

## Pupil premium strategy & self- evaluation

1. Summary information					
School	South Nottinghamshire Academy				
Academic Year	2017-18	Total PP budget	£115,000	Date of most recent PP Review	September 2017
Total number of pupils	560	Number of pupils eligible for PP	113 (20.1%)	Date for next internal review of this strategy	September 2018

2. Current attainment		
	Pupils eligible for PP (SNA)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.705	0.11
Attainment 8 score average	40.44	49.8

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
A.	Progress made by PP pupils throughout Key Stage 3 and 4 is typically lower than non-PP pupils (based on KS2 entry point and GCSE results)
B.	Where KS2 entry levels are typically lower for PP pupils than non PP pupils in English and maths, curriculum access is more challenging resulting in a need for additional English and Maths time within the school day.
C.	Engagement in learning is reduced due to lack of desire to explore post-16 aspirations/ lack of confidence in achieving entry requirements
D.	Access to afterschool extra-curricular sessions, enrichment and intervention is more difficult for PP pupils (especially those who live outside of Radcliffe village) due to transport issues.
E.	Behaviour for learning or pastoral issues (e.g safeguarding and welfare issues, socio-economic disadvantage, poor diet). High exclusion rates.

<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
<b>F.</b>	Attendance of PP pupils is typically lower than non PP pupils. This reduces their school hours and causes them to fall behind on average.
<b>G.</b>	For many PP pupils, there may be a lack of resources to support independent revision outside of the classroom
<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )	
<b>A.</b>	Improved literacy and numeracy skills of all PP pupils – to be in line with similar non-PP pupils. Includes securing a minimum reading age of 16 years by end of year 9 for PP pupils.
<b>B.</b>	Accelerate attainment and progress for all PP pupils to be in line with non-PP
<b>C.</b>	All PP pupils have access to high quality extra-curricular and out-of-school study opportunities
<b>D.</b>	Increase attendance for all PP pupils to be in line with non- PP pupils. A reduction numbers of persistent absentees and exclusions for PP pupils.
<b>E.</b>	Raise aspirations of PP pupils – no leavers will be NEETs and there will be an increased retention of PP pupils into SNA sixth form. 100% of PP pupils to be classed as having ‘positive progression’ in Sept 2018..

## 5. Planned expenditure

**Academic year**    **2017-18**

The three headings enable you to demonstrate how you 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/ outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>A. B.</b>	<p>Increased curriculum time in English and Maths for all pupils across both KS3 and KS4</p> <p>Recruitment and employment of additional English and maths teachers to reduce class sizes in KS3 and 4 (including small groups for lowest attainers in all year groups)</p> <p>Additional literacy curriculum for low ability groups at KS3 (reducing the Languages curriculum offer)</p>	<p>Increased curriculum time in core subjects will increase attainment and progress of all students across all key stages. It will further develop literacy and numeracy skills and for the least able, provide additional time to accelerate progress in core skills.</p> <p>EEF research suggest that reducing class size appears to result in around 3 months additional progress for pupils, on average.</p>	<p>Key stage 2 data used to set pupils prior to arrival ensuring pupils get additional English timetabled sessions in favour of MFL sessions.</p> <p>Regular tracking and monitoring of pupil achievement throughout year to ensure pupils are making progress</p> <p>Timetable to be set up by SLT in charge of curriculum and English and Maths attainment to be co-ordinated by strategic leader of English and Maths alongside Heads of Faculty.</p>	<b>AHT (Curriculum)</b>	<p><b>Initial review of groupings in September 2017.</b></p> <p><b>Termly review of pupil progress.</b></p>
<b>A.</b>	<p>Accelerated Reader intervention sessions for all year 7 and 8 pupils to improve reading. All pupils in year 7 and 8 have one hour dedicated curriculum time in Library each week</p> <p>Daily DEAR (Drop Everything And Read) time for all year 7 and 8 pupils (15 minutes) during curriculum lessons.</p>	<p>The Accelerated Reader intervention was found, through an efficacy trial, to have a moderately positive effect upon participating pupils progress compared to pupils who did not participate (Siddiqui, Gorard &amp; See, 2016).</p> <p>EEF research suggests reading interventions generally have a positive effect on pupils' attitudes towards reading. Further, they appear to have a</p>	<p>Timetabled library sessions each week</p> <p>DEAR time co-ordinated by Strategic Leader of English and Maths and shared with staff each week</p> <p>All staff participate in DEAR sessions alongside pupils</p>	<b>Strategic Lead of English and Maths</b>	<b>Termly September 2018.</b>

	Purchasing the ARTi software for assessing reading ages of all pupils.  Dedicated tutor time for independent reading once per week	moderate, positive effect upon general learning EEF research evidence suggests that on average pupils make an additional 5 months progress per year through reading and comprehension intervention.			
<b>Total budgeted cost</b>					£38,000
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</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>A.</b>	Targeted English and Maths intervention lessons during recreational PE time for underachieving pupils in years 9-11.  All pupils have access to 'Hegarty Maths and 'Educake'', online resources used to set homework, review lesson outcomes and guide pupils through activities.	Evidence suggests small group intervention has a positive impact on attainment particularly for disadvantaged pupils.	Specialist English and Maths staff to teach sessions Head of English and Maths to identify pupils termly. Impact of attainment and progress measured before and after additional intervention	<b>Strategic lead of English and Maths</b>	<b>Fortnightly</b>
<b>A. B.</b>	Intervention mentors and additional staffing to provide targeted intervention in English and Maths Including 1:1 and small group tuition for English and Maths for underachieving PP learners  Directors of English and Maths from the Redhill Academies Trust work with subject	The effects of 1:1 support on pupils from disadvantaged backgrounds also tend to be particularly positive. Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.	Regular monitoring of pupil progress throughout year. Identification of pupils through fortnightly EMRA meetings.	<b>Strategic lead of English and Maths Head of English Head of Maths</b>	<b>Fortnightly</b>

	leaders in school to support achievement and progress of pupils.	EEF research evidence suggests that on average pupils make an additional 5 months progress per year with 1:1 intervention.			
<b>B.</b>	Holiday revision and intervention sessions to be run to increase attainment and progress for year 11 pupil	Providing additional opportunities for students to work with staff on raising grades and boosting revision skills	Coordinated programme put together by Mrs Sharpe in liaison with Heads of Department Monitoring attendance to sessions	<b>AHT (Curriculum)</b>	<b>Reviewed after each school holiday.</b>
<b>A. B.</b>	Extra tuition was bought in to support pupils underperforming at Year 11. Additional English and maths support within the school day. Targeted EM support for PP pupils in small class/ 1:1 settings			Strategic lead of English and Maths	Fortnightly
<b>B.</b>	Increased tracking and monitoring of progress to support pupil achievement in all key stages Regular achievement meetings with middle leaders focusing on a key group of students.	Allows for identification and early intervention of pupils who are underachieving across all year groups.	Achievement data and attendance to interventions by pupils tracked and co-ordinated by Mrs Sharpe.	<b>AHT (Curriculum)</b>	After each DC point.
<b>B. C.</b>	Purchase of CPG and other revision books for all pupils in year 11 in every GCSE subject.	Rationale is to ensure all pupils have access to quality and relevant revision materials in advance of both sets of GCSE Mocks and the actual exams in summer. Classroom teachers will also encourage pupils to use materials as a learning aide and for homework.	Co-ordinated by SLT in charge of T&L in co-operation with subject leaders. Resources shared with pupils in advance of year 11 mocks	AHT (T&L)	October 2017
<b>A.</b>	Reading recovery programme. Targetted at year 9 students with below chronological reading age. Includes use of reading mentors and librarian.	To accelerate reading progress for year 9 students who may not yet be at the required level. Additional support provided to develop reading skills.	Strategic leader of English to co-ordinate programme alongside librarian and head of English	Strategic lead of English and Maths	Termly

<b>B. C.</b>	Trip to Jekyll and Hyde for all year 11s at Nottingham Theatre Royal	To ensure all students have a full understanding of GCSE Literature text	Trip organised with English Department	Strategic lead of English and Maths	February 2018
<b>Total budgeted cost</b>					£41,000
<b>iii. Other approaches</b>					
<b>Outcome</b>	<b>Chosen Actions</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>D.</b>	Use of a dedicated Trust attendance officer (two days per week) working with persistent absentees and disadvantaged families.  Use of text messaging and phone calls to communicate with parents on first day of absence	<ul style="list-style-type: none"> <li>PA@10% 2014/15 42% of pupils were PP compared with 2015/16 40%</li> </ul> <p>A study by EEF found a small positive impact on decreasing absenteeism in schools using text message as method of communication and parental engagement</p>	Trust attendance officer working closely with pastoral leaders in school to monitor pupil attendance.  SLT in charge of attendance to oversee and co-ordinate.	<b>AHT (Pastoral)</b>	<b>September 2018</b>
<b>E.</b>	Dedicated careers advisor employed at SNA to work with pupils from year 9-13 High quality, independent careers guidance and enrichment provided to include: <ul style="list-style-type: none"> <li>Targeted support is taking place with years 9-11 pupils, in particular with those pupils who are at risk of becoming NEETs (Not in Education or Training).</li> <li>Regular in-school careers weeks provide pupils with opportunities to</li> </ul>	EEF study found that Young people from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need.	Regular line management meeting between careers advisor and SLT link  Use of data to correctly identify pupils in risk of becoming NEETs.  Reviewing schools destinations and NEET data (September 2018)  Pupil voice	<b>AHT (Pastoral)</b>	September 2018

	<p>meet and speak to external visitors about careers and job opportunities after school</p> <ul style="list-style-type: none"> <li>• Presentations by motivational speakers working in industry and from other local services linked to apprenticeships and further education.</li> <li>• Opportunities for pupils to visit universities and other colleges to raise aspiration</li> <li>• Opportunities to visit independent careers fairs for both Key Stage 4 and 5 pupils.</li> </ul>				
<b>B. E.</b>	<p>Increasing retention of PP pupils into A-level study</p> <ul style="list-style-type: none"> <li>• Identification and targeted mentoring of PP pupils</li> <li>• All year 11 pupils receive an individual 'interview' with the Senior Leadership Team to support them with their Post 16 applications</li> </ul>		Monitoring application and uptake into SNA sixth form	AHT (Pastoral)	
<b>B. E.</b>	<p>Contribution towards staffing in Curriculum support unit (CSU) provision</p> <ul style="list-style-type: none"> <li>• Mentoring support for vulnerable learners</li> <li>• Positive Futures</li> <li>• Reintegration of vulnerable or disengaged PP pupils back into education after exclusion or long term absence</li> </ul>	Provide emotional, social and behavioural support for pupils EEF and Sutton Trust evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	CSU Manager will work alongside SLT in charge of pastoral to identify students requiring additional support, provide that support and guidance as needed and evaluate impact of support given.	<b>AHT (Pastoral)</b>  Inclusion manager	Reviewed weekly.

<p><b>C.</b></p>	<p>School transport “late bus” provided every day for Cotgrave pupils</p> <ul style="list-style-type: none"> <li>• Ensure a wide extra-curricular programme is available to all pupils</li> <li>• Period 6 provision for all year 11</li> </ul>	<p>To improve access to out-of-school curricular and extra-curricular activities (including homework club and revision sessions)</p>	<ul style="list-style-type: none"> <li>• Attendance to afterschool clubs</li> <li>• Monitoring numbers on bus with bus company.</li> </ul>	<p>DP/JM</p>	<p>£9,500</p>
	<p>Transition Programme for students moving from year 6 to 7. Identifying drops in attainment during transitions and developing strategies to address these at the start of a new school year.</p>	<p>Effective communication between teachers, parents/carers and pupils is one of the most effective practices for improving transition to both primary and secondary school (Ofsted, 2004; Sanders et al., 2005; Schulting et al., 2005; Bryan et al., 2007; LoCasale-Crouch et al., 2008., Coffey, 2013). Exchange of information about personal and social factors (Jindal-Snape and Miller, 2008);</p> <p>Ensuring that pupils are involved in the transition process at all stages, and are well informed of what to expect in their new school (Schulting et al., 2005; LoCasale-Crouch et al., 2008; DCSF, 2008).</p> <p>Particular attention should be paid to the social needs of pupils to help formation of interpersonal relationships (Coffey, 2013) Evidence shows that school visits and induction programmes can improve social and academic outcomes provided they are well planned and resourced (Galton et al.,</p>	<ul style="list-style-type: none"> <li>• Transition plan in place – communicated with parents and feeder schools</li> <li>• Holiday work including bridging units</li> <li>• Attendance to Meet the Tutor events</li> <li>• Pupil voice</li> <li>• Completion of Arti testing in school</li> <li>• Student ‘best work’ from primary school collected and shared with teachers in September</li> </ul>	<p><b>AHT (Pastoral)</b></p>	

		<p>2003; DfES, 2005; Schulting et al., 2005; LoCasale-Crouch et al., 2008).</p> <p>The transition between phases of education – notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners</p>			
<b>C.</b>	<p>Homework timetable designed to supplement and enhance curriculum offer in school.</p> <p>Use of SMHW online platform to share homework tasks directly with pupils and parents.</p> <p>Access to after school ‘Homework Club’ for all pupils (with ‘late bus’ to encourage and facilitate access for children living outside of Radcliffe village)</p>	<p>The EEF research suggests the impact of homework on learning is consistently positive (leading to on average five months' additional progress)</p>	<ul style="list-style-type: none"> <li>• Homework timetable shared with parents and students.</li> <li>• Regular review of SMHW platform to check frequency and standard of work set.</li> <li>• Monitoring attendance to homework club</li> </ul>	<b>AHT T&amp;L</b>	
	<p>Increasing parental engagement</p> <p>Introduction of Tutor Review meetings – offering an opportunity for additional face-to-face communication between school and parents.</p> <p>Use of SMHW with parental log in to allow parents to view and support homework set online or via mobile phone apps</p> <p>Mini bus transport provided for parents in Cotgrave to facilitate attendance to parents evening and other important</p>	<p>Studies suggest increasing parental engagement in secondary schools had on average two to three months' positive impact.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>		

school evening events (e.g. Year 8 options evening)				
<b>Total budgeted cost</b>				

## 6. Review of expenditure

### Previous Academic Year

#### i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>Increased staffing levels in English and Maths in order to keep teaching group sizes small.</p> <p>Intervention for pupils who are not predicted to achieve expected levels of progress or are underperforming in Maths or English (KS3 and KS4).</p> <p>Breakfast and pre-exam briefings were provided prior to English GCSE examinations.</p> <p>A weekly after school club was delivered which targeted key groups of pupils.</p> <p>Extra tuition was bought in to support pupils underperforming at Year 11.</p>	<p><b>Improving levels of progress in English and Mathematics</b></p>	<p>17 out of 79 pupils in year 11 in 2016-17 (21.5%) were Pupil Premium. This is a small number</p> <ul style="list-style-type: none"> <li>The overall progress of disadvantaged pupils across Progress 8 subjects has significantly improved from -1.23 (2015) to -0.61 (2016) but took a dip to -0.705 in 2017 due to changes in performance measures and new 9-1 grades in E and M.</li> <li>English progress PP -1.620 (compared to non-PP -0.435)</li> <li>Maths Progress PP -0.986 (compared to non-PP -0.721)</li> <li>The percentage disadvantages of pupils gaining Basics (5+ in English and Maths) is 12% in 2017 compare to non-PP 37%</li> <li>In Key Stage 3 there is little variance in expected progress between disadvantaged and non-disadvantaged pupils based on internal tracking data.</li> </ul>	<p>Impact of interventions not being seen in year 11 results. As overall progress is improving, there must be greater accountability for reducing the PP gap in all subjects.</p> <p>Ensure disadvantaged pupils remain a focus of all tracking, monitoring and intervention programmes. Continue to identify and remove barriers to learning for all pupils.</p> <p>For 2017-18, split target in two. One focussed on pupil progress and attainment in ALL subjects. A second focused on increasing literacy and numeracy in all year groups. Both with specific actions <b>and measurable outcomes</b>.</p>	<p>£64,617</p>

Trust wide attendance officer working with school attendance officer	<b>Improving attendance and removing other barriers to success</b>	<ul style="list-style-type: none"> <li>• PP Attendance 2016-17 – 91.83% compared to non-PP of 96.05%.</li> <li>• PA@10% 2014/15 42% of pupils were PP compared with 2015/16 40%</li> </ul>	Gaps continues to exist between disadvantaged and non-disadvantaged pupils in terms of attendance. Action: Reduce the percentage of PP pupils who are PA so that it is in-line with school percentages of total cohort	£20,359
Purchase of ARTi reading software. Introduction of Accelerated Reader programme in line with other Redhill Academy Trust schools.	<b>Improving literacy (AR)</b>	<ul style="list-style-type: none"> <li>• This element of PP spending is due for review as in the previous two years we have not been able to measure any significant impact. The way this element is delivered has been changed so that specialist English teachers are delivering the programme</li> <li>• Since joining the trust we are now using ARTi to measure pupils reading ages and the progress that they make during the year</li> </ul>	Detailed review of ARTi data needed to show patterns and trends over time.	£500
	<b>Improving engagement and curriculum opportunities</b>	<ul style="list-style-type: none"> <li>• 100% pupils successfully placed on work experience placements</li> <li>• 100% pupils had access to careers advice</li> <li>•</li> </ul>	Action: To analyse how many PP pupils are NEET and how many continue with an academic route through sixth form	
Various mentoring programmes were provided to pupils: <ul style="list-style-type: none"> <li>▪ Year 11 mentoring programme (in school)</li> <li>▪ KS3 mentoring programme</li> <li>▪ Positive futures mentoring programme</li> <li>▪ Nottingham Forest mentoring programme</li> <li>▪ PwC (high ability and boys) mentoring Yr9-12</li> <li>▪ Oxbridge mentoring</li> </ul>	<b>Improve engagement of learners.</b>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	£22,400

<ul style="list-style-type: none"> <li>▪ 'Social mobility' mentoring</li> </ul>				
<p>Additional transport to and from the Academy including</p> <ul style="list-style-type: none"> <li>• Late bus every day for Cotgrave pupils at 3:50pm</li> <li>• Minibus service provided over holiday to support attendance at revision sessions.</li> </ul>	<p><b>Improving engagement and curriculum opportunities</b></p>	<ul style="list-style-type: none"> <li>▪ Improved attendance at homework clubs</li> <li>▪ Improved engagement of PP pupils in afterschool clubs and fixtures</li> <li>▪ Attendance to after-school detentions (96%)</li> </ul> <ul style="list-style-type: none"> <li>• Attendance to revision and holiday sessions for year 11s (over 90% of cohort and 94% of PP pupils attended.)</li> </ul>	<p>Providing this transport opportunity has positively impacted the Academy. It supports the Redhill Trust behaviour policy, allowing pupils to attend afterschool detentions therefore improving homework completion rates and also classroom behaviour.</p> <p>It has widened the access to our extra-curricular provision to attract more pupils from Cotgrave village.</p> <p>It has also provided opportunities for more pupils to benefit from year 11 intervention. As this is a programme that will be extended in 2017-18, this funding must continue to be a priority of the academy.</p>	<p>£4,500</p>

**1. Additional detail**



