

Norton College, Worcester

Pupil Premium Report 2021-2022

Statement of intent

Our aim is not to disadvantage any Pupil Premium student and identify, within our core budget, financial resource, which will enrich their time with us and promote their academic, social and emotional well-being. We enhance our Pupil Premium (PP) allocation accordingly within our Pupil Premium spending which Board of Directors also approves. At Norton College Worcester, we have high expectations for all our pupils and our vision is that we:

- Provide a high quality, effective and inclusive provision for challenging and vulnerable young people
- Provide the appropriate opportunities and learning solutions for all students through an appropriate curriculum offer
- Respect and value each other and work cooperatively
- Develop an understanding of our strengths and areas for improvement and increase self-respect and self-discipline
- Foster an appreciation and understanding of the core values of truth, hard work, compassion and consideration
- Enable students to accept greater personal responsibility for their own actions.
- Provide students with the opportunity to access nationally recognised accreditations

We use our Pupil Premium Funding to support our vision and values to enable our students to **achieve** well to the best of their ability from their individual starting points to ensure they are ready for the next stage on their educational journey. Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood. We ensure Pupil Premium students are well cared for, are not identifiable and that systems are in place to support their **pastoral** needs.

NB: Not all Local Authorities pass Pupil Premium on, many do not. This report details only the money received, not the money due.

Funding overview

Detail	Amount
Pupil premium funding allocation academic year 2021-2022	£ 19,970
Recovery premium funding allocation academic year 2021-2022	£ 3,515
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for academic year	£ 23,485

Challenges

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

Challenge number	Detail of challenge
1. Engagement in learning	Students eligible for Pupil Premium (PP) generally make less progress from their starting points when entering school. Whilst the barriers to learning and the difficulties disadvantaged- pupils experience may vary; their overall academic progress tends to be lower compared to non-disadvantaged students.
2. Low Literacy and communication skills	Students eligible to PP are generally more likely to have language comprehension difficulties compared to non-disadvantaged students in our college. Limited exposure to real-life experiences can, in some cases, lead to more limited vocabulary, language acquisition and reading and writing skills.
3. Negative experiences of education	Students eligible to PP often have less a less positive attitude to education and academic achievement. They often do not have access to literature to enable a love of reading to be developed.
4. Gaps in learning due to poor attendance	As a result of previous negative school experiences and poor attendance, students eligible to PP often have gaps in their learning and as such lack the confidence to move on to the next step.
5. Opportunities to develop cultural capital	Through observations and conversations with students and their families, we find disadvantaged students generally have fewer opportunities to develop cultural capital outside of college.
6. Lack of resilience/ poor self-esteem	Students eligible to PP often have a lack of resilience and /or poor self-esteem. Development of outdoor education skills increases patience, resilience, collaboration and develops skills such as problem solving and perseverance. Students can then be encouraged to transfer these skills into the classroom.
7. Poor mental health and well-being	Many students eligible to PP present with poor mental health, this affects readiness to learn and can present a significant barrier to engaging in education. Access to therapies such as cognitive behavioural therapy can enable students to understand the importance of good mental health and develop strategies to manage their mental health and well-being.
8. Adverse Childhood Experiences (ACEs) refer to stressful events occurring in childhood (between 0 to 18 years)	Research has shown that ACE's can have a profound impact on students' readiness and ability to learn and participate in school life. This in turn impacts on academic progress, development of emotional literacy and social interaction skills and ultimately positive outcomes in adult life.

Expenditure 2021-2022

Category	Item	Amount	Impact	Challenge number(s) addressed
Mentoring	Up Foundation	£2,485	Off-site training sessions and support with activities to build on communication and social interaction skills, develop fitness and knowledge and understanding of different cultures, healthy lifestyles and community diversity.	3,5,6
Individual targeted provision	Broadly Speaking	£2,084	Achievement of improved performance as demonstrated through termly assessments. Increase in number of students accessing Functional Skills Level 1 and 2 English and GCSE's	1,2,3,4
1:1 Music Tuition	Severn Arts	£3,792	Individual lessons for students building on interests and facilitating engagement in wider curriculum. Opportunities for developing self-esteem, building resilience and improving general well-being	1, 3,5,6,7
Employment Skills	Mentor Training Forklift Truck Course, Inc PPE	£1,419	Bespoke training to acquire skills to prepare for adulthood and transition to employment	1,2,3,8
Outdoor Learning	Fold Farm Acton Mill Norton College allotment	£1,680 £11,065 £ 750	Outdoor learning opportunities to enable students to engage in literacy and numeracy sessions through fostering an interest in animals, animal care and land-based studies. Facilitate opportunities to gain practical skills, work towards BTEC qualifications in Land Based Studies and Animal Care and acquire employment skills. Support development of resilience, self-esteem, team	1,2,3,4,5,6, 7,8,

			working skills and improve life chances.	
Mental Health Support	T Eaborn Counselling Service	£210	Individual counselling sessions to support student to explore issues relating to poor mental health, understand the impact of poor mental health on daily life and develop successful coping strategies.	6,7,8

Total Expenditure 2021-2022 - £23,485

