



# NOTTINGHAM ACADEMY

## Pupil Premium Policy 2014/15

### **Introduction**

Schools receive a payment, or Pupil Premium, for each child who is registered for free school meals and those who have been in continuous care for six months or more. The Government believes that the Pupil Premium funding is an effective way to ensure disadvantaged pupils benefit from the same educational opportunities as pupils from wealthier families. The level of the premium in 2013-14 was £900 per pupil. This year the funding is set at £935. From April 2012, the Pupil Premium was extended to include children who have been eligible for FSM at any point in the last six years.

This policy outlines how the Nottingham Academy will ensure parents are informed of the progress and attainment of pupils entitled to the premium.

### **Principles**

- We are committed to 'closing the gap' between all pupils and any specific cohort or group of pupils.
- We will ensure that teaching and learning opportunities meet the needs of all of our pupils.
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of pupils are adequately assessed and addressed.
- We reserve the right to allocate the Pupil Premium Grant to support any pupil or group of pupils we have legitimately identified as being disadvantaged.
- Funds will be allocated following an analysis which will identify priority groups or individuals.
- We will use evidence based approaches and a range of data to inform interventions
- We will ensure the FSM learners benefit from all school wide activities as well as from discrete and bespoke interventions

*In making provision for socially disadvantaged children, we recognise that not all the children who receive FSM will be socially disadvantaged. We also recognise that not all children who are socially disadvantaged are registered or qualify for FSM.*

## How the impact will be measured

% 5+ A*- C including Maths and English
% 5 x A*- C
% pupils achieving E-BACC
Average Points Score (best eight GCSEs)
Average Points Score (best eight GCSEs including equivalents)
% Pupils making 3+ Levels of Progress in English
% Pupils making 4+ Levels of Progress in English
% Pupils making 3+ Levels of Progress in Mathematics
% Pupils making 4+ Levels of Progress in Mathematics

*For each measure we will compare Pupil Premium pupils against other pupils in the Academy.*

## The Pupil Premium Context in 2013/2014

	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Number on roll</b>	313	337	335	338	360
<b>% FSM</b>	62%	60%	55%	54%	47%

## Impact Report – Headline Measures

	Outcomes			National
	Pupil Premium	Non Pupil Premium	Gap	
<b>Nottingham Academy</b>				
% 5+ A*-C including Mathematics and English	40.2%	54.5%	-14.3%	16%
% 5+ A*-C	47.5%	66.3%	-18.8%	28%
% Pupils achieving EBACC	10.6%	24.7%	-14.1%	17%
Average Points Score (best eight GCSEs)	186.77	252.23	-65.46	
Average Points Score (best eight GCSEs inc equivalents)	247.5	302.82	-55.32	67.1
% Pupils making 3+ Levels of Progress in English	55.8%	65.8%	-10%	17%
% Pupils making 4+ Levels of Progress in English	19%	27.3%	-8.3%	
% Pupils making 3+ Levels of Progress in Mathematics	56.9%	73.5%	-16.6%	23%
% Pupils making 4+ Levels of Progress in Mathematics	21%	29.6%	-8.6%	

## Comments

The spending of Pupil Premium funding has had an impact in closing the 5+ A\*-C GCSEs (including English and Mathematics) gap, as the KS4 data shows. The gap between pupil premium and non-pupil premium pupils who achieved 5+ A\*-C is significantly below the national average. 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 of 14.3% but this is below the national average.

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.

### **2013-2014 Expenditure**

<b>Planned Intervention</b>	<b>Brief outline of initiative</b>
<b>Achievement Coaches</b>	1:1 sessions which focus on improving behaviour and attainment.
<b>One to One Reading</b>	Pupils who are not making expected levels of progress in reading will read daily for ten minutes with a member of staff.
<b>Learning mentors</b>	Pupils receive targeted support in and out of class to help consolidate learning.
<b>1-1 Tutoring</b>	KS4 pupils who are underperforming are removed from their class and receive Maths or English tuition.
<b>Phonic training</b>	Staff to receive training from an outside agency on how to support pupils who need support with reading.
<b>Phonics support -Toe by Toe -Success Maker</b>	To ensure those pupils who are working below the national average are supported in terms of their phonetic knowledge.
<b>Read Write Inc.</b>	Programmes that enable pupils to improve their reading and writing skills.
<b>Dockside Reading</b>	Staged reading programme helping pupils to reach a reading NC level of 2a. Incorporates phonics, reading for meaning and written responses.
<b>Development of effective feedback</b>	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
<b>Raising aspirations</b>	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 focussing on social and emotional wellbeing.
<b>France residential</b>	Pupils taking French at GCSE level will go to Paris on a three day residential in July.
<b>University visits</b>	To provide pupils in both KS3 and KS4 with opportunities to explore life.
<b>Behaviour interventions /Counselling</b>	To support pupils with regular mentoring sessions.
<b>Reading Tests</b>	Pupils to have their needs identified though testing to ensure they have appropriate support in place.
<b>Extra-curricular opportunities</b>	A wide variety of extra-curricular activities are provided by every department/pastoral team.
<b>Revision sessions</b>	Departments to ensure regular revision sessions are available to pupils before, during and after school. Resources and revision materials will also be provided.

<b>Specialised programmes</b>	Life Skills classes for pupils who are working below their expected levels will work in small groups focussing on life skills, numeracy and literacy.
<b>Mock Results Day</b>	Pupils to receive the mock results in the same ways they receive their GCSE results in the summer. Pupils will have an opportunity to discuss with members of staff ways in which they can achieve their potential.

*This is a summary of a bigger plan – the full plan will have details of actions needed for each intervention activity, for example training implications. It will be clear how interventions will be monitored and if necessary adjusted.*

### **The Pupil Premium 2014-2015 Context**

The profile of the Pupil Premium group in 2014-2015 is:

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
<b>Number on roll</b>	299	328	360	351	343
<b>% FSM</b>	57%	58%	54%	51%	51%

A variety of interventions will be implemented throughout the year funded through Pupil Premium to help contribute towards closing the gap. These strategies were a combination of Academy initiatives that have proven to have an impact, along with initiatives evaluated by the Sutton Trust.

**See the table below for our planned interventions**

## Planned Interventions for 2014-2015

<b>Planned Intervention</b>	<b>Brief outline of initiative</b>	<b>Projected Impact</b>
<b>Alternative Provision</b>	To engage and educate pupils who have been removed from mainstream education by providing alternative provision. Aiming to provide pupils with more 1: interventions and support to help them make the right decisions for post-16 education.	To ensure pupils achieve academic success in order to progress onto further education.
<b>Reward Systems</b>	ACE reward system introduced in every year group to reward behaviour, effort, progress and attainment in lessons. Historian of the Month Award is given out to one pupil in all history classes at the academy once a month.	To increase effort and motivation in lessons. To further engage pupils.
<b>Basketball Academy</b>	Pupils attend lunch time and after school sessions with high level coaches.	To raise aspirations for pupils. To improve focus in lessons by learning the skills on the basketball court and transferring these skills into lessons.
<b>Y11 Careers Day</b>	An opportunity for Y11 pupils to hear information from different industries and seek career advice.	To raise aspirations and ensure pupils.
<b>Y7 Mentoring</b>	1:1 mentoring and interview sessions for Y7 cohort. To offer additional transition support and outlet to voice any concerns or anxieties. Also to identify aspirations and pathways for pupils. Pupils identified for continued mentoring and achievement support in lessons.	Help to raise self-esteem and confidence for identified pupils which should also impact on standards of attainment.
<b>Barclays Life Skills event</b>	A series of workshops designed to increase pupils' awareness of dealing with money and careers.	To help raise pupil achievement and increase awareness of dealing with money and careers.
<b>Learning mentors</b>	Pupils receive targeted support in and out of class to help consolidate learning.	Narrow the FSM achievement gap in English and Maths.
<b>1-1 Tutoring</b>	KS4 pupils who are underperforming are removed from their class and receive Maths or English tuition.	Narrow the FSM achievement gap in English and Maths.
<b>Dockside Reading</b>	Staged reading programme helping pupils to reach a reading NC level of 2a. Incorporates phonics, reading for meaning and written responses.	Built in assessment shows the gains pupils make in reading ages and writing levels.
<b>Development of effective feedback</b>	The Academy will introduce a new marking system. All staff will be trained at the start of the academic year and 'WWW', 'EBI' and 'DRT' 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.
<b>Revision guides</b>	Pupils to receive revision guides to aid learning in a number of subjects including English, Maths, Science, RE and Geography.	Enhanced progress in subjects.

<b>Raising aspirations</b>	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 focussing on social and emotional wellbeing.	Raising aspirations to improve attainment. Increase pupils' engagement and this will be evidenced through improved school attendance.
<b>France residential</b>	Pupils taking French at GCSE level will go to Paris on a three day residential in July.	Improved understanding of the French language to hopefully improve attainment in French. Improved numbers of pupils achieving EBACC.
<b>University visits</b>	To provide pupils in both KS3 and KS4 with opportunities to explore life.	Raise aspirations.
<b>Behaviour interventions /Counselling</b>	To support pupils with regular mentoring sessions.	Improved behaviour and attendance. Raised aspirations.
<b>Reading Tests</b>	Pupils to have their needs identified through testing to ensure they have appropriate support in place.	Improved reading ages due to targeted intervention.
<b>Extra-curricular opportunities</b>	A wide variety of extra-curricular activities are provided by every department/pastoral team.	Increased interest in extra-curricular activities. Pupils to achieve and make expected levels of progress.
<b>ICT e:learning stimulations and revision activities.</b>	To provide practical stimulations for BTEC exams and GCSE/A-Level revision activities.	To raise knowledge, understanding and application for Science GCSE exams and BTEC courses.
<b>Reward Schemes</b>	A variety of incentives and rewards throughout the pupils to motivate pupils.	Consistent attendance and increased engagement into school life.
<b>Revision sessions</b>	Departments to ensure regular revision sessions are available to pupils before, during and after school. Resources and revision materials will also be provided.	Pupils to feel more prepared for their exams. Impact on improving attainment.
<b>SAM Learning</b>	SAM Learning will allow pupils to complete homework and revision tasks either at school or home.	Increased number of pupils completing homework and an increase in attainment.
<b>LAC Learning Mentor</b>	Appointment of a Learning Mentor to support our Looked after Children.	Increased attainment and aspirations.
<b>Specialised programmes</b>	Life Skills classes for pupils who are working below their expected levels will work in small groups focussing on life skills, numeracy and literacy.	Increased English and Maths levels. Impact on improving attendance, behaviour and engagement of the target pupils.

*This is a summary of a bigger plan – the full plan will have details of actions needed for each intervention activity, for example training implications. It will be clear how interventions will be monitored and if necessary adjusted.*