

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Nottingham Girls' Academy
Pupils in school	814
Proportion of disadvantaged pupils	38.94%
Pupil premium allocation this academic year	£280,656
Academic year or years covered by statement	2019/20
Publish date	October 2019
Review date	October 2020
Statement authorised by	Mr D Tungate
Pupil premium lead	Mrs W A Hill

## Disadvantaged pupil performance overview for last academic year

Progress 8	0.188
Ebacc entry	39/59=66.1% or 39/117= 33%
Attainment 8	41.19
Percentage of Grade 5+ in English and maths	25.4%

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	To improve to above average for P8.	September 2020
Attainment 8	To achieve national average for A8.	September 2020
Percentage of Grade 5+ in English and maths	To achieve national average.	September 2020
Other	Attendance to remain above national average and further close the gap to all students.	September 2020
Ebacc entry	To remain above national average.	September 2020

## Teaching priorities for current academic year

Measure	Activity
Priority 1	To develop teachers understanding and implementation of Cognitive Theory.
Priority 2	To improve the quality of Assessment for Learning.
Barriers to learning these priorities address	Retention of learning in long term memory Identifying the learning gap
Projected spending	£87 000

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Development of independent “learning spaces” as a means of reinforcing key vocabulary and aiding revision.
Priority 2	Use of PiXL to improve KS4 and KS5 outcomes.
Barriers to learning these priorities address	Ability to access examination questions caused by low levels of literacy. Ability of pupils to target their learning gaps through targeted revision.
Projected spending	£94 000

## Wider strategies for current academic year

Measure	Activity
Priority 1	To further, develop desirable qualities through the “Build” programme.
Priority 2	To further increase pupils cultural capital.
Barriers to learning these priorities address	Student’s behaviour for learning. Gaps in pupil’s cultural capital.
Projected spending	£99 656

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensure ALL classroom staff have the appropriate knowledge.	High quality and regular C.P.D.
Targeted support	Ensure the consistency of teaching and assessment.	Extra P.P.A Training and quality assurance.
Wider strategies	Engaging the families facing most challenges.	Working with the L.A. and other outside agencies to maximise support.

## Review: last year's aims and outcomes

Aim	Outcome
Progress 8 to show a diminishing gap between disadvantaged and non-disadvantaged students.	P8 for non-disadvantaged student changed from 0.63 to 0.65. Disadvantaged students dropped from 0.286 to 0.188.
Behaviour incidents logged for disadvantaged students falls. The gap between disadvantaged and other students diminishes.	The escalation for disadvantaged students of behaviour incidents to D3 "On Call" status has reduced from 80% to 75% of all D3 incidents year on year.
Basics at 4+ show a diminishing gap between disadvantaged and non-disadvantaged students.	The gap between disadvantaged and non-disadvantaged students increased slightly from 18.8% to 19.7%.
Attendance to remain above National average and the gap between disadvantaged and non-disadvantaged closes.	Attendance for disadvantaged students was above National average at 95.87%. The gap between them narrowed from 1.72% to 1.08%.