



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	1037
Proportion (%) of pupil premium eligible pupils	6.8%
Academic year/years that our current pupil premium strategy plan covers	2021-24
Date this statement was published	18/12/2023
Date on which it will be reviewed	September 2024
Statement authorised by	Board of Governors
Pupil Premium lead	Inclusion Manager – Paul Uttin
Governor / Trustee lead	Marianne Highwood

Funding overview – 2023 - 24

Detail	Amount
Pupil premium funding allocation this academic year	£85,905
Recovery premium funding allocation this academic year	£22,908
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£108,813

Part A: Pupil Premium Strategy Plan 2023-24

Statement of Intent

The Norton Knatchbull School intends provides support for Pupil Premium students to achieve their academic and social potential. The strategy outlined below highlights key areas to address and gives strategies / activities to support this process. An area that we would highlight as important is ensuring students close any gaps in learning created due to remote learning / lockdown.

Challenges

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

Challenge number	Detail of challenge
1	Achieving Academic and Social Success
2	Attendance
3	Resources
4	Pupil Premium students prioritised by all stakeholders
5	Closing Academic gaps post lockdown

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
Pupil premium students to achieve their academic potential.	<ul style="list-style-type: none">• KS3 students meet required levels at the end of each year in their subjects.• KS4 students achieve grades allowing them to continue on desired pathway.
Pupil Premium students given access to all experiences within the school both socially and academically.	<ul style="list-style-type: none">• Clear evidence that Pupil Premium students are being supported financially to attend school trips / experiences.
Identify and close gaps in academic attainment.	<ul style="list-style-type: none">• Students have caught up and working at levels associated with their academic potential.

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

Budgeted cost: £26,000

Activity	Evidence to support this approach	Challenge addressed
Whole school CPD programme	<ul style="list-style-type: none"> Improving teachers' skill set to allow better knowledge of Metacognition and Science for Learning Working with support staff to ensure quality of learning, (LSA's, Study Support Supervisors) 	1,4,5
Individual CPD	<ul style="list-style-type: none"> Specific CPD sourced from external agencies according to need to improve quality of teaching. NPQLL, NPQLTD, NPQLBC, NPQH SSM's had DSL training (7 staff) Mental Health First Aid 	1,5
Supporting Early Career Teachers	<ul style="list-style-type: none"> Bespoke pathway training created for ECT's Professional and subject mentors 	1

Targeted academic support

Budgeted cost: £36,000

Activity	Evidence to support this approach	Challenge addressed
<i>GCSE POD</i>	<ul style="list-style-type: none"> Annual Subscriptions - All KS4 students have access GCSE POD to help learn / revise in specific subjects 	1,4,5
<i>Sparx maths</i>	<ul style="list-style-type: none"> Annual subscription – KS3 and KS4 students to build student engagement / independence in Maths 	1,3
<i>Digital theatre</i>	<ul style="list-style-type: none"> Annual subscription – access to theatre production and educational resources 	1,3
<i>Century</i>	<ul style="list-style-type: none"> Annual subscription to support independent work, pre learning and catch up in both science and English. 	1,3
<i>Academic Mentor</i>	<ul style="list-style-type: none"> Academic mentors support students to become more independent learners and improve outcomes. 	1,4,5
<i>One to one support</i>	<ul style="list-style-type: none"> Specific gaps in individual learning identified and intervention plan put in place. 	1,5

Wider strategies

Budgeted cost: £ 47,000

Activity	Evidence to support this approach	Challenge addressed
<i>Homework Club</i>	<ul style="list-style-type: none"> Available for all Pupil Premium (all) students after school every day. 	1,5
<i>Purchasing Resources</i>	<ul style="list-style-type: none"> Subject specific resources purchased to support student learning. Wellbeing including free school meals 	1,3,5
<i>Educational trips and other opportunities.</i>	<ul style="list-style-type: none"> Financial support given for school trips / Duke of Edinburgh Peripatetic music lessons Guest speakers in school, 	1,3
<i>Counselling</i>	<ul style="list-style-type: none"> Counselling provided for specific student needs. One full time position within school (25 h/p/w) 	1
<i>Careers Advice</i>	<ul style="list-style-type: none"> Morrisby Profiling completed for all KS4 students One to one meeting with careers advisor Careers Fayre – meeting with business and industry representatives 	1
<i>Student Hub</i>	<ul style="list-style-type: none"> Continue to embed a relatively new initiative; infrastructure, staffing, staff training Hub manager, first aid and AEN triangulation / liaison 	1,2,3,4,5
<i>Attendance Officer</i>	<ul style="list-style-type: none"> Creation of new role and appointment of full-time member of staff with attendance focus. SSM have lost this role and hence have increased time for pastoral support outside of attendance. 	1,2,4,5
<i>Student Support Managers - Student Mentoring</i>	<ul style="list-style-type: none"> Pastoral support for students in the form of mentoring and full-time access to a trusted adult. Concerns are often picked up very quickly as a result of this enhanced level of access and awareness. 	1,2
<i>In house Early Help Worker</i>	<ul style="list-style-type: none"> Pilot scheme with Kent. Schools share an 'in house' Early help worker so that students can have more contact with the EH team. Individuals are better known to the service so that improved bespoke support can more often be provided. 	2,4

Total budgeted cost: £ 109,000

Part B: Review of outcomes in the previous academic year 2022-23

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

The cohort of 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 -0.15.

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

Our last set of in year data showed that Year 10 students were showing positive Progress 8 outcomes (0.14 *Monitoring 2*)

Our last set of in year data showed that Year 9 Pupil Premium students were performing to similar levels to that of the whole cohort.

Key Stage 3 Pupil Premium students have been tracked throughout the year, and where students have been highlighted as falling below expected levels in attainment or behaviour, interventions have been put in place to support students.

The use of GCSE POD across subjects, continued to increase supporting students learning and revision.

The whole school CPD programme for staff focused on Science for Learning, sequencing, questioning, reviewing material and stages of practice into practical applications, to help improve pedagogy.

Within subject areas during terms 5 and 6, teachers carried out assessments to find out where students have gaps in their knowledge. This information is being used to help inform planning and teaching this academic year.

Counselling has also been provided for students where an individual need has been highlighted.