

Nottingham Academy (Secondary) Disadvantaged Strategy Intent Statement 2023-24

This statement details our school's use of disadvantage funding (and recovery premium) for the 2023 to 2024 academic year, to help improve the achievement for our disadvantaged pupils. It outlines our disadvantage strategy and how we intend to spend the funding in this academic year and the effect that last year's spending of disadvantage had within our school.

School overview

Detail	Data
School name	Nottingham Academy
Number of pupils in school	1569
Proportion (%) of disadvantage eligible pupils	41%
Academic year/years that our current disadvantage strategy plan covers (3-year plans are recommended)	2023/2024 2026/2027
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	J. Elbaz
Disadvantage lead	S. Collishaw
Governor / Trustee lead	C Leitheiser

Funding overview

Detail	Amount
Disadvantage funding allocation this academic year	£836,418
Recovery premium funding allocation this academic year	£176088
Disadvantage 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	£836,418

Statement of intent

What are our ultimate aims for disadvantage pupils at Nottingham Academy?

Our aim is to use the disadvantage funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantage pupils and ultimately non disadvantage students nationally.

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

At Nottingham Academy, we adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have the highest expectations of what pupils can achieve. During our three-year strategy we will focus on five key challenges that are preventing pupils from higher attainment. Our approach will be responsive to common challenges and individual pupils needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This approach will have the greatest impact on closing the disadvantage attainment gap but will also benefit all non-disadvantaged pupils at Nottingham Academy.

All pupils will have access to a broad and balanced curriculum, irrespective of their background. A pupils learning will not be capped due to challenges to learning they might have, such as vocabulary deficit and reading comprehension.

Our strategy is also at the heart of our wider school improvement for education recovery following the Covid-19 pandemic impact that is still having a negative impact on disadvantaged students. We use targeted support through the NTP and SLTG to ensure those most effected receive timely intervention.

This statement details our schools use of Pupil Premium funding to help improve the attainment of our disadvantaged pupils. It outlines our disadvantage strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of disadvantage had within our school.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance and persistent absence</p> <p>Our assessment and observations indicate that absence is having a negative impact on the progress of disadvantaged pupils’.</p> <p>At present our attendance gap for Disadvantaged is 5.6% when you compare our pupil premium to non-pupil premium students. Many of which are at risk of falling into the persistent absentee category.</p>
2	<p>Literacy</p> <p>Vocabulary deficit and reading comprehension when compared their non disadvantaged peers. This is having a negative impact on their progress across all subjects.</p> <p>Our reading assessments and observations tell us that on entry our year 7 pupil premium students reading skills are significantly lower. The average standardised age score for pupil premium is 91.4 compared to non-pupil premium students which is 97.6. The 6.2 difference inhibits their immediate access to learning.</p>
3	<p>Improving overall attainment</p> <p>Our assessments have highlighted that progress of our disadvantaged students is below that of their non disadvantaged counter parts, particularly in English and Maths subjects.</p> <p>Historically our data identifies that disadvantage students perform on average achieve 0.6% lower grades their non-PP counterparts.</p>
4	<p>Cultural Capital</p> <p>Our discussions and observations have raised that our disadvantaged students do not have the same opportunities and experiences that widen their horizons and enhance their cultural capital.</p> <p>This can limit their ability to accumulate the knowledge, behaviours and skills that enable them to communicate in different social groups, access higher education and be successful in their future careers.</p>
5	<p>Wellbeing, emotional and self-confidence issues</p> <p>Our assessments, discussions and observations have identified social, emotional and self-confidence issues for more disadvantaged pupils than non-disadvantaged. This can mean their self-regulation strategies are less developed which can have a significant impact on their relationships, learning and meta-cognition.</p> <p>This is indicated in the increase demand for safeguarding and pastoral support to regulate behaviour, emotions and relationships. We have a high percentage of disadvantaged students that are receiving support from the safeguarding</p>

	<p>team as part of social care plans, early help support and mental health and wellbeing counsellors.</p> <p>We currently have 35 of our disadvantage students are receiving support from the safeguarding team as part of social care plans, 61 have early help support and 177 are being supported for mental health and wellbeing concerns.</p>
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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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged students.	<p>Sustained high attendance by 2024 demonstrated by:</p> <ul style="list-style-type: none"> • Overall PP attendance is above 95%. • The attendance gap between disadvantage and non-disadvantaged pupils has been reduced to 3%. • Persistent absentees have reduced by 5%.
Improve the vocabulary deficit and reading comprehension among disadvantaged students.	<p>Observations, diagnostic assessments and pupils' attainment will show:</p> <ul style="list-style-type: none"> • Teachers model reading fluency in every lesson which 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 3% which is considered a significant improvement. • Interim assessments indicated that the cohort's overall SAS is either in line or above the national average.
Improving overall attainment, particularly in English and Mathematics	<ul style="list-style-type: none"> • We aim to increase the percentage of pupils who achieve 5 or above by 4% to fall in line with the local authority average. • We aim to increase our average attainment 8 score by 3% to exceed local authority average.

	<ul style="list-style-type: none"> By the end of our current plan in 2026/27 we aim to increase those entered for EBACC by 5% and the average point score by 0.5.
To ensure that students have a wealth of experiences to improve their 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. Attendance to extracurricular clubs has increased
To achieve and sustain wellbeing, emotional stability and self-confidence for all pupils, particularly those who are disadvantaged.	<p>Evidence of sustained levels of wellbeing, emotional stability and self-confidence by 2026/27 though:</p> <ul style="list-style-type: none"> Student voice, student and parent survey and teacher observation. An increase in extracurricular participation and wider enrichment activities for disadvantaged students.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £277,122.4 (40%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD <ul style="list-style-type: none"> External Courses Leadership course and meetings Trust Network CPD National College Online CPD Broad and balanced curriculum Whole school professional development Subject Specific professional development Phonics Training for Learning Support 	<p>Effective professional development at all staffing levels is key to pupil success.</p> <p>High quality teaching and resources, curriculum training and leadership development has been proven to facilitate the progress of students from socio-economically disadvantaged backgrounds.</p> <p>Networking and sharing of best practice across the Trust.</p> <p><u>Effective Professional Development</u></p>	1,2,3,4,5

Assistants and English teachers		
Recruitment and retention: <ul style="list-style-type: none"> • Maintaining quality consistent teaching staff for students • Senior Deputy Principal • Pastoral Behaviour Leader • Attendance Officer • Careers Advisor • SEND mentors 	<p>Access to high quality teaching is the most powerful lever we have for improving educational outcomes, particularly for pupils from socio-economically disadvantaged backgrounds.</p> <p><u>Three takeaways from the evidence on improving teacher... EEF</u> <u>(educationendowmentfoundation.org.uk)</u></p> <p>Working conditions, coaching and mentoring, positive behaviour in the school, leadership opportunities and culture of improvement has a positive impact on student from economically disadvantaged backgrounds.</p> <p><u>Improving Recruitment & Retention: 6 evidence-based actions for leaders from a new EEF research review - Teacher Development Trust (tdtrust.org)</u></p> <p>School staff is second only to classroom teaching as an influence on pupil learning.</p> <p><u>Seven strong claims about successful school leadership (publishing.service.gov.uk)</u></p>	
Effective assessment, tracking and monitoring progress to facilitate early intervention. <ul style="list-style-type: none"> • Standardised assessments, tracking and monitoring. • Purchase of standardised diagnostic assessments. • Training will be provided for staff to ensure assessments are interpreted correctly. 	<p>Standardised tests can provide reliable insights into specific strengths and development areas. These results are used to target additional support and interventions. These tests can then be used to assess the progress made and used to intervene in the on-going cycle.</p> <p><u>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</u></p>	2,3
Literacy <ul style="list-style-type: none"> • Fully resourced library. • Culture of Reading for Pleasure through 	<p><u>Improving Literacy in Secondary Schools</u></p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</u></p>	2,3

<p>Drop Everything and Read.</p> <ul style="list-style-type: none"> Teachers model reading fluency in every lesson. Teachers provide students with the definitions of key words to support reading in all lessons. 	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	
<p>SEND Support</p> <ul style="list-style-type: none"> Team to deliver training to staff to ensure all learners have provision maps and support being effectively implemented. 	<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> <p>Teaching Assistant Interventions</p>	1,2,3,5
<p>Cultural capital</p> <ul style="list-style-type: none"> Tutors delivering PSHE to ensure solid understanding of key areas of Health and Wellbeing, Living in the Wider World and Relationships. Appointment of careers advisor - PP priority. Appointment of extracurricular coordinator 	<p>Cultural capital provides pupil premium students with a foundation for academic success, offering exposure to diverse experiences that enhance their understanding of the curriculum.</p> <p>Targeted careers advice and higher education interventions are essential for pupil premium students. These students often lack exposure to diverse career options and face barriers related information about different job roles and higher education. By providing personalised guidance, schools can ensure that pupil premium students receive tailored support, helping them make informed decisions about their future careers and ensuring that they move on to their best next step.</p> <p>The social mobility commission report found that extracurricular activities are important predictors for participation beyond secondary</p>	4, 5

<ul style="list-style-type: none"> Think Forward Coach subsidised salary – offers support for students who are at risk of becoming NEET, 	<p>school, help to boost confidence in social situations and help develop social networks.</p> <p>https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf</p> <p>Identifying that at risk using the NEET indicators, which includes pupil premium.</p> <p>https://thinkforward.org.uk/impact/</p> <p>Pupil premium students with higher cultural capital often develop better communication skills, confidence, and social integration, contributing to a positive learning environment.</p> <p>https://www.anewdirection.org.uk/research/pupil-premium-case-studies</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £277,122.4 (40%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Intervention <ul style="list-style-type: none"> Students aiming for 4 & 5+ in English and Maths Year 7, 10 and 11 targeted interventions during school holidays Investment of online home learning platforms 	<p>Lost learning time through the pandemic has created gaps in learning, which has had a major impact on disadvantage pupils. Despite the academy providing IT provision for all disadvantage pupils, pupils still had long gaps with no access to learning when they were not in school.</p> <p><u>One to one tuition EEF</u> (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	2,3
Action tutoring and School Led Tutoring <ul style="list-style-type: none"> Small group tutoring for pupils whose 	<p>Action Tutoring's analysis shows that 72% of disadvantaged pupils passed their maths GCSE after attending at least 10 tutoring sessions with the charity.</p>	2,3

<p>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>Intervention coach for targeted groups:</p> <ul style="list-style-type: none"> • Basic 4 & 5 + English and maths • HAP PP Maths & English focus • Targeted Year 7 maths and English focus 	<p><u>Our impact - Action Tutoring: Action Tutoring</u></p> <p>Based on pupil data we can identify small groups or individuals within our disadvantage 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><u>One to one tuition EEF</u> (educationendowmentfoundation.org.uk)</p>	
<p>Targeted Reading support</p> <ul style="list-style-type: none"> • KS3 Reading Eggs is offered to KS3 students with a high proportion of disadvantaged students. • Little Wandle – phonics support with a high proportion of disadvantaged students. 	<p>Curriculum Development work supported by iSEND Priority Group Project' to ensure reading and literacy is weaved throughout the curriculum and improves reading ability and raises academic outcomes to close the gap between the non-disadvantaged and disadvantaged pupils.</p> <p>Students have access to Reading Eggs which has been proven to build vocabulary, reading fluency and ability to infer meaning demonstrating impact on reducing the gap.</p> <p><u>The Science Behind Reading Eggs: Why It Works</u></p> <p>Utilising the data, we provide targeted phonic support using the DfE accredited programme 'Little Wandle' and 'Reading Fluency' lessons. This has been trialled and demonstrated impact on those with a wide range of learning, emotional and physical disabilities.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/readingcomprehension-strategies</p>	2,3
<p>Lead up to examinations programmes:</p> <ul style="list-style-type: none"> • Tutorials • Theatre Trips 	<p>Focused support on the lead up to all examinations, tailor support during tutor periods, supporting students to understand how to focus revision activities to support progress.</p>	2,3,4

<ul style="list-style-type: none"> • Supporting Success evenings • Revision resources • Revision strategy sessions • Rewards strategy • Breakfast club • Wrap around provision 	<p>https://www.maximizeyourpotential.co.uk/</p> <p>https://www.learningscientists.org/downloadable-materials</p> <p>Clear communication and engagement with parents to ensure a positive dialogue around learning and that parents are equip with strategies to support at home.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement</p>	
<p>Cultural capital</p> <ul style="list-style-type: none"> • Launch of Unifrog this academic year for staff and students. • • Various awareness days celebrated throughout the year in assemblies, PSHE and lessons. • Into University - Pupil Premium students are identified in year 7 to take part in the Into University Programme. which follows each cohort through to sixth form. • Trips to universities and placements prioritised for pupil premium students. 	<p>74% of students consider 'employability links and opportunities' the most important factor when making decisions about their next steps. https://www.unifrog.org/about</p> <p>Increase understanding of equality, diversity and inclusion through exposure to different cultural traditions, views and beliefs can support students socially and academically. https://www.teachwire.net/news/cultural-capital-what-it-is-and-why-your-students-need-it/</p> <p>This programme is a series of workshops and trips that increase students' knowledge of Higher Education, career opportunities and educational pathways. The programme aims to increase motivation, strengthen aspirations and develops employability skills. https://intouniversity.org/our-impact/</p>	4, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £138,561.2 (20%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Aligning the pastoral: Assistant principal student care, SLT link for each year groups. Head of Year, Deputy Head of Year, Safeguarding Team, a Family support worker and a social and emotional coordinator.</p> <p>Increase engagement with parents and a range of external providers, including Remedi Restorative Practitioners.</p> <p>A Targeted Learning Centre is in place to support students experiencing barriers to accessing a mainstream curriculum.</p>	<p>Aligning pastoral structure to fully support pupils and remove barriers to learning. This results in a full overview of any barriers to learning and ensure any barriers can be removed.</p> <p>https://assets.publishing.service.gov.uk/media/5a7c8811ed915d48c2410633/DFE-RR282.pdf</p> <p>It is evidenced that successful schools know their community well and work closely with other agencies and services that will benefit their pupils and their families.</p> <p><u>Parental Engagement</u> https://www.remediuk.org/what-we-do-mentoring/</p> <p>Pupil premium students are still much more likely to be permanently excluded or to receive fixed-term exclusions than other pupils. Therefore, the Targeted Learning Centre will provided an added layer of support to minimise permanent exclusions.</p> <p>https://www.estyn.gov.wales/system/files/2022-01/Effective%2520school%2520support%2520for%2520disadvantaged%2520and%2520vulnerable%2520pupils%2520en_0.pdf</p>	1,4,5
<p>Attendance</p> <p>Embedding principles of good practice set out in DfE's <u>Improving School Attendance</u> advice with a greater focus on early help support to remove barriers to attendance.</p>	<p>Embedding principles of good practice set out in the <u>DfE's Working Together to Improve School Attendance</u> guidance which includes a tiered approach of interventions.</p> <p>Premium strategy statements found that 75% cited attendance and 74% mentioned reading as the main barriers to attainment for their pupils eligible for Pupil</p>	1

<p>Attendance and student care teams continue to improve the attendance of all pupils, with a particular focus on pupils that are eligible for the disadvantage.</p> <p>Staff training and release time to develop and implement procedures.</p>	<p>Premium funding. Attendance and student care teams continue to improve the attendance of all pupils, with a particular focus on pupils that are disadvantaged.</p> <p>https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools#:~:text=Analysis%20of%20a%20representative%20sample,eligible%20for%20Pupil%20Premium%20funding.</p> <p>Raising the profile of attendance and developing a whole-school culture that promotes the benefits of high attendance can have a positive impact on attainment in pupil premium students.</p> <p>https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/absence-and-attendance-requirements/new-attendance-guidance-summary-of-what-the-dfe-expects/</p>	
<p>Cultural capital & social support</p> <p>Curricular and social support to cover the cost of the provision of uniform, resources and equipment along with subsidising trips.</p> <p>Appointment of extracurricular coordinator</p>	<p>Through implementing the opportunity charter, disadvantage 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.</p> <p>The items mentioned under 'curricular and social support' have proven to develop pupil well-being, attendance, and behaviour.</p> <p><u>Aspiration Interventions</u></p>	1,4,5
<p>Contingency fund for acute issues.</p>	<p>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.</p>	1,2,3,4,5

Total budgeted cost: £836,418

