

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	NUSA				
Academic Year	2019/20	Total PP budget		Date of most recent PP Review	
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy	January 2020

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.590	
Attainment 8 score average	31.0	46.5

3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Gap in literacy and numeracy ability for pupils eligible for PP grows in comparison to non-PP reducing their ability to access the full curriculum.	
B.	Higher levels of FTE and internal isolation for PP students removing them from learning time in lessons	
C.	Providing Social and Emotional Support	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
D.	Low attendance rates	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Improvement in reading ages so that all students have a reading age that is at least their chronological age or make significant improvements (improved standardised score towards 100)	Pupils eligible for PP will meet their actual age for reading or make a significant improvements towards a standardised score of 100.
B.	Reduction in number of FTE and internal isolation periods for PP students	No difference between PP and non-PP students with rates of FTEs, lesson removal and internal isolation

C.	Safeguarding issues dealt with swiftly and efficiently to reduce impact on learning	All safeguarding issues addressed and early intervention strategies put in place for all students
D.	Increased attendance rates for pupils eligible for PP	Overall attendance among pupils eligible for PP improves towards 97% in line with 'other' pupils.

5. Planned expenditure

Academic year

2019-20

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Accelerated reader	Improvement in reading ages so that all students have a reading age that is at least their chronological age or make significant improvements (improved standardised score towards 100)	The Sutton trust found that: 'The major problem underlying socio-economic differences in higher education participation is that, by the end of compulsory education, even the most able children from disadvantaged homes lag a long way behind their more advantaged peers. Raising the attainment of this group should therefore be a priority in efforts to widen participation and reduce socio-economic inequalities in England.' We know that a reading age of 15 is required to access all questions on GCSE exam papers.	QA of accelerated reader	Megan Mansworth/Keeley Saunders/Anita Wall/Sue Standen/English department	January 2020
Live marking	Improvement in reading ages so that all students have a reading age that is at least their chronological age or make significant improvements (improved standardised score towards 100)	The Sutton Trust indicate that strong feedback to students can enable them to make an additional 8 months progress for a low cost. Teachers give instant feedback through live marking – PP students are prioritised by the teacher for this and are expected to respond in green immediately	We will utilise QA practices within school to ensure that students are fully engaged with GPA time and that meaningful targets are set within their work.	ZJO/MCY/All staff	January 2020

<p>DEAR time</p>	<p>Improvement in reading ages so that all students have a reading age that is at least their chronological age or make significant improvements (improved standardised score towards 100)</p>	<p>‘On average, reading comprehension approaches improve learning by an additional five months’ progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.’ – Sutton Trust Teacher Toolkit Reading is fundamental in improving the outcomes for both PP and non-PP Students. We have chosen to use active reading strategies in all lessons and continue with DEAR for 15 minutes during one period a day.</p>	<p>We will utilise QA practices within school to ensure that students are fully engaged with DEAR time and active reading strategies. The latter is also the focus of staff CPD for the whole school year. Completion of DEAR is signed off by staff – PP students are prioritised for checking. Staff planning for key individuals based on their reading ages</p>	<p>Sue Standen/Anita Wall/All staff</p>	<p>January 2020</p>
<p>High expectations of behaviour using consequence system where appropriate</p>	<p>Reduction in number of FTE and internal isolation periods for PP students</p>	<p>‘Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.’ –Sutton Trust Teacher Toolkit We use a Kickboard system within school which is transparent to all stakeholders and ensures that all students are treated equally and that all incidents are dealt with proportionately.</p>	<p>Pastoral QA activities allow us to determine where students pose any particular issues so that there can be dealt with quickly and efficiently.</p>	<p>KBY/HOYS/AHOYS/All staff</p>	<p>Weekly review/half termly review</p>

Total budgeted cost					
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Accelerated reader	Improvement in reading ages so that all students have a reading age that is at least their chronological age or make significant improvements (improved standardised score towards 100)	The Sutton trust found that: ‘The major problem underlying socio-economic differences in higher education participation is that, by the end of compulsory education, even the most able children from disadvantaged homes lag a long way behind their more advantaged peers. Raising the attainment of this group should therefore be a priority in efforts to widen participation and reduce socio-economic inequalities in England.’ We know that a reading age of 15 is required to access all questions on GCSE exam papers.	QA of accelerated reader	Megan Mansworth/Keeley Saunders/Anita Wall/Sue Standen/English department	January 2020
Total budgeted cost					
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
First day response and attendance monitoring report Attendance action days	Increased attendance rates for pupils eligible for PP	High attendance rates are paramount to ensure that students are accessing as much education as possible. Following a ‘first day response’ ensures that students are monitored from their first day of absence and	We have a dedicated attendance officer who is able to monitor the attendance of individuals on a daily basis. A monitoring tracker shows the impact of interventions and rates of parental engagement	JAM/Tracey/All staff	Weekly overview/reviewed each half term

		understand the importance of good attendance. Students who do not attend as regularly as they should will be placed on an attendance monitoring report which will ensure that their attendance is monitored closely on a daily basis.			
Total budgeted cost					

6. Additional detail

