachers' skill set to allow better knowledge of teaching / pedagogy; • Science for Learning • Memory and Metacognition • Behaviour for Learning *If this is done well, it benefits all students and builds equality and equity into learning.* Sharing of good practice – staff led sessions and department input • Questioning - verbal scaffolding to support and extend learners • 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 2	We completed the cycle of 11 research groups this year. One Research Group was based on provision and outcomes for PP students and was led by a Head of Year. A second group is looking at parental engagement and improving student behaviours • How can we close the Pupil Premium Gap' (With a particular focus on attendance and parent engagement) – Report 8 • 'How can we improve parental engagement to positively impact behaviour?' – Report 4 Their work and group conclusions can be found here Research Group Project Reports
Individual CPD 1, 2, 3, 4	Specific CPD courses are sourced from an extensive range of external providers from exam board online seminars to guest speakers coming in to work with staff and students over the course of a day. The CPD staff choose to select must reflect a PDR requirement, or be in response learning walk feedback, or be part of developing the role of staff or link to the School Improvement Plan Staff this year have completed the Research Projects and shared their findings and next steps in both a published written report and at an in-person event

National Professional Qualifications 1, 2, 3, 4	Our large number of 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 and practice. Many staff who have completed NPQ's go on to lead a Research Group or have a TLR role within NKS. Specialist NPQ's completed in the past year: • 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. Leadership NPQ's due for completing in the next 12 months • Senior Leadership • Headship
Supporting Early Career Teachers 1	Bespoke training pathways are created for our ECT's with Ambition Institute and Steplab This is supported by the school's Professional Mentor and their Subject Mentor. Protected time and reduced timetable are allocated to these staff (in line with DFE guidance) to ensure ECT's are fully supported in their first 2 years of teaching. We currently have 6 ECT colleagues and look to retain high quality, subject specific staff across the curriculum

Targeted academic support

Budgeted cost: approx. £ 30,000

Activity	What is involved in this?
Literacy for KS3 2, 3	Subject specific vocabulary • 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.
Learning Mentor 1, 2	Learning mentors used to support students: • 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
Academic Mentoring 1, 2, 3,	• 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

Wider strategies

Budgeted cost: £ 30,000

Activity	What is involved in this?
Homework Club 3	After school homework club - Monday to Friday in the school library • Available for all students • Increased school IT facilities for student access outside of lesson time
Student Support Managers and Attendance Officer 3, 4,	Pastoral support for students: • Poor attendance highlighted • Students mentored. • Home visits • Pastoral, SENCO, HOY, Early Help and Attendance Officer hold meetings fortnightly - with the aim to remove barriers to improve attendance and outcomes for these students
Academic trips	Financial support given to families for curriculum-based school trips and in school activities; • Year 7 Geography trip to Rye, History trip to Dover Castle and British Museum • Year 9 History trip to The Centre for Experimental Military Archaeology at Detling • Year 8 Geography trip to London – Science Museum and Boat trip on the River Thames • Year 10 and 11 Drama and Music theatre trips to see Les Misérables and Hamilton in London's West End
Building Cultural Capital	Financial subsidies to support student participation in wider activities • Peripatetic music lessons – drums, piano and guitar • Duke of Edinburgh membership enrolment at Silver and Gold Awards • Participation in STEM workshops • Enrichment activities subsidised – swimming, • Enrolment fee paid for DT students for the Arkwright scholarship • Year 7 Pantomime trip to the Marlow Theatre, Canterbury
Counselling	• 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. • Self-regulation and emotional support can also be an issue that presents with some PP students

Careers Advice	- Morrisby Profiling is completed, - Meetings with careers advisor in year 10 and 11, through to 6th form. - Identifying aspirations of students and setting them up on pathways to achieve this. - PP students prioritised for appointments and support in securing next steps post GCSE
Atom Learning	Promotion of free KS2 resources for families who qualify, in preparation for Kent test. (From Sept 2025, 11 students from 9 primary feeder schools will be joining NKS. These new Year 7 students have accessed resources from this collaboration)
Provision Maps	- Raising profile to support PP and SEND students. - Individual profile links to MIS Arbor, but sharing strategies to support attainment and pastoral well being - In year development and went live in Sept 25

Total budgeted cost: £ 120,000

Part B: Review of outcomes in the previous academic year 2024-25

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Year 11 GCSE (August 2025) Year 11 data summary

Disadvantaged students attained lower grades than the cohort average at NKS but did better here than both the local and national average outcomes. Data from the Gov.uk website for NKS states that disadvantaged students achieved an Attainment 8 score of 60*, compared to non-disadvantaged student A8 performance of 67.3*, however this data does not include any successful remarks of papers and any grade adjustments it shows that within our context there is an Attainment 8 gap of -7.3 for disadvantages students. .

*NKS, local and national figures from Results by pupil characteristics - The Norton Knatchbull School - Compare school and college performance data in England - GOV.UK

Our ALPs data does reflect the updated grade adjustments from successful paper remarks and currently sits with NKS disadvantaged students A8 score of 61.34, and non-disadvantaged students A8 score of 68.39, so a difference of -7.05. Connect

Although -7.05 points lower than their NKS peers, to put it into context, the Local authority Attainment 8 score for non-disadvantaged students is 51.3, and Nationally (England) non-disadvantaged students have an A8 score of 50.3. Our disadvantaged students performed better than non-disadvantaged students in Local Authority and English schools, which you would expect as we are a selective school, taking the upper 27% of ability within the local area.

The National Attainment 8 gap for disadvantaged students in 2024/25 is -15.4% compared to their non disadvantaged peers. The same percentage was reported in 2023/24, and in 2018 it was 13.6%. Nationally the gap has increased, hence the DFE term of 'stubborn attainment gap'. At NKS our attainment gap is (-7.05%). This is less than half that of the national gap (-15.4%),

The disadvantaged cohort size was 27 students (14.7%), double the number in last year's cohort, and the largest of current year groups in school. There were (83.9%) High Prior Attainment students within that cohort of 27, with the remaining 16.1% of students being Middle Prior Attainment. The average GCSE grade achieved by this cohort was a grade 5(+), compared to a grade 6(-) for their non-disadvantaged peers

The ALP's Quality Indicator score for NKS PP students was a grade 7 (cold), compared to the national average QI score of a grade 5. The percentage of NKS students attaining 5 grade 9 to 4's including English and Maths was 96.6% for non-disadvantaged students and 93.8 for disadvantaged. This meant that a disadvantaged student at NKS performed 2.8% lower than their non- disadvantaged peers. This gap in under performance has increased from last year. Connect

One intervention that had small scale success was the academic mentoring programme with specific Pupil Premium students in year 11. It had a positive outcome with paired with a specific academic focus and student led short- and medium-term targets of securing a place in NKS sixth form to study their preferred A levels. This has the potential to be rolled out further again next year. HOY Y11 Monitoring Report

Whilst there remains a gap between disadvantaged and non disadvantaged students it is pleasing to see that this gap is half the size of the national gap. However, further narrowing this gap remains a priority - especially with regards to HPA students in this cohort. This strengthens our continued commitment to Quality First Teaching for all. That combined with targeted interventions based on individual assessment and their needs, being the most effective way to positively impact these students.

Year 10 Monitoring Data analysis (June 2025)Year 10 data summary

Pupil Premium students in Year 10 were showing comparable scores to their peers for Attitude to Learning and Homework outcomes in both rounds of data. Their attainment 8 score is 61.89, compared to 63.15, which is comparable to the rest of the cohort. Intervention and academic monitoring for identified students began in Y10. This year group has 23 Pupil Premium students, 11.9 % of the cohort. HOY Y10 Monitoring Report

Year 9 Monitoring Data (March 2025)Year 9 data summary

Pupil Premium students in Year 9 were matching their peers in KS3 attainment with a difference of only – 0.01
ATL came in at -0.06 and homework sat 0.09 which was the largest discrepancy of any year group.
This year group has 20 Pupil Premium students in the cohort (10.26%). HOY Y9 Report

Year 8 Monitoring Data (July 2025)Year 8 data summary

The attainment gap is widening slightly with pupil premium students in this year group, when comparing to the average year group score.
Average attainment score was 2.61 against the cohort average of 2.47, so a difference of -0.14 This means that on average achievements these Pupil Premium students are in the 3rd Quartile.
The Pupil Premium cohort for year 8 is 25 students which is 11.9% of the year group Year 8 HOY Report

Year 7 Monitoring Data (February 2025)Year 7 data summary

The attainment gap with Pupil Premium students in this year group is slightly wider at the mid-point of Year 7.
Average attainment score was 2.62 against the cohort average of 2.45 so a difference of -0.17. ATL is -0.05 and homework -0.02 lower than non Pupil Premium average. The Head of Year Monitoring Report, which outlines planned interventions is here
The Pupil Premium cohort in Year 7 is 20 students, which is 9.8% of the year group. HOY Y7 Monitoring Report

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 significant change in assessment criteria was made at KS3 where we moved to quartiles, removing the names of these and replacing with numbers 1 to 4. These now provide data driven and analysed as a whole year group of up to 210 students, and the positioning of the student within the year group. This new system has taken a lot of staff training, and communication to parents and students to ensure clarity in application and feedback. All this should be put into context that students at NKS are in the top 27% of ability within the local area.

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. This has proved helpful in identifying occasional issues verses persistent issues

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 specific individuals, with a view to improve circumstances and break the cycle of sanctions by removing barriers to learning, where possible.

Another audit of internet access and usage was completed by students, and this identified a few PP students who had issues accessing a device of their own to complete homework or coursework, or with dual factor authentication for Office 365. These individual needs were resolved with reallocation of resources or one to one IT support to solve authentication issues.

Homework club has permanently relocated from G14 to the Library. Due to the room size and significant increase in IT resources, in response to student demand. 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 has shifted from establishing to embedding/ Curriculum Review days. First and Foremost. Provision maps

Pastoral support for students has continued working with 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 in school referral system.