

# **Nottingham Girls' Academy Pupil Premium Strategy 2020-21**

## **Introduction**

Schools receive a payment, or Pupil Premium, for each child who is registered for free school meals and those who have been in continuous care for 24 hours or more. The Government believe that the Pupil Premium funding is an effective way to ensure disadvantaged pupils benefit from the same educational opportunities as other pupils. This year the funding is set at £935.

*“Schools, head teachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils” (DFE website)*

As from September 2012 Schools and Academies are expected to publish information about how the Pupil Premium Grant has been allocated. This policy outlines how Nottingham Academy will implement this requirement to ensure parents are informed of the progress and attainment of pupils entitled to the premium.

## Principles

- We are committed to 'closing the gap' between all pupils and any specific cohort or group of pupils.
- We will ensure that teaching and learning opportunities meet the needs of all of our pupils.
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of pupils are adequately assessed and addressed.
- We reserve the right to allocate the Pupil Premium Grant to support any pupil or group of pupils we have legitimately identified as being disadvantaged.
- Funds will be allocated following an analysis which will identify priority groups or individuals.
- We will ensure the disadvantaged learners benefit from all school wide activities as well as befitting from discrete and bespoke interventions.

## The Education Endowment Foundation

We are committed to using evidence-based approaches and a range of data to inform interventions. In order to support this commitment, we utilise research carried out by the Education Endowment Foundation (EEF) to ensure our decisions with regards to interventions, are supported by evidence. The EEF is an independent charity dedicated to breaking the link between family income and educational achievement and as such support teachers by providing independent, evidence-based resource designed to improve practice and boost learning.

The EEF evaluate the impact of intervention in terms of the additional months' progress the evidence suggests pupils can make as a result of an approach being used, taking average pupil progress over a year as a benchmark. For example high quality teaching has been found to have the biggest impact on pupil attainment (source: The Pupil Premium Guide EEF 2019). In addition, The EEF Guide to Supporting School Planning (2021) aims to support school leaders with their planning for the academic year 2020-21. It proposes a tiered model that focuses upon high quality teaching, targeted academic support and wider strategies to aid school leaders' existing school improvement planning efforts and support pupils where they need it most.

## Pupil premium strategy statement

**Objective: Use the Pupil premium to have a greater impact on the outcomes for disadvantaged pupils**

### 1. Summary information

<b>School</b>	Nottingham Girls' Academy				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	<b>£318,234</b>	<b>Date of most recent PP Review</b>	
<b>Total number of pupils</b>	Total: 833 Pupil Premium: 350 = 42%			<b>Date for next internal review of this strategy</b>	June 2021

### Pupil Premium Context

	Year 7	Year 8	Year 9	Year 10	Year 11
Number on roll	161	162	152	156	124
Number of PP	72 (44%)	72 (44%)	71 (48%)	63 (41%)	50 (41%)

	2016/17		2017-18		2018-19		2019-20*		2020-21	
	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
<b>Progress 8 score average</b>	-0.03	0.38	0.29	0.63	0.20	0.66	0.23	0.54	0.26	0.85
<b>Attainment 8 score average</b>	40.3	48.33	45.05	49.31	41.19	49.41	47.00	53.37	40.85	48.9
<b>% of pupils achieving 9-5 in English and maths</b>	24.1	44.1	38.1	36.1	25.4	36.2	37.3	50.5	76.3	50.5
<b>% of pupils achieving 9-4 in English and maths</b>	43.1	69.5	54.8	73.6	47.5	67.2	60.8	76.3	60.8	37.3

Attendance												
	2016-17			2017-18			2018-19			2019 -20*		
	Pupil Premium	Non Pupil Premium	Gap	Pupil Premium	Non Pupil Premium	Gap	Pupil Premium	Non Pupil Premium	Gap	Pupil Premium	Non Pupil Premium	Gap
Year 7	95.2%	96.8%	1.6%	96.4%	97.8%	1.4%	96.8%	97.2%	0.4%	94.6%	96.0%	1.4%
Year 8	94.9%	96.7%	1.8%	94.9%	96.4%	1.5%	96.9%	97.4%	0.5%	94.0%	96.0%	2%
Year 9	96.4%	97.4%	1%	94.4%	96.8%	2.4%	93.4%	97.9%	4.5%	92.5%	96.2%	3.7%
Year 10	94.3%	96.9%	2.6%	96.2%	97.7%	1.5%	94.4%	96.9%	2.5%	85.9%	92.0%	6.2%
Year 11	94.5%	97.5%	3%	94.5%	97.5%	3%	97.1%	98.1%	1%	97.3%	97.5%	0.2%

<b>2. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>		
<b>A.</b>	PP pupils make less progress and attainment less well than non PP pupils, especially PP HAPs.	
<b>B.</b>	Year 7 PP Pupils have entered the academy with lower than average attainment in Maths and English	
<b>C.</b>	PP pupils, are less likely to have well developed independent learning and revision skills.	
<b>D.</b>	PP pupils are less likely to have had wider opportunities to build their 'Cultural Capital'.	
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>E.</b>	PP pupils do not attend school as regularly as non-PP pupils, resulting in a higher % of Persistent Absentees.	
<b>F.</b>	PP pupils are more likely to require support with their ability to respond to social and emotional issues.	
<b>3. Desired outcomes</b> <i>(desired outcomes and how they will be measured)</i>		Success criteria
<b>A.</b>	Raised progress and attainment through targeted teaching that meets the needs of Pupil Premium pupils.	Termly progress data checks, tracking of interventions specifically targeting PP pupils through high quality feedback within
<b>B.</b>	Improved attainment in Maths and English by focused interventions and adapted / mastery curricula.	Gaps identified and begun to be narrowed by the end of Year 7 in English and Maths
<b>C.</b>	Improved ability to learn independently and revise, leading to better progress and attainment.	Pupils will receive good quality feedback based on formative and summative assessment's, facilitating progress. Pupils will be able to gaps in their learning and have the skills to revise and develop knowledge
<b>D.</b>	Support to access extra-curricular trips, activities and events both in the academy and outside.	Proportionate number of PP and non PP pupils attending all trips and visits to develop Cultural Capital
<b>E.</b>	Reduction of PAs resulting in an increase in attendance.	Close gap between attendance and punctuality of PP pupils through rigorous tracking and support from pastoral teams. Attendance and punctuality of PP pupils to be in line with all pupils nationally and academy target.

4.		5. Planned expenditure				
Academic year		2020/2				
		The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.				
i.		ii. Quality of teaching for all				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
A B C	Continue developing Teaching and Learning through the embedding of the NGA Way (Structure, Talk, Show, Retrieve, Challenge and Motivate). PP pupils targeted through effective planning and delivery.  PP pupil progress data to be disseminated with all teaching staff	<i>The EEF 'PUPIL PREMIUM GUIDE 2019 states: 'Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.'</i>  <i>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium'.</i>	Analysis of termly progress data with identify PP pupils who are underachieving.  Teaching and Learning Quality Assurance process will assess and identify areas for development particular around the progress of PP pupils and strategies that will meet need.	RAH SBA	Termly	£45630
A, B, C	Staff T&L CPD. Focus areas: PP HAPs and PP pupils' progress. Research and dissemination of strategies specifically designed to enable these pupils improve. 'Watch, Read and Discuss' twilight session focused on cognitive science. Questions relating to topics discussed with Line Managers and	<i>EEF Pupil Premium Guide 2019 states: 'Evidence-informed teachers and leaders combine findings from research with professional expertise to make decisions'</i>  <i>'Providing opportunities for professional development on whole class teaching—for example, to support curriculum</i>	Discussion points collated and areas for development identified Sharing of good practice coordinated resulting in collaboration. (book looks, Learning walks and discussion points with pastoral teams and DPs responsible for T and L and Outcomes.	KME SBA Rah	Half termly	£65,233

	collated to inform future development points.	<i>planning to challenge all pupils—is likely to be valuable. This may need to be coordinated to match new priorities'. EEF</i>				
A,B C	Analysis of PP pupils progress and attainment data. Specific pupils identified by subject.	<i>EEF Pupils Premium Guide 2019: 'Data is valuable when it supports decision-making. For example, collecting data about the attainment and progress of pupils eligible for the Pupil Premium can help schools identify trends and target additional support.'</i>  Understanding and the ability to analysis progress data by all teachers at all levels is vital so they are aware of where pupils are plus where they need to be and lessons are well planned, pitched and differentiated appropriately	More detailed data analysis processes to identify need for, monitor and evaluate impact of interventions. Adapted teaching strategies are implemented. Clear accountability of teachers responsible for the progress of PP pupils in their classes. Progress regularly reviewed and good practice celebrated and shared. HoFs to coordinate/share strategies and plan and deliver appropriate intervention/support both in and out of lessons.	RAH SBA	Termly	£4,808
B,	Adapted Curriculum. Year 7; Adapted Maths and English Curriculum to support the catch up of PP pupils. English: Year 7 curriculum adapted to focus on key skills missed; comprehension, analysis, key vocabulary Maths; White Rose mastery curriculum and focused Catch-up programme. CAT data is analysed to create appropriate groupings and tasks are planned accordingly.		PP are identified and sat in appropriately in lessons eg – next to more able pupils.  The NGA Way is effectively implemented; questioning is directed at PP pupils.  Modelling is used to ensure pupils are clear on expectations  Maths interventions: During tutor time, identified pupils receive targeted. Monitored and reviewed regularly.	SBA KMe JSi JSID	Termly/Annually	£15,264

	<p>Maths Interventions – Lowest attaining pupils are provided with targeted intervention during tutor time by maths specialists.</p>		<p>All parents/carers were informed prior to the start of the programme. Pupils did pre-test consisting of basic numeracy skills questions from different strands of the curriculum. This identifies the content to improve their basic numeracy skills.</p> <p>System in place for recording and tracking pupil progress for each unit of work.</p> <p>QLA of post unit quizzes to inform future teaching.</p> <p>Ongoing CPD delivered by NCETM for Head of, and 2<sup>nd</sup> in, Maths.</p>			
A	<p>Targeted interventions and feedback for HAPS/PP Pupils, specifically using the PiXL approach of Diagnosis, Therapy, Test and supporting structures such as PLCs and Smith Proformas.</p> <p>QA to identify good practice.</p> <p>Twilight CPD sessions to share research and best practice.</p> <p>Teaching and Learning QA and discussion about Twilight feedback and actions.</p>	<p>High Quality teaching that includes regular AFL has shown to increase progress by up to 8 months and individualised teaching can improve</p>	<p>Audit of strategies that work within each subject.</p> <p>QA of impact and actions arising from twilight CPD with LM.</p> <p>Future CPD designed in response.</p> <p>Groups of underachieving groups progress data analysed and discussed with teachers – collated with actions points to support pupils .</p>	<p>KME SBA</p> <p>HoF</p>	<p>Half termly</p>	<p>£28,285</p>
C	<p>Focused 'How to revise' sessions for PP pupils delivered during tutor times.</p> <p>Barriers to effective revision collated and strategies discussed, and linked to PPE data analysis.</p>	<p>Evidence indicates that small group and one to one interventions are a powerful tool for supporting pupils.</p>	<p>Delivered by HoY and DP's who have in depth knowledge about effective revision. Barriers to effective revision collated and strategies discussed, linking to progress and PPE data.</p>	<p>RAH SBA MHE CBU</p>	<p>Weekly/Half termly</p>	<p>£4,799</p>

	<p>Effective strategies collected from specific subjects. Parents invited in for a revision presentation</p>	<p>High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make further progress.</p>	<p>PP Pupils monitored and targeted and met with regularly to encourage, support and track progress. Parents regularly contacted with updates Effective strategies collected from specific subjects. Parents invited to a revision presentation Revision packs distributed with specific strategies.</p>			
A	Careers	<p>Literature suggests that careers education is optimally facilitated when interventions are personalised and targeted to individuals' needs.</p> <p>Careers education enables pupils to understand the importance of achieving their best enabling them to</p>	<p>PP 1:1 Careers interviews with parents Information about colleges disseminated</p> <p>Stand Alone Career days</p> <p>Specific follow for PP Pupils.</p> <p>Support with completing application forms and advice on pathways and courses, predicted grades, progression etc.</p> <p>Maintenance of Career Mark status.</p> <p>Pupils at risk of 'Neet' receive extra support</p>	JSE MHE	Half termly	£21,969
A, B, E	<p>Literacy Interventions Small groups of pupils withdrawn from Spanish lessons for specialist literacy lessons.</p>	<p>Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives</p>	<p>Careful selection of appropriate pupils:</p> <ul style="list-style-type: none"> <li>A standardised reading score of below 90 in the KS2 SATS, below 85 in the NGRT</li> </ul>	KCO ZSC	Annually	£21,350

	<p>Identified group in Year 7, 8 and 0 of pupils that do not meet the minimum expectation at the end of Year 6.</p> <p>Accelerated Reader</p>	<p>Programmes such as Accelerated Reader have been shown to improve progress by 5 months.</p> <p>For pupils eligible for free school meals the figure was 5 months' additional progress.</p>	<ul style="list-style-type: none"> <li>A verbal/nonverbal SES score of below 85 in the GL assessments, Any indication of Dyslexic tendencies identified in the NGRT.</li> <li>Whether any low score can be factored to EAL</li> </ul> <p>Ongoing AFL through diagnostic conversations, Access Tests, classroom observations and conversations with teachers across the curriculum resulting in specific tailored literacy lessons.</p> <p>Accelerated Reader will be introduced to a small group of underperforming readers with a view to roll out to Key Stage 3 by the end of 2020.</p>			Covid Catch up Funding
A, B	<p>Key Group information (ClassCharts) and seating Plans made clear and accessible for all teachers and learning support staff.</p>	<p>Teachers are fully aware of who the key group pupils are and understand how to meet their needs</p> <p>High quality teaching will initially meet their needs with targeted specific strategies.</p>	<p>Training on how to access key information.</p> <p>Appropriate guidance and creation of seating plans to ensure pupils can access lesson content.</p> <p>Data used to ensure lessons are pitched appropriately: accessible but challenging</p>	RAH	Ongoing	£4,500
A,C	<p>Targeted GCSE interventions: English and Maths extra lessons (during tutor time)</p> <p>After school revision sessions with invited pupils</p> <p>PIXL Build Up - Maths Whizz and Ren Learn</p>	<p>Small group tuition has been shown to increase progress for low attaining pupils by up to four months (EEF).</p> <p>By carefully selecting the intervention area pupils</p>	<p>Identified PP Pupils placed with more experienced English teachers with specific identified work to improve, develop, expand on knowledge and skills.</p> <p>sSpecific pupils invited to revision sessions focusing on areas as</p>	SBA RAH JSM	Weekly and half termly	£21,264

	MyTutor PGCE Mentoring	participate in can specifically address their needs	identified on PLCs to support pupils to meet target grades.  External providers (PIXL and My Tutor) provide further input on key gaps in learning relating to progress data form teachers			
A, D	Sixth Form taster sessions/information	The mission to break the link between family income and education attainment persists as an issue especially in Years 12 and 13. there remain significant issues to address with older students.	Raise awareness/aspirations for progression: Assemblies, tutor time workshops, parents evenings and contacts. Links to qualifications needed and interventions required to support achievement. Assistance with application forms, predicted grades,	JEV ESH MHE CBU	Annually	£4,256
A, F	Alternative Curriculum Groups. These provide a bespoke timetable that enables pupils unable to access the mainstream curriculum to reach their potential in ways that meet their needs	<i>'An inclusive school removes barriers to learning and participation and provides an education that is appropriate to pupils' needs and promotes high standards and the fulfilment of potential for all pupils' EEF</i>	The purpose of the AC group is to provide a differentiated and individualised curriculum to those students unable to access mainstream lessons but who do not require the highest level of support of a Special School. Pupils access mainstream lessons in Music, PE, Textiles, Technology, Dance and PE with TA support	ASC ZSC	Annually	£38,152
<b>iii.</b>		<b>iv. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</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>	
F	ELSA Programme  Aimed at providing targeted support regarding self esteem issues	<i>EEF Pupil Premium Guide 2019: 'Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-</i>	Key pupils identified and passed to Coordinator for analysis. Pupils that meet criteria receive a 6 week programme focusing on self-esteem, confidence,	ZSC DHA	Ongoing	£13,511

		<p><i>academic factors, including improving attendance, behaviour and social and emotional support.'</i></p> <p>To support and improve pupils coping abilities, self worth, how to manage stress and focus and engage with school in a more positive way</p>	<p>copng strategies, understanding of their feeling and emotions. Pupils monitored by SEND team using ClassCharts data and qualitative feedback from 1:1 sessions.</p>			
F	School Counsellor	<p>To support and improve pupils coping abilities, self worth, how to manage stress and offer strategies in a safe listening space.</p>	<p>Pupils initially received six week sessions where they are listened to in a safe space, They are referred by the SEND team, via Year teams</p> <p>Parents are contacted and updated where appropriate.</p> <p>Support is constantly reviewed</p>	<p>CRE ZSC DHA</p>	<p>Weekly/ Termly</p>	<p>£1,100</p>
E	<p>Attendance. Led by Attendance Officer supported by Pastoral Teams.</p> <p>High profile daily tracking with targeted interventions and support for poor attendance with a major focus on the reduction of the number of PP pupils who are become persistent absentees.</p>	<p>Regular attendance is important. Pupils are more likely to succeed when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to get into trouble with the law and cause problems in their communities.</p>	<p>Daily attendance monitoring - phone calls for every student absence, with PP as priority.</p> <p>High expectation that all pupils will attend every day.</p> <p>Weekly reward phone calls/updates from Year teams. Parental meetings to discuss barriers/support strategies with written contracts for peer attendance. Personalised actions to encourage PA pupils to attend regularly.</p>	<p>WCH HoY DHoY</p>	<p>Daily</p>	<p>£13,320</p>

		We aim to ensure whole school operations regarding attendance are implemented regularly and by teams of staff.				
F	Breakfast Club	Most importantly, breakfast provision helps ensure that no child has to learn when they're hungry, which in turn promotes improved pupil behaviour and improved attendance.	Free food (toast, fruit, hot chocolate) will be provided for all PP pupils in every year groups before school.  Data will be analysed By Year teams and PP pupils that are not accessing the provision will be invited to do so.  Pupil voice will also be asked about their thoughts and ideas about the provision.	VBr SBA	Half termly	£4,000
F	Personal Development Days (PSHE and Careers)	<i>Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. Schools are expected to use PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. DFE</i>	Pupils will be part of 'stand alone days' to cover a variety of topics, including: <ul style="list-style-type: none"> <li>• Alcohol</li> <li>• Drugs</li> <li>• Sex Ed</li> <li>• Relationships</li> <li>• Consent</li> <li>• Family</li> <li>• Internet safety</li> <li>• Careers</li> </ul>	RRa	Annually	£1,100
A, E, F	None teaching DHoYs who support the year Teams with a priority of PP pupils.	Targeted support for pupils who require additional support for various reasons e.g. poor attendance, lack of aspiration/organisation.	Duties include: Maintaining a highly visible presence with cohort, early intervention and resolution of behaviour issues through the implementation of R2i, tracking of attendance, appropriate issue	HoY SLT	Annually	£7,959

			of rewards, liaising with parents, visiting pupils in all/most lessons.			
A, C, E, F	SEND Mentors	<p><i>'Teaching assistants (TAs) play a vital role in the engine-room of school life. They link so much at the heart of pupils' school experience, from day-to-day relationships with pupils, along with professional partnerships with teachers and, in many cases, parents and care-givers'. EEF</i></p> <p>Targeted support for pupils who require additional support for various reasons; emotional support, academic support and provided a valuable link to parents.</p>	<p>Booking system implemented to facilitate high quality dialogue between teacher and mentor/TA and ensure in-class support has impact</p> <p>Acting as a keyworker for specific pupils to ensure specific teaching strategies are disseminated, implemented and evaluated.</p> <p>Providing specialist withdrawal support for pupils where needed; interventions baselined and tracked.</p> <p>Provide pupils with support with organisation, support during lessons and examinations.</p>	ZSc	Annually	£7,732
A,D, F	<p>Enrichment Activities:</p> <ul style="list-style-type: none"> <li>• Artists visits to school</li> <li>• Musical lessons</li> <li>• School show</li> <li>• Dance Showcase</li> <li>• Intu University</li> <li>• Outdoor adventures</li> <li>• Girls into construction</li> <li>• Mobie</li> <li>• Capital One coding</li> <li>• Ideagen</li> </ul>	<p>To expand the cultural capital of PP pupils who do not have access to a wide range of experience. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>Research suggests that participation in Arts, Sport and outdoor learning can contribute to pupils' progress by up to 4 months. (EEF)</p>	<p>Attendance and participation tracked.</p> <p>PP pupils invited to attend in a range of activities - that are possible part funded if appropriate.</p>	RRA SBA	Annually	£2,365

A, F	Rewards and sanctions Recorded on ClassCharts	To recognise [positive efforts and achievement both academic and in the wider school/local community. Research suggests that pupils respond positively and they are motivated to be more productive because they create a feeling of pride and achievement. Sanctions whilst seen a negative also provide areas where pupils require may require support or further input	Pupils to receive build points in lessons recognising achievements. Collated weekly, shared with Year teams and SLT. ST discuss positives in LM Meetings	ASh RRa	Half termly	£400
<b>Total budgeted cost</b>						<b>£318,234</b>