



Pupil Premium Policy 2015 to 2016

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. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'

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.
- 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 befitting from discrete and bespoke interventions



2014-2015 Impact Measures

Key Stage Four

% 5+ A*-C including Maths and English

% 5 x A*-C

% Students achieving E-BACC

Average Points Score (best eight GCSEs)

Average Points Score (best eight GCSEs including equivalents)

% Students making 3+ Levels of Progress in English

% Students making 4+ Levels of Progress in English

% Students making 3+ Levels of Progress in Maths

% Students making 4+ Levels of Progress in Maths

Key Stage Three

% attaining Level 3, Level 4 or Level 5 in English

% attaining Level 3, Level 4 or Level 5 in Maths

% attaining Level 3, Level 5 or Level 5 in English and Maths

Attendance Figures

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



2014 to 2015 Impact Report

The Pupil Premium 2014-2015 Context

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

	Year 7	Year 8	Year 9	Year 10	Year 11
Number on roll	299	328	360	351	343
% FSM	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.

Key Stage Four

	Pupil Premium	Non Pupil Premium	School Gap	National Gap
% 5+ A*-C including Maths and English	32%	48%	-16%	27%
% 5+ A*-C	34%	54%	-20%	27%
% Students achieving EBACC	13%	23%	-10%	17%
Basics				
Average Points Score (best eight GCSEs)	209.17	258.95	-49.78	
Average Points Score (best eight GCSEs inc equivalent)	244.94	286.34	-41.4	
% Students making 3+ Levels of Progress in English	48.5%	54.7%	-6.2%	12%
% Students making 4+ Levels of Progress in English	13.9%	13.3%	-0.6%	
% Students making 3+ Levels of Progress in Maths	50.3%	67.6%	-17.3%	23%
% Students making 4+ Levels of Progress in Maths	17.6%	20.9%	-3.3%	

Summary

- The gap in every measure is lower than last year's national figures.
- Compared to last year's results the gap continues to narrow in every measure however there is a 1.4% increase in the gap between students achieving 5+ GCSEs including English and Maths.
- Last year 10% of pupil premium students achieved EBACC and this has now risen by 4%.
- The gap has closed between students making 4+ levels of progress in English.
- There has been an increase in the number of pupil premium students achieving 3+ levels of progress in English.
- There is a very narrow gap between students making 4+ levels of progress in Maths.



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 received free revision guides and additional revision sessions from the EBACC subjects: History, Geography and RE.

	% A*-A	% A-C
History	13.4%	40.2%
Geography	5.3%	29.8%
RE	30%	75%

- Students were withdrawn from PE lessons to receive additional English. This ensured that students who were underperforming or had outstanding controlled assessments were able to receive additional support. The impact was that the majority of students submitted complete coursework folders at least grade C standard which in turn contributed to their overall grade. It has resulted in 48.5% of students achieving 3 levels of progress and 35.2% achieving A*-C.
- In addition, key students were targeted for Maths intervention and supported by learning mentors. This ensured that students who were underperforming were given further guidance resulting in 53% of students achieving A*-C.
- Students were able to attend breakfast club where they would receive breakfast and intervention. Students had a place to revise prior to their exams.
- Learning mentors were allocated to a core group of students who were underperforming in many subjects. 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.



Key Stage Three

English

	Level 4		Gap	Level 5		Gap	Level 6		Gap
Year 7	68.4%	78.8%	-	25.1%	30.5%	-5.4	4.8%	4.6%	
Year 8	82.5%	81.7%		56.1%	65.9%	-9.8	18%	28.6%	10.6
Year 9	87.1%	90.1%	-3	71.5%	70.3%		32.3%	37.8	-5.5

Pupil Premium

Maths

	Level 4		Gap	Level 5		Gap	Level 6		Gap
Year 7	69.5%	82.8%	13.3	42.8%	61.6%	18.8	7.5%	19.2%	11.7
Year 8	64%	57.9%		41.8%	46.8%	-5	15%	19.8%	-4.8
Year 9	79.6%	87.8%	-8.2	71.5%	80.8%	-9.3	45.2%	52.9%	-7.7

Non Pupil Premium

English and Maths

	Level 4		Gap	Level 5		Gap	Level 6		Gap
Year 7	57.2%	72.2%	-15	18.7%	26.5%	-7.8	3.7%	4%	-0.3
Year 8	58.2%	52.4%		33.3%	38.9%	-5.6	7%	11.9%	-4.9
Year 9	75.8%	82.6%	-6.8	59.7%	65.7%	-6	45.2%	52.90%	-7.7



Attendance

	Pupil Premium	Non Pupil Premium	Gap
Year 7	95.12%	95.50%	-0.38%
Year 8	93.71%	94.99%	-1.28%
Year 9	92.54%	95.36%	-2.82%
Year 10	91.60%	94.50%	-2.90%
Year 11	92.89%	95.92%	-3.03%

- The attendance gap between pupil premium students and non-pupil premium students is narrow.
- 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.



Pupil Premium Expenditure 2014 - 2015

Total Pupil Premium Income: £806905(+£36000 catch-up premium)

Intervention	Brief outline of initiative	Cost
Achievement Coaches	1:1 sessions which focus on improving behaviour and attainment.	£9,493
Learning mentors	Students receive targeted support in and out of class to help consolidate learning.	£201,155
Literacy Resources (Dockside Reading, Nesy, Corrective Reading)	To ensure those students who are underachieving in their English lessons are engaged in an appropriate programme to improve their reading and writing.	£54,600
Pupil Premium Co-ordinator	Assistant Headteacher to ensure interventions are implemented, tracked and monitored.	£64,000
Effective feedback	The Academy will continue to ensure students receive feedback to ensure they fully understand how they can improve their work in order to make progress.	£2,983
Enrichment activities	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.	£32,302
Raising Aspirations	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.	£52,991
France residential	Students taking French at GCSE level will go to Paris on a three day residential in July.	£7,636
Counselling	1:1 sessions for students with EMSH.	£35,288
Reading Tests	Students have their needs identified through testing to ensure they have appropriate support in place.	£15,000
Extra-curricular PE opportunities	A wide variety of extra-curricular activities are provided by every department/pastoral team.	£95,000
Revision sessions	Departments to ensure regular revision sessions are available to students before, during and after school. Resources and revision materials will also be provided.	£65,333
Alternative provision placements	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.	£128,153 £78,400 (staff)
Specialised programmes	Life Skills classes for students who are working below	£546



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	their expected levels will work in small groups focussing on life skills, numeracy and literacy.	
Behaviour mentors	1:1 support for students with EBD.	£49,971
Nurture group	Tailored curriculum delivered by a primary specialist with students who have been identified as having significant learning needs.	£40,000
SAM Learning	SAM Learning will allow students to complete homework and revision tasks either at school or home.	£1,800
Revision guides	Students to receive revision guides to aid learning in a number of subjects including English, Maths, Science, RE and Geography.	£700
Reward Systems	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.	£700
Smaller Class Sizes	Additional teachers in English, maths and science to enable a more targeted support to the identified borderline pupils	£90,000
STEM project	To promote the uptake of Technology subjects and triple science through trips and in house workshops	£10,000
My Maths	Encourage students to independently practise mathematics and receive immediate feedback through an online subscribed learning tool	£700
EWO	Attendance Team led by an EWO targeting the PA and those at risk of underachieving due to poor attendance	£34,500
Breakfast Club-Staffing and resources	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	£3800

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.



Pupil Premium Context 2015-2016

	Year 7	Year 8	Year 9	Year 10	Year 11
Number on roll	390	357	325	375	347
% FSM	27%	53%	58%	53%	50%

2015-2016 Headline Measures

In light of the recent changes made the Government, the impact of our interventions will be measured by:

- % A*-C including English and Maths
- % EBACC
- % Attainment 8
- Progress 8



Total Pupil Premium Income: £873290(+£37500 catch-up premium)

Planned Interventions

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.

We intend to continue with the following interventions this academic year:

- 1:1 Support
- Extra-Curricular opportunities
- SAM Learning
- Nurture group
- Literacy and numeracy interventions
- Effective feedback
- Learning mentors
- Alternative provision
- Reward systems
- Effective marking and feedback
- Attendance officer
- Behaviour support team
- Smaller Class sizes-Additional teachers in English and Maths
- Learning Gateways
- Healthy Living workshop
- SISRA Analytics as a tracking tool
- First Story Writing Initiative
- Debate mate-Intercity debate club/competition
- Holiday and weekend planned revision sessions
- BME inclusion project- University of Nottingham
- My Maths
- Breakfast Club

Planned interventions for 2015 -16

- The LIT Programme
- Accelerated Reader
- Precision teaching
- Parent Literacy course
- Breakfast Club



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- Future Leaders Programme
- Sixth form mentoring scheme
- Epic Community mentoring scheme
- Summer School Transition project-Funding it through PP Grant
- Careers Workshops
- GL Assessments