

# **The David Nieper Academy**

## **Pupil Premium and Year 7 Catch up Premium Strategy**

**2017-2018**

## 1. Summary information

<b>Academic Year</b>	2017 – 2018	<b>Date of most recent review</b>	August 2017
<b>Total number of pupils</b>	389	<b>The date for next internal review of this strategy</b>	April 2018
<b>Disadvantaged Pupils</b>		<b>Total Pupil Premium budget</b>	£165, 495
<b>Catch up Pupils</b>	19	<b>Total Catch up budget</b>	TBC

## Context

David Nieper Academy was established in September 2016 as the flagship school of the David Nieper Education Trust. The Academy is unique in that it is the first school in Derbyshire to be backed by a local employer – David Nieper Limited and is closely linked to five other employer partners: Owen Taylor and Sons Ltd, Thorntons, Bowmer & Kirkland, John Smedley and Denby Pottery. The Academy offers an all-inclusive, non-selective 11-18 curriculum, alongside a wide range of co-curriculum and sporting activities.

The Academy's mission statement is to 'develop the leaders and achievers of the future' by bringing the workplace into the classroom and offering a curriculum that celebrates both the academic and the vocational. We have high aspirations for our pupils and believe that no pupil should be disadvantaged due to their background – it is possible for every child to 'aspire, endeavour and succeed'.

In September 2016 the academy was facing a falling roll and began with only 346 pupils 11-16. A high proportion of these pupils were Pupil Premium (39%). By September 2017 the roll was 389 11-17 with the opening of the Sixth Form Centre.

The academy moved into a new building on the same site in February 2017. This was completed with the minimal impact on pupils learning and progress. The grounds continue to be redeveloped and will be completed by May 2018.

## 2. Background to Pupil Premium Funding

The Pupil Premium Grant is a government initiative that targets additional funding for pupils from disadvantaged backgrounds. Research shows that pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers. The grant is provided to enable these pupils to be supported to reach their full potential and to 'narrow the attainment gap' between this cohort and their non-disadvantaged peers.

Criteria used to signify a disadvantaged background:

- Pupils in low receipt of Free School Meals (FSM)
- Pupils who have been in receipt of Free School Meals at some point in the last 6 years (FSM6)
- Looked After Children (LAC)
- Pupils who have previously been Looked After Children (Post-LAC)

## Background to Year 7 Catch Up Funding

The literacy and numeracy 'catch up' premium is a government initiative, to provide additional funding to support Year 7 pupils who did not achieve the expected standard in reading or Maths at the end of Key Stage 2 (KS2).

## Pupil Premium and Year 7 Catch up strategy statement

1. Summary information					
School	David Nieper Academy				
Academic Year	2017 2018	Total PP budget	165495	Date of most recent PP Review	Aug 2017
Total number of pupils	389	Number of pupils eligible for PP Number of pupils eligible for Catch Up	xx	The date for next internal review of this strategy	Jan 2018

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 9-4 EM	40% v 70.5%	64.7%
Progress 8 score average	-0.8 v -0.38	0.12
Attainment 8 score average	35.23 v 44.92	52
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	Quality of Maths teaching impacts particularly on disadvantaged pupils	
B.	The behaviour of groups of pupils in Key Stage 4 (mainly disadvantaged) is having a detrimental effect on their progress and on that of others.	
C.	Literacy skills of disadvantaged pupils are generally lower than for non-disadvantaged, meaning that access to the wider curriculum is impacted	
D.	Gaps in attainment and progress of disadvantaged pupils to non-disadvantaged pupils, particularly in Maths and English from KS2-KS4	

<b>External barriers</b> ( <i>issues which also require action outside the school, such as low attendance rates</i> )		
<b>E.</b>	Attendance – particular issue for disadvantaged pupils	
<b>F.</b>	Social, emotional and mental health issues are prevalent in a large proportion of disadvantaged pupils	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Quality of Maths teaching impacts particularly on disadvantaged pupils	Quality of Maths teaching to rapidly improve. Disadvantaged pupils to make at least expected progress.
<b>B.</b>	The behaviour of groups of pupils in Key Stage 4 (mainly disadvantaged) is having a detrimental effect on their progress and on that of others.	Reduction in behaviour incidents, particularly C3 and C4. Current C4 Y9 77% PP, Y10 70%, Y11 100%
<b>C.</b>	Literacy skills of disadvantaged pupils are generally lower than for non-disadvantaged, meaning that access to the wider curriculum is impacted	Disadvantaged pupils to make at least expected progress. Reading ages to increase at the expected levels with closing gaps. Evidenced from ARTi.
<b>D.</b>	Gaps in attainment and progress of disadvantaged pupils to non-disadvantaged pupils, particularly in Maths and English from KS2-KS4	To reduce current -0.4 gap Progress 8 Attainment 8 9.69 Maths and English 30.5%
<b>E.</b>	Attendance – particular issue for disadvantaged pupils	Whole school 92.97 v PP 83.12 – this gap to reduce
<b>F.</b>	Social, emotional and mental health issues are prevalent in a large proportion of disadvantaged pupils	Successful implementation of attachment awareness programme

5. 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.					
<b>i. Quality of teaching for all/ Targeted support/ Other approaches</b>					
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?
Quality of Maths teaching impacts particularly on disadvantaged pupils	New Head of Maths in post	High-quality leadership	Line management reviews Faculty Reviews Maths AP data for PP and Y7 catch up students Student/staff Voice	KHO	Termly
	Additional Middle Leadership training	Effective high-quality CPD	Evaluation of impact Staff voice	KHO	Termly
	Continued support of external maths consultant	Effective high-quality CPD and ongoing support	Evaluation of impact Maths AP data for PP and Y7 catch up students.	KHO	Termly
	121 tuition	EFA toolkit evidence – bespoke intervention	10-week programme evaluation and AP data	EME	Termly
The behaviour of groups of pupils in Key Stage 4 (mainly disadvantaged) is having a detrimental effect on their progress and on that of others.	Redefine job roles for Pastoral Support Managers – to include fortnightly meetings with all PP students	Individual feedback and monitoring	Ongoing review and AP data	EME	Termly
	DCC Behaviour support	Expert intervention and training	Ongoing evaluation of the impact	EME	After each case is closed

	Alternative provision now in-house	Evidence of the impact of alternative provision within a school setting	Ongoing evaluations of impact	EME	Termly
	External alternative provision where required	Bespoke provision providing the best for the individual	Ongoing evaluations of impact	EME	Termly - P4YP Genesis
	Inclusion manager role created	Impact of ongoing support and reintegration	Ongoing evaluations of impact	EME	Termly
	Additional Y9 Progress and Achievement leader in post	Additional pastoral support	Ongoing evaluations of impact	EME	Termly
	Enhanced reward scheme	Positive impact and reinforcement of reward	Number of rewards issued	EME	AP points
Literacy skills of disadvantaged pupils are generally lower than for non-disadvantaged, meaning that access to the wider curriculum is impacted	Creation of 7.3 and 8.3 as additional teaching groups – to include additional literacy lessons	Additional time on core subjects and bespoke teaching provision	Ongoing evaluation of impact AP data of PP students and Y7 Catch up students.	RTU/SBA	AP points
	121 tuition	EFA toolkit evidence – bespoke intervention	10-week programme evaluation and AP data of PP students and Y7 catch up students.	EME	Termly
	Read, Write Gold to be purchased	To support access arrangements	Ongoing evaluations of impact English AP data for PP and Y7 catch up students	AWE	Ongoing
	Read Write Inc	Effective interventions with proven outcomes	Ongoing evaluations of impact	AWE	Ongoing

	Accelerated Reader	Effective interventions with proven outcomes	Ongoing evaluations of impact Analysis of STAR tests to determine reading ages for PP and Y7 catch up students ARTi pre and post year scores	THE	Ongoing
Gaps in attainment and progress of disadvantaged pupils to non-disadvantaged pupils, particularly in Maths and English from KS2-KS4	SLT to oversee Y11 progress	Effective leadership of this key area	Ongoing evaluations of impact Y11 AP data for PP students	SBA	Ongoing
	Creation of More able and talented Y11 role	Focus on More able and talented disadvantaged	Ongoing evaluations of impact Y11 AP data for PP students	SBA	Ongoing
	Maths, English and Science revision sessions held on weekends and holidays	Additional time and support for identified students	Ongoing evaluations of impact Y11 AP data for PP students	SBA	Ongoing
	Residential revision course	Additional time and support for identified students	Ongoing evaluations of impact	SBA	Ongoing
	Purchase of GCSE study skills, parental guide and revision books	Ensure access to high-quality materials and parental engagement	Ongoing evaluations of impact	SBA	Ongoing
	Purchase and implementation of SAM learning	Ensure access to high-quality materials and parental engagement	Ongoing evaluations of impact	SBA	Ongoing
Attendance – particular issue for disadvantaged pupils	Effective use of the Multi-agency team to support individuals	Evidence for cross-party working and professional conferences	Ongoing evaluations of impact Attendance data for PP students and Y7 catch up students.	EME	Ongoing

	Enhanced role of the Admissions and Attendance officer	Effective partnership working with parents	Weekly attendance meetings	EME	Ongoing
	Use of home visits from PSM	Effective partnership working with parents	Weekly attendance meetings	EME	Ongoing
Social, emotional and mental health issues are prevalent in a large proportion of disadvantaged pupils	Summer school Y7 transition	Evidence of effective transition with time spent in a new environment with new staff	Evaluation and pupil voice	EME	September
	Purchase of Educational Psychology support	Individual support and wider staff training	Ongoing evaluation	EME	Ongoing
	In-house counsellor – continual training and support provided	Individual support	Ongoing evaluation	EME	Ongoing
	Introduction of Positive Support (play)	Effective intervention Individual support and wider staff training	Ongoing evaluation	EME	Ongoing
	Attachment awareness training and implementation	Effective intervention supported by DCC	Ongoing evaluation	EME	Ongoing
	Hosting Anti-stigma training	Effective intervention and wider staff training	Ongoing evaluation	EME	Ongoing
	Anti-bullying ambassadors and work	Peer support and quiet areas for pupils	Ongoing evaluation	EME	Ongoing