

# David Nieper Academy Pupil Premium and Year 7 Catch Up strategy statement 2016/2017

1. Summary information					
<b>School</b>	David Nieper Academy				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b> <b>Total Y7 catch up budget</b>	£162024 £4000	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	Sept 2016 -347	<b>Number of pupils eligible for PP</b> <b>Number of pupils eligible for Y7 catch up</b>	135 (39%) 20/25	<b>Date for next internal review of this strategy</b>	April 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving 5A* - C incl. EM (2015/16 only)</b>	28.9%	64.7%
<b>% achieving expected progress in English / Maths (2015/16 only)</b>	28.9%	75.8%/73.4%
<b>Progress 8 score average (from 2016/17)</b>	-1.34	0.12
<b>Attainment 8 score average (from 2016/17)</b>	3.57	5.2

## 3. Barriers to future attainment (for pupils eligible for PP including high ability)

<b>In-school barriers</b> (issues to be addressed in school)	
<b>A.</b>	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress.
<b>B.</b>	Numeracy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress.
<b>C.</b>	Disadvantaged Pupils; Progress 8 was significantly low.
<b>D.</b>	Behaviour for a group of PP students in Key stage 4 is below that of other students.
<b>External barriers</b> (issues which also require action outside the school, such as low attendance rates)	
<b>E.</b>	Attendance for PP is below other pupils (including persistent absentees)

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>Literacy levels for all disadvantaged pupils are increased, particularly reading ages with a focus in Year 7.</p> <p>To embed Accelerated Reader across the academy. To research appropriate reading age test for use across the academy.</p>	<p>Pupils eligible for PP in Year 7 make good progress by the end of the year. This will be evidenced using accelerated reader assessments and four assessment points.</p> <p>Increased use of Accelerated Reader. Reading age test in place.</p>
<b>B.</b>	<p>High levels of numeracy progress for Y7 PP To support numeracy across the curriculum</p>	<p>Pupils eligible for PP in Year 7 make good progress by the end of the year. This will be evidenced using PETXI evaluation and four assessment points to show sustainability</p>
<b>C.</b>	<p>Increased progress 8 for Y11 PP</p>	<p>Year 11 PP Progress 8 to no longer be a significant weakness of the academy</p>
<b>D.</b>	<p>Reduced behaviour incidents for KS4 PP students</p>	<p>Fewer behaviour incidents recorded for PP students – detentions, consequences, callouts, exclusions.</p>
<b>E.</b>	<p>To improve attendance of PP students.</p>	<p>Attendance to increase for PP students.</p>

## 5. Planned expenditure

Academic year

2016/17

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.

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Review of actions	Lesson Learned	Cost
A. Improved Year 7 literacy progress	Creation of 7.3 teaching group – to allow for bespoke curriculum and teaching and learning for the PP pupils in this group and also to create smaller classes for all other Y7 PP.	<p>We want to offer high-quality teaching to all these pupils to drive up results.</p> <p>We are able to offer programmes such as ReadWriteInc and additional literacy as the timetable is to be amended for this group to remove French from the curriculum.</p> <p>PP with SEND needs can be well catered for.</p>	<p>High: Creation of 7.3 as a nurture group did allow for individual support and development. Some members of 7.3 have now progressed into 8.2.</p>	<p>A successful initiative which will be continued the following year.</p>	20k
	7.3 to be team-taught with specialist teachers and TA's	<p>Effective deployment of teaching staff to raise the achievement of PP students</p>	<p>Medium: ReadWriteinc programme successfully implemented to improve the literacy of 7.3. Non- English specialist taught bespoke curriculum very well and students made good progress.</p> <p>New Readwriteinc programme available – 3 x English specialists to access training in following year.</p>	<p>A successful programme that will be improved further with updated training and deployment of subject specialist teachers, to ensure LAPs and PP students make good progress.</p>	2k
	Use of accelerated reader and accelerated reader intervention within 7.3 teaching and additional literacy and all other Y7 pp students.	<p>Accelerated reader is a well known and evidenced-based intervention and will be incorporated successfully into the academy curriculum.</p>	<p>High: Accelerated Reader programme has been successful at KS3 to encourage reading and build literacy skills. Data shows that students' reading ages are increasing. Data for catch up students shows all students made at least 1 year's improvement to their reading age, the majority of students improved by at least 2 years, with two students improving their reading age by 3 years.</p>	<p>Accelerated Reader programme will continue at KS3.</p>	3k

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Review of actions	Lesson Learned	Cost
<p><i>B. Improved Year 7 numeracy progress</i></p>	<p><i>Use of PETXi numeracy intervention</i></p> <p><i>Creation of 7.3 with additional team teaching</i></p> <p><i>Use of Ben Dunne (external consultant) to support with enhancement of Maths teaching and learning</i></p>	<p><i>PETXi is a well-known and high quality provision. Provided additional expertise to the academy.</i></p> <p><i>We want to offer high quality teaching to all these pupils to drive up results.</i></p> <p><i>External review and input into the work of the academy from an experienced and proven professional</i></p>	<p><i>Medium: PETXi intervention ran successfully with students making good progress from the start of the programme to the end. This intervention also used Y7 catch up money and targeted catch up pupils.</i></p> <p><i>18 pupils of the 21 pupils made progress from the start to the end of the programme. 3 students were absent during either the start or end test.</i></p> <p><i>Maths AP data shows that catch up students made a 19% increase at 0.66LOP and 1LOP from 0% at AP1 to 19% at AP4. See above</i></p>	<p><i>This programme will run again in the future but also look to develop in house expertise in this type of intervention</i></p> <p><i>Positive staff and student feedback of Ben Dunne who will continue to visit the school.</i></p> <p><i>New Head of Maths recruited in order to provide continued effective leadership and management.</i></p>	<p><i>6k</i></p> <p><i>2k</i></p>

<p>C. Increased progress 8 for Y11 PP</p>	<p>Intervention with Heads of Faculty Period 6.</p> <p>Pupil premium Saturday school.</p> <p>Holiday and Saturday intervention sessions for all subjects.</p> <p>GCSE study guides and parental support.</p> <p>Revision guides provided.</p> <p>Additional tutor groups created.</p> <p>Mentoring 121.</p>	<p>Quality delivery from experienced staff</p> <p>Additional time with outstanding teachers.</p> <p>Quality delivery from experienced staff</p> <p>High-quality publication purchased and parental engagement sought</p> <p>Use of additional staffing to ensure bespoke support for PP students</p> <p>Strong evidence base for impact of regular review and feedback</p>	<p>Medium: interventions developed over the year to include morning registration.</p> <p>High: English Saturday school and school holiday intervention were highly successful – Y11 PP students made +0.26 progress in English.</p> <p>Y11 Revision evening with funded revision guides was deemed useful in aiding revision techniques.</p> <p>Additional tutor groups were highly successful, enabling intervention to take place on a daily basis.</p>	<p>Careful planning of such interventions so as not to adversely impact other areas of the academy.</p> <p>Saturday and school holiday intervention will continue across a wider range of subjects to ensure the Progress 8 score of PP students increases in every subject.</p> <p>Revision guides will continue to be purchased for Y11 PP students.</p> <p>121 tuition will also take place with subject specialists.</p>	<p>1k</p> <p>1k</p> <p>10k</p>
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<p><i>D. Reduced behaviour incidents for KS4 PP students</i></p>	<p><i>Identify appropriate personalised timetables and/ or alternative provision for identified students.</i></p>	<p><i>Use of targeted interventions recognised as a high quality intervention</i></p>	<p><i>Medium – a range of external alternative provisions were utilised for a variety of specific needs with some Pupil Premium children. Whilst some of these were successful in various ways for individuals they all failed to fully support the pupil and allow them to achieve an appropriate range of qualifications to support their abilities and clear progression.</i></p>	<p><i>Internal alternative provision programme will be implemented to ensure pupils remain in the school environment.</i></p>	<p><i>30k</i></p>
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	<p><i>Newly created reward structure as part of the academy conversion – focus on PP students</i></p> <p><i>Enhancement of consequence system</i></p> <p><i>Enhancement of detention system to use SLT and Middle Leaders</i></p> <p><i>Review of behaviour matrix and use of exclusion.</i></p> <p><i>Develop relationships with other schools to share inclusion resources</i></p>	<p><i>Impact of rewards rather than sanctions are a well known and key part of the Academy ethos.</i></p> <p><i>Creation of a calm ordered and structured environment to facilitate learning.</i></p> <p><i>Creation of a calm ordered and structured environment to facilitate learning.</i></p> <p><i>Evidence is that it is better for pupils to remain in a school environment</i></p> <p><i>Evidence is that it is better for pupils to remain in a school environment</i></p>	<p><i>Medium: Rewards programme has been successfully implemented, with student receiving 'R points' for good and outstanding behaviour for learning.</i></p> <p><i>Prizes are awarded to individual students and tutor groups with the highest amount of reward points.</i></p> <p><i>Consequence system has been embedded thoroughly for the whole school; staff and students clearly understand the behaviour expectations and sanctions.</i></p> <p><i>Number of C4s did not decrease, however, increased awareness and embedding of C system led to a more frequent use of the call-out system. This will be monitored closely in the Autumn term of 2017.</i></p> <p><i>SLT and Middle Leaders ensure detentions are rigorous and productive.</i></p> <p><i>Relationships constantly building between DNA and BAMBER cluster. There have been 2 successful DFEs on roll at DNA. DNA has received an increase in Managed moves from the BAMBER cluster.</i></p>	<p><i>Rewards programme will continue and be updated to encourage more KS4 participation – 'Passport to Prom' will be a new initiative to reward good behaviour for learning.</i></p> <p><i>'Half Term Hero' award has been introduced with the 'bronze', 'silver' gold' and 'platinum' award for reward points.</i></p> <p><i>Consequence system will continue to be embedded. Staff will receive CPD training on possible consequence scenarios and how to sanction these appropriately.</i></p>	<p><i>4k</i></p> <p><i>5k</i></p> <p><i>5k</i></p>
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	<p><i>Creation of Extended leadership team role for behaviour in the wider community – to raise behaviour and expectations around the site.</i></p> <p><i>Creation of an inclusive co-curricular programme to enhance the opportunities for all and particularly pupil premium students.</i></p>	<p><i>Creation of a calm ordered and structured environment to facilitate learning.</i></p> <p><i>To allow for an inclusive environment where all take part in a variety of enrichment opportunities</i></p>	<p><i>Medium: Staff were deployed around the school site to ensure good behaviour at break and lunchtimes. This was monitored regularly. Incidents during these times were infrequent.</i></p> <p><i>Assemblies were delivered to all year groups regarding their behaviour in the wider community and the consequences of this.</i></p> <p><i>High: Co-curricular programme has been successfully implemented for Years 7-10.</i></p>	<p><i>Duty rota will continue to be implemented and monitored. Increased amount of duties before, during and after school.</i></p> <p><i>ELT role to be collapsed and SLT to be restructured.</i></p> <p><i>The co-curricular programme will continue with more activities on offer for students to choose from. Year 11 will now also access this programme.</i></p>	<p><i>6k</i></p> <p><i>3k</i></p>
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<p>Attendance of PP students to increase.</p>	<p>Enhanced role of attendance officer and PSMs to include home visits</p> <p>Data officer in place to produce weekly and daily attendance reports</p> <p>Attendance linked to weekly rewards</p> <p>Attendance panels</p>	<p>Evidence linked to school attendance and achievement</p> <p>Immediate feedback evident</p> <p>Immediate feedback evident</p> <p>Impact of parental engagement</p>	<p>Medium: Attendance of PP students was in line with non-PP students by the summer term. Data shows an increase in attendance of PP students from term 1 to term 3.</p> <p>Attendance is now a key strategic aim of the Academy for 2017/2018.</p>	<p>To ensure rapid improvement of PP student attendance, PSMs will have an increased responsibility for each PP student in their designated year group. Meetings to be held between PSM and student on a fortnightly basis and logged to ensure accurate tracking of attendance and progress.</p> <p>Data officer, attendance rewards and attendance panels to continue.</p> <p>Data manager will collate and share daily attendance figures with pastoral team. Data manager will provide weekly attendance data for EME to share with whole staff, ensuring attendance is 'everyone's business'.</p> <p>Weekly attendance prizes will be awarded to top-performing tutor groups – data to be shared with staff and students via TV screens and 'Attendance Board'.</p> <p>Weekly attendance meetings to be held with EME and Attendance Officer. Action plans for individual persistent absentees to be shared with all stakeholders.</p> <p>EME to share attendance figures weekly with SLT to monitor and review.</p> <p>Rewards will be issued to 100% attendees.</p> <p>PSMs will continue to take an active role by collecting students from home.</p> <p>Attendance policy to be updated to include clear stage responses to poor</p>	<p>10k</p> <p>1k</p>
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*attendance- referring to EWO in extreme cases.*

*First day return meetings to be held with persistent absentees.*

					<b>Total budgeted cost</b>	£110,000
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Review of actions</b>	<b>Lesson Learned</b>	<b>Cost</b>	
<i>Increased support for students across the academy</i>	<i>Deployment of Pastoral Support Managers to work with individual students supporting their needs.</i>	<i>Use of key staff to support individual students and to respond to need on a bespoke basis.</i>	<i>Medium: Progress and Achievement leaders and individual faculties were responsible for PP support and progress.</i>	<i>PSMs will have restructured roles and responsibilities to include an overview of individual PP students.</i>	<i>25k</i>	
<i>Expert use of external agencies to support the progress of pupils</i>	<i>Buyback of DCC support, Behaviour Support, Educational Psychology</i>	<i>Additional external expert input to academy provision</i>	<i>PP students would benefit from receiving additional, personalised support from key members of the pastoral team.</i>	<i>Fortnightly 121 meetings between PSMs and PP students to take place.</i>  <i>PP progress booklets to be implemented to track attendance, progress and behaviour during fortnightly meetings.</i>	<i>20k</i>	
<i>Provision of Homework club to support pupils who find working at home difficult</i>	<i>Provision of 4 x per week homework club</i>	<i>Supported after-school study space to facilitate learning</i>	<i>Medium: Homework club successfully implemented four days a week.</i>	<i>Homework Club to be increased to five days a week.</i>  <i>4 x TAs to be employed to increase staffing at Homework Club for smaller group support.</i>	<i>5k</i>	
					<b>Total budgeted cost</b>	£50,000
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Review of actions</b>	<b>Lesson Learned</b>	<b>Cost</b>	

<i>To provide bespoke support as required</i>	<i>To provide for uniform, personal items, taxi fares, books, academic resources or other such items</i>	<i>To build confidence and ability to take a full part in the life of the academy</i>	<i>High: Uniform was provided for individuals in order to access lessons in mainstream school. Additional items such as shoes and resources were provided as required. Taxis provided for individual students in order to facilitate learning.</i>	<i>Funding will continue to support individuals on a bespoke basis.  Revision guides will continue to be purchased for PP students.</i>	<i>2k</i>
<b>Total budgeted cost</b>					<b>£2000</b>