



NOTTINGHAM ACADEMY

Pupil Premium Statement 2013-14

Context in 2012/2013

Overall, 49.8% of pupils are known to pupil premium students compared to the 28.2% national figure.

	Year 7	Year 8	Year 9	Year 10	Year 11
Number on roll	337	332	316	359	290
% FSM	59.9	54.5	53.8	49.9	50.0
Looked After Children	3	3	1	2	3

Pupil Premium Expenditure 2012-2013

Use of funding
Key Stage Four Interventions
Alternative Provision
Music Tuition
Music and Performing Arts workshops
French tuition
Maths master classes and revision workshops
Author Visits
English Revision Guides
1:1 Mentoring
Counselling
English and Maths tutors
University and college trips
Reward Schemes

Headline Measures Year 11 2012/13

Cohort: 290 students 50 % PP	Outcomes			
	PP	Other Pupils	Difference	All National
% 5+ A*-C including English and mathematics	49%	68%	-19	67%
% 5+ A*-C	91%	97%	-6	69.3%
Average Points Score - English	32.3	39	-6.7	41.9
% 3 Levels of progress - English	61%	76%	-15	74%
% English A*-C	56%	72%	-16	67%
Average Points Score - mathematics	31.6	39.9	-8.3	40.1
% 3 Levels of progress - mathematics	57%	79%	-22	76%
% mathematics A*-C	57%	76%	-18	70%

Further information on our performance can be found at the [Ofsted Data Dashboard](#)

Comments

The spending of Pupil Premium funding and has had an impact in closing the 5+ A*-C GCSEs (including English and mathematics) as the KS4 data shows. This was due to a number of successful intervention strategies which were implemented and have impacted on all pupils so as a whole attainment was improved. Although both groups made progress there is still an internal gap still of at 19%. However the national gap is closing compared to last year's figure (-22) and the previous year (-28).

91% of Pupil Premium pupils achieved 5 A*-C which exceeds the national average. The gap between the Pupil Premium and Non-Pupil Premium is just 6%.

Learning Mentors and revised timetables, along with additional revision and interventions, ensured pupils received maximum support and, overall, contributed to the impressive headline measures. The Year 11 team ensured pupils were tracked and monitored throughout the year and ensured appropriate intervention was provided to ensure all pupils were supported.

Years 7-10

EAL support

Of all inner city schools in Nottingham, the Nottingham Academy has the highest intake of pupils with EAL (35%) across all three sites. This need is particularly challenging as we are faced with a growing number of new arrivals with no English (17%). These pupils are mainly economic migrants from Central and Eastern Europe, asylum seekers and refugees from Africa and Middle East.

We have created an English Language Development unit (ELD) where they feel welcomed, secure, safe, happy and find commonality with other pupils who are there for the same purpose; to acquire English. The ELD has been proven to develop basic standards in spoken and written English so that new arrivals can access the curriculum and begin transition into mainstream school life. Providing an intensive ESOL Programme will give pupils the essential foundations to ensure progress; they stand a better chance of achieving good results. This has improved the overall performance of our Academy, as well as building pupils' confidence to progress into employment or further study. **All pupils who were entered for the ESOL Skills for Life Certificate qualification received a pass in either Entry Level 1, 2 or 3.**

Year 7: Transition group

A small group of pupils followed an alternative curriculum which combined both primary and secondary teaching styles. This tailored intervention focused predominantly on Literacy and Numeracy with the addition of History, RE and Geography. Pupils were able to access the curriculum and therefore increased their confidence. The KS2 results indicated that these pupils would require tailored intervention which was a combination of the following:

- Toe by Toe
- Catch Up
- Success Maker
- Paired Reading
- Handwriting Sessions
- Direct Phonics

All pupils entered the year with at least two sub-levels or one whole level of progress.

Key Stage Three pupils also followed an alternative Literacy curriculum to enable them to reach expected levels of progress. Seventy pupils accessed this curriculum and received the following interventions:

- Literacy Catch Up
- Read Write Inc.
- Accelerated Reader
- Literacy Progress Units
- Big Write
- One to One SEN mentor support

All pupils who started at Level 1 made at least two levels of progress by the end of the year.

Planned spend 2013-14

Planned Intervention	Brief outline of initiative	Projected Impact
One to One Reading	Pupils who are not making expected levels of progress in reading will read daily for ten minutes with a member of staff.	Pupils' reading ages to improve and increase chances of attaining or exceeding expected levels of progress.
Learning mentors	Pupils receive targeted support in and out of class to help consolidate learning.	Narrow the FSM achievement gap in English and mathematics.
1-1 Tutoring	KS4 pupils who are underperforming are removed from their class and receive mathematics or English tuition.	Narrow the FSM achievement gap in English and mathematics.
Phonic training	Staff to receive training from an outside agency on how to support pupils who need support with reading.	Long term, to adopt a systematic approach to the teaching of phonics.
Phonics support -Toe by Toe -Success Maker	To ensure those pupils who are working below the national average are supported in terms of their phonetic knowledge.	Improved literacy levels of those pupils entering below expected levels of English. Noticeable increases in spelling ages and observable confidence in reading.
Read Write Inc.	Programmes that enable pupils to improve their reading and writing skills.	Pupils to move into KS4 achieving expected or better than expected levels of progress. Long term impact will be seen with pupils accessing KS4 subjects.
Dockside Reading	Staged reading programme helping pupils to reach a reading NC	Built in assessment shows the gains pupils make in reading ages and

	level of 2a. Incorporates phonics, reading for meaning and written responses.	writing levels.
Development of effective feedback	The Academy will introduce a new marking system. All staff will be trained at the start of the academic year and 'WWW' and 'EBI' will be written into schemes of work.	To increase the number of good/outstanding observations. Achievement and attainment to improve as a result of improved feedback.
Revision guides	Pupils to receive revision guides to aid learning in English and mathematics.	Enhanced progress in English and mathematics.
Raising aspirations	A variety of workshops to support whole year groups or targeted groups of pupils. The workshops will give pupils opportunities that suit their needs in terms of raising aspirations. Pupils will participate in university and college visits; take part in careers event and many workshops focusing on social and emotional wellbeing.	Raising aspirations to improve attainment. Increase pupils' engagement and this will be evidenced through improved school attendance.