

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	David Nieper Academy
Number of pupils in school	685
Proportion (%) of pupil premium eligible pupils	48.32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Kathryn Hobbs
Pupil premium lead	Zoe Skermer
Governor / Trustee lead	Anne Clayton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 262,147.50
Recovery premium funding allocation this academic year	£ 40,093
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 28, 960
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 331,200.50

Part A: Pupil premium strategy plan

Statement of intent

David Nieper Academy encourages all pupils, irrespective of their background or the challenges they face, to follow the motto 'Aspire, Endeavour, Succeed'. As an academy, we strongly believe in the need to successfully prepare students for their Post 16 progression routes and embrace a culture of 'employability', which is evident across our curriculum, pastoral and enrichment work. Through close employer and community partnerships, our students are encouraged to connect their learning to a range of real world contexts including the world of work.

The focus of our pupil premium strategy is to take collective responsibility to support our disadvantaged students, raise their aspirations and motivate them through exposure to a wide range of positive opportunities across academy life. We recognise the continued impact of lockdown on students, particularly those from disadvantaged backgrounds, and continue to work together to reduce the effect of these factors and offer personalised support to individual students.

The David Nieper Academy aims to provide a consistent, high quality learning experience for all students. Inclusive teaching and learning, with early intervention addressing individual students' needs, is proven to have the greatest impact on closing the disadvantage attainment gap and also benefits non-disadvantaged students within the academy. We are aware that it is important for disadvantaged students to access the full breadth of curriculum, delivered by well trained, qualified members of staff. The DNA 5 is a model of teaching and learning created by the academy, which is based upon accepted cognitive science and underpins our threshold expectations for teaching and learning. The implementation of the 'DNA 5' teaching and learning framework is at the heart of our approach and underpins quality teaching and consistent expectations across the school.

The previous success of Academic Mentors and their support of KS3/4 students has continued to be a strength in our approach to targeted intervention. The academy's wider plans for education recovery, with further additional support offered in core subjects and Humanities, is currently supported by the National Tutoring Programme. Use of robust diagnostic assessment and teacher feedback, such as Academic Board meetings, ensures that we target the worst affected students, including non-disadvantaged pupils.

Our learning led approach is designed to identify and respond to the areas affected by socio-economic disadvantage over time. We appreciate that this is a long term commitment and aim to outline our response as clearly as possible within this strategy. Awareness of the academic and pastoral challenges of the students within our care and consideration our students' needs within the context of our local area will enable us to improve pupils' individual performance as learners.

To assure our approach is effective we will:

- Use a range of diagnostic assessment and feedback to identify controllable factors that impact our disadvantaged learners.
- Ensure that intervention is early and appropriately personalised to suit students' needs.
- Share consistently high expectations of academic progress across all subjects, including suitable levels of support and challenge.
- Raise students' aspirations to build cultural capital and broaden their range of potential future pathways.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Attendance: Our attendance data from the previous year indicates that attendance for disadvantaged pupils was 6.2% lower than non-disadvantaged pupils. Data shows that the biggest gap was in our current Y11 with a gap of 13.5% (PP 91.1 v Non PP 82.5%). Following lockdown, there was an increase in PA students, in particular those in Year 9 and Year 11</p>
2	<p>Attainment: Analysis of 2021 Year 11 data shows that, whilst the attainment of disadvantaged students has improved by 3.24 to 40.04, there is still a gap of between the KS4 attainment of disadvantaged and non-disadvantaged students.</p> <p>A comparison of student data on entry to Year shows that 49% of students enter school below age related expectations, in comparison to 29% of non-disadvantaged students.</p> <p>The attainment of Year 11 disadvantaged pupils improved significantly overall last year, but is still an area of focus, especially in Maths and Science.</p>
3	<p>Teaching – Resilience/Independence: Recent assessment, work scrutiny and feedback from Heads of Faculties highlighted a drop in students’ resilience when approaching independent and extended pieces of work. The nature of remote work in lockdown reduced the opportunity for detailed and responsive teacher feedback, resulting in a larger percentage of students demonstrating a lack of self regulation and motivational strategies when faced with more challenging tasks.</p>
4	<p>Literacy: Assessments, observations and primary school data analysis of KS3 students indicates that 40% of students are below age related expectations compared to non-disadvantaged students. Students with lower literacy levels are at an immediate disadvantage when accessing subjects across the curriculum due to their lack of confidence and comprehensions skills.</p> <p>Teacher feedback and data collection of Year 7 students found that 10% of Year 7 are below age related handwriting expectations. Students with poor quality of letter formation are at a further disadvantage compared with the expected quality of written communication of their peers.</p>
5	<p>Social, Emotional, Mental Health: National studies have found that social, emotional and mental health issues are prevalent in a larger proportion of disadvantaged pupils, in light of the school closures. Access to extra and co-curricular enrichment opportunities were restricted – feedback from students during lockdown shows this to have a direct effect on students’ social interaction skills and self confidence.</p> <p>During lockdown, up to 25% of the cohort, consisting of key workers and vulnerable students, were educated within the academy. Since returning to school, disadvantaged students, most noticeably those in KS4, have voiced concerns about the loss of learning in preparation for their GCSE exams and apprehension about this year’s workload.</p>
6	<p>Student Aspirations: PP students’ Home learning Environment, social capital and parental engagement (e.g attendance at parents evening) is on average lower than their peers. With many students living in areas of significant deprived, especially education deprivation.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment of disadvantaged students in comparison to non-disadvantaged students, across the curriculum at GCSE.	2024/2025 outcomes show an average Attainment 8 point score at least in line with national average. Also, the average gap between disadvantaged and non-disadvantaged students, will be less than half of the national average. For 'More Able' disadvantaged students, there will be no gap in attainment compared to all other 'More able' pupils
Improved and sustained attendance for all students, particularly those who are disadvantaged, in line with National Averages.	2024/2025 data: The overall absence rate for all pupils being no more than 4% or at or above national average and the attendance gap between PP and non PP students reduced by 3% . The percentage of all pupils who are persistently absent being below 10% or at or below national average and the figure among disadvantaged pupils in line with non-disadvantaged students.
Improved reading and comprehension skills of PP students to support access to the wider curriculum and progression routes.	2024/2025 Data: Disadvantaged students to make at least expected progress in English. PP students' average reading age assessment data to increase to match those of non PP students and demonstrate a closing gap between the two. Improved engagement across the curriculum of students who entered KS3 with lower than expected reading ages, due to personalised literacy intervention and improved comprehension skills over time. Teachers should also recognise this improvement through the quality of students' written work.
Improved quality of teaching to build students' resilience in the classroom and address gaps in knowledge created by lockdown. Teaching to prioritise support and accelerate the progress of PP students.	DNA Teaching and Learning Framework embedded across the academy. Evidence of high impact CPD relating to quality of teaching. QA to demonstrate further consistency of teaching quality across all subjects. SOWs evidence embedded use of retrieval strategies across the curriculum. Improvement of PP outcomes evidenced in new KS3 assessment structure.
To achieve and sustain social, emotional and mental wellbeing for all students. To improve students' aspirations and sense of pride.	Sustained high levels of wellbeing from 2024/2025 demonstrated by qualitative data from student voice, parent feedback and teacher observations. Improved 'AtL' data, with reduced average gap between PP and non PP. Increased participation in enrichment activities, particularly among disadvantaged students. Positive attendance data to reflect student engagement. Evidence of at least one trip/activity or more offered and subsidised each year to build cultural capital.
Develop a range of personal attributes and behaviours required for the workplace and develop detailed knowledge of careers and the world of work.	A significant programme of events established to ensure that employability behaviours are understood by pupils, parents, staff and governors. Employability behaviours integrated into the enterprise curriculum, the assembly and tutor programme and the ATL/rewards/behaviour system.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £60k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD: building successful learning habits that foster motivation and resilience</p> <p>Harry Fletcher Wood will deliver a keynote INSET in November 2021, and visit the school on two further occasions to review our ongoing work towards this aim.</p>	<p>We know, according to EEF, that “what happens in the classroom makes the biggest difference”. Therefore, the academy’s whole-school CPD offer prioritises quality first teaching through our TL framework: the DNA5. The DNA5 draws largely on cognitive science to advocate for the most efficient and effective pedagogy. Having worked on the cognitive elements of this framework in previous years, this year we will focus on the strand ‘Creating the Conditions For Learning’, with a focus on fostering students’ motivation and resilience. We know that this can be a key behaviour for our pupil premium students – particularly when it comes to homework and revision – and so progress in this area we hope has the potential to narrow the gap. To do this, we will draw on behavioural science and the work of Harry Fletcher-Wood in how we can develop, through classroom practice, effective and lasting learning habits in our students, with an emphasis on those in receipt of PP funding.</p>	<p>1, 4</p>
<p>Improving literacy across the curriculum in line with the EEF Improving Literacy in Secondary Schools guidance.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject.</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English.</p> <p>Word-gap.pdf</p>	<p>2, 3</p>
<p>KS3 Assessment CPD, including feedback and literacy</p> <p>This year we have launched a robust KS3 assessment system that will produce more valid data on student performance, and will in turn allow us to maximise any required interventions. Staff are participating in a full training programme on this, including:</p> <ul style="list-style-type: none"> - The role of formative assessment in checking learning as it happens - The role of live, and detailed feedback to target improvements in key students - Data analysis skills to identify underperformance - The role of designing assessment so as to make accurate judgments about performance and inform future teaching and intervention. 	<p>Assessment plays a fundamental role in analysing and tracking attainment of pupil premium students.</p> <p>Wider educational literature e.g Lemov (2010) and Sherrington (2019) highlights the importance of effective assessment to improve student outcomes. This is further supported by the EEF toolkit which claims that effective assessment has a significant improvement on learning (7+ months impact)</p>	<p>1, 3, 4</p>

<p>Responsive Professional Learning Groups CPD</p> <p>Throughout the spring term, teachers will be taking part of faculty-based responsive professional learning cycles. A responsive professional learning cycle is a sequence of professional learning that aims to improve quality of teaching and student outcomes in a highly specific and sustainable manner. It places teachers at the centre of their own professional learning, and allows for collaboration with others. Essentially, this means faculties are working together in teams to develop a subject-specific area of teaching and learning.</p>	<p>The RPL format was chosen for various reasons:</p> <ul style="list-style-type: none"> • It directly meets the needs of students, which are often subject-specific, or group specific (e.g Pupil Premium) • It requires collaboration, which stimulates debate, mutual support, and mutual accountability <p>There is a focus on measurable impact – teachers will plan how they will evaluate impact and use this evidence explicitly</p>	<p>4</p>
<p>New staff induction CPD</p> <p>This year, we have extended our formal new staff induction from one full day in August to one full day plus 7 further hours across 14 weeks within the first academic year. This has been expanded to include training on Pupil Premium and associated teaching and learning strategies</p>	<p>CPD to be based on the methodologies that are highlighted as most effective in wider literature e.g. Rodgers (2015) This is further supported by the EEF Tool Kit (2021) which claims that effective behavioural management strategies have a benefit of significant improvement in learning i.e. +4 Months to learning</p>	<p>4</p>
<p>All KS3 subjects to have implemented their Careers in the Curriculum episodes across the board for the first time.</p>	<p>Evaluation will inform planning for subsequent improvements.</p> <p>All students will encounter a curriculum that enables them to develop detailed knowledge of careers and the world of work. In this way, students will: explore different career paths in a range of areas; understand working like and the role of business in industry and value the role of equality, diversity and inclusion in the workplace.</p>	<p>6</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £100K

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of the National Tutoring Programme to provide school-led tutoring for students whose education has been most affected by the pandemic. A significant proportion of the students will be disadvantaged, including those who are high attainers.</p>	<p>When schools closed and learning switched to being predominantly remote at the outset of the pandemic, differences between groups of students based on a variety of factors were introduced, and existing disparities deepened. Probably the most prominent of these factors was socio-economic status, with the poorest students' learning time being reduced to a greater extent than the richest: Learning during the pandemic: quantifying lost time - GOV.UK (www.gov.uk)</p> <p>Positive response to 2020/2021 academic mentors in English and Science, with % of KS3 students demonstrating improvement in their reading ages and % of KS4 students showing improvement in their mock exam results.</p> <p>Parent and student voice feedback showed a positive response to the 1:1 support offered to students during lockdown, particularly from students having difficulty with organisation and self regulation.</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Use of 'gap to target' data ensures that underachieving high attaining students are also identified and supported successfully.</p> <p>School Led Tuition funding for 2021/2022 supports small groups of up to three students to be tutored at a time.</p>	<p>1, 5</p>
<p>Differentiated literacy intervention, responding to diagnostic reading age data.</p> <p>Students will receive different types of reading intervention depending on their most recent reading age assessment.</p> <p>Literacy Strategy Flowchart</p> <p>Students will be tested at regular intervals throughout the year and intervention adapted accordingly.</p> <p>Also focus on encouraging Reading for Pleasure through the use of the Accelerated Reader programme, SORA online book library, World Book Day events and parent library events.</p>	<p>Reading Intervention Strategy Rationale</p> <p>Reading comprehension strategies can have a positive impact on students' ability to understand a text:</p> <p>The introduction of the SORA online library proved successful during lockdown, with students accessing..... continues with return to school. Increased engagement of KS4 students reading for pleasure.</p> <p>Use of audiobooks to improve literacy and build vocabulary:</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Positive engagement with World Book Day events during lockdown: views on Youtube.</p> <p>Evidence – Parental engagement – library</p>	<p>3</p>

<p>Providing subject specific revision sessions and purchasing specific revision materials.</p> <p>Provide Laptops/ICT equipment for all students with limited access at home.</p>	<p>KS4 Lockdown engagement scores for PP students were lower than their peers, suggesting larger gaps in knowledge. Drop of average grade for Y10 PP students (current Y11) on their return to school mock exams was larger than non PP students, demonstrating less retained knowledge/application.</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p> <p>Digital divide research – Colman (2021)</p> <p>DNA Data from lockdown - 93% engagement with online work and laptops loaned to 300 children to enable them to work from home during lockdown 1 and 2. Currently around 150 laptops on loan to pupils in all year groups who indicated they don't have access to an appropriate digital device at home.</p>	<p>1,5</p>
<p>1:1 Careers interviews for KS4 students to promote post 16 pathways and raise aspirations</p>	<p>Careers guidance and access for education and training providers (publishing.service.gov.uk)</p>	<p>1, 5, 6</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £180K

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide high quality pastoral care by Progress/ Achievement Leaders and Pupil Support Managers.</p> <p>New role – Pastoral Academic Mentor</p>	<p>Improvement of AtL in Y7 last year as a result of PAL intervention programme.</p> <p>Pastoral Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Hattie (2016) – behavioural intervention programmes.</p>	1, 5
<p>KS3 and KS4 Alternative Provisions providing:</p> <p>Behavioural support for students with high behaviour points.</p> <p>Bespoke curriculum package for learners with high risk of permanent exclusion.</p> <p>SEN Support – in lessons and ‘Base’</p>	<p>Durrington Research School (2018) suggest that the identified activities have significant impact on attendance outcomes for disadvantaged students.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 5
<p>Cultural Capital: Extra and Co-curricular activities.</p> <p>Co-curricular sessions run weekly and include all KS3-KS4 students. Sessions to run on a termly rotation to ensure that students are exposed to a range of different experiences.</p> <p>Artsmark</p> <p>Subsidised peripatetic music lessons offered to all students.</p> <p>Trips</p>	<p>Social Mobility Commission National Report: Children from the wealthiest backgrounds are 3 times more likely to take up music classes out of school hours than children from the poorest backgrounds. There is also a 20% participation gap in sport.</p> <p>Extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk)</p> <p>Importance of Extra Curricular Activities in Education</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	1, 5
<p>Targeted attendance intervention, including:</p> <ul style="list-style-type: none"> PP students' attendance to be tracked and early intervention put in 	<p>The DfE guide has been informed by engagement with schools that have significantly reduced persistent absence levels. Embedding principles of good practice set out in DfE's Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) advice.</p>	2, 5

<p>place if issues arise</p> <ul style="list-style-type: none"> • Use of home visits from PSMs and family support worker – to priorities PP students • Appointment of additional PSM/Attendance officer. Relationships built with families. • Morning ‘pick up’ team in place to prioritise PP students • All external factors such as uniform, PE kit, equipment and hygiene factors are provided where needed to prevent any such reasons for non-attendance. 	<p>DNA Attendance Policy</p> <p>Learning during the pandemic: quantifying lost time - GOV.UK (www.gov.uk)</p>	
<p>Think for the future resilience mentoring</p> <ul style="list-style-type: none"> • PP pupils identified from behaviour data • Weekly mentoring of identified PP pupils • Completion of resilience curriculum through TFTF 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>1, 2, 3, 5</p>

Total budgeted cost: £340k

Part B: Review of outcomes in the previous academic year Pupil premium strategy outcomes

1. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria	Review:
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	End of Year PP: 69.3% Non PP: 75.5% FFT Figure: 70.2% Gap = 6.2% (Last year gap = 4.54%) PP PA reduced to 20.1% (Last year 26%)
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.	9-4 English GCSE % for Non PP: 70.5% 9-4 English GCSE % for PP: 54.30% 76% of students improved following work with Academic Mentors Achieved Achieved Not fully achieved due to government restrictions – re-established in the final term and further work to continue in September. Use of Sora online library to support PP students with reading resources during lockdown.
C.	Continue to improve the quality of teaching to support and accelerate the progress and attainment of PP students.	QA process Performance Management process and outcomes Exam review outcomes AP data Disadvantaged pupils to make at least expected progress.	Attainment 8 Non PP: 51.93 Attainment 8 PP: 40.04 Gap reduced by 3.24% Teaching and Learning adapted during lockdown to support all students. Additional focus and support provided to PP students – resources, regular phone calls from staff, in school support, academic mentors.
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.	Achieved Attainment 8 Non PP: 51.93 Attainment 8 PP: 40.04 Gap reduced by 3.24% Ongoing – 50% of students access 1:1 music lessons are PP. Extra curricular activities re-established in the final term and further work to continue in September. Achieved – range of additional support in place following the second lockdown such as TFTF, Academic Mentoring, Attendance Support, Counselling. Students in KS4 Alternative Provision results show 40% of students on or above GCSE target in their GCSE results.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Think for the future	TFTF

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Handwriting intervention sessions and resources Purchased MAT reading resources for the library. Access to audio books on Sora
What was the impact of that spending on service pupil premium eligible pupils?	Improved presentation and pride in work. Access to a wider range of reading material. Access to online library during lockdown – improved reading age.

Further information (optional)

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