



## **Pupil Premium Policy 2016 to 2017**

### **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



**2015-2016 Impact Measures**

**Key Stage Four**

% A\*-C including Maths and English

% 5 x A\*-C

% Students achieving E-BACC

% Attainment 8

% Progress 8

% 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**

% Students making ARE in English

% Students making ARE+ in English

% Students making ARE in mathematics

% Students making ARE+ in mathematics

**Attendance Figures**



For each measure we will compare Pupil Premium pupils against all pupils nationally

**Pupil Premium 2015-2016**

**Headline Measures**

**Context**

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

A variety of interventions were 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.

**Outcomes**

**Key Stage Four**

See Appendix 1

We have spoken directly to the DfE who have stressed that **the 5 A\*-C inc EM measure will not form part of the performance tables this year**, and schools will not be judged on it. They have also confirmed that the measure will only be included in schools' data downloads (not expected until January) to allow year on year comparison, and the rules are therefore exactly the same as they were in 2015. This not only includes the English inclusion rules but also the maximum 2 non-GCSE allowance and non-GCSE post-dated results rules.

As a result, in order for schools to see this, or any other historical measures (i.e. anything other than Progress 8, Attainment 8, Basics and Ebacc) as they would have been reported last year, an administrator will need to publish the data using the 2015 publishing option (but when doing this any official 2016 measures should be ignored).

However we've also been informed that some Local Authorities are asking for the measure using the 2016 rules, so if this is the case you should continue to use the figure produced when using the 2016 publishing option.

There appears to be a lot of confusion about how to report this historical measure, but as it is no longer official and schools will not be judged on it, it seems that the decision on which method to use may be down to individual school's requirements, or the demands of their Local Authority.

**Summary**

- Pupil Premium students did particularly well in making 3+ Levels of Progress in both English and Maths
- There is only a small gap between pupil premium and non-pupil premium students making 4+ Levels of Progress in English
- Compared with last year's headline measures, the percentage of pupil premium students achieving 5+ A\*- C (including English and Maths) has increased
- There has been a 4.1% increase in the number of pupil premium students achieving EBACC
- There has been an increase of pupil premium students making 3+ Levels of Progress in English (8.3%) and 7.1% making 4+ Levels of Progress in English



### **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 and supported by learning mentors. This ensured that students who were underperforming were given further guidance resulting in 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.
- 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. This encouraged students to really focus on their examinations in order to secure the grades they need on to move onto further education.



**Attendance**

	Pupil Premium	Non Pupil Premium	Gap
Year 7	95.63%	95.29%	0.34%
Year 8	94.90%	95.41%	-0.51%
Year 9	92.94%	94.88%	-1.94%
Year 10	91.33%	94.51%	-3.18%
Year 11	88.06%	91.66%	-3.6%

- 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 2015 - 2016**

<b>Intervention</b>	<b>Brief outline of initiative</b>	<b>Cost</b>
<b>The LIT Programme</b>		<b>£3,200</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, 324</b>
<b>Pupil Premium Co-ordinator</b>	Assistant Headteacher to ensure interventions are implemented, tracked and monitored.	<b>£64, 000</b>
<b>Effective feedback</b>	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.	<b>£2,983</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>£15, 150</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>£54, 999</b>
<b>France residential</b>	Students taking French at GCSE level will go to Paris on a three day residential in July.	<b>£8,636</b>
<b>Counselling</b>	1:1 sessions for students with EMSH.	<b>£35,200</b>
<b>GL Reading Tests</b>	Students have their needs identified through testing to ensure they have appropriate support in place.	<b>£20,000</b>
<b>Extra-curricular PE opportunities</b>	A wide variety of extra-curricular activities are provided by every department/pastoral team.	<b>£98,000</b>
<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>£121, 613</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>£128,153</b>
<b>Nurture group</b>	Tailored curriculum delivered by a primary specialist with students who have been identified as having significant learning needs.	<b>£40,000</b>
<b>SAM Learning</b>	SAM Learning will allow students to complete homework and	<b>£1800</b>



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	revision tasks either at school or home.	
<b>Revision guides</b>	Students to receive revision guides to aid learning in a number of subjects including English, Maths, Science, RE and Geography.	<b>£1000</b>
<b>Smaller Class Sizes</b>	Additional teachers in English, maths and science to enable a more targeted support to the identified borderline pupils	<b>£90,000</b>
<b>STEM project</b>	To promote the uptake of Technology subjects and triple science through trips and in house workshops.	<b>£10,000</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>Sixth form mentoring scheme</b>	Peer mentoring scheme for Y7 students who needed additional support and guidance with their learning.	<b>£2,250</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>£3,800</b>
<b>External tutors</b>	External tutors to provided targeted students with one to one tuition in English and maths.	<b>£40,000</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>£96,000</b>

*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.*



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**Pupil Premium Context 2016-2017**

	Year 7	Year 8	Year 9	Year 10	Year 11
Number on roll		<b>390</b>	<b>357</b>	<b>325</b>	<b>367</b>
% FSM		<b>27%</b>	<b>53%</b>	<b>58%</b>	<b>53%</b>

**Planned Interventions for 2016-2017**

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
- My Maths
- Breakfast Club



**New interventions for 2016 -17**

1. Additional Director of Achievement postsx2 to support with progress tracking and intervention strategies to include KS3. One post to focus on Literacy developments in years 7 and 8 and the other post to add additional capacity to Key Stage 4 provision.
2. Extending the use of external one to one tutors beyond maths and English; tutors to provide tuition in Humanities (Geography in particular) and Science (both Core and Additional).
3. Introducing a Personal Development Programme of study that will focus on meta-cognition skills to enable better skills for learning; This once a week session will also focus on exam revision techniques and post 16 destination processes such as CV completion, college application and personal statement writing.
4. Gender split groups in Humanities and English GCSE classes; Gender appropriate resources to promote better engagement particularly with boys
5. A new innovative KS3 curriculum which is driven by a focus on the development of literacy and oracy skills and promotes an ethos of ambition, challenge, academic rigour and achievement.
6. ED Lounge: A remote learning application designed to help break barriers to learning with online assistance.



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	ALL STUDENTS 2014/15		NATIONAL ALL	PP STUDENTS 2014/15		NATIONAL PP	Gap with All National 2015	ALL STUDENTS 2015/16		PP STUDENTS 2015/16		PP improvement over 2 years
	Total	Percent		Total	Percent	Percent		Total	Percent	Total	Percent	
<b>Cohort Summary</b>												
Cohort	335	100		172	100			347	100	182	100	
Average Total Points	298.27		366.6	271.98		295.1	94.62	298.74		272.27		0.29
Average Total Capped8	264.78		308	244.66		259.9	63.34	278.56		255.1		10.44
Average Total Capped8 inc EM	264.57			244.47				278.28		254.77		10.3
<b>KS2 / Progress Summary</b>	Total	Percent		Total	Percent			Total	Percent	Total	Percent	
Average Core KS2 Level Per Student	4b			4c				4b		4b		
Average Core KS2 APS per Student	26.78			25.73				26.66		26.01		0.28
Average Core KS2 Levels of Progress per Eligible Student	2.37			2.22				2.53		2.25		0.03
<b>Basic Measures</b>	Total	Percent		Total	Percent			Total	Percent	Total	Percent	
Basics Level 2 (A*-C in Eng & Mat) *	144	45	58	60	34.9	38	23.1	180	51.9	72	39.6	4.7
<b>Progress/Attainment 8</b>	Total	Percent		Total	Percent			Total	Percent	Total	Percent	
Average Total Attainment 8	41.39			38.02				42.73		38.35		0.33
Average Attainment 8 Grade	4.14			3.8				4.27		3.83		0.03
Average Estimated Attainment 8	46.75			43.59				48.36		46.27		2.68
Average Total Progress 8	-0.43		0	-0.52			-0.5	-0.43		-0.62		-0.1
Pupils Included (Progress 8 Coverage)	294	87.8		158	91.9			309	89	167	91.8	9
<b>5 A*-C Measures</b>	Total	Percent		Total	Percent			Total	Percent	Total	Percent	
Students with 5 x A*-C	143	42.7	65	60	34.9	45	30.1	164	47.3	65	35.7	0.8
Students with 5 x A*-C GCSE ONLY	127	37.9		52	30.2			153	44.1	61	33.5	3.3
Students with 5 x A*-C inc English & Maths	129	38.5	56	54	31.4	36	20	155	44.7	59	32.4	1
<b>E-Bacc Total Measure</b>	Total	Percent		Total	Percent			Total	Percent	Total	Percent	
Students Entered For the E-BACC	201	60		90	52.3			201	57.9	90	49.5	-2.8
Students in COHORT Achieving the E-BACC	60	17.9	24	24	14	11	10	88	25.4	33	18.1	4.1
<b>Progress Measures</b>	Total	Percent		Total	Percent			Total	Percent	Total	Percent	
Students making 3+ LOP in English	154	52	69	76	48	57	21	213	65.7	100	56.8	8.8
Students making 4+ LOP in English	43	13.7	30	23	13.9			83	25.6	37	21	7.1
Pupils included in English progress measure	315	94		165	95.9			324	93.4	176	96.7	0.8
Students making 3+ LOP in Maths	181	57.8	66	82	48	49	18	178	54.3	78	45.1	-2.9
Students making 4+ LOP in Maths	60	19.2		29	17.6			81	24.7	32	18.5	0.9
Pupils included in Maths progress measure	313	93.4		165	95.9			328	94.5	173	95.1	-0.8
<b>Value Added Total Measure</b>	Total	Percent		Total	Percent			Total	Percent	Total	Percent	
Capped8 +EM VA Score	966.785			958.745				977.383		963.347		4.602
Capped8 +EM Pupils Included (Coverage)	294	87.8		158	91.9			309	89	167	91.8	9