



NOTTINGHAM UNIVERSITY
SAMWORTH ACADEMY

The Pupil Premium at NUSA

What is the 'Pupil Premium'?

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. In 2016-17 and 2017-18, schools receive £935 for pupils in year 7 to year 11 for each child registered as eligible for free school meals at any point in the last 6 years.

(Adapted from www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings)

Which pupils at NUSA are eligible for the pupil premium?

At NUSA six out of every ten pupils are eligible for the pupil premium, which is about four times the national average. The challenge laid down to all schools and academies is to provide additional support for these pupils to help them overcome the barriers they face, and hence help them to secure the same level of attainment as their more socio-economically advantaged peers.

Schools start by analysing the distribution of their eligible pupils, and at NUSA we considered year group, gender, ethnicity, special educational needs, attendance and prior attainment (Key Stage 2 SAT scores). We found that our eligible pupils were spread evenly across almost all of these groups, with between five and seven out of every ten pupils in almost every group eligible for the pupil premium. The only exceptions to this were our pupils with lower attainment and those with poor attendance, for whom the figure rises to eight out of ten.

This even distribution of eligible pupils has led us to adopting strategies that for the most part impact upon the whole school. For this reason, where strategies are not solely aimed at pupils eligible for the pupil premium, we only apportion part of the cost to our pupil premium allocation.

Once schools are clear on the distribution of their eligible pupils, they consult the 'Teaching and Learning Toolkit' produced by the Education Endowment Foundation in order to plan how best to use their pupil premium allocation.

How did NUSA spend its pupil premium allocation for 2016-17?

In 2016-17 there were 434 eligible pupils at NUSA, which attracted an allocation of £405,790. The principal aim of our strategy is to ensure we help pupils to overcome their barriers to achievement:



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Curriculum Enhancement

Some of NUSA's allocation was invested into employing more teachers in the core subjects of English, Maths and Science. This allowed us to reduce class sizes, particularly for those pupils with lower attainment. We were able to increase the amount of additional support available before and after lessons and during school holidays, and increase the number of curriculum pathways open to pupils. We also invested in a system of shared schemes of work and assessments, to help our pupils tackle the new GCSEs. We also provided an inclusion curriculum for those pupils who were at risk of exclusion, and we funded some off-site provision for our most vulnerable learners.

Some of NUSA's allocation was invested into enhancing our Personal Development curriculum, which helps pupils to plan for their futures, and cope with the demands of their lives through social and emotional learning. We were able to fund the curriculum activities and a number of external providers who bring expertise to some challenging themes, such as drug education.

Some of NUSA's allocation was invested in additional literacy support for those pupils in years above Year 7. This allowed us to provide reading support and materials to pupils whose reading ages were significantly below their chronological ages.

Academic Mentoring

Some of NUSA's allocation was invested in additional mentoring and tutoring, especially for those pupils taking their public examinations who have to cope with a much tougher examination regime. This support was tailored to the needs of individual pupils, with everything from weekly support sessions, to additional careers advice, to one-to-one science tutoring. This support was linked to the enhanced curriculum offer, and resources that helped pupils to learn and revise more effectively.

We were also able to participate in a project called Think Forward, which provides highly focussed mentoring and support for a carefully selected group of pupils.

Providing Social and Emotional Support and Improving Behaviour

Some of NUSA's allocation was invested into employing additional pastoral staff that provide support with everything from pupils' attendance to counselling for those affected by significant events in their lives beyond our school doors. The support and interventions of these staff often aim to improve pupils' ability to focus on their own learning and progress.

Support with School Essentials

Some of NUSA's allocation was invested in the provision of hardship funding, allowing us to help families to afford our school uniform costs when they join the school, providing school planners and basic equipment, providing free breakfasts and a cashless catering system, and ensuring that enrichment activities like school trips can be enjoyed by all pupils.



Strategy Focus	2016 – 17 Pupil Premium Allocation
Curriculum Enhancement	£194,969
Academic Mentoring	£18,550
Providing Social and Emotional Support and Improving Behaviour	£182,850
Support with School Essentials	£9,528
Total	£405,897

What was the impact of NUSA's pupil premium allocation for 2016-17?

NUSA's most recent full Ofsted inspection report (September 2017) stated:

Disadvantaged pupils are making good progress. The difference between their achievement and the achievement of other pupils is diminishing rapidly. This is because the work is well led and targeted support ensures they achieve well. The extra government funding to help disadvantaged pupils keep up with their peers is spent wisely.

We use a range of data to analyse and evaluate the impact of our pupil premium strategies, but the most important are the examination results secured by our pupils relative to their peers nationally. At this time, we do not have national data but we can compare their results to our 'other' pupils, and to estimates provided by the Fischer Family Trust (FFT).

Please note: The introduction of new performance measures for schools in 2016 and the first new GCSEs in English and Maths in 2017 has produced new statistics for which we cannot provide direct comparisons to previous years. Only a limited amount of national data is available at this point in the academic year. More information will follow the publication of the validated 2017 outcomes.

		NUSA PP	NUSA Other	Nottingham City LA	National
English	Grade 5 or better	47%	53%	Not yet available	Not yet available
	Grade 4 or better	64%	69%	Not yet available	Not yet available
Maths	Grade 5 or better	37%	46%	Not yet available	Not yet available
	Grade 4 or better	50%	61%	Not yet available	Not yet available
English & Maths	Grade 5 or better	27%	45%	30%	39%
	Grade 4 or better	38%	53%	49%	63%
English Baccalaureate	Grade 5 or better	11%	25%	12%	20%
	Grade 4 or better	13%	25%	14%	24%
Attainment 8	<i>Average grade across 8 subjects</i>	39.7 points	43.9 points	39.5 points	44.2 points
Progress 8	<i>Progress across 8 subjects compared to similar pupils nationally</i>	0.11	0.23	-0.33	-0.03



Along with attainment and progress data, we also consider pupils' rates of attendance and exclusion.

Attendance

At NUSA we believe regular attendance at school is one of the most important indicators of future academic success. We therefore invest a significant amount of time and resources into supporting pupils who sometimes struggle to attend school regularly. Unfortunately, our attendance saw a slight drop last year of 0.2%, partly due to the confusion over the legality of term time holidays. Despite this, our pupil premium cohort attended more regularly than similar pupils in other schools.

	All Pupils	Pupil Premium	Other Pupils
2013 - 2014	93.0 %	92.1 %	94.4 %
2014 - 2015	94.1 %	92.3 %	95.3 %
2015 - 2016	94.7 %	93.8 %	95.5 %
2016 - 2017	94.5 %	93.4 %	94.9 %
National 2016	95.0 %	92.8 %	95.9 %

Those pupils that miss more than 10% of school sessions in a year are classed as persistently absent. Once again, our whole school figures show an increase in persistent absence, but both our pupil premium cohort and our other pupils both show group attendance that is better than their peers nationally.

	All Pupils	Pupil Premium	Other Pupils
2015 - 2016	10.5 %	13.1 %	6.2 %
2016 - 2017	13.8 %	18.4 %	7.5 %
National 2016	12.4 %	21.6 %	8.3 %

Exclusions

Since 2013 there has been a gradual but significant shift in our expectations of pupils with respect to their conduct and behaviour. Every time the bar of expectation is raised, some pupils struggle to conform initially. This can lead to an initial increase in exclusions. The emerging patterns in our exclusion data will allow us to target preventative strategies more effectively in 2017-18.

	All Pupils	Pupil Premium	Other Pupils
2013 - 2014	15.8 %	22.3 %	8.8 %
2014 - 2015	11.3 %	11.7 %	6.5 %
2015 - 2016	11.5 %	15.3 %	5.7 %
2016 - 2017	12.6 %	16.3 %	7.2 %
National 2016	4.0 %	8.9 %	2.7 %



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How is NUSA planning to spend its pupil premium allocation for 2017-18?

While the new measures for pupils' achievement are a more complicated than in previous years, the ultimate achievement of NUSA's disadvantaged pupils in 2017 is incredibly positive. These positive trends are also emerging in our internal tracking data for other year groups. For this reason, our strategies for 2017 – 18 will be refined versions of those implemented in 2016 – 17, as we are confident that there is still the potential for even greater progress to made with our current provision:

- Further enhancing our curriculum provision, particularly for our pupils with lower attainment
- Providing additional academic mentoring and tutoring
- Providing Social and Emotional Support and Improving Behaviour
- Providing support with school essentials

NUSA's school role in September 2017 currently includes 421 pupils who are eligible for the pupil premium, which equates to £393,635. The impact of this investment will once again be analysed through attendance, exclusion and achievement data, and our internal tracking data for all year groups.

Last updated: September 2017

Next review: September 2018