

## Pupil Premium - Summary information

<b>Academic Year</b>	2019 – 2020		
<b>Total number of pupils</b>	564 tbc	<b>Date for next internal review of this strategy</b>	Termly
<b>Disadvantaged Pupils</b>	222 (48%)	<b>Total Pupil Premium budget</b>	£205,700

### 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 four other employer partners: Owen Taylor and Sons Ltd, Bowmer & Kirkland, People for Places and Denby Pottery. The Academy offers an all-inclusive, non-selective 11-18 curriculum, alongside a growing 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’.

# 1. Background to Pupil Premium Funding

The Pupil Premium Grant is a government initiative that targets additional funding at 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 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)

## Our approach

The grant money received has been ring-fenced and used to benefit all disadvantaged students. We have established clear lines of responsibility with a member of the Extended Leadership Team and a Link Governor taking responsibility for managing the Pupil Premium Grant. The spending of the grant has been carefully planned to ensure that it is spent to maximum effect. Details of how David Nieper Academy intend to spend additional funding are outlined in the Pupil Premium strategy statement below.

## Pupil Premium strategy statement

1. Summary information					
<b>School</b>	David Nieper Academy				
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	£205,700 Estimation TBC	<b>Date of most recent PP Review</b>	Aug 2019
<b>Total number of pupils</b>	564	<b>Number of pupils eligible for PP</b>	250 tbc	<b>Date for next internal review of this strategy</b>	Jan 2020

2. Current attainment			
	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school)	Pupils not eligible for PP (national average)
<b>% achieving 9-4 English</b>	55%	88%	
<b>% achieving 9-4 Maths</b>	34%	69%	
<b>% achieving 9-4 English and Maths</b>	32%	67%	
<b>% achieving 9-5 English and Maths</b>	13%	31%	
<b>Progress 8 score average</b>	-0.94 (2018 -1.22)	-0.66	0.13
<b>Attainment 8 score average</b>	32.37 (2018 28.96)	45.02	50.1

3. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b>		
<b>A.</b>	Quality of Maths and Science teaching impacts particularly on disadvantaged pupils	
<b>B.</b>	Pupil resilience and determination (particularly of the disadvantaged pupils) is often low leading to slower progress and lower aspirations	
<b>C.</b>	Literacy skills of disadvantaged pupils are generally lower than for non disadvantaged, meaning that access to the wider curriculum is impacted	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Attendance and PA – particular issue for disadvantaged pupils	
<b>E.</b>	Social, emotional and mental health issues are prevalent in a large proportion of disadvantaged pupils	
4. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Quality of Maths and Science teaching to continue to improve	QA process Performance Management process and outcomes Exam review outcomes AP data Disadvantaged pupils to make at least expected progress.
<b>B.</b>	To enhance pupil aspiration and career provision and support	To continue to have no/ very limited NEETS. Increased AtL for disadvantaged pupils. Disadvantaged pupils to make at least expected progress. Enhanced co and extra curricula programme and employability skills programme to provide additional activities and experiences for PP students.

<b>C.</b>	Enhance literacy skills of PP students to support access to the wider curriculum and progression routes	Disadvantaged pupils to make at least expected progress in English. Reading ages to increase at the expected levels with closing gaps. Evidenced from Accelerated Reader and ARTi Accelerated Reader fully embedded throughout KS3 with targeted support groups. Enhanced use of the library and homework clubs.
<b>D.</b>	Attendance with Persistent absenteeism for disadvantaged pupils to reduce to be in line with national averages	Attendance to continue to improve for all groups but particularly disadvantaged. Academy target 96%  PA to reduce for PP students
<b>E.</b>	Social, emotional and mental health issues are prevalent in a large proportion of disadvantaged pupils	Successful range of support mechanism and preventative programmes in place for all identified students. 'Buddy' pairing through paired reading of Y7 and 11s.

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.					
i. Quality of teaching for all/ Targeted support/ 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?
Quality of Maths and Science teaching to continue to improve	New Director of Maths in post Sept 2019	High quality leadership	Line management reviews QA process Maths AP data for PP Student/staff Voice	CEN	Half Termly
	Additional Maths posts to be advertised for January to allow for small group and 121 intervention	High quality teaching and learning and Feedback EEF toolkit	Recruitment process	KHO	£40k – January 2020
	Intervention support for Maths and Science from full time YIPIYAP tutor	Individualised teaching and learning and Feedback EEF toolkit	Line management reviews QA process Maths AP data for PP Student/staff Voice	CEN/ZSK	£11k

	Intervention tutors employed for Maths and Science	Individualised teaching and learning and Feedback EEF toolkit	Line management reviews QA process Maths AP data for PP Student/staff Voice	CEN/ZSK	£20k Half termly
	Continued support of external consultant	Effective high quality CPD and ongoing support	Evaluation of impact of Maths Science AP data for PP	RWH	Termly 6k
To enhance pupil aspiration and career provision and support	Pastoral Support Managers to hold half termly meetings with all PP students (more as required by individuals)	Individual feedback and monitoring	Ongoing review and AP data	BMA/ZSK	Termly 25k
	Alternative provision embedded and extended	Evidence of impact of alternative provision within a school setting	Ongoing evaluations of impact	EME/CEN	Termly 30k
	External alternative provision where required	Bespoke provision providing the best for the individual	Ongoing evaluations of impact	EME/CEN	Termly - 10k
	Inclusion unit enhanced to support pupil aspiration and mentoring of key PP students	Impact of ongoing support and re integration	Ongoing evaluations of impact	EME/ZSK	Termly 5k
	Develop the role of the library and librarian to support pupil aspiration and study skill development	Aspiration development linked to study skills. Mentoring	Line management reviews Library use data	AMA	Termly 2k

	Motivational speaker – to develop programme into half termly visits and targeted mentoring of key pupils	Developing wider confidence and aspirations	Ongoing evaluations of impact Parental, staff and pupil voice	ZSK/KHO	Termly 10k
	External visitors and speakers – including DANCOP and other local universities	Enrich the wider curriculum	Ongoing evaluations of impact Parental, staff and pupil voice. Assessment of access	ZSK/RWH	Termly
	Additional co and extra curricula activities and opportunities	Enrich the wider curriculum	Ongoing evaluations of impact Parental, staff and pupil voice. Assessment of access	SWI/CRU	Termly 2k
	Additional employability skill opportunities across the curriculum	Enrich the wider curriculum	Ongoing evaluations of impact Parental, staff and pupil voice. Assessment of access	SWI/CRU	Termly 2k

	Enhanced careers and IAG	All Y11 pupils to have 121 or small group careers support. PP to have priority and follow up support where required. All pupils Y8-13 to receive high quality ongoing careers support within and beyond the curriculum.	Ongoing evaluations of impact Parental, staff and pupil voice.	SLE	Termly 2k
	Purchase of GCSE study skills, parental guide and revision books for Y10 pupils (Year 11 already have)	Ensure access to high quality materials and parental engagement	Ongoing evaluations of impact	SWI	Ongoing 5k
Enhance literacy skills of PP students to support access to the wider curriculum and progression routes	Creation of 7p3 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	FBAEME	AP points
	121/ small group tuition to support literacy – via intervention tutor	EFA toolkit evidence – bespoke intervention	Programme evaluation and AP data of PP students	ZSK/CEN	Termly 10k
	Paired reading with Y11 (MAT PP Students) and Y7 students.	Use of older pupils as teachers and role models.	Training and support provided to Y11 pupils. Ongoing QA of sessions with pupil progress and voice tracked.	ZSK/ AMA	Half termly

	Accelerated Reader to be enhanced and supported with mentoring from librarian	Effective interventions with proven outcomes. EEF toolkit	Ongoing evaluations of impact Analysis of STAR tests to determine reading ages for PP	THE	Ongoing 5k
	To enhance whole school literacy strategies	EEF toolkit – reading comprehension strategies, vocabulary extension	QA process of marking policy QA process of teaching and learning Impact of literacy intervention – inference training and handwriting support	THE/RWH	Termly
Attendance with Persistent absenteeism for disadvantaged pupils to reduce to be in line with national averages	All PP student's attendance to be tracked and intervention put in place if issues arise	Creating a culture of attendance	PSM ½ termly tracking	PSMs/ BMA	Half termly
	Use of home visits from PSMs and family support worker – to priorities PP students	Effective partnership working with parents	Weekly attendance meetings	EME	Ongoing 5k
	Morning 'pick up' team in place to prioritise PP students	Effective partnership working with parents	Weekly attendance meetings	EME	Ongoing 5k

	Enhanced rewards for attendance for targeted PP students	Creating a culture of attendance	Ongoing evaluations of impact Attendance data for PP students	EME	Ongoing 2k
	Ensuring that all external factors such as uniform, PE kit, equipment and hygiene factors are catered for to prevent any such reasons for non-attendance.	Creating a culture of attendance	Ongoing evaluations of impact Attendance data for PP students	EME	Ongoing 4k
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 new environment with new staff	Evaluation and pupil voice	EME	September 3k
	Purchase of Educational Psychology support – to prioritise PP students	Individual support and wider staff training	Ongoing evaluation	EME	Ongoing 3k
	In house counsellor – continual training and support provided - to prioritise PP students	Individual support	Ongoing evaluation	EME	Ongoing 2k
<b>Total budgeted cost*</b>					<b>209,000</b>

\*This figure is above the total Pupil Premium due to use of matched funding and use of funding from other budgets.