

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Nottingham Academy
Number of pupils in school	1596
Proportion (%) of pupil premium eligible pupils	48
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021,2022,2023
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Harry French
Pupil premium lead	Jordan Mitchell
Governor / Trustee lead	Claire Leitheiser

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£596,000
Recovery premium funding allocation this academic year	£74,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£670,000

Part A: Pupil premium strategy plan

Statement of intent

Overarching Aims - Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The areas we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality First Teaching - Quality First Teaching for all pupils is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Targeted Academic Support - Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will: 1. ensure disadvantaged pupils are challenged in the work that they are set 2. act early to intervene at the point need is identified 3. adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Wider strategies - Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the NTP, Academic Mentors and school led tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

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Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Achievement – Pupils eligible for the pupil premium are performing below national expectations for Maths and English.
2	Literacy – Reading ages for pupil premium pupils are lower than for non-eligible pupil premium pupils which inhibits their immediate access to learning.
3	Wider curriculum – Due to the academy catchment area pupils eligible for pupil premium often have low aspirations and limited access to wider opportunities.
4	Behaviour – Embedding the everyday expectations of the academy for all students enabling them to learn more and remember more
5	Attendance – Attendance rates for pupil premium pupils are below the national average which in turn reduces their school hours and causes them to fall behind.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1 Achievement – Improve the average 4+ and 5+ basics score for pupils eligible for pupil premium in both English and Maths	1 Closing the gap with an improved average 4+ and 5+ basics score for pupils eligible for the pupil premium across English and Maths. 2 Meet national targets for the average attainment score for pupils eligible for the pupil premium across English and Maths
2 Literacy – Rapid progression in reading, particularly in year 7, for pupil premium pupils	1 Year 7 accelerated reading programme completed by all pupil premium pupils 2 Improved reading levels across all year groups for all pupil premium pupils
3 Wider Curriculum – Increase aspiration levels among pupils eligible for pupil premium	1 Implement and embed a character and opportunities charter across the curriculum
4 Behaviour – Reduction in negative behaviour incidences for pupil premium pupils	1 Reduction in the number of fixed term exclusions year on year of pupil premium pupils 2 Embed everyday expectation routines to improve behaviour
5 Attendance – Increased attendance rates for pupils eligible for the pupil premium	1 Reduce the number of persistent absentees among pupils eligible for the pupil premium to 10% or below. 2 Overall attendance among pupils eligible for PP improves to 95% in line with 'non-PP' pupils.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £268,000 (40%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teachers subject area.</p>	<p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	2
<p>Recruiting English, Maths and Science tutors</p>	<p>Lost learning time through the pandemic has created gaps in learning, which has had a major impact on pupil premium pupils. Despite the academy buying IT provision for all pupil premium pupils, pupils still had long gaps with no access to learning when they were not in school.</p> <p>Extending School Time</p>	1
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	1, 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £268,000 (40%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with external providers (Maximizing your potential/VESPA), to offer a bespoke study skills programme for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive a place will be disadvantaged, including those who are high attainers.</p>	<p>Internal evidence through parental surveys have shown study skills are the most desired strategy for pupil premium pupils. 57% of parents have said the number one priority should be pupils are taught how to revise and improve their study skills.</p> <p>Tuition targeted at specific needs that is monitored for effectiveness through SAM learning can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,3
<p>Engaging with the NTP, Academic mentors, action tutoring and school led tutoring to provide small group tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are SEND learners.</p>	<p>Based on pupil data we can identify small groups or individuals within our pupil premium cohort who will benefit from structured targeted intervention that pupils can access. This runs either before, during or after school depending on pupil circumstances to ensure every pupil is accounted for.</p> <p>Tuition targeted at knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1,3
<p>SEND team to deliver training to staff to ensure all learners have provision</p>	<p>Provision maps are in place for every pupil with a team including teaching assistants and learning mentors being effectively deployed to support SEND learners.</p>	1,3,4

maps and support being effectively implemented.	Teaching Assistant Interventions	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £134,000 (20%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral – aligning pastoral structure to fully support pupils and remove barriers to learning	The pastoral structure includes: Assistant Principal - Student Care, An SLT link for each year group, Head of Year, Deputy Head of Year, Safeguarding Team and Family support workers. This results in a full overview of any barriers to learning and ensure any barriers can be removed. Parental Engagement	3,4
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will receive training and release time to develop and implement procedures. Attendance team continue to improve the attendance of all pupils, with a particular focus on pupils that are eligible for the pupil premium.	Across every year group within the academy, pupil premium pupils have a lower attendance than non-pupil premium pupils. In year 10 and 11 through 2021, this figure is below 90%. Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will receive training and release time to develop and implement procedures. Attendance team continue to improve the attendance of all pupils, with a particular focus on pupils that are eligible for the pupil premium.	5
Curricular and social support to cover the cost of the provision of uniform, resources and equipment	Through implementing the opportunity charter, pupil premium pupils within the context of our academy traditionally have very low aspirations and therefore will be given the opportunity to attend trips and visit higher education establishments.	1,3,5

along with subsidising trips.	The items mentioned under 'curricular and social support' have proven to develop pupil well-being, attendance, and behaviour. Aspiration Interventions	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4,5

Total budgeted cost: £670,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in 2020-2021.

A pupil premium first approach was introduced to improve all aspects of learning for pupil premium pupils. Robust subject curriculums were put in place across the academy to improve teaching and learning and to ensure all pupil premium pupils can access the curriculum. The quality assurance framework had a pupil premium first approach and all pupil premium students had revision guides and supporting materials purchased for them across all subjects. Achievement is a crucial part of our 3-year plan to ensure that quality first teaching is embedded for all pupils.

The use of provision maps to track and monitor pupil premium strategies were successfully embedded as part of the literacy focus. In relation to reading levels, our own research indicates that pupils eligible for the pupil premium are outperformed by their peers and therefore literacy, in particular reading, features prominently in our plan. Improving behaviour was part of the previous strategy, however this plan focuses on the pastoral provision within the academy to give a more accurate and holistic understanding of behaviour. Our pastoral offering is a key feature of our 3-year plan.

Attendance was hugely affected by Covid-19 with constant disruption to pupils' ability to attend school. On average, pupils eligible for the pupil premium have lower attendance rates when compared to non-pupil premium pupils. The plan did successfully see an increase in the capacity of the attendance team to include a family liaison officer and also a mentoring programme was developed to raise welfare of pupil premium pupils. Improving attendance is a significant priority of our 3-year plan.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy. We also provided 37% of pupils with devices to ensure they could all access our remote learning provision. Pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We are planning to build on the well-being strategies already in place as part of our wider curriculum aspect of our 3-year plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Careers Opportunities	DANCOP

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.