

Pupil premium strategy & self- evaluation 2018-2019

1. Summary information					
School	South Nottinghamshire Academy				
Academic Year	2018-19	Total PP budget	£94,435	Date of most recent PP Review	November 2018
Total number of pupils	634	Number of pupils eligible for PP	132 (20.8%)	Date for next internal review of this strategy	September 2019

2. Current attainment		
	Pupils eligible for PP 2018	Pupils eligible for PP 2017
% achieving 9-4 in EM	57.1%	29.4%
% achieving 9-5 in EM	21.4%	11.8%
% achieving expected progress in English / Maths	38.5% / 31%	0%/ 0%
Progress 8 score average	-0.527	-0.705
Attainment 8 score average	39.68	40.44

3. Barriers to future attainment (for pupils eligible for PP)	
<i>Academic barriers (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 can be 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.
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
F.	Attendance of PP pupils is typically lower than non PP pupils. This reduces their school hours and causes them to fall behind on average.
G.	For many PP pupils, there may be a lack of resources to support independent study outside of the classroom
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>	
A.	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 15 years by end of year 9 for PP pupils.
B.	Accelerate attainment and progress for all PP pupils to be in line with non-PP
C.	All PP pupils have access to high quality extra-curricular and out-of-school study opportunities
D.	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.
E.	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 2019.

5. Planned expenditure

Academic year **2018-19**

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?
A. 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 ‘non-secondary ready’ students at KS3 (+2 hours)</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 4 months’ additional progress for pupils, on average.</p>	<p>Well-designed curriculum model created and timetabling process ensures staffing and groups are supportive of pupil progress.</p> <p>Key stage 2 data used to set pupils prior to arrival ensures low attaining 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>	AHT (Curriculum)	<p>Initial review of groupings in September 2018.</p> <p>Termly review of pupil progress.</p>
A.	<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 & 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 for all year 7 and 8</p> <p>DEAR time co-ordinated by Strategic Leader of English and shared with staff each week</p> <p>All staff participate in DEAR sessions alongside pupils – monitored by SLT</p>	Strategic Leader of English	Termly September 2018.

	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.			
	Access arrangement testing is conducted by trained staff over several days.	Ensure all students have fair access to support GCSE formal exams as well as internal assessments. This is done to ensure pupil premium students were fairly provided for when sitting their exams.	Individual rooms with invigilators will be given for examinations where required. Vulnerable learners will have the exam conditions in which they can achieve the best result	SENCO	Ongoing
Total budgeted cost					£38,000
ii. Targeted support					
Action	Intended 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?
A.	Targeted English intervention lessons during recreational PE time for underachieving pupils in years 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	Head of English Head of Maths Head of Science	Termly and post-DC
A.	Holiday revision and intervention sessions to be run to increase attainment and progress for year 11 pupils	Booster attendance for PP students is lower than non PP students due to transport issues. Revision material can provide students with home support. EEF	PP coordinator to ensure all staff awareness of PP students is raised and revision material is given free of charge. Transport provision will be offered to students upon request to	AHT (Curriculum)	Reviewed after each data collection point

		research evidence suggests that on average pupils make an additional 2 months progress per year with holiday school and targeted intervention	attend subject boosters and holiday intervention sessions.		
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.	AHT (Curriculum)	After each DC point.
B. C.	Purchase of planners for all students in school Purchase of revision guides 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 2018
A.	Reading recovery programme. Targeted 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. C.	Trip to see Romeo and Juliet 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	Head of English	February 2018
Total budgeted cost					£41,000
iii. Other approaches					
Outcome	Chosen Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>D.</p>	<p>Use of a dedicated Trust attendance officer (two days per week) working with persistent absentees and disadvantaged families.</p> <p>Use of text messaging and phone calls to communicate with parents on first day of absence</p>	<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>	<p>Trust attendance officer working closely with pastoral leaders in school to monitor pupil attendance.</p> <p>SLT in charge of attendance to oversee and co-ordinate.</p>	<p>AHT (Pastoral)</p>	<p>September 2019</p>
<p>E.</p>	<p>Dedicated careers advisor employed at SNA to work with pupils from year 9-13. High quality, independent careers guidance and enrichment provided to include:</p> <ul style="list-style-type: none"> • 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). • Regular in-school careers weeks provide pupils with opportunities to meet and speak to external visitors about careers and job opportunities after school • Presentations by motivational speakers working in industry and from other local services linked to apprenticeships and further education. • Opportunities for pupils to visit universities and other colleges to raise aspiration / widening participation – PP Focus. 	<p>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.</p>	<p>Regular line management meeting between careers advisor and SLT link</p> <p>Use of data to correctly identify pupils in risk of becoming NEETs.</p> <p>Reviewing school's destinations and NEET data (September 2018)</p> <p>Pupil voice</p> <p>Engagement with and advice to the parent audience.</p> <p>Use of other agencies</p> <p>Sharing information across the other Trust Schools Careers Lead</p>	<p>AHT (Pastoral)</p>	<p>September 2019</p>

	<ul style="list-style-type: none"> • Opportunities to visit independent careers fairs for both Key Stage 3, 4 and 5 pupils. • Varied National Careers Week/Apprenticeship Week • Inspirational visits to employers • Destination tracking – KS 4 / 5 • Securing additional careers local funding, in order to offer enhancements to careers programmes. • Enhanced Careers Library provision – from funding • Opportunities to take part in a Planning for the Future Programme, which offers a range of guidance for Apprenticeships, Skills and Employability and LMI • A timetable of opportunities during National Careers Week and Apprenticeship Week. • YOUNG Ambassador role available in Yr 10, as well as opportunities for entrepreneurial project through the YOUNG Markets – all years. • A range of subject talks to all age group. • Job explorer on line tool available to all age groups. 				
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<p>B. E.</p>	<p>Increasing retention of PP pupils into A-level study at SNA</p> <ul style="list-style-type: none"> • Identification and targeted mentoring of PP pupils • All year 11 pupils receive an individual 'interview' with the Senior Leadership Team to support them with their Post 16 applications 	<p>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.</p>	<p>Monitoring application and uptake into SNA sixth form</p>	<p>Head of Sixth Form,</p>	<p>Autumn and spring term 2018-19</p>
<p>B. E.</p>	<p>Contribution towards staffing in Curriculum support unit (CSU) provision</p> <ul style="list-style-type: none"> • Mentoring support for vulnerable learners • Positive Futures • Reintegration of vulnerable or disengaged PP pupils back into education after exclusion or long term absence 	<p>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.</p>	<p>CSU Manager will work alongside SLT in charge of pastoral to identify students requiring addition support, provide that support and guidance as needed and evaluate impact of support given.</p>	<p>AHT (Pastoral)</p> <p>Inclusion manager</p>	<p>Reviewed weekly.</p>
<p>C.</p>	<p>School transport "late bus" provided every day for Cotgrave pupils</p> <ul style="list-style-type: none"> • Ensure a wide extra-curricular programme is available to all pupils • Period 6 provision for all year 11 	<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"> • Attendance to afterschool clubs • Monitoring numbers on bus with bus company. • Termly P6 plan for year 11s 	<p>AHT (Pastoral)</p> <p>AHT (Curriculum)</p>	<p>Reviewed termly</p>
	<p>Transition Programme for students moving from year 6 to 7.</p> <p>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</p>	<ul style="list-style-type: none"> • Transition plan in place – communicated with parents and feeder schools • Holiday work including bridging units • Attendance to Meet the Tutor events • Pupil voice 	<p>Transition Lead</p>	<p>Reviewed yearly.</p>

		<p>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., 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>	<ul style="list-style-type: none"> • Completion of Arti testing in school • Student 'best work' from primary school collected and shared with teachers in September 		
C.	<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</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"> • Homework timetable shared with parents and students. • Regular review of SMHW platform to check frequency and standard of work set. • Monitoring attendance to homework club 	DHT T&L	

	facilitate access for children living outside of Radcliffe village)				
	<p>Increasing parental engagement 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 school evening events (e.g. Year8 options evening)</p>	Studies suggest increasing parental engagement in secondary schools had on average two to three months' positive impact.	<ul style="list-style-type: none"> • Heads of house will monitor attendance of PP families to parental events in school • Regular positive engagement with families through tutors and staff 		Termly
Total budgeted cost					£16000

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 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 ability students in all year groups)</p>	<p>Improved literacy and numeracy skills of all PP pupils – to be in line with similar non-PP pupils.</p>	<p>High: 53% of PP pupils in this cohort were taught in smaller classes including English and Maths.</p> <p>14 out of 74 pupils in year 11 in 2017-18 (19%) were Pupil Premium.</p> <ul style="list-style-type: none"> The overall progress of disadvantaged pupils across Progress 8 subjects has improved from -0.705 to -0.527 in 2018 (compared to non-PP P8 of +0.414) English progress PP for 2018 improved from -1.620 to -0.457 (compared to non-PP +0.579) Maths Progress PP improved from -0.986 to -0.805 (compared to non-PP +0.148) The percentage disadvantages of pupils gaining Basics (5+ in English and Maths) rose from 12% in 2017 to 21.4% in 2018 (compare to non-PP 60%) In Key Stage 3 there is little variance in expected progress between disadvantaged and non-disadvantaged pupils based on internal tracking data. 	<p>EEF reports on positive research on small class sizes and the GCSE data reflects that this was an effective use of money although the cost implications are exceptionally high.</p> <p>TAs were effective in raising confidence and offering small group and 1:1 support when needed.</p> <p>We were very pleased with the impact of this intervention and will continue to proactively identify students who need this support to ensure it is as effective this year.</p>	<p>£45,000</p> <p>TA Support £15,000</p>

<ol style="list-style-type: none"> 1. Additional literacy curriculum for low ability groups at KS3 (reducing the Languages curriculum offer) 2. 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 3. Daily DEAR (Drop Everything And Read) time for all year 7 and 8 pupils (15 minutes) during curriculum lessons. 4. Purchasing the ARTi software for assessing reading ages of all pupils. 5. Dedicated tutor time for independent reading once per week 6. Reading recovery programme. 7. Targeted at year 9 students with below chronological reading age. Includes use of reading mentors and librarian 	<p>Securing a minimum reading age of 15 years by end of year 9 for PP pupils.</p>	<p>High: 2018 Year 9 reading data suggests 87% of PP students secured a RA of >15 years, compared with 83% of non-PP</p> <p>Year 7 reading assessments throughout the year demonstrated an average increase of 25.96 months within one academic year for PP students, this is comparable with a non-PP increase of 25.84 months and more than double the chronological age.</p> <p>The % of PP students reading SIGNIFICANTLY ABOVE their chronological reading age at the end of 2017-2018 are:</p> <ul style="list-style-type: none"> • Year 7 – 71% • Year 8 – 71% • Year 9 – 81% 	<p>The development of reading fluency and comprehension continues to be one of the main priorities across the academy and all Redhill Trust schools. The Trust has an ambitious target that all students should secure a reading age of 15 by the end of year 9. A lower reading age is ultimately recognised as a barrier to GCSE examination success. All reading processes in the academy are increasingly embedded and will continue to be a priority for 2018-19</p>	
<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>Improving levels of progress in English and Mathematics</p>	<p>In Summer 2018, 74.8% of pupil premium student grades were on or above target (compared with 69.8% of non-pupil premium students).</p> <p>In English, 77.3% of pupil premium secured on or above target at the end of the year. This is compared with 71.3% of non-pupil premium. In maths, the gaps have closed since 2017 to 55% PP to 64% non-PP.</p> <p>At GCSE level, the Progress gap between PP and non-PP for GCSE English and Maths has</p>	<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</p>	<p>£64,617</p>

<p>Extra tuition was bought in to support pupils underperforming at Year 11.</p>		<p>widened compared to 2017 to 1.036 and Maths is 0.953. This is due to the rapid increase in GCSE achievement since 2017. This increase saw gains for both PP and non-PP, however the greater increase in non-PP progress has led to a greater gap in 2018.</p> <p>For 2019, the focus will be on reducing this gap across all GCSE subjects.</p>	<p>in ALL subjects. A second focused on increasing literacy and numeracy in all year groups. Both with specific actions and measurable outcomes.</p>	
<p>Targeted English and Maths intervention lessons during recreational PE time for underachieving pupils in years 9-11.</p> <p>All pupils have access to ‘Hegarty Maths and ‘Educake’’, online resources used to set homework, review lesson outcomes and guide pupils through activities.</p>	<p>Improving levels of progress in English and Mathematics</p>	<p>Year PP achievement in English increased from an average grade of 3.71 to 4.21 by the end of the year (an increase of 0.5 grades per student)</p> <p>Maths achievement from an average grade of 3.21 to 3.5 by end of the year. A reduced gap was also seen between PP and non-PP students in the summer results compared to start of year 11 predictions.</p>	<p>Targeted intervention led to sig+ impact in GCSE English and Maths for year 11. Other year groups – such as year 9 – benefitted from this targeted support.</p> <p>For 2018-19, this strategy will be focussed on core PE support for only Year 11s.</p> <p>Investments in HEgarty Maths and Educake have improved students’ engagement, tracking and monitoring of homework completion. Both have led to improvements in results in all year groups.</p>	
<p>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</p> <p>Directors of English and Maths from the Redhill Academies Trust work with subject leaders in school to support achievement and progress of pupils.</p>	<p>Improving levels of progress in English and Mathematics Accelerate attainment and progress for all PP pupils to be in line with non-PP</p>	<p>See evidence of English and Maths achievement above.</p>	<p>Achievement data and attendance to interventions by students tracked.</p> <p>Additional English and Maths support within the school day ensures enhanced provision and confidence for students.</p> <p>Targeted EM support for PP students in small class/ 1:1 settings when needed to support vulnerable learners.</p>	<p>Intervention costs £12,000</p>
<p>Holiday revision and intervention sessions to be run to increase attainment and progress for year 11 pupil</p>	<p>Accelerate attainment and progress for all PP</p>	<p>Holiday session attendance was monitored closely and showed high levels of pupil engagement 90+% of PP students attended</p>	<p>Students have credited the opportunity of and attendance to these extra sessions as being a key factor in their GSCE success.</p>	

	pupils to be in line with non-PP	sessions regularly and this was supported by the use of school minibus between Cotgrave and Radcliffe.	This additional support provided by teachers allowed students to deepen their understanding of key topics and revision skills. This strategy will be key to our 2018-19 intervention strategy – particularly for year 11 students.	
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.		New internal DC tracking documents created Regular ZORBA meetings Tracking of PP gaps at each DC point for all year groups. PP tracking document created Regular line management meetings focussing on achievement between SLT and subject leaders.	Constant monitoring of student performance has greatly improved the accuracy and impact of intervention. This is now happening more promptly and with greater levels of targeted support. Heads of department are able to analyse student data through the use of the school data management system. This information is then used to inform planning and intervention for key students.	
Purchase of planners for all students Purchase of revision books for all pupils in year 11 in every GCSE subject.	Accelerate attainment and progress for all PP pupils to be in line with non-PP	If knowledge retention and organisation is improved, this will have a positive impact on levels of attainment and achievement. It will increase confidence and develop a greater understanding of the skills needed to deepen learning.	Staff and students have been given time to use these effectively to ensure knowledge retention is improved to have a continued positive impact. Homework was completed more efficiently with fewer negative behaviour incidences being recorded. For 2018-2019, these resources will be available even earlier to support students in home working and exam preparation.	Planners £350 Revision resources £1,500
Reading recovery programme. Targeted at year 9 students with below chronological reading age. Includes use of reading mentors and librarian.	Improved literacy and numeracy skills of all PP pupils - securing a minimum reading age		Staff absence affected the impact this strategy has had in 2017-2018. As a strategy we continue to believe in its	

	of 15 years by end of year 9 for PP pupils.		potential impact, s will continue to invest in this programme for 2018-19	
Trip to Jekyll and Hyde for all year 11s at Nottingham Theatre Royal	Accelerate attainment and progress for all PP pupils to be in line with non-PP	100% of pupil premium students attended this trip and the student voice feedback from students suggested it allowed them to have a greater understanding of the text to support their studies. English Literature outcomes increased by an average of 1.00 grade per PP student from January 2018 predictions to final GCSE results.	Seeing literary text performed allowed students to gain a better understanding of the plot and themes of the texts studied however English staff felt that any decision to see future performances should be considered carefully to ensure the productions did not deviate too far from the original text therefore confusing students. Due to the financial costs of the trip, SNA would like to continue to subsidise future visits for disadvantaged pupils.	£350
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	Improving attendance and removing other barriers to success	High: PP attendance for 2017-8 92.62% (increased from 91.83% in 16-17). The gap between PP and non-PP attendance fell in 2017-18 from 4.22% to 2.51%.	Gaps continues to exist between disadvantaged and non-disadvantaged pupils in terms of attendance. Further Action: Reduce the percentage of PP pupils who are PA so that it is in-line with school percentages of total cohort	£20,359
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"> 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). Regular in-school careers weeks provide pupils with opportunities to meet and speak to 	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..	High: 100% of year 10 PP pupils successfully placed on work experience placements 100% of PP pupils had access to careers advice 100% of PP school leavers successfully started employment, education and training for September 2018 100% of PP students in Year 10 access Enterprise Challenge Days over 2017/2018.	The careers support has greatly improved aspiration of PP students throughout the school with all students successful in securing places in school or work based training. An increase in PP numbers into our sixth form compared to previous years is also reflected in the increase in PP pupil attainment.	Careers Advisor £5,400 Enrichment Opportunities £1,150

<p>external visitors about careers and job opportunities after school</p> <ul style="list-style-type: none"> • Presentations by motivational speakers working in industry and from other local services linked to apprenticeships and further education. • Opportunities for pupils to visit universities and other colleges to raise aspiration • Opportunities to visit independent careers fairs for both Key Stage 4 and 5 pupils. 		<p>100% of PP students in Year 11 accessed a Planning for the Future day and took part in a Mock Interview with an employer.</p> <p>PP students across all years took part in a week of timetabled NCW activities.</p> <p>PP students across all years have access to a fully resourced careers library.</p> <p>PP students across all years have access to the Job Explorer online tool.</p> <p>PP students across all years regularly view careers marketing material and displays as they walk around the school.</p> <p>100% PP students in Year 11 observed regular inspirational and motivational talks from external providers.</p> <p>100% PP students in Year 13 access a Trust Moving On Day, where they are advised about university and apprenticeships and LMI</p> <p>Target of 50% retention rate (36/82) Evidence of No NEETS</p> <p>Year 13 Students accessing either university, apprenticeship or employment.</p>	<p>Investment in careers support continues to be a key priority for the academy in 2018-19</p> <p>PP students in KS4/5 given priority booking for work experience opportunities.</p>	<p>Transport for enrichment activities & work experience £250</p>
<p>Increasing retention of PP pupils into A-level study</p> <ul style="list-style-type: none"> • Identification and targeted mentoring of PP pupils 	<p>Improving engagement and</p>	<p>43% of all PP students (67% of those with 4+ in GCSE) were retained into sixth form for 2018-2019. Increase</p>	<p>Improving aspirations and attitude towards further education continues to be a high priority for SNA as we move forward. As the achievement of PP student continue to</p>	

<ul style="list-style-type: none"> All year 11 pupils receive an individual 'interview' with the Senior Leadership Team to support them with their Post 16 applications 	<p>curriculum opportunities</p>	<p>All PP students received an individual interview with SLT</p>	<p>improve, so too will the number of children achieving the minimum entry requirement for level 3 study – this will have an impact on retention. We also continue to review our KS5 curriculum offer to ensure it is attracts all students to want to continue into KS5 study at the Academy</p>	
<p>Contribution towards staffing in Curriculum support unit (CSU) provision</p> <ul style="list-style-type: none"> Mentoring support for vulnerable learners Positive Futures Reintegration of vulnerable or disengaged PP pupils back into education after exclusion or long term absence 	<p>Improve engagement of learners.</p>	<p>Over 2017-2018, 67% of PP students (81) either visited the CSU, worked in the CSU, or were sanctioned with an Isolation, RAP or Exclusion.</p> <p>A total of 1,583 hours were spent by PP students supported by the CSU or in a CSU-based sanction (equivalent of 316 school days). The 5 highest profile PP students made up 56% of this time (887 hours)</p> <p>61% of fixed term exclusions 2017-2018 were for PP students.</p> <p>23 students engaged with Positive futures mentoring, 61% of them PP.</p>	<p>Investment in pastoral support and behaviour intervention through the Curriculum support unit continues to be a spending priority for the school in further supporting our PP students and removing any barriers for learning that exist.</p> <p>For 2018-19, tracking systems within the inclusion area will be further updated to allow for more targeted tracking and earlier intervention of vulnerable PP students – particularly developing the transition from primary school.</p>	<p>£22,400</p>
<p>School transport "late bus" provided every day for Cotgrave pupils</p> <ul style="list-style-type: none"> Ensure a wide extra-curricular programme is available to all pupils Period 6 provision for all year 11 	<p>Improving engagement and curriculum opportunities</p>	<ul style="list-style-type: none"> Improved attendance at homework clubs Improved engagement of PP pupils in afterschool clubs and fixtures Attendance to after-school detentions (96%) Attendance to revision and holiday sessions for year 11s (over 90% of cohort and 94% of PP pupils attended.) 	<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>£4,500</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>	
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1. Additional detail