



Norton College

Pupil Premium Policy
And Report 2019

Reviewed by: Rod Goold
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Next
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College Ethos and Aims

Norton College is committed to the development of each individual's ability through the use of personalised learning programmes.

These are an essential part of their journey into the world of work, and to becoming responsible purposeful citizens taking up their rightful place in society.

Norton College will do this by:-

- Improving self esteem
- Building respect for self and others
- Enabling responsible attitudes
- Developing independence.

Policy Statement

Context

Norton College is an Independent Special Needs College, catering for a growing minority of students who do not fit within a traditional educational model. The college offers support to students from Worcestershire, Birmingham, Warwickshire, Dudley, Herefordshire and Cambridgeshire, Coventry, Sandwell and Hammersmith & Fulham. 100% of students either have an Educational Health Care Plan. Currently 12.5% of pupils on role are vulnerable 'Looked after Children', (this figure fluctuates). Only 10% of these pupils are presently from ethnic minorities). All of these pupils are entitled to 'Free school meals'. (Entitled to Pupil Premium).

All of the students have struggled within either, or a combination of mainstream settings, Pupil Referral Units or other Special Educational Needs providers. Norton College is uniquely different because it offers bespoke timetables and 'One to One' tuition for students. This may take place within a 'traditional' classroom setting, or can be facilitated within the 'Out-door Learning Environment', or even within the students' homes. The students educational experience is delivered at a pace and style which best suits their specific learning and emotional needs. A significant focus is put upon developing 'Character Building Skills' and communication skills, plus resilience with regards to their social, emotional and mental health, so the students gain the confidence

to engage within the learning process; and meet the outcomes in their detailed Education Health Care Plans.

The college strives to find innovative ways for the students to ‘close their attainment’ gap and offers; vocational qualifications, Functional Skills examinations and GCSEs.

Every aim is to reignite a passion for learning. For students to move from disengaged to engaged and challenged. Thus dispelling a ‘Can’t do’ attitude to a ‘Can do’ mind set.

Principle

The Pupil Premium funding was introduced in April 2011, and in general terms paid by means of a specific grant based on school census figures for pupils registered as eligible for ‘Free School Meals’, from Reception up to Year 11. For ‘Looked after Children’ the Pupil Premium is calculated using the Children Looked After data returns (SSDA903), for state maintained schools.

A premium has also been introduced for children whose parents are currently serving in the armed forces.

This additional funding is designed to address the emotional and social wellbeing of students and break down inequalities in opportunities and close the attainment gap of disadvantaged students.

However, as an Independent Special Needs School, with a personalized bespoke charging structure; local authorities deem that Pupil Premium funding for students eligible for ‘Free School Meals’, or ‘Ever Six’ students (from families who have been eligible for state benefits within the last six years), is contained within Norton College’s base fee for students. Some local authorities also apply this judgement for Pupil Premium Plus funding too, (additional money for students in local authority care), whilst other local authorities have been proactive and decided to pay Pupil Premium Plus for ‘Looked After Children’, in addition to the Norton College base fee.

Within Norton College the targeted and strategic use of Pupil Premium Plus funding and the base rate for fees will be used to support students, emotionally and academically to ‘close’ their individual ‘attainment gap’. Norton College aim to offer a raft of experiences and activities which are in addition to normal learning opportunities, based upon current research for reengaging ‘hard to reach’ students.

All members of staff and Directors accept responsibility for ‘socially disadvantaged’ students and are committed to meeting their pastoral, social, emotional mental health and academic needs within a caring environment.

Every student in our care is valued, respected and entitled to develop his or her true potential, irrespective of need, within our vision to, **build self-esteem, develop respect for themselves and others, foster responsible attitudes and develop independence.**

The Pupil Premium funding (when allocated) and the basic tariff will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these students.

The funding will be used to close the attainment gap between the achievement of these students and their peers.

The college will use the additional funding to address any underlying inequalities between students eligible for Pupil Premium and others.

The college will ensure that teaching and learning will meet the needs of all students.

We aim to recognize also the Gifted and talented disadvantaged students and strive to offer additional opportunities.

We recognize that not all students who are socially disadvantaged are registered or qualify for Free School Meals. We aim to support these students too.

We will ensure funding reaches the students who need it most, and that it makes a significant impact on their education and their lives.

The Head teacher in consultation with Directors and staff, will decide how the Pupil Premium is allocated for the benefit of the entitled students.

The college will assess what additional provision should be made available for students. The college will be accountable for how it has used the additional funding to support the achievement of those students, covered by the Pupil Premium. The Head teacher will report to the Directors and parents on how effective the intervention has been in achieving its aims.

We will ensure the parents and Directors and others are made fully aware of the attainment of students covered by the Premium.

We will seek to further develop strategies' and interventions which can improve the progress and attainment of these students.

The College will track the impact of these strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled students.

Provision

Our priorities at Norton College.

- To close the attainment gap between students entitled to Pupil Premium and other students.
- To work towards students entitled to Pupil Premium achieving National Age Related Expectations (NARE), (or better), as they reengage with their learning.
- To improve the attendance of our students.

- To facilitate home learning opportunities
- To offer 'Outdoor Learning' experiences.
- To improve parental engagement.
- To enhance literacy, numeracy and science resources.
- To develop alternative curriculum opportunities to enhance the engagement of students in their learning.
- To promote collaborative and cooperative learning strategies.
- To provide experiences/extra-curricular activities in order to broaden the horizons for disadvantaged students.
- To provide support so students are 'ready to learn'.

Outcomes

- This policy will play an important role in the educational development of the individual students who are entitled to Pupil Premium.
- Pupil Premium students will be known to staff as a means of ensuring individual needs are met.
- We will ensure that students are treated equally and fairly and that the additional funding is used well to address the challenges they face.
- The College will use the additional funding wisely, to promote the achievement and progress of all entitled students.

Evaluation and Impact

We measure the impact of pupil Premium funding by:

- Gathering case studies
- Monitoring the emotional wellbeing of students to engage socially and academically.
- Feedback from students, parents and carers.
- Whole school results in attainment and progress.

Reporting

It will be the responsibility of the Head teacher, or a delegated senior leader to produce regular reports for the Directors that inform them of:

- The progress made towards narrowing the attainment gap for socially disadvantaged pupils.
- An outline of the provision that was made since the last meeting.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

The Directors of the college will ensure that there is an annual statement/report made available to parents on how Pupil Premium funding has been used to address the issue of ‘narrowing the gap’ for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education and will appear on the college website.

Appeal

- Any appeals against this policy will be through the Director’s complaints procedure.

Pupil Premium Interventions, are carefully linked to current educational and psychological research. Focusing upon actions that have quantifiable outcomes that improve student cognition, progress and attainment measured in months gained in closing the gap with age related expectations.

PUPIL PREMIUM ACTION PLAN

Pupil Premium Intervention	College based example	Academic progress Measured in months
Effective feedback & One to One tutoring	One to One tuition for Functional and Vocational lessons. Instant verbal or written feedback & next steps explained (Students no longer in classes of 30)	+ 9 months
Meta-cognition & Self-regulation strategies & learning styles	Bespoke timetables built around students personal preferences and learning styles Character Building skills Pastoral support and mentoring Vocational skills opportunities	+ 8 months
Meta-cognition & Cooperative learning	‘Magic of the Gathering’ cooperative role play and problem solving Digital animation workshops	+ 8 months

	Character Building skills	
Early intervention & parental involvement	Daily student briefings Regular parent/carer conversations (daily or weekly; student dependent) PEP meetings, LAC meetings, regular progress reviews & Annual reviews	+ 6 months
Early intervention & mentoring	Pastoral Team Dedicated college mentors Peer mentors Mentor Link (Y10 LAC students) Springboard Mentors (Y11 LAC students)	+ 6 months
Educational visits		+ 3 months
Quartet of Care		+ 1 months

'Quartet of Care' Further Opportunities

Pupil Premium Funding can be allocated to diminish social inequalities, thus raising students' self-esteem and well-being, thus enabling them to engage more effectively with education, thus impacting positively upon their educational progress. (For example):

- Personal clothes
- Footwear
- PE kit
- School bags
- Sports equipment
- Healthy snacks
- School lunch
- Musical instruments
- Educational visits
- Stationary equipment
- Swimming lessons
- Additional pastoral support
- Grief counselling
- Gardening activities

