

Pupil Premium - Summary information

Academic Year	2020 - 2021		
Total number of pupils	605	Date for next internal review of this strategy	Termly review of actions and annual review of strategy
Disadvantaged Pupils	303 (50.17%)	Total Pupil Premium budget	£238k

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 Governors 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 intend to spend additional funding are outlined in the Pupil Premium strategy statement below.

Pupil Premium strategy statement

1. Summary information					
School	David Nieper Academy				
Academic Year	2020 - 2021	Total PP budget	£238k	Date of most recent PP Review	Aug 2020
Total number of pupils	605	Number of pupils eligible for PP	303 (50.17%)	Date for next internal review of this strategy	Aug 2021

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%	63.9% (55% 2019)	80.5% (88% 2019)	
% achieving 9-5 57.1%	41.7%	70.7%	
% achieving 9-4 Maths 61%	41.7% (34%2019)	78% (69% 2019)	
% achieving 9-5 33.1%	22.2%	46.3%	
% achieving 9-4 English and Maths 55.8%	41.7% (32% 2019)	68.3% (67% 2019)	
% achieving 9-5 English and Maths 31.2%	19.4% (13% 2019)	41.5% (31% 2019)	
Progress 8 score average -0.38	-0.92 (-0.94 2019)	0.12 (-0.66 2019)	(0.13 2019)
Attainment 8 score average 40.95	32.96 (32.37 2019)	47.98 (45.02 2019)	(50.1 – 2019)

3. Barriers to future attainment (for pupils eligible for PP)	
A.	Quality of Maths and Science teaching impacts particularly on disadvantaged pupils
B.	Literacy skills of disadvantaged pupils are generally lower than for non disadvantaged, meaning that access to the wider curriculum is impacted
C.	Attendance and PA – particular issue for disadvantaged pupils
D.	Social, emotional and mental health issues are prevalent in a large proportion of disadvantaged pupils particularly in light of school closure. To be combined with increasing aspirations and strategies and resilience for achieving ones aims.

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Attendance to increase and reduce persistent absenteeism for disadvantaged pupils with the gaps reducing - to be in line with national averages	Attendance to continue to improve for all groups but particularly disadvantaged. Academy target 94.5% PA to reduce for PP students
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.
C.	Continue to improve the quality of teaching to support and accelerate the progress of PP students.	QA process Performance Management process and outcomes Exam review outcomes AP data Disadvantaged pupils to make at least expected progress.
D.	Social, emotional and mental health issues are prevalent in a large proportion of disadvantaged pupils particularly in light of school closure. To be combined with increasing aspirations and strategies and resilience for achieving ones aims.	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 to provide additional activities for PP students. Successful range of support mechanism and preventative programmes in place for all identified students.