



# Norbury Manor Business & Enterprise College *for Girls*

## 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 40% of our school population are currently pupil premium students (significantly above the national average) and up to April 2018, our pupil premium allocation was £359,040. For the current fiscal year (2018-19) it is £375,000. 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 Manor 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

Results for 2018 show that 75% of our PP students gained the threshold of 4+ in Maths and English up from 2017 (compared to 76% across the whole college population) and their attainment 8 (grades achieved across 8 core subjects) was 55 up from 50 in 2017 (in line with the whole school of 56). This is significantly above national average figures and the college has continued to narrow the gap on progress scores for PP students in school. Progress 8 for all students is +0.4 and for PP students it is +0.2, the gap is 0.2 compared to 0.24 in 2017. The funding has reduced the gap and PP students achieve better at Norbury Manor than all students do nationally.

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

1. Summary information					
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£375,000	<b>Date of most recent PP Review</b>	November 2018
<b>Total number of pupils</b>	1169	<b>Percentage of students eligible for PP</b>	40%	<b>Date for next internal review of this strategy</b>	September 2019

2. Current attainment	
This table refers to the results obtained by Year 11 students in 2018	<i>Pupils eligible for PP (All Norbury Manor students)</i>
<b>Percentage achieving level 4 or above in both maths and English</b>	75 (76)
<b>Percentage achieving level 5 or above in both maths and English</b>	38 (45)
<b>Progress 8 score (PP students are compared nationally with Non PP students while the whole population is compared with all students nationally)</b>	+0.2 (0.00)
<b>Attainment 8 score average (from 2015/16)</b>	50 (52)

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>	Increased attendance rates for pupils eligible for pupil premium.	Improvement in absence of pupil premium students by at least 0.2.

5. Planned expenditure						
Academic year		2018/19				
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:						
Improve progress of pupil premium students						
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/how will we review implementation?	Costs
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	Raised engagement and attainment in subject areas. Progress data shows sustained improvement and in 2018 was significantly above national average (+0.2 P8)	Whole staff training and time in subject areas to develop effectively differentiation	CR ARO	Lesson observations reviewed termly (specifically area of differentiation and engagement)	CPD budget
	Whole school focus on “excellence in the classroom” to deepen knowledge and understanding	Excellence in the classroom will focus on subject content and exam preparation to maximise all students grades	Monitoring through lesson observations (including CARs and performance management)	All SLT ARO	Book scrutiny in Autumn and summer terms  Subject “excellence” audits	In school
				Learning walks and work scrutinises to ensure ‘good’ lessons are challenging students appropriately.	ARO	

<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 2018 were slightly below non PP students but are still exceptionally high. Progress<sup>8</sup> for PP students in English is +0.58</p>	<p>Regular intervention meetings to review progress will highlight individual students. Exam analysis and external data from 2018 outcomes shows that any variation in outcomes is not across all subjects and has reduced significantly</p>	<p>ACP MHN</p>	<p>Continual tracking of progress across both Key Stages (challenge this year is to continue to monitor and track progress across the subjects that are now converting to new specifications.</p>	<p>£12,000</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 co-ordinator role, pledge and chilli challenge in class.</p>	<p>Raise aspirations in more able students and ensure 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 co-ordinator. Trips and additional challenges will be provided and they will be identified for teaching staff.</p>	<p>IST MHN</p>	<p>Intervention meetings  Lesson observations</p>	<p>£24,200</p>

A. Support development of reading/literacy across the school	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	Ofsted publication "Moving English Forward" stated that "All schools should: develop policies to promote reading for enjoyment throughout the school"  Use of the accelerated reading programme expanded to include Years 7 & 8	Working hours of librarian re-negotiated and now library open longer at the end of the day  All students in year 7 have 1 hour of literacy dedicated teaching time each week	SS  FEH	Ongoing	£32,000
A. Use of PiXL to support Raising Achievement and ensure school has access to appropriate resources and training	School wants to support all students and as a stand alone academy recognises the benefits of consultation and collaboration with other schools. PiXL provides this.	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)	Cost of membership	MHN	Annual renewal (discussed in exam meetings)	£24,200

<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 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 £5 (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 A*/B.</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>MHN</p> <p>MHN MMM SHN CMZ KLS ZCH SKL</p>	<p>Driven by student demand</p>	<p>£5,000</p>
<p>A. Literacy and numeracy coordinators 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>DCW KND</p>	<p>Annual appraisal</p>	<p>£2,000</p>
<b>Total budgeted cost</b>						<p>£99,400</p>

<b>Improve rates of progress in maths and science</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>
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>Mathswatch (maths) purchased for students and now referenced in feedback they receive.</p> <p>Showmyhomework allows revision materials and practice work to be available at all time for KS4 students</p> <p>Hegarty maths supports independent study</p>	<p>Friday night study support and Half termly intervention meetings.</p> <p>Parents provided with information about both applications and their child's use of them.</p> <p>PP students receiving personalised support for revision through maths watch</p>	MHN SHN	Regular cycle of intervention meetings	£4,000



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)	SHN LF	Intervention meetings	£26,000
	Use of Raising Achievement Coordinator in maths 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)	Introduction of Maths mastery programme at KS3 to fully prepare students and ensure better understanding and application of maths principles	SHN ZC		£5,000
	Development of Growth mindset in maths	To foster a positive attitude the maths faculty runs the growth mindset initiative	Interventions for KS4 undertaken and data driven, use of PPE to review progress			

B. Improved outcomes for students in maths and science	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.	Science faculty fully staffed for September 2018 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 compare with 0.5 years from poorly performing teachers.”	Lesson observations of newly appointed staff, will be reviewed. Predicted grades and outcomes	ARO CE MHN	Reviewed termly	£22,000
B. Improved outcomes for students in maths and science	Changes to year 10/11 timetable to include more maths. Study support within option block allows for additional support and Year 11 students will have their maths teacher as their form tutor for year 11	Significance of maths led to a review of allocated teaching time. Curriculum changes to support maths  Will support regular maths revision	Review results/compare with national average and P8 scores. In 2018 P8 score was +0.06 for maths (science not available as an individual subject)	CE SHN	Part of curriculum development	£10,000
<b>Total budgeted cost</b>						£67,000

Improved engagement in school and higher expectations						
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/how will we review implementation?	Costs
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	ACP		£50,000

C.SEO scholars scheme/ Sussex university project	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.	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.	Norbury Manor 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)	TS	Annually	n/a
	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.	In school sessions and university visits. It included input to support key decision i.e. options an A level choices.	Run through careers advisor	TS	Annual agreement	
C. CEIAG	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	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.	Level of visits and trips taking place and that the careers talks have taken place	TS ZG	Line management meetings and monitoring destinations data	£5,000

	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>						£55,000
<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/how 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 95%.  A review of 2017/18 showed PP students had 94% attendance and the school aims to push this to at least 95% in line with national guidelines	CE	Daily, Weekly, Termly	£89,000

<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.</p> <p>School is challenged by requests for family holidays in term time (often to visit extended family abroad) - these are not authorised.</p>	<p>CE VH</p>		<p>40,000 (HOY TLR)</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</p>	<p>HOYs Past. Leads ACP</p>	<p>Termly</p>	<p>£20,000</p>

			attendance provider			
<b>Total budgeted cost</b>						£149,000
Overall total estimated pupil premium spending (subject to changes during the year)						£370,400

<b>6. Review of expenditure</b>				
<b>Previous academic year</b>				
<p>Outcomes for PP students in 2018 were very good and significantly above national average with a P8 score of +0.2. The “gap” in school narrowed from 0.24 to 0.2, for the third year in a row. Changes made to the curriculum, improvements in the quality of lessons and targeted interventions all played a part and the impact on outcomes is visible. It is expected that the strategy this year (2018/19) will mirror that of the previous year however 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.</p> <p>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 number system to track at KS3 and this will be reviewed following its introduction after “Life without Levels”. 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.</p> <p>The coordinator role for the more able gifted and talented has been enhanced and new initiatives introduced. “The Chilli Challenge” is one of these and has been rolled out across the school and supported with prizes for all year groups, this is now embedded in the school. They encourage the students to try a range of tasks of varying difficulty so that each student on each occasion will use the one appropriate for them, staff encourage students to push themselves and it is acceptable to fail, try again and improve within the tasks. The school was re accredited with the NACE (National Association for more able children in education) award for the third time in 2016 (only the 10<sup>th</sup> school in the country to achieve this).</p>				
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b>	<b>Lessons learned</b>	<b>Cost</b>
Improved standards of teaching and learning.	Range of whole school and bespoke CPD activities.	Increase in % students getting the basic of 4+ in maths and English by 2%	Met  The focus on teaching and learning and in particular targeted differentiation and feedback was extended and developed this academic year – continue and subject audit of excellence to be used to develop this across all subjects	



Improve standards of literacy for pupil premium students across all year groups.	Whole school literacy focus, including the use of Accelerated Reader, promoting reading and the library Develop library as resource	Outcomes in English GCSE showed that 93% students got at least a 4+ in either language or literature Impact of focus in literacy can be seen on results – will continue	Met  Focus on literacy impacts on English but also on other subjects - continue	£53,540
Increased engagement and attainment of pupil premium students.	Use of revision material, Easter revision, and other resources at subsidised cost	Independent revision can be challenging for students who do not have support or the right facilities at home and the Easter revision provides the opportunity for all students to have supervised and focus revision sessions	Met  Take up is high with nearly ¾ of the year group attending - continue this in to next year	£19,422
Improved recruitment for science teacher	Recruit and retain high quality teachers in shortage area	Science results have improved in last year but still a focus. Teaching of the three disciplines requires high quality teachers and supports the development of any less qualified staff. Recruitment is a challenge.	Met  School mentored teacher through assessment only route and ensured that subject specialists in all three disciplines were in the faculty and the school will continue to look to recruit and train the best quality teachers it can using any training route available.	£21,870

**ii. Targeted support**

Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
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Improved numeracy/literacy outcomes	Support high quality teaching, intervention and support	High quality teachers retained and a range of interventions took place.  Study space provided before and after school	Partially met  Groupings reviewed re nurture group needed and staffing reviewed.  Morning maths popular, maths staff not allocated as form tutors to allow this to continue, this has had to change in 2018/19 as reduced staffing levels mean there is no longer the captivity for it however to support maths going forward the maths team are becoming tutors to the year 11 students and through this will continue to deliver extra maths in tutor time.	£2,000
	Librarian provision out of lesson time			£30,796
	Support for maths/numeracy	Recruitment and retention of high quality teachers and a numeracy budget to support interventions	Continue	£17,000

<p>Improve support for staff delivering differentiated and targeted support in all subjects but especially in maths and English in light of specification changes that came in from 2017</p>	<p>PiXL membership, attendance at subject meetings, advisor visits and access to wide range of support materials as well as collaboration on marking of new maths and English mock/practice exams Recruitment of English teacher</p>	<p>Teachers using PiXL tracking systems in English and maths to support review of target grades (previous year the English marks had been marked down on moderation and this affected final grades)</p>	<p>Met Increase in outcomes (see above) - continue</p>	<p>£24,200</p>
<p>Part of the cost of Raising Achievement Co-ordinator</p>	<p>Ensure students are tracked individually and intervention meetings held regularly with impactful outcomes</p>		<p>Intervention meetings follow every data collection and are logged and reviewed - continue</p>	<p>£20,000</p>

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b>	<b>Lessons learned</b>	<b>Cost</b>
Raise the aspirations of pupil premium students and improve their engagement with their own learning and their engagement with school	School provides a subsidy for all trips and visits (including a range of Deep Learning Day activities), this is for approx. 50% cost and used for hardship cases towards things like uniform.	Included detailed and focused careers strategy which included support for visits, trips, material, Duke of Edinburgh, Jack Petchey and cheerleading squads. Trips linked to curriculum supported e.g. geography field trips, materials for food tech and other practical subjects provided as well as wide range of trips on Deep Learning Days.	Met  The % of students who stayed on in education and the improved results at GCSE mean that this strategy will continue. Career advice and guidance provided at year 9, 10 and 11 support this as well as the work experience in year 10. Destinations data is strong – school was accredited with investors in careers award in 2018 and is meeting many of the Gatsby benchmarks- continue	£38,091
Strong pastoral support for students, helping to identify needs and arrange for them to be met (1 <sup>st</sup> year of new pastoral structure)	HOY monitoring and support across the year group		Met  Continue – see also attendance section	£88,904

Support for SEN students and appropriate in class support	School regularly reviews in class SEN support in addition to EHC plans. Quality of support especially in maths needs to be sufficient to develop understanding and address any misconceptions, supported part of additional LSA salary	Students did benefit from support, some of the pupil premium students also overlapped with SEN needs.	Met but increasing budget constraints are putting pressure on overall SEND spending  Continue and review the deployment of LSAs and TAs in their role supporting students through line management meetings and data/intervention meetings	£20,293
Pastoral leaders employed with focus on attendance (result of restructure of pastoral system)	Established contact with families, home visits undertaken and late detention run daily	The overall school attendance has improved (see table above) and the attendance of pupil premium students has improved in line with this, this will continue to be a focus and reports provided to Governing body on this termly.	Attendance is improving significantly for PP students and parental contact has improved as a result of having a specific person to contact who is available. To be monitored through line management meetings and parental view surveys - continue	£22,852

### 1. Additional detail

Balance carried forward was £72