

Pupil Premium - Summary information

Academic Year	2019 – 2020		
Total number of pupils	564 tbc	Date for next internal review of this strategy	Termly
Disadvantaged Pupils	222 (48%)	Total Pupil Premium budget	£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 Middle Leadership Team holding a TLR for the coordination and evaluation of impact of Pupil Premium and Headteacher and two Link Governor taking responsibility for oversight of 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 spent and reviewed the impact of this additional funding are outlined in the Pupil Premium strategy statement below.

Pupil Premium strategy review

1. Summary information					
School	David Nieper Academy				
Academic Year	2019-2020	Total PP budget	£205,700	Date of most recent PP Review	Aug 2019
Total number of pupils	564	Number of pupils eligible for PP	250	Date for next internal review of this strategy	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)	
% achieving 9-4 English 72.7%	55%	88%		
% achieving 9-4 Maths 61%	34%	69%		
% achieving 9-4 English and Maths 55.8%	32%	67%		
% achieving 9-5 English and Maths 31.2%	13%	31%		
Progress 8 score average -0.38	-0.94	-0.66		
Attainment 8 score average 40.95	32.37	45.02	50.1	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Quality of Maths and Science teaching impacts particularly on disadvantaged pupils
B.	Pupil resilience and determination (particularly of the disadvantaged pupils) is often low leading to slower progress and lower aspirations
C.	Literacy skills of disadvantaged pupils are generally lower than for non disadvantaged, meaning that access to the wider curriculum is impacted
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance and PA – particular issue for disadvantaged pupils
E.	Social, emotional and mental health issues are prevalent in a large proportion of disadvantaged pupils

4. Desired outcomes (desired outcomes and how they will be measured)		Success criteria
A.	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.	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.
C.	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.
D.	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
E.	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						6.
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						ii.
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?	Review – August 2020
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	Permanent Director of Maths in place from September 2019. Evidence of regular Faculty QA and improvements being made within teaching. Positive review from external PP QA for all the Maths lessons observed. KS4 Maths data shows an improvement in the number of PP students achieving their target, from 38.71% at AP2 to 45.16% at AP3. Final 9-4 including Maths = 41.7% (up from 34% last year) The gap between PP and non PP on target in KS3 is still apparent and will be an area of focus in next year's strategy.
	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	£20k – January 2020	2 nd in Maths/Numeracy Co-ordinator in place from Jan 2020. New position allowed for smaller Y11 groups to be accommodated, with % underachieving PP students given additional small group support in term 3. Students made an improvement at AP3. (Evidence from PP review meeting between ZSK and RBR) Introduction of weekly 'Numeracy Ninjas' during KS3 form time, but unable to monitor impact due to school closure.
	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	£18k	1-1 full time Maths tuition from Yipiyap adapted to a separate English and Maths tutors, due to issues with initial tutor, in the early stages of September. Positive feedback from students and external PP QA. 80% of KS4 students working with the Maths tutor saw an improvement between AP2 and AP3. The support was particularly effective with PP students in Alternative Provision and the Inclusion Unit.

	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	<p>Immediate improvement at AP3 from all PP students working with Science tutor on a weekly basis.</p> <p>Improvement of PP students working at their target grade from 23.38% at AP2 (compared to 50% Non PP) to 50% at AP3 (52% Non PP) – gap closed significantly. Y10 Science data shows more PP students (88.89%) are on target than Non PP students (71.43%)</p> <p>Clear evidence of personalised targets set and tracking in students' mentoring documents.</p> <p>Positive feedback from KS4 students regarding 1-1 tutoring during external PP QA. Students felt that the tutor listened to their needs and responded well to support them as an individual. Successful – continue next year</p>
	Continued support of external consultant	Effective high quality CPD and ongoing support	Evaluation of impact of Maths Science AP data	RWH	Termly 6k	Ben Dunne has continued to work with the academy providing ½ termly monitoring visits and target setting and support SLT and Faculty leaders. (See reports).
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 35k	<p>More coherent monitoring through reallocating the PP progress tracking to faculty level and allowing the PSMs to focus on supporting pastoral issues.</p> <p>The interview structure was developed further in September to ensure more students are seen regularly. After the initial meetings of all PP students in term 1, the process has now been adapted to include all form tutors, as well as the Pastoral Support Managers. Currently, 130 PP students are allocated to a relevant member of staff for support and interviews up to fortnightly, depending on the level of their needs. Monitoring and discussions about homework, attendance and behaviour has evidenced a positive improvement in the majority of these students, especially in Y10 and Y7.</p> <p>This system will continue into 2020-2021 to assess the impact of the intervention further.</p>
	Alternative provision embedded and extended	Evidence of impact of alternative provision within a school setting	Ongoing evaluations of impact	EME/ CEN	Termly 30k	75% of KS4 students show improvement between AP2 and AP3.

	External alternative provision where required -	Bespoke provision providing the best for the individual	Ongoing evaluations of impact	EME/ CEN	Termly - 10k	Introducing KS3 AP in September 2020, due to ongoing success of internal KS4 AP.
	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	<p>The weekly TFTF (Think for the Future Mentoring) mentoring has proven to be extremely positive, with LA continuing to support pupils in school during Lockdown. Data shows an 36.63% improvement in negative behaviour points in the first term of mentoring. The programme will continue next year with an additional mentor attending weekly.</p> <p>Analysis of data highlights group of students in need of further support due to regular referrals to the IU. Restructuring of the IU in term 3 allowed much more opportunity to support students within the unit and will continue to be developed further in 2020-2021.</p>
	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	<p>Use of library at lunchtimes has evolved this year to encourage a large number of students to access the resources regularly. Data from Accelerated Reader and loans data shows a higher uptake of students engaging with the library on a regular basis.</p> <p>Good use of weekly rewards and recognition to promote reading have proven effective in Y7 and 8, especially with PP students.</p> <p>Now the library is more established, further focus on ways to develop and promote effective study skills in 2020 – 2021 would benefit PP students further.</p>
	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	Not completed due to school closure

	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	All Y10 and 11 attended the Derbyshire skills fair in Sept 2019. KS3 pupils attended key events at Derby University. David Nieper careers fair – parental feedback showed that 80% of parents thought that the evening was very useful and informative, with construction and apprenticeships being an area of most interest.
	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	A number of trips cancelled/postponed due to lockdown (eg. Y7 Yorkshire Wildlife Park) December rewards trip for Y7/8 showed 30% of students that chose to attend the trip were PP. Similar percentage uptake for September 2019 rewards trip. Action for 2020/2021 – look at ways to improve PP uptake for out of school rewards. During term 3, the percentage of PP students attending extra curricular clubs increased from 31% to 44%. This is mainly due to the introduction of the lunchtime 'Just Dance' club, which proved popular with a large number of students. 60% of students involved in the Royal Horticultural Society 'Green Plan It' competition and trip were PP students. 74 pupils took individual music lessons of which 30 (42%) were PP
	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	Expanded involvement of Lisa Oldfield (David Nieper) to support the development of applied links to the curriculum Virtual Enterprise week – successful uptake from students at home. Work showcased to parents at awards evening. Pilot mentoring scheme – initial meetings took place. To be further developed. STEM/ physics pilot project engaged with in which pupils worked at an airfield on practical physics problems and were able to fly in a light aircraft.
	Enhanced careers and IAG	All Y11 pupils to have 121 or small group careers support. PP to have priority and follow up support where	Ongoing evaluations of impact Parental, staff and pupil voice.	SLE	Termly 2k	All students received 1-1 careers support; PP students given priority. All PP students secured Post 16 progression, apart from two students. Both are currently being supported to finalise their choices.

	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	SW I	Ongoing 5k	All KS4 PP students supplied with revision guides from core and option subjects.
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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	FBAE ME	AP points	7P3 data shows that 72.73% of students met their end of year targets. 3 students from have successfully moved back into mainstream classes. 77% of students have improved their reading age since September 2019. 8P3 English data shows that 72% of students met their end of year targets by.
	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	Differentiated KS3 intervention (small groups and 1-1 with Yipiyap tutor) established in October 2019. 75% of students improved their reading age by February 2020, with 53% improving by at least one year. Inference training to continue next year to complement other literacy support in place.
	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	Successful feedback from students and 50% improving their reading age between September 2019 and February 2020. 2020/2021 – Repeat but use Y10 as the mentors, due to Y11 GCSE commitments. Also combine with the KS3 inference training so that the same students are targeted for higher level literacy intervention.

	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	<p>Much more rigorous tracking of students' progress in place. Teachers are updated on a weekly basis and are able to intervene and support quickly due to new library system.</p> <p>All students in KS3 and KS4 have taken the ARTi test and reading ages uploaded to SIMS. Use of ARTi to complement STAR tests from AR to give more accurate analysis of each student.</p> <p>Average Y7 reading age at the start of September: 10.01 Average Y7 reading age at the start of January: 10.07 (improvement of 0.6) Average Y8 reading age at the start of September: 11.02 Average Y8 reading age at the start of January: 11.07 (improvement of 0.5)</p> <p>2020/2021 – Expanding AR programme to include Y9 students.</p>
	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	<p>QA process from external PP QA found some good examples of extended writing in students' books. This needs building on further next year.</p> <p>Positive engagement with World Book Day, with over half of the whole school prizes won by PP students.</p> <p>INSET session on Word Power (external speaker) – ZSK began to follow up with middle leaders before lockdown. Further work needs to be continued with this next year.</p> <p>ZSK to take on literacy co-ordinator role, along with AM's enhanced role as librarian.</p>
Attendance with Persistent absenteeism for disadvantaged pupils to reduce	All PP students' 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	<p>Introduction of form tutor attendance tracking as part of the mentoring interviews. Pastoral Managers focus on the students with attendance below 90%. 130 PP were receiving regular pastoral interviews in February.</p> <p>March 2020 Annual Average Attendance figures – Non PP 95.77%, PP 91.23% (Gap = 4.54%)</p>

to be in line with national averages	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	Number of home visits and use of the 'pick up' bus continued up until February 2020. Home visits of particular students have continued to take place during lockdown, with students returning to school or receiving further support at home if needed. PP PA is improving from 51% PP PA (2017-2018) to 25% PP PA (2018 – 2019) and 26% PP PA in March 2019 – 2020.
	Morning 'pick up' team in place to prioritise PP students	Effective partnership working with parents	Weekly attendance meetings	EME	Ongoing 5k	See above.

	Enhanced rewards for attendance for targeted PP students	Creating a culture of attendance	Ongoing evaluations of impact Attendance data for PP students	EM E	Ongoing 2k	Overall academy attendance is improving. PP gap remains and will continue to be a focus of the academy. A number of targeted small group interventions (students with 88% - 94% attendance) were effective, especially in Y8 and Y9. This support and intervention will be repeated with a larger group of students within this category in 2020-2021. ZSK regularly met with BMA and EHO to monitor the differentiated attendance interventions taking place within the academy. This will continue next year.
	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	EM E	Ongoing 4k	PSMs co-ordinate support and ensure that any external factors that may impede attendance are addressed and solved quickly. The students and their families appreciate the support put in place. 40 PP students have received equipment/uniform support this year.
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	Evaluation and pupil voice	EM E	September 3k	All Y7 pupils were invited to spend at least one day in the academy over the summer holidays with SEND and vulnerable (some PP) spending two days. 85% of pupils attended.
	Purchase of Educational Psychology support – to prioritise PP students	Individual support and wider staff training	Ongoing evaluation	EM E	Ongoing 3k	PP pupils with need were prioritised for Ed psy support and review
	In house counsellor – continual training and support provided - to prioritise PP students	Individual support	Ongoing evaluation	EM E	Ongoing 2k	All sessions available were used throughout the year.
Total budgeted cost*					206,000	

