



# NOTTINGHAM ACADEMY

## Pupil Premium policy 2017-18

### **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 believe that the Pupil Premium funding is an effective way to ensure disadvantaged pupils benefit from the same educational opportunities as pupils from wealthier families. 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.

*“Schools, head teachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils” (DFE website)*

As from September 2012 Schools and Academies are expected to publish information about how the Pupil Premium Grant has been allocated. This policy outlines how Nottingham Academy will implement this requirement to 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.



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- We will ensure the disadvantaged learners benefit from all school wide activities as well as befitting from discrete and bespoke interventions.

### **The Education Endowment Foundation**

We are committed to using evidence-based approaches and a range of data to inform interventions. In order to support this commitment, we utilise research carried out by the Education Endowment Foundation (EEF) to ensure our decisions with regards to interventions, are supported by evidence. The EEF is an independent charity dedicated to breaking the link between family income and educational achievement and as such support teachers by providing independent, evidence-based resource designed to improve practice and boost learning.

The EEF evaluate the impact of intervention in terms of the additional months' progress the evidence suggests pupils can make as a result of an approach being used, taking average pupil progress over a year as a benchmark. For example, the 'Feedback' strand in the 'Teaching and Learning Toolkit' shows that improving the quality of feedback provided to pupils has had an average attainment impact of +8 months. This means that students in a class where high quality feedback is given will make +8 months more progress over a year compared to students in a control class where feedback is of a standard quality.



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## Pupil premium strategy statement

**Objective: Use the Pupil premium and catch-up premium to have a greater impact on the outcomes for disadvantaged pupils**

### 1. Summary information

<b>School</b>	Nottingham Academy (GWR)				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£933,341	<b>Date of most recent PP Review</b>	April 2017
<b>Total number of pupils</b>	1834			<b>Date for next internal review of this strategy</b>	May 2018

### Pupil Premium Context

	Year 7	Year 8	Year 9	Year 10	Year 11
Number on roll		<b>396</b>	<b>388</b>	<b>383</b>	<b>335</b>
% Disadvantaged		<b>57%</b>	<b>55%</b>	<b>46%</b>	<b>53%</b>

	2016/17 Disadvantaged	2016-17 Non-disadvantaged	2017-18 Disadvantaged	2017-18 Non-disadvantaged
<b>Progress 8 score average</b>	<b>-0.6</b>	<b>-0.366</b>		
<b>Attainment 8 score average</b>	<b>35.33</b>	<b>42.29</b>		
<b>% of pupils achieving 9-5 in English and maths</b>	<b>19.2%</b>	<b>30.9%</b>		
<b>% of pupils achieving 9-4 in English and maths</b>	<b>36.5%</b>	<b>55.4%</b>		



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Attendance						
	2016-17			2017-18		
	Pupil Premium	Non Pupil Premium	Gap	Pupil Premium	Non Pupil Premium	Gap
Year 7	93.51	94.74	-1.23			
Year 8	92.35	95.9	-3.55			
Year 9	94.17	95.82	-1.65			
Year 10	91.59	93.83	-2.24			
Year 11	88.42	94.58	-6.16			

2. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )		
A.	Disadvantaged students have demonstrated a lower attitude to learning than other students (Based on ATL scores and behaviour incidents)	
B.	Low aspirations of disadvantaged students hinders progress and hinders the ability to realise their own potential.	
C.	Behaviour incidents logged for disadvantaged students is higher than other students in school.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
D.	Poor attendance of disadvantaged students in comparison to non-disadvantaged.	
3. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		Success criteria
A.	High personal aspirations and expectations of all disadvantaged students highlighted by improved attitudes to learning.	ATL score of disadvantaged students improve at each assessment point
B.	Improved progress and attainment of all disadvantaged students.	Outcomes for disadvantaged students improve year on year and are in line with national average.



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		Gap between disadvantaged and non-disadvantaged diminishes. Number of NEETs to reduce compared to 2016/17
<b>C.</b>	Improved behaviour of disadvantaged student's year on year and recorded behaviour incidents of disadvantaged students in line with other students.	Behaviour incidents logged for disadvantaged students falls year on year and the gap between disadvantaged and other students narrows.
<b>D.</b>	Attendance of disadvantaged students improves in line with non-disadvantaged.	Attendance improves to 95% and is in-line with non-disadvantaged students.



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4. Planned expenditure					
Academic year		2017/18			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A.	Use of intervention mentors to improve attitude to learning in school.	Disadvantaged students will benefit from regular mentoring to try and improve attitude to learning in school. In school data suggests that PP attitude to learning is lower than other students in school.  EEF: Mentoring (+3 months) *Please see page 2 for information.	Monitoring and tracking of improvements in attitude to learning complete at regular intervals.	Assistant Principal, HoY, DoA	Termly
B.	Data manager to develop effective assessment tracking and monitoring processes to inform subject level and whole school interventions.	Regular data is processed and evaluated to ensure interventions can be put in place where appropriate.	Interventions in place are monitored to ensure raise achievement of target students.	Deputy Principal, DoA, Data team	Data check points
B.	Regular staff INSET to improve teaching and learning in every classroom.	Improve teaching in every classroom to ensure that all students achieve good quality first teaching. As a result, progress of disadvantaged students will improve.	Quality assurance indicates that the quality of teaching allows students to make good progress in the majority of lessons across the school	Deputy Principal, SLT, HoD	Termly formal QA process
B	Review feedback policy in school to ensure that high quality feedback is given to every student	High quality verbal and written feedback will lead to accelerated progress of disadvantaged students in every lesson.	QA will evaluate is this is happening in every lesson and progress of disadvantaged students should	Deputy Principal, Assistant	QA cycle and regular learning walks.



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	in every lesson.	EEF: Feedback (+8 months)	accelerate.	principal, HoD	
B.	Class seating plan	Ensure every teacher knows which students are disadvantaged. This will allow for first wave intervention to take place in the classroom.  EEF: Individualised instruction (+3 months)	Seating plans will be available in every lesson and will be evaluated as part of the quality assurance process.	Deputy Principal	Termly formal QA process.
B.	Access to SISRA	All teachers across the school to have access to SISRA to ensure that first wave interventions can take place where appropriate.	Interventions in place are monitored to ensure raise achievement of target students.	Deputy Principal, DoA, Data team	Data check points
B.	Curriculum review to ensure adequate provision for all students.	A review of the curriculum to ensure that the courses offered to disadvantaged students is appropriate and ensures successful outcomes. Studying subjects in which they are successful will raise aspirations and allow for success post-16 qualifications.	Close tracking of predicted outcomes in KS4 to ensure progress is being made.	Deputy Principal, Assistant Principal, DoA	Termly data collection track
B.	GL reading tests.	Student needs will be identified through the GL reading assessment so that additional support can be put in place where appropriate.  EEF: Reading comprehension strategies (+5 months)	Progress of disadvantaged students accelerates and improves at each assessment point.	Assistant Principal.	Data entry track.
B.	SEND mentors attached to each year group.	SEND mentors to be attached to each year group to work with specific target students. This will help break down barriers to learning and ensure that good progress is made.	Outcomes for target students improves. Attendance and ATL improves.	Assistant Principal, RGR	Termly



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		EEF: Mentoring (+1 month)			
C.	Behaviour mentor attached to each year group.	<p>Historic data indicates that disadvantaged students are involved in more behaviour incidents that other students in school. This often can impact the progress of the individual student and other students in school.</p> <p>EEF: Behaviour interventions (+3 months) Mentoring (+1 month)</p>	Behaviour of disadvantaged students falls year on year and the gap diminishes between disadvantaged and other students in school.	Deputy Principal, Assistant Principal, HoY.	Half term report with weekly monitoring.
C.	Resolution room.	<p>Resolution room in place to give students the opportunity to resolve an issue in school rather than face exclusion. Activities to take place to ensure that repeat offending is low. FTE are reduced which improves attendance and also behaviour for learning in the classroom</p> <p>EEF: Behaviour Interventions (+3 months)</p>	Repeat offending is low of students who are in the resolution room. Behaviour incidents and records of number of disadvantaged students in the resolution room falls each half term. FTE of disadvantaged students falls year on year and term on term.	Deputy Principal, Assistant Principal, BST	Half termly review
C.	In-school Alternative Provision.	To engage and educate students who have been removed from mainstream education by providing alternative provision. Aiming to provide students with more 1:1 intervention and support them to make the right decisions for post-16 education. This will allow disadvantaged students who are disengaged with education a better opportunity to success and fits in with school inclusion policy.	Outcomes for students at Alternative Provision are higher than the national average for students who are permanently excluded.	Assistant Principal (TKE), RJO, Deputy Principal.	Termly





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		EEF: Behaviour Interventions (+3 months)			
<b>ii. Targeted support</b>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A.	Intervention mentor.	Intervention mentor attached to each year group to ensure that barriers that disadvantaged students sometimes face are diminished.  EEF: Mentoring (+1 month)	Progress of students who receive academic mentoring improve year on year and at each data track.	Deputy Principal, Assistant Principal, DoA	Termly data entry track
A.	Counselling	1-1 sessions with students where there is an EMSh concerns to reduce barriers that they face in the classroom (and outside of school).	Attitude to learning and attendance of target students improves.	Deputy Principal, HoY, DHoY	Half termly review
A.	Breakfast Club	A number of disadvantaged students do not have access to a calm place for self study and many do not have breakfast before they attend school. A breakfast club has been set up for all yr11 students and for students with a special educational need.  EEF: Homework (+5 months)	Attitude to learning and attendance of target students improves.	Assistant Principal, SENCO, DoA	Termly data entry track
A and B.	Careers Lead	Assistant Principal responsible for careers in place which will allow for bespoke careers guidance and experience.	Destinations of disadvantaged students improves to include more students who are studying at post-16. Number of NEET to be low.	Assistant Principal, HoY	Termly review of actions with annual review of overall success.
B.	Small group tuition in English,	Targeted small group tuition where progress a	Progress of students targeted improves	Deputy	Weekly RAB meetings and termly data



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	maths and science.	concern for disadvantaged students. This will improve outcomes in key subjects and raise aspirations as a result. Subject specialist teachers employed specifically to deliver this.  EEF: Small group tuition (+4 months)	at each data point.	Principal, Assistant Principal, HoD.	entry tracks
B.	SAM Learning	SAM learning subscription to support students with purposeful homework tasks. Disadvantaged students will be provided with venues to complete homework.  EEF: Homework (+5 months)	Progress of disadvantaged students improves at each data track. Evidence demonstrates that SAM learning is utilised effectively by number of active users.	Deputy Principal	Termly data entry track
B.	HPA Raising Achievement Evening and SLT mentoring.	Information evening targeting High Prior Attainers to increase motivation and aspirations. SLT mentor link to each HPA in YYr11 to drive progress.  EEF: Parental involvement (+3 months) Mentoring (+1 month)	Progress of HPA improves at each data track	Assistant Principal, DoA	Termly data track
B.	Nurture class in year 7	Small group work with students who find it difficult to access curriculum due to SEN. Supports transition from Primary to secondary school and accelerates progress.  EEF: Small group tuition (+4 months)	Progress of target students improves rapidly.	Assistant Principal	Termly data track
C.	The Bridge	The Bridge provides bespoke intervention for students where behaviour is consistent concern. This provides an environment for these students to work in small groups by specialist teachers in order to reduce fixed	Reduced FTE and better progress for target students.	Deputy Principal, Assistant Principal.	Half termly reporting.



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		<p>term exclusions and avoid the possibility of a move to alternative provision.</p> <p>EEF: Behaviour interventions (+3 months) Mentoring (+1 month) Small group tuition (+4 months)</p>			
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
B.	Literacy focus in yr7 and 8	<p>DEAR implemented in KS3 to ensure every student spends time reading each week. Library at both GC1 and GC2 stocked with additional books to encourage reading.</p> <p>EEF: Reading strategies (+5 months)</p>	Assessment data indicates that reading levels improve in KS3.	Assistant Principal	Assessment data point.
C.	Rewards to embed the respect agenda across the whole school.	<p>Rewards established to encourage good behaviour and respecting 'yourself, each other and the environment'.</p> <p>EEF: Behaviour interventions (+3 months)</p>	Rewards are awarded equally to disadvantaged and non-disadvantaged students. Gaps in recorded behaviour points diminish.	Assistant Principal	Termly
C.	Year 6 transition project driven by Assistant Principal.	Disadvantaged students often start in yr7 behind other students in relation to academic performance. Support with transition will help to reduce the gap. Students with behaviour concern identified and intervention agreed so to help reduce exclusions.	Gaps in recorded behaviour points diminish between disadvantaged students and other students.	Assistant Principal	Termly and review after transition.



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		EEF: Behaviour intervention (+3 months)			
C.	Assistant Principal responsible for behaviour	Behaviour points and exclusions for disadvantaged students is higher than other students. A focus on disadvantaged students and a strategic approach to improving behaviour implemented. EEF: Behaviour intervention (+3 months)	Gaps in recorded behaviour points diminish between disadvantaged students and other students.	Assistant Principal, HoY	Half termly
D.	Attendance telephone text system	Text messages are sent to parents of disadvantaged students when they are absent with a follow up phone call. The immediacy of the text message allows poor attendance to be tackled quickly and effectively. EEF: Parental involvement (+3 months)	Attendance of disadvantaged students improves in line with other students.	Assistant Principal, Lead attendance officer	Termly
D.	Lead Attendance Officer/EWO	Lead Attendance Officer will ensure consistent practice of attendance across different sites. Where the attendance of disadvantaged students falls, intervention will be put in place to support the improvement of attendance. Where there are family concerns which are impacting on attendance, further support and guidance will be given. EEF: Parental involvement (+3 months)	Attendance of disadvantaged students improves in line with other students.	Lead attendance officer, Assistant Principal.	Half termly
D.	Attendance lead in each year group	Attendance lead in each year takes a strategic approach to improving attendance of disadvantaged students in their cohort. EEF: Parental involvement (+3 months)	Attendance of disadvantaged students improves in line with other students.	Lead attendance officer, Assistant Principal	Half termly
All	To improve communication and	Parents encourage students to help raise	Monitor attendance at Progress Evening	Assistant	Progress Evening on the calendar



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	relationships with disadvantaged parents using; Twitter, Progress Evening	aspirations and standards of behaviour. EEF: Parental involvement (+3 months)	of parents for disadvantaged students. The gap in attendance between disadvantaged and non-disadvantaged diminishes.	Principal, HoY	
<b>Total budgeted cost</b>					<b>£933,341</b>



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## 2016-17 Review

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

### Effectiveness of intervention

The Year 11 team ensured students were tracked and monitored throughout the year. Weekly data meetings were held with heads of department to ensure appropriate intervention was provided and that all students were supported.

In addition the following interventions were also effective:

- Students were withdrawn from PE lessons to receive additional English and Maths. This ensured that students who were underperforming received additional support to target problematic areas.
- In addition, key students were targeted for Maths intervention during tutor time where they were given regular support with areas they found difficult.
- Every student was provided with a revision timetable created by their learning mentor. Students attended lunchtime and after school revision at least 3 times a week. Learning mentors would liaise with class teachers to ensure that they were on target and supported the students in and out of lessons.
- Additional curriculum changes were implemented to ensure that students were given the best chance of success. A number of students completed the BTEC business, GCSE Media and ECDL as a result of these changes.



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- External tutors working on one to one basis with pupils who had been identified as needing a more intense targeted support in order to reach their expected progress grade in Maths and English. Pupils were withdrawn from their timetabled maths/ English lesson to access this support as well as additional input during PE lessons. This support was also given during the Exam period by withdrawing pupils from lessons where the Exam had been completed.
- Students were also given guidance and support with making career choices by participating in events such as apprenticeship evenings, Barclay's events and workshops organised by Confetti. Bespoke careers advice was given to students on a 1-1 basis.



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### How the money was spent last year

<b>Intervention</b>	<b>Brief outline of initiative</b>	<b>Cost</b>
<b>Learning and behaviour mentors</b>	Students receive targeted support in and out of class to help consolidate learning and support students with EBD.	<b>£251, 126</b>
<b>TA/SENCO support</b>	SEND learning mentors and SENCO support students in and out of lessons to improve attainment levels.	<b>£108, 760</b>
<b>Literacy Resources</b>	To ensure those students who are underachieving in their English lessons are engaged in an appropriate programme to improve their reading and writing.	<b>£51, 000</b>
<b>Pupil Premium Co-ordinator</b>	Assistant Principal to ensure interventions are implemented, tracked and monitored.	<b>£67,153</b>
<b>Enrichment activities</b>	Students will participate in university and college visits; take part in careers event and many workshops to ensure they are well-informed of the opportunities available.	<b>£36,607</b>
<b>Raising Aspirations</b>	A variety of workshops to support whole year groups or targeted groups of students. The workshops will give students opportunities that suit their needs in terms of raising aspirations.	<b>£104,781</b>
<b>Counselling</b>	1:1 sessions for students with EMSh.	<b>£18,000</b>
<b>GL Reading Tests</b>	Students have their needs identified though testing to ensure they have appropriate support in place.	<b>£13,667</b>
<b>Extra-curricular PE opportunities</b>	A wide variety of extra-curricular activities are provided by every department/pastoral team.	<b>£99,402</b>





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<b>Revision &amp; Intervention sessions</b>	Departments to ensure regular revision and intervention sessions are available to students before, during and after school. Resources and revision materials will also be provided. Interventions sessions also took place during half term.	<b>£96,132</b>
<b>Alternative provision placements</b>	To engage and educate students who have been removed from mainstream education by providing alternative provision. Aiming to provide students with more 1:1 intervention and support them to make the right decisions for post-16 education.	<b>£311,906</b>
<b>Nurture group</b>	Tailored curriculum delivered by a primary specialist with students who have been identified as having significant learning needs.	<b>£45,000</b>
<b>My Maths</b>	Online students to support Maths.	<b>£3,400</b>
<b>EWO</b>	Attendance Team led by an EWO targeting the PA and those at risk of underachieving due to poor attendance	<b>£34,500</b>
<b>Breakfast Club-Staffing and resources</b>	Serving a dual purpose; ensuring a healthy start to the day as well as supporting with homework as well as reading/writing support for identified KS3 pupils	<b>£25,981</b>
<b>Director of Achievement and Progress (2 additional posts)</b>	Additional capacity to support progress tracking across Key Stage 4 and literacy tracking in Key Stage 3.	<b>£111,312</b>

### The impact in 2016

A change in the way students are assessed in English and maths has meant that this years data is not directly comparable to data from previous years. In order to provide some comparison, analysis of English and maths data will take place where grades 9-4 is comparable to an old grade C.



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	<b>Pupil Premium</b>	<b>Non Pupil Premium</b>	<b>2017 gap</b>
% students achieving 5+ Maths and English grade 9-5	19.2	30.9	-11.7
% students achieving 5+ Maths and English grade 9-4	36.5	55.4	-18.9
% Students achieving EBACC	16	27	-11
Attainment 8 score	35.33	42.29	-6.96
% Progress 8	-0.6	-0.366	-0.219

- There has been a 3% increase in the percentage of students achieving a grade 9-4 in English and maths and 5 other GCSE qualifications when compared to last year (grade C).
- The progress 8 score of pupil premium students is currently at -0.6.
- A review of curriculum will take place in September 2017 to allow for any changes that could help accelerate attainment and progress of disadvantaged students in the 2017-18 cohort.



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## Attendance

	Pupil Premium	Non Pupil Premium	Gap
Year 7	93.51	94.74	-1.23
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Year 11	88.42	94.58	-6.16

- The attendance gap between pupil premium students and non-pupil premium students is narrow in years 7, 9 and 10.
- The attendance officer works very closely with the pastoral teams to ensure that any attendance concerns are monitored and, where appropriate, necessary intervention such as parental meetings are implemented.
- Reward systems are in place to promote good attendance.
- Specific interventions are in place to target poor attendance of disadvantaged students.
- Attendance action plan in place to promote rapid improvement in attendance of key groups, including Pupil Premium, for the academic year 2017-18.