

Summary information					
School	Nottingham Girls' Academy				
Academic Year	2018/19	Total PP budget	£249 000	Date of most recent PP Review	04/12/18
Total number of pupils	693	Number of pupils eligible for PP	285	Date for next internal review of this strategy	02/19

Pupil Premium Context					
	Year 7	Year 8	Year 9	Year 10	Year 11
Number on roll	152	156	123	143	119
% Disadvantaged	46	37	38	36	50

	2016/17 Disadvantaged	2016-17 Non-disadvantaged	2017-18 Disadvantaged	2017-18 Non-disadvantaged
Progress 8 score average	-0.03	0.38	0.30	0.65
Attainment 8 score average	40.30	48.33	45.05	49.31
% of pupils achieving 9-5 in English and maths	24.1	44.1	38.1	36.1
% of pupils achieving 9-4 in English and maths	43.1	69.5	54.8	73.6

	2017-18 Disadvantaged	2017-18 Overall
Progress 8 score average	0.30	0.51

Attendance									
	2016-17			2017-18			2018-19		
	Pupil Premium	Non Pupil Premium	Gap	Pupil Premium	Non Pupil Premium	Gap	Pupil Premium	Non Pupil Premium	Gap
Year 7	95.3	96.8	1.5	96.5	97.8	1.3	97.9	98.0	0.1
Year 8	94.9	96.7	1.8	94.9	96.4	1.5	97.6	97.9	0.3
Year 9	96.5	97.5	1	94.4	96.9	2.5	93.9	97.2	3.3
Year 10	94.0	96.9	2.9	96.2	97.7	1.5	95.7	97.8	2.1
Year 11	92.6	92.6	0	98.8	98.9	0.1	97.4	98.5	1.1

1. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

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| A. | Low aspirations of some disadvantaged students affect progress and the ability to realise their own potential. (Progress 8 indicator) |
| B. | Behaviour incidents logged for disadvantaged students remains higher than other students in school. |
| C. | Progress of disadvantaged students in English and Maths at grades 9 – 4 is lower when compared to non-disadvantaged. |

External barriers *(issues which also require action outside school, such as low attendance rates)*

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| D. | Attendance of disadvantaged students in comparison to non-disadvantaged is poor in year 9 and 10 in particular. |
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2. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Aspirations of disadvantaged students improve, leading to greater progress, which is in line with non-disadvantaged.	Progress 8 shows a diminishing gap between disadvantaged and non-disadvantaged students.
B.	Behaviour for disadvantaged students improves.	Behaviour incidents logged for disadvantaged students falls and the gap between disadvantaged and other students diminishes.
C.	The percentage of students achieving grade 9-4 in Maths and English increases.	Basics at 4+ show a diminishing gap between disadvantaged and non-disadvantaged students.
D.	Attendance of disadvantaged students improves.	Attendance remains above national averages and the gap between disadvantaged and non-disadvantaged closes

3. Planned expenditure

Academic year

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. 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?
A C	Effective assessment, tracking and data analysis for KS3 to initiate timely and in depth interventions. STEPs	Target students identified after each progress check and all staff informed. Interventions in place are monitored to ensure raising achievement of target students.	KS3 RAB Line management meetings regularly discuss target students. Subject level and whole school interventions to be put in place and evaluated to ensure they are	Assistant Principal. HOF and line managers	Termly
A C	Improve the accuracy of KS4 GCSE predictions. Access to SISRA	To enable the correct intervention and support needed.	KS4 RAB Whole school focus	Assistant Principal. HOF and line managers	Termly
A C	PiXL subscription and development of Diagnosis, Therapy and Testing strategy.	PiXL strategies to be implemented across the school. PiXL have a proven track record of improving outcomes for the schools they work with. Disadvantaged students encouraged to use. EEF: Mastery Learning (+5 months)	Outcomes and progress for disadvantaged students improves.	Deputy Principal Assistant Principal.	Termly

A C	High quality teaching. T&L briefings New developments in lesson observations. TBQ 25 period week.	High quality verbal and written feedback will lead to accelerated progress of disadvantaged students in every lesson. EEF: Feedback (+8 months)	Inset QA will evaluate if this is happening in every lesson and progress of disadvantaged students should accelerate.	Deputy Principal, Assistant Principal, HOF.	QA cycle and regular learning walks
A C	Appropriate and high quality feedback is given to every student in every subject.	4 lessons of PPA for all staff to improve teaching in every classroom and ensure that all students achieve good quality first teaching. As a result, progress of disadvantaged students will improve.	QA will evaluate if this is happening in every lesson and progress of disadvantaged students should accelerate.	Deputy Principal, Assistant Principal, HOF.	QA cycle and regular learning walks.
A B	Setting up of Class charts Class seating plan.	Ensure every teacher knows which students are disadvantaged. This will allow for first wave intervention to take place in the classroom. In-school training given to teachers to ensure seating plans are utilised.	EEF: Individualised instruction (+3 months) Seating plans will be available in every lesson and will be evaluated as part of the quality assurance process.	Deputy Principal HOF	Termly formal QA process.
A C	Reading tests.	Student needs will be identified through the KS2 data and GL reading assessment in year 7 so that additional support can be put in place	Progress of disadvantaged students accelerates and improves at each assessment point. EEF: Reading comprehension strategies (+5 months)	Assistant Principal.	Data entry
B D	Setting up Class charts Rewards system	Weekly/ termly/ yearly rewards, assemblies that celebrate achievement, star of the week, RAK's, attendance and behaviour praise cards sent home. Improved aspiration	Disadvantaged and non-disadvantaged gaps across subjects are minimised and continue to close.	Assistant Principal,	Class charts Assemblies

Total budgeted cost

ii. Targeted support

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?
A B C	Breakfast Club	A number of disadvantaged students do not have access to a calm place for self-study and many do not have breakfast before they attend school. A breakfast club has been set up for students and an addition one for students with special educational needs.	EEF: Homework (+5 months) Attitude to learning and attendance of target students improves.	Assistant Principal	Termly data entry track

B	Using outside agencies to support positive behaviour, mentoring and increasing aspiration. Use of Psychotherapist Pastoral structure Humanutopia	External agencies will provide bespoke, specialist support for disadvantaged students through a variety of strategies in order to improve behaviour and aspirations. EEF: Behaviour interventions (+3 months)	Tracking and monitoring behaviour of target students to ensure that behaviour improves.	Deputy Principal Assistant Principal	Half termly
B D	Social and emotional support for students and their families.	Working with families to support individual needs leads to improved behaviour and attendance. EEF: Parental involvement (+3 months)	Extended role for attendance officer to Education Welfare and Parental Liaison Officer	Attendance Officer. Deputy Principal	
A B C	Careers Lead	New post that is responsible for careers. It will allow for bespoke careers guidance and experience. Ensure disadvantaged students take part in visits to local colleges, sixth form, universities and career fairs to build aspirations and ensure high quality CEIAG. This will in turn impact on disadvantaged students' performance across their subjects.	Destinations of disadvantaged students improves to include more students who are studying at post-16. Number of NEET to be low. Careers Mark	Careers Lead Assistant Principal, HoY	Termly review of actions with annual review of overall success.
C	Small group tuition in English and Maths.	Targeted small group tuition where progress a concern for disadvantaged students in year 11. This will improve outcomes in key subjects and raise aspirations as a result. EEF: Small group tuition (+4 months)	Progress of students targeted improves at each termly data point.	Deputy Principal, Assistant Principal, HoF.	Weekly RAB meetings and termly data entry tracks
A B	Enrichment activities across KS3 and KS4	Allow disadvantaged students to engage in educational visits and enrichment activities to impact on behaviour and progress in class	Disadvantaged and non-disadvantaged gaps across subjects are minimised and continue to close	Assistant Principal, HOY	Termly
A	Funding to support KS4 disadvantaged students with buying ingredients for NCFE Food and Cookery.	In the past disadvantaged students have avoided practical's and choosing food due to financial constraints. EEF: Outdoor adventure learning (+4 months)	Disadvantaged students to participate fully in food practical's	HoD for D&T	QA cycle
A C	Revision packs. 10 day target challenge.	Providing high quality resources for DD students including revision books, HAP packs and tip lists. EEF: Homework (+5 months)	DD/ NDD gaps across subjects are minimised and continue to close	Assistant Principal HOF HOY	Termly
Total budgeted cost					

iii. Other approaches

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?
A	Sixth Form taster day and post 16 transition. Post 16 assemblies, guest speakers, parents evenings used to promote and discuss post 16 pathways. Apprenticeships promoted in dedicated assemblies to target students.	Disadvantaged students targeted to ensure that they are involved in a taster session for Sixth Form. This will help raise aspirations and reduce NEET's.	Number of disadvantaged students who attend Sixth Form increases.	Assistant principal	Termly
A B	Year 6 transition. Summer school club	Disadvantaged students often start in yr7 behind other students in relation to academic performance. Support with transition will help to reduce the gap and foster friendships and improve social interaction. Students with behaviour concern identified and intervention agreed so to help reduce exclusions. EEF: Behaviour intervention (+3 months)	Gaps in recorded behaviour points diminish between disadvantaged students and other students.	Assistant Principal HOY 7	Termly and review after Transition
B D	To improve communication and relationships with disadvantaged parents using; Twitter, Progress Evening, Year 11 parents' guide to revision evening.	Parents encourage students to help raise aspirations and standards of behaviour. EEF: Parental involvement (+3 months)	Monitor attendance at Progress Evening of parents for disadvantaged students. The gap in attendance between disadvantaged and non-disadvantaged diminishes.	Assistant Principal, HoY	Calendar events
A	Water and breakfasts on the day of exams for students. Resources through 10 day challenge.	Past experience and feedback indicates that many students do not prepare for exams in the correct way in terms of food and drink. Providing this ensures students are best prepared to concentrate in examinations.	Student feedback on how prepared they felt after their exam	Assistant principal, HOY and DOY	Year 11 Calendared exams
Total budgeted cost					

Pupil Premium Expenditure 2017 – 2018

Intervention	Brief outline of initiative	Cost
Staffing	English Teacher (full time) Mathematics Teacher (full time) Learning mentor (full time) EAL support 0.1 FTE SLT member of staff (year 11 support) 0.1 FTE member of staff (PSHE) 5 x Deputy/Assistant Heads of Year	£180,000
Intervention strategies	Inclusion staffing Attendance officer Graduate student (Year 11 intervention maths) Additional support (Year 11 intervention English)	£53,400
Enhancing curriculum opportunities	Curriculum support material PSHE programme 10 day Target Challenge	£600
Enrichment Activities	Transport subsidy for Into University Peripatetic music lessons School show Pintsize performances Taxi fares Transport subsidies for reward trips Debate mate	£4,000
Other	Breakfast club GL assessment (Tracking and Monitoring) City Homes (construction)	£6,000
		Total= 244 000