



NATIONAL  
CHURCH OF ENGLAND  
ACADEMY

## Pupil Premium Plans for 2016/17

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A key priority for the National Academy in 2016/17, is to continue reducing the inequality of outcomes due to the socio-economic backgrounds of our students and to continue to 'close the gap' between the educational outcomes of students from different backgrounds. The use of Pupil Premium Funding is an important tool in addressing this.

Pupil Premium is money allocated to schools by the government for the specific purpose of supporting students from disadvantaged backgrounds, to ensure that they have full and equal access to educational opportunities. This funding began in 2011 and is expected to increase year on year. The National Academy was allocated £241,000 for the academic year 2016/2017. This grant is used for each student entitled to free school meals ('FSM') each student who is a Looked After Child ('LAC') Adopted or a Service Child (SC). This is additional to the main academy budget funding we use to support this area of work.

**Key Priority:** *To close the disadvantage gap identified as a priority in our academy improvement plan, by addressing inequalities and raising the attainment of those students in low income families, Service children, Adopted, or who are 'Looked After'.*

**What did we expect to see?** Targeted additional support strategies resulting in every student, however financially disadvantaged, being able to:

- Maintain their levels of attainment and progress, especially in Maths and English;
- Continue to close attainment gaps relative to school averages;
- Have full access to the curriculum;
- Access extra-curricular provision.

In 2016/17, the Pupil Premium Grant will be used to set up and provide the following:

### 1. 'Closing the Gap' in Maths

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Activity /Opportunity	Estimated number of students involved	Estimated cost	By whom	By when
Maths intervention to small groups across all years (7-11)	100	£44,440	MRO	Each week until the end of the academic year

#### 'Closing the Gap' in Maths

To improve the progress in Maths we will ensure that a small group intervention session will be run for all PP students over this academic year. The activities undertaken will vary depending on the time of year, ability profiles and year group involved. The sessions will be delivered by an outstanding Mathematics teacher with a proven track record of helping students in Maths.

## Numeracy Support

This targeted intervention will provide support and development from the Maths faculty for groups of underachieving students from year 7 – 11. Strategies will include; small groups sessions during and after school, purchasing of relevant equipment and provision of support during half term holidays.

### Impact:

The impact of this intervention in year 11 meant that at foundation tier Pupil Premium students were 11% closer to their target grades compared to non-Pupil Premium students, and at higher tier 100% of pupil premium students achieved a strong pass (grades 5 and above). While there is still a gap compared to all students these interventions are working to make Pupil Premium students achieve closer and closer to their potential. Lower down in the school, PP students who have been receiving intervention, on average progressed at a faster rate (one sublevel per year) than those students who did not.

## 2. 'Closing the Gap' in English

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Activity /Opportunity	Estimated number of students involved	Estimated cost	By whom	By when
English intervention to small groups across all years (7-11)	100	£21,150	English Staff	Each week until the end of the academic year

### 'Closing the Gap' in English

To improve levels of progress further in English we will be ensuring that members of the English faculty carry out 1-to-1 or small group intervention. The intervention will be aimed at all PP students and activities will depend on the time of year, the age of the students and the ability of those involved.

### Impact

Students across KS3 have been offered small group intervention in a number of after school sessions. KS 4 students have also accessed revision sessions at Easter school and English Language sessions during the May holiday week. Revision text books have been given to help students prepare for the GCSE exams and to support their work at home.

Whilst the gap in English has not been removed, students in English are now achieving more closely to FFT 20 PP students achieving 4-9 63.4% compared to a 68.3% FFT20 and PP students achieving 5-9 41.5% compared with a 46.3 % FFT20.

Students making 4 levels of progress were above FFT20 with 12.5% gaining 4 LoP compared to a target of 9.8%

3 levels of progress was 12% below our target but 40% of students made 3 LoP and in the academic year 2017/18 3 LoP is a faculty area for improvement through closer tracking and mentoring of students.

### 3. Curriculum Support and Interventions

Activity /Opportunity	Estimated number of students involved	Estimated cost	By whom	By when
Faculty Support for PP students	All PP students	£20,000	DLL/AHA	All Year
Students to be given a standard equipment pack	All PP students	£500	MJG	Sept 2016
LT progress meetings	40-50	5 x LT x 5 evenings per year £2,500	LT	Oct 2016
Targeted Assemblies Yr11	30	15 x 20mins. LT time £1,000	LT	All Year
STAR Reading Test	All KS3 and Literacy Groups Yr. 10/11	£3,200	KBA	Sept 2016
Numeracy Support	10	£2,500	KMA	All Year
Raising the Grade	25	£100	CHU	2 days
Inspirational Writer	28	£500	CHU	Sept 2016
Lexia Expires Dec 17	100	£2,350	SVE	All Year
6 <sup>th</sup> Form Induction	10	£400	KWA	June 2016
Support for Food Technology	5	£200	AFR / RCH	All Year
Easter Revision School	30	£1,000	MJG	April 2017
Revision Guides	All Year 11 PP students	£500	HOF	Jan 2017
Hagg Farm Residential Experience	10	£2,000	KMI	July 2017
Educational Visits including Conkers	All PP	£12,000	KBO	All Year
Uniform	50	£300	RKe/PCo	All Year

#### Faculty Support for PP students

Over the course of the year, individual faculties will bid to access extra funds to support underachieving PP students. Faculties will clearly need to outline how such funding would be spent and assess the impact this provision will make on their students.

#### **Impact:**

This funding was used throughout the year by faculties for a number of key initiatives and resources. Examples of these included dyslexia reading pens for SEND students, laptops for students who faced difficulties writing in a classroom environment, graphic novels for English and extra study guides across several faculty areas.

### Standard equipment pack

This equipment is given to each student receiving Pupil Premium and is designed to ensure that no student has a lack of basic equipment as a barrier to learning.

#### Impact:

All Pupil Premium students have been provided with an equipment pack. This has reduced the number of students arriving in school without equipment. This has included scientific calculators at KS4.

### Leadership Team progress meetings with parents

Members of LT meet with students and parents for additional progress interviews after school. The aim of this is to identify any areas of strength and weakness. Intervention can then be put in place wherever relevant. This will happen several times per year, and was started in October 2013.

#### Impact:

This has had a positive impact on students and parents. Parents felt supported by the academy in ensuring their son/daughter has made progress. This contributed to the closing of the gap.

### Targeted Assemblies

Targeted Assemblies are given to Year 11 students by LT. Some are for the whole of year 11, while some are for specific groups, e.g. those engaging with alternative personalised curricula.

#### Impact:

All targeted students have received motivational and guidance assemblies for exams and revision.

### Star Reading Test

The GL assessment reading age test is an online test aimed at evaluating the reading age of students. It also offers diagnostic analysis to help evaluate where the students' strengths and areas for development are and links directly with Accelerated Reader.

#### Impact:

The reading tests have resulted in teaching staff having the reading ages of PP students. This allowed teachers to provide differentiated materials and targeted intervention where required.

In relation to progress, 81% of Year 7 PP students achieved higher or on their end of year target, 76% of year 8 PP students made good progress between year 7 and 8 and 73% of year 9 PP students made good progress between year 8 and 9. At the end of year 10, 61% of PP students were on, above or one grade below their year 11 GCSE target grade. This compares to 67% of Non-PP students, showing the gap between PP and Non-PP students is closing. This represents significant and sustained progress.

### Raising the Grade

A number of workshops and inspirational talks to raise the confidence and aspirations of PP students and to help develop the skills needed for breaking the C grade.

## Impact

12 year 10 students attended a conference at Nottingham University and the experience was fantastic. The students participated with enthusiasm and they were confident working with students from across different Nottinghamshire schools. The day introduces the students to university and 60% of the students who attended now said they would consider university as an option. The university has also maintained contact with students this year inviting the students for further introductory days at the university. After the session with Dreadlock Alien, the students were able to see how poetry is was fun and no longer daunting.

## Inspirational Writer

An inspirational talk, with multiple workshops from a local author challenges views and widens students' experiences of life and growing up in a multi-cultural world; its advantages and its limitations for different groups within the many communities. Work will be with Y7 PP students to inspire reading, experiences growing up in a multi-racial community and how this has influenced the writing. Two further writing workshops will encourage students to engage with characters and plots as they experience planning and writing a narrative through visiting Story Mountain.

At lunchtime PP students may purchase books (with vouchers provided) and have the opportunity to meet informally with the writer and talk about their books.

## Impact

The students responded positively to Daniel Blythe and they had lots of questions about Dr Who and the current TV series. The assembly was interactive and had lots of video clips and the students listened whilst Daniel read sections of his books. During the workshops, the students were really interested in how characters are created and the students produced some amazing story ideas. Daniel broke the planning process down for the students and this along with his background was illuminating in showing how becoming an author is an achievable.

## Lexia

Lexia is an online software package aimed at increasing students' literacy proficiency by focusing on vocabulary and spelling. Students complete an online test that will then devise a personalised learning journey to meet their specific needs. The package also allows for comprehensive monitoring and data analysis for the coordinator to ensure progress is being made for individual students and for key cohorts.

## Impact

This has been stopped this academic year as the impact is limited as the students have to attend after school and this has not proven to be popular.

## 6<sup>th</sup> Form Induction

The Post 16 Induction Day is for all successful applicants to the HSFC. Half the day is spent taking part in team building activities and half the day learning more about Post 16 life. The day is at Willersley Castle in Derbyshire and students travel to the location by coach. In order for all applicants to access the day the transport is funded.

### Impact:

Induction day for those Y11 students who had been offered a place at 6th form was held at HSFC in 2017 as a result of the new facilities and the enhanced collaboration with Holgate Academy. Students participated in taster lessons led by academy staff and A Level mindset workshops delivered by external providers. Students also received essential information about sixth form such as how the 16-19 bursary system operates, safeguarding, UCAS and the thinking ladder. Lunch was also provided on both days.

### Support for Food Technology

Financial support for ingredients is available for students wishing to take Food Technology as part of their curriculum choice.

### Impact:

A small cohort of year 10 pupils received help in purchasing food to gain valuable cooking experience which otherwise would not have happened, allowing them to gain full access to the Food Preparation and Nutrition GCSE course.

A small group of year 9 pupils studied a life skills lesson once a week learning very basic recipes and life skills related to food. Producing a recipe booklet to help them improve their skills at home, and ingredients were purchased for these lessons.

### Easter Revision School

Range of revision based activities to support exam preparation for KS4 students (mainly English, Maths and Science).

### Impact:

Easter revision school by English and Maths and Science has resulted in greater progress and performance in these areas from Easter until the final GCSE examinations. All pupils who attended the Easter school made improvements in Science and most made improvements in Maths and English.

### Revision Guides

All Year 11 Pupil Premium students will be issued with revision guides for their individual subjects.

### Impact:

Year 11 were supplied with a number of revision guides across several subject areas including English and Maths. As a result the gap closed in maths and across the Progress 8 'Open Bucket' as a whole.

### Hagg Farm Residential Experience

This is a residential experience that incorporates a wide range of outdoor activities in Derbyshire. This develops key skills, confidence, leadership etc. These students might not be able to experience this without the Pupil Premium support.

### Impact:

Students were able to interact with staff and other adults in a non-school based setting, this allowed them to build positive relationships that can help them going forward. They all developed their confidence of new situations, self-belief, and resilience in the face of something challenging and difficult.

### Educational Visits Including Conkers

In order to increase the number of students from disadvantaged backgrounds who can access the many educational visits offered by the academy that are not essential to the curriculum, but enhance the learning experiences of students. We have allocated money to enable a 50% discount on all visits for all students who are in receipt of the Pupil Premium. Students can use this discount on all trips that are available to them.

### Impact:

The decision to support disadvantaged families with the cost of their children attending extracurricular educational visits has proven popular with students. Pupil premium students are now able to access a greater range of trips than previously. The academy is proud to have enhanced the cultural capital opportunities for a number of students across all five year groups.

### Uniform

Support is given to pupils in financial need.

## 4. SEND Provision and Support

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Activity/opportunity	Estimated number of students involved	Estimated cost	By whom	By when
7D 8G 9T5	24 24 12	£61,200	DLL/AHA/CST/KSO	All Year
T/A Support for Pupil Premium Students	20	£20,000	CST	All Year
Accelerated Reader	100	£7,000	CHU	Sept 2016

### 7 D 8G 9T5

Students in these classes have been identified as experiencing significant difficulties at the end of Year 6; this maybe within the curriculum or involve social interaction and inclusion. Some of these students require the need to attend a withdrawn literacy group which replaces modern foreign languages up to the end of Key Stage 3. Some students also have specific 121 sessions in order to access the curriculum.

### Impact:

For 7D:

- In English, 93% of the students were on or above target in the final review point
- In Maths, 25% exceeded their end of year target
- In Science, 93% of students achieved their target with 31% exceeding their aspirational targets

For 8G:

T/A support was used throughout the year to offer specific and bespoke assistance to a number of key students in the group over a variety of different subject areas. Such support was also used to offer small group work and interventions where required. Where a gap in learning was identified, short and medium terms solutions were offered.

For 9T5:

11/11 students have evidenced progress from the baseline assessment set in Sept 2016. This has ranged from an increase in awareness of the alphabet and its order, frequency and accuracy of use of punctuation as well as an improvement in the range of verbs and adjectives which the pupils are able to use. This was achieved using a range of thematic programs of study which included the Solar system, Story writing, employment opportunities and immigration.

There is evidence of confidence on the part of the students to engage with literacy based tasks through small steps of progress. These have been aided through the use of imagery, videos and discussion based tasks to develop and share ideas amongst the group. Students with reading difficulties have also been given opportunity to type up and listen to their work using the Read & Write computer reader. This has better enabled them to evaluate their own written work against set outcomes and targets. Discussions with teaching colleagues have evidenced that these improvements in the literacy lessons have been observed in wider curriculum areas, namely English lessons.

The fact that the class has been taught by the SEND Leader has also enabled the needs of the student to be ascertained for exam access arrangements in advance of Key Stage 4.

#### TA Support for Pupil Premium Students

Teaching Assistants are allocated to support named students who receive funding to support them with a special educational need. These needs could stem from learning and/or behavioural difficulty but this category does include a wide range of students, including those eligible for FSM.

#### Impact:

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#### Accelerated Reader

Accelerated Reader (AR) is a progress monitoring software assessment widely used by primary and secondary schools. AR personalises reading activities and reinforces the understanding of content. Once a book is read students take an online quiz. AR motivates students to read more, suitably challenging, books, and raises literacy standards of students of all ages and abilities. AR also allows instant reporting of each student's progress.

#### Impact:

61 Year 7 students and 39 Year 8 students were enrolled on the program (approximately 37% of these are FSM and/or SEN students). A total of 4,587,524 words were read, involving 1,313 books. Many students individually read over 75,000 words and 1 over 220,000 dramatically widening their vocabulary. Reading progress has been demonstrated in the vast majority of the students enrolled.



In the 2017/18 year it is being used as a whole year group intervention on entry to the school.

## 5. Whole School Initiatives

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Activity /Opportunity	Estimated number of students involved	Estimated cost	By whom	By when
Pupil Premium and Community Links Coordinators	All students	£10,250	DLL	Ongoing

The Pupil Premium and Community Link Co-ordinators brings together whole school initiatives to support the delivery of education through the Pupil Premium funding, to optimise the impact of the support to students in this area of work. Their duties include careful and precise monitoring and evaluation of the way in which the Academy plans and spends the funding for the purpose it is given, and ensuring that all students from a wide range of backgrounds are supported and have access to a wide range of activities and programmes, both in the curriculum and out of school.

## 6. 'Out of Hours' clubs and structured activities for PP students

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Activity / Opportunity	Estimated number of students involved	Estimated cost	By whom	By when
D.A.L.P. Festival	50	£200	MHA	Sept 16– Jan 17
Summer Scheme	50	£8,000	KSO	August 2017
Archie's Breakfast Club	All PP students Daily	£10,000	LHi / DPe	All year

### D. A.L.P. Festival

Diverse Academies Learning Partnership ('DALP') is a collaboration of academies working together to raise educational standards. These academies are National, Retford Oaks, East Leake, Tuxford, Tuxford Primary, Holgate, Queen Elizabeth's, Walton Girls,' and Wainwright Primary. Students from each academy will collectively be mounting a Creative Arts Festival at Kelham Hall, Newark, which will include Poetry, Music and Dance performances.

The students will be learning and rehearsing for the festival during lunchtimes and after school, with sessions being led by trusted creative arts leaders. Every student involved will be rewarded for their hard work with a coach trip to the Theatre Royal in Nottingham. This will take place after Christmas and will be funded by the Pupil Premium. Selection will be focussed on boosting attainment and confidence levels on an individual student need basis - ultimately aiming to 'close the gap'. The theme this year is Heroes.

### Impact:

As in previous years the identified students engaged fully with the project and performed in front of an audience of their peers, staff and parents alike. The impact can be seen most in the levels of student confidence and self-esteem; many of these students had not performed in this manner before. The event was covered widely by DALP.

### Summer Scheme

The Summer School programme is designed for FSM students, Service Children and those on the LAC register, vulnerable, disadvantaged and single entry pupils. The programme is aimed to help those students make a successful transition from primary to secondary school.

The summer school consists of an exciting week of events/activities including CSI Explained, Circus Skills games, art work, drama and cupcake and pizza making.

At the end of the week we will hold a celebration event to which parents are invited.

#### Impact:

39 students participated in the scheme. On average 28 students attended each day. QA throughout the year showed that the average attendance for this cohort was over 96% with just under 50% having 100% attendance for the year. 94% of these students had either a good or outstanding rating for attitude to learning and 95% had either a good or outstanding rating for homework.

### Archie's Breakfast Club

This Breakfast Club is available to all PP students and opens at 7-45 every morning. Students may enjoy bacon cobs, hot drinks etc. and are able to sit and relax chatting to their friends at the start of the school day.

#### Impact:

Students receive breakfast ensuring they are alert and more able to concentrate during lessons.

## 7. Exams

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Activity / Opportunity	Estimated number of students involved	Estimated cost	By whom	By when
Exam Extra Support	30	£2,000	Exams Coordinator SNE	Ongoing

One-to-one Sessions are used to support PP students in the build-up to examinations in Maths and English. Coursework support sessions will run for students in English.

Easter school coursework booster sessions support students helping them prepare for Maths, English, Science and Humanities exams. Extra time is applied for and readers/writers etc. are used to support students within examinations as appropriate.

#### Impact:

Easter School coursework booster sessions saw PP students improve on Science coursework and prepare well for many external exams. 1 to 1 Maths and English sessions prepared students well for GCSE exams. Students were well supported to achieve their best during external exams by a well briefed team of invigilators led by the exam administrator.

## 8. Attendance

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Activity / Opportunity	Estimated number of students involved	Estimated cost	By whom	By when
EWO Input for Attendance Concerns	40	£3,000	KBu	All Year
Attendance Plan	All PP	£5,000	CST	All Year

The EWO will work with parents, students and outside agencies to

- Improve whole school attendance (including Post 16 where necessary)
- Improve attendance of significant groups
- Ensure that persistent absentees feel included in the school community
- Improve attainment and aspirations of significant groups/individuals through improved attendance
- Organise practical support for those with attendance issues
- Reduce persistent lateness to school and lessons, thus reducing disruption in lessons and improving continuity in learning
- Ensure regular whole school registration
- Monitor whole school attendance with HAL's and Attendance Manager
- Carry out an attendance and attainment review for persistent absentees and other key groups/individuals
- Liaise with Inclusion Team to track progress of key individuals

### **Attendance Plan**

A plan has been developed to reduce the number of Pupil Premium students who are classed as persistent absentees and to increase the attendance of the whole Pupil Premium cohort so that both figures are in line with the average for the rest of the school.

### **Impact:**

Close attention was paid this year to the PP cohort. This focus allowed the Attendance Officer and Educational Welfare Officer the opportunity to focus on those students at risk of lower attendance, especially those at risk of becoming persistent absent students. Data was carefully tracked and used to intervene with targeted cohorts. Numerous interventions were used including one to one meetings in school, home visits, parent meetings and dealing with external agencies such as the Early Help Unit and Family Services. By the end of the academic year PP student's attendance had increased from 91.90% to 92.79%.

## 9. Careers Advice and Guidance

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Activity / Opportunity	Estimated number of students involved	Estimated cost	By whom	By when
Careers Talks	45	PFA Time -50mins each talk £500	JPA	All year
What Next Careers Fair All FSM pupils will be paid for.	20	4 x staff 9.30-12.30 £200	JPA	October 2016
Work Experience	35	£200	JPA/WJo	As appropriate
Careers Interviews	65	PFA time -30mins each talk £1,000	JPA	As needed
Externally provided careers interviews	20	£400	Futures	As needed

### Careers Talks

Careers talks are arranged to enable students to explore careers available to them when they leave education. Employers and training providers are invited to school to talk to students from Y10-Y13.

### What Next? Careers Fair

Students from Yr11 are invited to attend a careers fair at Colwick Park where they can talk to employers and representatives from local colleges and sixth forms. The costs of the trip are funded by the academy.

### Work Experience

Selected students in Yr10 and all Yr12 students are entitled to a work experience placement. The students use an online database to arrange the placements.

### Careers Interviews

Students from Yr9-11 have an entitlement to a group or individual careers interview in school.

### Externally provided careers interviews

Students are entitled to request an external careers interview from an independent career professional if they remain without plans and are in danger of becoming 'NEET' ('Not In Employment Education or Training').

## 10. Counselling Support

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Activity / Opportunity	Estimated number of students involved	Estimated cost	By Whom	BY When
Academy Counsellor	25	£12,000	Sue Whittaker	All Year

Academy Chaplain (post bereavement and vulnerable student support)	40	£2,200	Academy Chaplain and Chaplaincy Team	All year
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### Academy Counsellor

Sue Whittaker is an independent BACP Accredited counsellor who comes into school to offer emotional support for our most troubled students. The work is confidential (apart from Child Protection issues), but she does provide written anonymous feedback. She is also able to flag up high risk pupils in need of CAMHS support or GP referral.

### Impact:

The Academy Counsellor has helped with many issues such as bereavement and loss, the break up and reforming of families, relationship difficulties, anxiety and bullying. These issues could have led to the deterioration in behaviour, attitude and mental health of the students. The academy was pleased to see this service extend to four days per week during 2016/17. The counsellor has provided short and long term work and has run anxiety group workshops over a period of 6 weeks.

Our students constantly feedback positively about the service and many would recommend a friend, the majority see positive improvements in their behaviour, friendships and emotional health.

When appropriate, our academy counsellor has also been available to work with parents in supporting students and the service has also be used as an assessment tool in order to make referrals to specialist outside services. Students have had access to this service via the Listening Referral system or via the drop in service that runs each day from Monday-Thursday during break time.

### Academy Chaplain

As part of her overall responsibility, Rev Louise Nicolls will facilitate post bereavement and vulnerable student support. She will work with students from across the Academy.

A key objective is to minimise the impact of significant and challenging life events in the learning process by providing a professional listening service that affirms and values the individual, often in the face of a lack of such affirmation and support from home. Outcomes are assessed by monitoring the speed with which students routines return to normal. The Academy Chaplain receives referrals from members of the LT and then assigns a professionally trained listener to meet with them in school on an agreed basis. This may be a single, repeated or scheduled series of conversations.

### Impact:

The chaplaincy team are an integral part of the pastoral support for students at the academy. Students have been referred to the chaplaincy team for a variety of personal issues including family separation, bereavement and friendship issues. Some students benefitted from a number of sessions whilst others benefitted from a one off session. The academy was supported by the chaplaincy team throughout the year.