

Nottingham Academy (Secondary) Disadvantaged Strategy 2022-23 Impact Statement

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using DFE key stage 4 provisional performance data 10/2023 and the provisional IDSR 11/2023.

The table below details key challenges and success criteria identified in our Pupil Premium Strategy Statement 2022-23 and the impact.

Review of the previous academic year

Challenge	Intended outcome	Success criteria	Impact 2022-23
1	Higher Attendance for all PP pupils	<p>Sustained high attendance by 2023 demonstrated by:</p> <ul style="list-style-type: none"> Overall PP attendance is above 97% The attendance gap between disadvantage and non-disadvantaged pupils has been reduced. Persistent absentees have reduced to below 25% 	<ul style="list-style-type: none"> Absence among disadvantaged pupils was 5.9% higher than their peers in 2022-23 and persistent absence 16.1% higher. New attendance procedures in place Sept 2022/23 further adaptations in line with new DFE guidance Jan 23. Pastoral teams play a key role in identifying barriers and supporting early help. 2 new family support workers
2	Improve the vocabulary deficit and improve reading comprehension	<p>Observations, diagnostic assessments, and pupils' attainment will show:</p> <ul style="list-style-type: none"> Teachers modelling reading fluency in every lesson, results in pupils being able to use vocabulary in a variety of contexts. We have a clear graduated response to support pupils who are unable to read fluently and/or decode. The interventions show that pupils make better than expected progress. All pupils access ideas and knowledge beyond their starting points. Interim assessments indicate that pupils mean SAS score for the cohort increases by at least 4% 	<ul style="list-style-type: none"> Impact of reading strategies 2022-23 Year 7 cohort -The mean SAS score for the full cohort is 95.9 which is a significant increase from last year (93.9). 4%+ is seen as significant progress. PP students are getting closer to the national average: 92.8 and have made progress +1.6 65% of PP students borrow a book from our new library. NGRT data shared regularly with staff to support adaptive teaching. School led tutoring grant hours 3502. Number of students 370.
3	Improving overall attainment, particularly in	Results show that Nottingham Academy achieve national average attainment for all pupils.	<p>2022-23 Results below</p> <ul style="list-style-type: none"> Non-PP B4+ 64.6% PP 40.44% Non-PP B5+ 43.8% PP 16.3%

	English and Mathematics		<ul style="list-style-type: none"> • See table below for 2022-23 forecast. • Two-year overview P8 see table below • SISRA triangulates attendance, behaviour, and attainment data and visible to all. • PP students have priority for SLTG. • Tutoring took place covering maths and English across all year groups via Action Tutoring, Petxi, Pearsons tutoring alongside Academy staff. • Students who completed Action tutoring in Year 7 made 5% progress in English and 12% progress in maths. • Students who completed Action Tutoring in Year 11 made 19% progress in English and 14% progress in maths. (National average 11%)
4	Cultural Capital	<p>Observations and outcomes will show that all pupils will have access to an effective personal development curriculum so that.</p> <ul style="list-style-type: none"> • Pupils develop the qualities of successful citizens. • Pupils are provided with high quality careers guidance. • Raised aspirations lead to higher attainment. 	<ul style="list-style-type: none"> • In 2022-23 the school bought in careers advice from Ideas4Careers to ensure that students in year 11 had 1:1 meeting about their next steps. • Towards the end of the year, careers advice was provided by a newly appointed, in-house, careers advisor. The academy has made an investment into her completing the Level 6 Careers and Guidance qualification to enable all careers advice to take place in-house in future. • Assistant Principal of Student Development completed the Teach First Careers Leader Programme and developed a new vision and strategy for careers. • 0.01% of the cohort from the key stage 4 leavers cohort in 2022 have been recorded as NEET in the First Destinations survey. This data also shows that 95% of pupils went on to access further education in schools or other colleges (this demonstrates unbiased guidance). • Targeted partnerships with Think Forward to target and

			<p>provide long-term, personalised coaching to young people with the highest risk of unemployment to enable them to transition into sustained work. All the Think Forward cohort of Year 11 leavers in July 2023 went onto some form of further education or employment. 2 x Sixth Form, 6 x College and 1 x employment.</p> <ul style="list-style-type: none"> • Partnerships also continue with IntoUniversity who target Pupil Premium students to increase students' knowledge of Higher Education, career opportunities and educational pathways. • In 2022-23 there were 60 off-site visits, including a residential outward bound trip to Wales in partnership with DHL involving adventurous activities. • These visits also included the re-establish Work Insights Programme – ensuring that 100% of year 10 students were offered an experience of a workplace. • Development of new resources to be delivered during tutor time. Focus on key areas related to PP gaps in exposure, opportunities
5	Wellbeing/ emotional and self-confidence issues	<p>Observations and pupil attainment will show that:</p> <ul style="list-style-type: none"> • Pupils are supported by a strong pastoral system that supports raising student achievement. • Pupils have a greater understanding of their learning and take pride in their journey identifying strengths and areas of development across subjects. • A culture of high expectations leads to clarity for pupils and episodes of poor behaviour are significantly reduced. • Sustained high levels of wellbeing are reflected in student and parent voice surveys. 	<ul style="list-style-type: none"> • New behaviour policy implemented. • Pupil Premium student suspensions have significantly decreased by 50% in 22/23 in comparison to the same point this year (HT1+2) in 21/22 and there has also been a 55% decline for SEND pupil suspensions in 22/23 compared to the same point in 21/22 (HT1+2). • Student voice for 2022-23 shows that students would like further student with how to revise. • 58% of parents felt students had been supported with how to revise, but 42% would welcome further support. • 69% of students said they feel happy to seek support from their year team. • Parental survey shows that 73.3% of parents felt supported with student behaviour.

			<ul style="list-style-type: none"> 66.7% of parents felt they had received excellent support around equipping their child to be school ready. Parents requested for the academic year 2022-23 to see further support around mental health, face to face parents evening and on-going support afterschool.
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Outcomes for disadvantaged pupils

2022-23 Provisional KS4 Examination Results

	Eng P8	Maths P8	Ebacc P8	Open P8	Overall P8	Basics 9-5	Basics 9-4	A8
Non PP	-0.40	-0.30	-0.61	-0.23	-0.38	43.8%	64.9%	45.88
PP	-0.88	-0.76	-1.02	-0.52	-0.79	16.3%	40.4%	33.03
PP and attendance < 90%	-0.30	-0.01	-0.32	+0.29	-0.07	30.8%	65.4%	44.41

2021-22 KS4 Examination Results

	Eng P8	Maths P8	Ebacc P8	Open P8	Overall P8	Basics 9-5	Basics 9-4	A8
Non PP	-0.40	-0.23	-0.66	0.08	-0.29	37.1%	58.1%	43.31
PP	-0.86	-0.84	-1.29	-0.72	-0.93	20.2%	36.5%	32.48
PP and attendance < 90%	-0.27	-0.15	-0.62	-0.09	-0.30	29.8%	47.4%	40.05

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using DfE key stage 4 provisional performance data 10/2023 and the provisional IDSR 11/2023.

The DfE has strongly discouraged comparison of a school's 2022-23 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above).

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was well below our expectations.

Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils. However, we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

Absence among disadvantaged pupils was 5.6% higher than their peers in 2022/23 and persistent absence was 21.1% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a priority of our current plan.

Our assurances demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute and remains a key priority within the strategy.