



## **PUPIL PREMIUM STRATEGY**

### **What is the pupil premium?**

The pupil premium (PP) is a type of funding and the school receives the pupil premium each academic year from the government. The amount is determined by the number of students receiving free school meals (FSM) currently or within the last six years (Ever6), the number of looked after children (LAC) within the school and the number of previously looked after students who have been adopted from care. The government provides this funding to ensure that these students achieve as highly as possible and in line nationally with their non-pupil-premium peers. Around 37% of our school population are currently pupil premium students (significantly above the national average) and up to April 2023, our pupil premium allocation is £408,775.00, based on 327 students from the last census, currently we have 415 students who are PPG so we already have a shortfall of funding for 88 students. Based on this we expect a rise for the financial year 2023/2024 due to increasing numbers of students qualifying for free school meals, the current economic crises and the increased number of refugees and families with no recourse to public funds attending school with no support from the local authority or social care.

The pupil premium funding is an essential part of us “realising potential” - a guiding principle of the college's [mission statement](#).

### **Use of the pupil premium**

The pupil premium is used at Norbury High School to provide three things. Firstly, it is used to improve inspiration and motivation for learning, engagement and buy-in to the college; secondly, it helps to support students accessing and enjoying a broad range of educational experiences; and finally, it is used to directly support these students with their studies. The funding is discussed as part of the annual budget-setting process and the priorities are determined by the individual and group needs of students entitled to the funding. The provision and spending of the pupil premium fund is regularly monitored and analysed by the Headteacher and information concerning attendance, exclusions and outcomes for these students is provided to the governors termly. All staff are involved in ensuring that any barriers to learning and progress are highlighted and overcome within classes.

## Impact of the pupil premium spending

Due to Covid there is no national comparative data available however results for 2021 show that 84% of our PP students gained the threshold of 4+ in Maths and English (compared to 82% across the whole college population). The DfE data published in February 2020 shows attainment 8 (grades achieved across 8 core subjects) for PPG students was 46.2 compared to 51.6 across the whole school. P8 for 2020 (**which was calculated manually using ALPS**) for all students is +0.82 and for PP students it is +0.80, PP students achieve just as well at Norbury High School as all students and significantly better than non PP students do nationally.

Details of how we currently spend our pupil premium are outlined below:

1. Summary information					
<b>Academic Year</b>	2022-2023	<b>Total PP budget</b>	£408, 775.00	<b>Date of most recent PP Review</b>	November 2022
<b>Total number of pupils</b>	1265	<b>Percentage of students eligible for PP</b>	39.67%	<b>Date for next internal review of this strategy</b>	May 2023

2. Current attainment	
This table refers to the results obtained by Year 11 students in 2020	<i>Pupils eligible for PP (All Norbury High Schoolstudents)</i>
<b>Percentage achieving level 4 or above in both maths and English</b>	()
<b>Percentage achieving level 5 or above in both maths and English</b>	()
<b>Progress 8 score (PP students are compared nationally with Non PP students while the whole population is compared with all students nationally) (Calculated using alps)</b>	
<b>Attainment 8 score average</b>	

3. Barriers to future attainment for pupils eligible for PP including high ability	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	Pupil premium students make slightly less progress during their time at school.

<b>B.</b>	Pupil premium students achieve slightly less well in maths and science.
<b>C.</b>	Pupil premium students are at greater risk of low aspiration.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Pupil premium students have lower attendance and are less punctual.

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
<b>A.</b>	Improved progress and achievement of pupil premium students.	Pupil premium students achieve in line with non PP students nationally and in line with non PP students internally
<b>B.</b>	Improved rates of progress in mathematics (including the more able) and science.	Pupil premium students achieve in line with all students nationally in maths and science and in line with non PP students internally
<b>C.</b>	Improved engagement in school and higher expectations.	Increase in pupil premium students who stay on in education and improved achievement in line with all students nationally.
<b>D.</b>	InNCLeased attendance rates for pupils eligible for pupil premium.	Improvement in absence of pupil premium students by at least 0.2.

<b>5. Planned expenditure</b>						
<b>Academic year</b>		<b>2022/2023</b>				
The four headings below enable us to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies:						
<b>Improve progress of pupil premium students</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When/how will we review implementation?</b>	<b>Costs</b>
A. Improved progress and achievement in lessons across all subjects	In class focus on differentiation at all levels. Use of formative feedback to address immediately misunderstandings in work and use of spelling trackers to promote SPAG Whole school focus on “excellence in the classroom” to deepen knowledge and understanding	Raised engagement and attainment in subject areas. Progress data shows sustained improvement and in 2020 was significantly above national average according to Alps which placed the school in top quicentile for progress  “Excellence in the classroom” will focus on subject content and exam preparation to maximise all students grades	Whole staff training and time in subject areas to develop effectively differentiation  Monitoring through lesson observations (including CARs and performance management)	NCL ARO  All SLT ARO	Lesson observations reviewed termly show consistently high quality lessons with 55% graded Outstanding  Book scrutiny in Autumn and summer terms showed improvement in quality of feedback given to promote learning	CPD budget  In school

	Appointment of a LAC& family liaison Officer	Monitoring of the progress of LAC students & those students presenting with difficulties.	<p>Learning walks and work scrutinises to ensure 'good' lessons are challenging students appropriately.</p> <p>Working with our hard to reach and more challenging parents as a single point of contact. Conduit for the parents to talk through issues with staff.</p> <p>Reviewing student progress and feeding back to the pastoral team.</p>	<p>ARO</p> <p>SP MMM</p>	<p>Subject "excellence" audits</p> <p>PEP meetings, Student academic reviews , Reports Improved attendance and cooperation from home.</p>	<p>In school</p> <p>In school</p>
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<p>A. Improved progress and achievement of pupil premium students through improved literacy</p>	<p>Literacy developed through curriculum and teaching</p>	<p>Improve literacy across subjects. The development of literacy (including oracy) will become a more significant driver given the changes in specifications taking place in this and next year.</p> <p>Outcomes for PP students in 2020 were slightly higher than non PP students Grades 9-4 for PP students in English is 0.85</p>	<p>Regular intervention meetings to review progress will highlight individual students. Exam analysis and external data from 2020 outcomes shows that any variation in outcomes is not across all subjects and has reduced significantly</p>	<p>COD CCH ARO</p>	<p>English outcomes show Grades 9-4 for PP students in English is +0.85, this is should be significantly above national average (no national data this year)</p>	<p>£21,735</p>
<p>A. Improved progress and achievement of more able pupil premium students</p>	<p>Identification of students who are more able, gifted and talented' and challenge them through the use of the coordinator role, pledge and chilli challenge in class.</p>	<p>Raise aspirations in more able students and ensure the level of challenge for them is significant and sustained. Use of PiXL</p>	<p>Departments will identify the students and this is then collated and they will meet regularly with the co-ordinator. Trips and additional challenges will be provided and they will be identified for teaching staff.</p>	<p>TDL IST</p>	<p>More able students stretched in lessons overall high attainers in 2019 had an Alps score of 1 which is the highest grade and last year was a P8 score of +0.65, the overall Attainment 8 score of PP students was inline with school predictions.</p>	<p>included in MAGT role</p>

<p>A. Support development of reading/literacy across the school</p>	<p>Students use the library as a resource and a place to work. Extended opening hours and funding used to ensure appropriate stock of books. Book Wizard to continue to give books to students and attend school on World Book Day</p>	<p>Ofsted publication “Moving English Forward “stated that “All schools should: develop policies to promote reading for enjoyment throughout the school”</p> <p>Use of the accelerated reading programme expanded to include Years 7 &amp; 8</p>	<p>Working hours of librarian re negotiated and now library open longer at the end of the day</p> <p>All students in year 7 have 1 hour of literacy dedicated teaching time each week</p>	<p>SS CCH/ C OD ARO</p> <p>MDS/ C OD</p>	<p>ongoing</p>	<p>£32,854</p>
<p>A. Use of PiXL to support Raising Achievement and ensure school has access to appropriate resources and training</p>	<p>School wants to support all students and as an academy recognises the benefits of consultation and collaboration with other schools. PiXI provides this.</p>	<p>Ensure staff are supported in developing new schemes of work that cater for all students needs and that this is backed up with resources and tracking that informs practice. Key staff attend PiXL meetings and training. (this links to developing staff and use of tracking in light of significant curriculum changes)</p>	<p>Cost of membership and Raising standards leader</p>	<p>MMM</p>	<p>Annual renewal (discussed in exam meetings)</p>	<p>£36,500</p>

<p>A. Easter revision programme to support students with their revision programme.</p> <p>Saturday school for the Core 3 subjects in summer 1 leading into the GCSE exams</p>	<p>Students are not always supported at home with revision (place to study and method of study) and the organisation of work over the Easter break. Pupil premium students are still charged a token amount as this has proven to ensure that they attend as they see it having value –parents also more likely to ensure attendance if they have paid something.</p>	<p>Students focus group (year 11 PP students Jan 2014) highlighted a lack of quiet revision space at home and lack of confidence in knowing where and how to get help when stuck. A full programme of specific targeted revision sessions are arranged for the Easter holidays and pupil premium students pay £15 (this is a heavily subsidised rate) regardless of how many they attend. These are targeted by subject, topic and level e.g. Geography – rivers and lakes Grade 9-6.</p>	<p>Supported by SLT each day with admin support to follow up on non attenders – organised by RAP lead.</p> <p>Saturday school organised in conjunction with the heads of faculty and KS4 leads in English, maths and science</p>	<p>MMM</p> <p>HOY11 ALM SHN, CMZ, AAF ZCH, RMD</p>	<p>Driven by student demand</p>	<p>£5,040</p>
<p>A. Literacy coordinator to deliver whole school consistent approach</p>	<p>INSET provided and materials for staff to support in class teaching</p>	<p>Consistency to encourage students to apply topics covered in one subject across all subject (whole school development focus on oracy and whole sentences)</p>	<p>Resources provided</p>	<p>CCH/C OD</p>	<p>ongoing through staff training sessions</p>	<p>included in whole school literacy role</p>
<b>Total budgeted cost</b>						<p>£96,129</p>
<p><b>Improve rates of progress in maths and science</b></p>						



Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation	Costs
B. Improved outcomes for students in maths and science	<p>Support for home study through the use of online and paper revision materials for year 11 students</p> <p>PP students to get additional revision prep in the run up to exams (personalised and linked to Mathswatch)</p> <p>Science split into the three disciplines from Year 7 - 13</p>	<p>Mathswatch (maths), purchased for students and now referenced in feedback they receive.</p> <p>Google Classroom allows for classwork, revision materials and practice work to be available at all time for KS4 students</p> <p>Hegarty maths supports independent study</p> <p>subject specialists teaching their own discipline should improve outcomes</p>	<p>Monday night study support and Half termly intervention meetings. Parents provided information on both software's and their child's use of them.</p> <p>PP students receiving personalised support for revision through maths watch andDoodle (science ) purchased for students which allows for all lessons, assessments and challenge content to be available for students</p>	<p>MMM SHN CMZ ZCH AAF</p>	<p>Regular cycle of intervention meetings</p>	<p>£4,000</p>

B. Improved outcomes for students in maths and science	Additional classes in maths and suitably qualified LSA to ensure appropriate support for all students.	Quality of support required specialist knowledge; students, especially girls, often lack confidence and if support is not to the point this can create further confusion.	Maths TA undertaking support in lessons for identified students who need it (specialist knowledge) Introduction of Maths mastery programme at KS3 to fully prepare students and ensure better understanding and application of maths principles	MMM SHN/ ADY	Intervention meetings	£26,000
	Use of Raising Achievement Coordinator in maths & science & with KS4 focus. Retention of staff	Data suggests maths is a subject that our PP students do less well in. Supports morning maths and after school sessions, use of maths pledge (parental support for progress in maths)	Interventions for KS4 undertaken and data driven, use of PPE to review progress	SHN/ ZCH		£20,020
	Development of Growth mindset in maths	To foster a positive attitude the maths faculty runs the growth mindset initiative	Specific Growth Mindset assemblies run and referred to in other assemblies Whiteboard strips popular with students and staff and to be rolled out aNCLoss all maths rooms over the year	SHN		

<p>B. Improved outcomes for students in maths and science</p>	<p>Funding for science recruitment to ensure high quality teaching in this area and to support specialist teaching at KS4 and retention points for maths. Good teaching also incentivises students to stay on and take maths and science subjects at A level (further motivation to do well at GCSEs) The school sits on the edge of the inner London pay scale and needs to recognise that science teachers will be looking for a competitive salary.</p>	<p>Science faculty fully staffed for September 2020 and timetable changed to include specialist teaching at KS4 (contribution towards more experienced teacher costs). EEF research found “The effects of high quality teaching are especially significant for pupils from PP backgrounds; over a year these pupils’ gain 1.5 years of effective teaching compared with 0.5 years from poorly performing teachers.”</p>	<p>Lesson observations of newly appointed staff will be reviewed. Predicted grades and outcomes</p>	<p>ARO MMM CMZ</p>	<p>Reviewed termly</p>	<p>£36500</p>
<p>B. Improved outcomes for students in maths and science</p>	<p>Changes to the year 10/11 timetable to include more maths. Study support within the option block allows for additional support and this will be provided by specialist English, maths and science teachers.</p>	<p>Significance of maths led to a review of allocated teaching time. Curriculum changes to support maths  Will support regular maths revision</p>	<p>Review results In 2021 grades 9-4 in combined science were 88% and for maths was 84%.</p>	<p>MMM SHN CMZ AAF ZCH</p>	<p>Part of curriculum development</p>	

<b>Total budgeted cost</b>						£86,520
<b>Improved engagement in school and higher expectations</b>						
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will we review implementation</b>	<b>Costs</b>
C. Increased motivation and engagement with school	Students' engagement with school supports resilience in their studies and a buy-in to working with staff and attendance. Support is provided for in class and out of class activities (e.g. resources for lessons – food tech, geography field trips, art materials, D of E, cheerleading, sports activities, choir, music, Deep Learning Day trips, visits to other institutions.	Students who take part in activities outside the classroom have better attendance. The school supports students with pupil premium funding to ensure that they can access all the opportunities for extra curricular activities and might have been denied to them because of costs. DfE guidelines show that the most successful schools supply “provision of materials or resources”.	Uptake of these activities	MHN		£60,057.50

<p>C.SEO scholars scheme/ Sussex university project</p>	<p>Provides support for PP, first generation to university students in year 10-13 with career choice, mentoring and internship opportunities. This is aimed at those looking for a career in the city and potentially attending Russell group universities.</p> <p>Sussex University project supports in school sessions and university visits. It is aimed at those who are PP and first generation (although this would still include students whose parents have overseas degrees or who took their degree later in life). It starts in year 9 and continues through to year 12.</p>	<p>Mentoring provided by older external students through a monitored online link, more accessible by the students and relevant for them. Internships in key London firms which create aspiration.</p> <p>In school sessions and university visits. It included input to support key decisions i.e. options and A level choices.</p>	<p>Norbury High School is one of a few schools able to offer this scheme, it is not funded but supported by school staff time. Previous students have found this invaluable (e.g. Lydia currently studying medicine at Imperial)</p> <p>Run through careers advisor</p>	<p>MNA AP ARO</p> <p>AP ARO MNA</p>		<p>n/a</p>
<p>C. CEIAG</p>	<p>The school employs a career advisor who ensures that at all key points in their education (options, GCSEs and A level) students are supported with high quality advice and guidance. She also organises work</p>	<p>This is an essential part of ensuring that students have access to the full range of options open to them, many will be first generation to attend university and so will not have the exposure at home that other students will have had to this as a possible option.</p>	<p>Level of visits and trips taking place and that the careers talks have taken place</p>	<p>AP ARO MNA</p>	<p>Line management meetings and monitoring destinations data</p>	<p>£6,000</p>

	experience for year 10 and 12 students and supports trips and visits to higher education institutions for those aspiring to higher education and to local providers for students who have the potential to end up NEET.					
<b>Total Budgeted cost</b>						£63,950
<b>Increased attendance rates for pupils eligible for pupil premium</b>						
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will we review implementation?</b>	
D. Increase attendance rates for pupil premium students.	Pastoral Leaders working alongside dedicated Attendance Officer in school and external attendance agency to track, support and intervene with students' attendance. Ensure that parental contact via text messages/email is established	The DfE guidelines on successful schools stated that "regular attendance was a priority in more successful schools, with the importance of this being shared with pupils and families."	Early intervention with parents and students when students start not to attend or arrive late, as soon as attendance falls below 92%. A review of 2019/20 (March) showed PP students had 94.6% attendance and the school aims to push this to at least 95% in line with national guidelines	CRO MP	Daily, Weekly, Termly	£86,0005

<p>D. Increase attendance rates for pupil premium students.</p>	<p>Increased incentives will be used to encourage good attendance, Criteria for rewards trip (Thorpe Park) made clear at the start of the year.</p>	<p>The attendance strategy in the last 4 academic years has included rewards and in that time % sessions missed due to absence of pupil premium students has fallen from 6.5 to 6.4 to 5.9. Restructure of pastoral system allowed for the creation of Pastoral Leaders who monitor attendance and follow up with students individually as well as undertaking home visits</p>	<p>Tutors and Pastoral Leaders to assertively monitor students who fall below expectations with regard to attendance and punctuality, home visits, parental meetings and referral for court when appropriate. School faces the challenge of requests for family holidays in term time (often to visit extended family abroad) these are not authorised.</p>	<p>CRO STS</p>		<p>£72,621</p>
<p>D. Review of practice with Education Welfare provider</p>	<p>Use of external review to examine practice</p>	<p>Ensure attendance is as well managed as possible and every opportunity to improve is considered</p>	<p>Celebration of good attendance and punctuality, especially in end of term assemblies</p> <p>Increased engagement with parents so that there is a good understanding of the link between attendance and progress and achievement.</p> <p>Headteacher has scheduled meetings (termly) with attendance provider</p>	<p>HOY/ Pastoral leaders</p> <p>VHA</p> <p>MHN CRO</p>	<p>Termly</p>	<p>included in SLA</p>

Support students with no recourse to funds / new PPG not counted in the census		To provide support to those students who need it so that they are able to attend school.	This in on a need by need basis and students/ families will be referred by the pastoral teams	HOYs CRO MHN		1467.50
<b>Total budgeted cost</b>						£158,828.50

Overall total estimated pupil premium spending (subject to changes during the year)	£408,775.00
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<b>6. Review of expenditure</b>	
<b>Previous academic year</b>	<b>2022-2023</b>



Unusual to this year was the increase of additional financial support needed in the 6th form

**! Uneven impact of the pandemic on 2021/22 school and college performance data**

We recommend:

- **Not making direct comparisons** with data from previous years or between schools or colleges.
- **Discussing with the school or college** factors that may have influenced these results and consider a range of information when forming a view on how well a school or college is doing, including pupil/student population information.

[Read more](#)

Outcomes for PP students in 2022 were

2022 saw a drop nationally of the results across the country and Croydon was no exception. The main reasons causing the limiting judgement was maths and the the requirement to do Ebacc meaning less students taking RS.

the national headline figures put the P8 score for our disadvantaged students who have KS2 data at -0.30 compared to -0.15 for non-disadvantaged. 23 students were not included in the P8 measure.

School data which includes all students =

- 67% compared to (68.4% non PPG) 9-4 grades in English and maths
- 49% compared to (51%non PPG) 9-5 grades in English and maths
- 16% compared to (9%non PPG) 9-7 grades in English and maths

ALPS which includes all students ( as we use CATS score ) determine we are an Alps quality indicator 1.01 = grade 3 (top 25% nationally) we have continued to close the gap between our disadvantaged students.

It is expected that the strategy this year (2022/23) will follow on from the previous exam year but with a particular emphasis on Maths and Science with both leaders being supported and monitored more closely by the Deputy headteachers. We will continue with a renewed focus on the continuous cycle of assessment and review and the lesson observations and book scrutiny should also ensure that any variations to this that are required will be put in place during the year to respond to any individual needs.

The continuation of the KS3 tracking is monitoring the progress of pupil premium students immediately they enter the school and this will ensure that any significant differences are identified at this stage and the school will review these regularly. The school is using a colour system to track at

KS3 The data produced from this is used in intervention meetings at student and subject level and for the whole school summary matrices are produced. The tracking that takes place looks at all key groups, including pupil premium.

The coordinator role for the more able gifted and talented has been enhanced and new initiatives introduced including a range of motivational trips to universities.

There was no carry forward this year and in fact there was an overspend because we also included and supported families who did not qualify for FSM but suffered hardships by way of

- for free school meal vouchers for refugees and those with no recourse to public funds so therefore do not qualify for the FSM government scheme.
- printing work packs for students and the postage costs associated with sending them weekly home up until March 2022.
- buying new textbooks for students after the changes were made to the exam specs for all their subjects.
- revision packs for students who decided to sit the papers in the Autumn term
- bought uniform for some struggling families. This doubled in the 2021/2022 period and for some they were moved onto other schools and took the uniform with them.
- covering costs of phone bills for staff supporting the PP students during the lockdown from home.
- purchased chromebooks for students to use during lockdown March 2021

## **NMBEC - PUPIL PREMIUM INCOME & EXPENDITURE BREAKDOWN**

**April 2021 - August 2022**

<b>Details</b>	<b>£'s spent/to be spent</b>	<b>Income £</b>
Pupil Premium Income		<b>402,220</b>
Pupil Premium expenditure (support for trips, resources and financial hardship)	36,027	
Allocation to Cheerleading - subsidy	15,000	
Easter Revision 2019	6,958	
Pixl + PixL 6	23,000	
Top up 6th form Bursary	1200.00	
Cover half cost of Science Teacher	36,500	
Salary costs - Librarians	32,854	
Apportion salary costs- RAP Assistant Headteacher (£95,683 inc oncosts)	20,000	
Retention costs for Head of Maths	2,020	
Salary costs - Pastoral Leaders x 3 + admin support for Year 7&12 [JC, SP, STK,NB]	109,879	
Teaching Year Leaders apportioned salaries (covers additional 10 lessons of non contact time @ UPS3)+ TLRs x 4	79,982	
Contribution toward Maths teacher salary costs	20,000	
Contribution toward English teacher salary costs - To support nurture group in English	20,000	
<b>TOTAL EXPENDITURE</b>	<b>412,220</b>	
<b>overspend</b>	<b>1200.00</b>	