

Pupil premium strategy / self-evaluation North Durham Academy

1. Summary information					
Academic Year	2019/2020	Total PP budget	£426,252	Date of most recent PP Review	September 2019
Total number of pupils	897	Number of pupils eligible for PP	431	Date for next internal review of this strategy	September 2020

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.634	0.14
Attainment 8 score average	35.15	49.7

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers (issues to be addressed in school, such as poor literacy skills)

A.	Currently, evidence demonstrating that teachers develop, consolidate and deepen students' knowledge, understanding and skills, is not consistent across all departments.
B.	Students' robustness and capacity to learn from mistakes and become keen learners who want to find out more, although improving, is still under developed.
C.	Underdeveloped literacy and maths skills, particularly reading, is a barrier for students in terms of engaging with more complex cognitive activities and therefore limiting their learning.

Additional barriers (including issues which also require action outside school, such as low attendance rates)

D.	Disadvantaged students' attendance is lower than that of their non-disadvantaged peers. The number of FTEs that are issued to disadvantaged students is disproportionately high.
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4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Improve the quality of teaching throughout the Academy for all students.	For disadvantaged students to make at least the same rate of progress as their non-disadvantaged peers.
B.	Ensure that disadvantaged students develop a consistently positive and resilient attitude to learning.	The behaviour ratio for disadvantaged students is in line with that of their non-disadvantaged peers. The attendance of disadvantaged students at enrichment is also in line with that of their non-disadvantaged peers.
C.	Improve the reading skills of all students.	The reading ages of disadvantaged student will improve so that they are at least at age related expectation.
D.	Eradicate the differences in attendance and FTEs between disadvantaged students and their non-disadvantaged counterparts.	Attendance and FTE figures for disadvantaged students are in line with those of their non-disadvantaged peers.

5. Planned expenditure

Academic year	Pupil Premium Income £410,385 Year 7 Catch Up Premium Income £15,867 Total Income £426,252	Total Planned Expenditure £669,135
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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	Rationale for this choice?	Staff lead	Budgeted cost
Staff CPD	<p>Good teaching is the most important lever we have to improve outcomes for disadvantaged students. Using the pupil premium funding to improve the teaching quality benefits all students and has a particularly positive effect on children eligible for the pupil premium grant.</p> <p>Standardisation time calendared into CPD sessions to ensure leaders have time to assess quality of assessment/feedback/predictions.</p>	STA	£15,000
SISRA	<p>SISRA Analytics is a data analysis solution for KS3, 4 & 5. Allowing tracking and analysis of achievement data easily, quickly and accurately, Analytics directly enhances the day-to-day experience in the classroom by allowing teachers to easily analyse the progress of students in their classes.</p>	PES	£1,498
Accelerated Reader Licence + Books	<p>The EEF funded an evaluation to see if it could have an impact in English secondary schools. The study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.</p> <p>For weaker readers, the approach appears to contribute towards catch-up at the start of secondary school, although pupils at very low levels of reading may need initial support from teachers to benefit, if they are not independent readers. The catch up premium is used to support this. There is a growing body of evidence that increasing reading skills leads to improvements in both English and Maths KS4 outcomes.</p>	SHK	£19,768
LRC Provision	<p>Fluent decoding – the process of translating print into speech by rapidly matching a letter or combination of letters to its sound and recognising the patterns that make syllables and words – is the foundation on which literacy is built. There is strong evidence from a wide range of high-quality studies that phonics approaches are very effective, particularly for disadvantaged children, and that they are a highly cost-effective intervention.</p> <p>Reading for pleasure interventions are designed to promote children's enjoyment of books and encourage them to see reading as a pastime rather than a chore. There is some research evidence which suggests that reading for pleasure is important for both personal and academic development, the LRC has been developed to do this.</p>	HET	£26,867

	Interventions in this area tend to be cheap and easy to administer, so even small effects may be enough to make the approach attractive.		
FFT Dashboard	FFT is a non-profit organisation established in 2001 as part of the Fischer Family Trust. They are focussed on providing accurate and insightful information to schools which enables pupils to achieve their full potential and schools to improve. The data harvested by the FFT allow for accurate target setting within the Academy.	PES	£799
Curriculum Support Workers	Evidence suggests that CSW can have a positive impact on academic achievement. The most effective use of CSW is where the CSW support small groups of students within the classroom or alternative setting, which on average show moderate positive benefits. On average this can account for one additional month's progress over the period of an academic year.	CLO	£146,930
Behaviour Support	Behaviour interventions seek to improve attainment by reducing challenging behaviour. The interventions themselves can be split into three broad categories: <ul style="list-style-type: none"> • approaches to developing a positive school ethos or improving discipline across the whole Academy which also aim to support greater engagement in learning; • universal programmes which seek to improve behaviour and generally take place in the classroom; and • more specialised programmes which are targeted at students with specific behavioural needs. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	GED	£20,326
Deep Learning Budget	This supports innovation within the classroom allowing teachers to It makes learning interesting and engaging.	STA	£10,254
Total budgeted cost			£241,442
ii. Targeted support			
Action	Intended outcome and rationale for this choice?	Staff lead	Budgeted cost
One to One Tutors	One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching or as a replacement for other lessons. Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.	KEC	£66,000

Alternative Provision	<p>Good alternative provision is that which appropriately meets the needs of pupils which required its use and enables them to achieve good educational attainment on par with their mainstream peers. All pupils must receive a good education, regardless of their circumstances or the settings in which they find themselves. Provision will differ from pupil to pupil, but there are some common elements that alternative provision should aim to achieve, including:</p> <ul style="list-style-type: none"> • good academic attainment on par with mainstream schools – particularly in English, maths and science (including IT) – with appropriate accreditation and qualifications; • that the specific personal, social and academic needs of pupils are properly identified and met in order to help them to overcome any barriers to attainment; • improved pupil motivation and self-confidence, attendance and engagement with education; and • clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training or employment. 	GED	£50,338
Learning Resources	Learning materials are purchased for disadvantaged students this includes revision guides, and text books as well as subsidised academic visits.	STA	£26,000
Harbour Provision	Redefine the role Academy Lead Inclusion to develop, monitor and measure the impact of a whole academy strategy for inclusion. To line manage the Harbour Manager and Inclusion Manager. To co- manage the LRC Manager and Harbour/ Inclusion based CSWs.	SAN	£48,744
Free School Meals SLA	Due to the demographic that the Academy services there are students that arrive too hungry to learn effectively. This is a limited problem, but a serious one. It covers both children arriving at the Academy without having had breakfast, and those who are poor but not eligible for free school meals (FSM), and who therefore don't get enough to eat at lunch. Without a good lunch or breakfast, these children find it hard to concentrate and quickly fall behind in lessons. When children sit down to eat with friends and teachers in a civilised environment, it cements relationships, helps them to develop social skills and reinforces positive behaviour throughout the day. Lunch is an integral part of the Academy day and should be one of the most enjoyable. We want children to leave school with an appreciation of good food, and the skills they need to feed themselves affordably and well.	ANC	£41,139
Student Uniforms	There are cultural issues about how a school uniform is perceived which play an important role in determining its acceptability and pupils' compliance. There is some evidence that free school uniforms improve attendance in areas of very high poverty.	GED	£200
Gifted and Talented Bursary	Supporting disadvantaged students to excel in Sport and the Arts. Overall, the impact of sports and arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in studies in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	GRP	£6254

Total budgeted cost £238,675

iii. Other approaches

Action	Intended outcome and rationale for this choice?	Staff lead	Budgeted cost
Rewards	<p>1. Appropriate behaviour: students conform to appropriate behaviours when rewarded either intrinsically or extrinsically.</p> <p>2. Increased motivation: students will show interest and raise their participation in the everyday classroom tasks, responsibilities and learning.</p> <p>3. Joyful students; incentives for students motivate them to be more productive because they create a feeling of pride and achievement. Being successful makes you happy.</p>	GED	£5502
Attendance Manager	<p>The attendance manager will instigate a culture of attendance within the school as this is vital to tackling unauthorised absence. Some example of the strategies employed by the attendance manager are cited below:</p> <ul style="list-style-type: none"> • set high expectations for attendance; • communicate these expectations to pupils, parents, governors and all staff constantly and consistently; • ensure governors and staff are communicating the same expectations around absence frequently to parents and pupils; • take a 'zero tolerance' approach to unauthorised absence in all cases, ensuring that all absences are followed up rigorously through first day calling <p>The school does make attendance a standing item on weekly meetings of the senior leadership team, to ensure that it is being monitored constantly.</p>	BOM	£12,052
ClassCharts	<p>This system allows us instant updates, a means to feed our internal pastoral analysis, automatically books sanctions and distributes rewards. It is used in daily interactions with individuals and groups and pinpoints what is going well and what needs to improve. It also provides data rich seating plans that allow teacher to effectively plan for the individual needs of the students in their classes.</p>	GED	£2,942
Academy Leads	<p>Academy Lead roles redefined to whole academy foci:</p> <ul style="list-style-type: none"> • to develop, monitor and measure the impact of a whole academy strategy for KS4 intervention and 121 tutors; • to develop, monitor and measure the impact of a whole academy strategy enrichment opportunities linked to pledges and to lead and manage the tutor programme; • to develop, monitor and measure the impact of a whole academy strategy for improving student resilience and independence in learning. To provide evidence to support its successful implementation; 	<p>KEC</p> <p>GRP</p> <p>AAB</p>	£18,144

	<ul style="list-style-type: none"> • to develop, monitor and measure the impact of a whole academy strategy for affective student voice; • to develop, monitor and measure the impact of a whole academy transition strategy. Ks 2 to 3, 3 to 4 and 4 to 5. 	KAH JOL	
Year Managers	The year managers' work is an attempt to create and maintain a supportive environment that encourages and stimulates learning. The emphasis on pastoral care is to remove barriers to learning to increase attainment. Increasing number of students are suffering from poor mental health and the think-tank, 2020health, has recently suggested that heads of well-being may help schools to combat poor physical and mental health among students. The pastoral system will be aligned with what happens in the classroom, and it will focus on the progress that students are making. The purpose of this is to remove barriers to learning, so that academic development can be made by all.	GED	£98,444
School Counsellor	The school counsellor guides students with social and emotional development. The counsellor works with parents, teachers, nurses, psychologists, and community groups to identify the students' developmental needs. Together they design prevention and intervention activities in order to guide students on a healthy path to adulthood. School counsellors also serve as mediators between two students fighting.	ARI	£21,832
CEAIG Lead	To develop, monitor and measure the impact of a whole academy strategy for CEIAG in line with the 8 Gatsby Benchmarks and work towards the Careers award through: <ul style="list-style-type: none"> • A stable careers programme; • learning from career and labour market information; • addressing the needs of each pupil; • linking curriculum learning to careers; • encounters with employers and employees; • experiences of workplaces; • encounters with further and higher education; • personal guidance. 	RAG	£5,017
Student Travel	Due to the nature of the catchment area transport is provided for all new students in Year 7 so that they can partake in the variety of enrichment opportunities available as part of the extended Academy day.	ANC	£25,085
Total budgeted cost			£189,018

6. Review of Last Academic Year and Lessons Learned

The results in August 2019 showed a widening of the gap in terms of disadvantaged students progress compared to their non-disadvantaged counterparts nationally. Largely the strategies that were utilised last academic year proved ineffectual in closing the gap. There were some marginal gains:

- there was an increase in parental engagement from the parents of hard to reach disadvantaged students;
- there was an increase in the number of disadvantaged students partaking in extra-curricular activities;
- disadvantaged students reported overwhelmingly that they felt proud to be a student at NDA.
- 10 targeted enrichment events were held for disadvantaged students providing over 150 students with opportunities they may not have had access to.

Learning from this and aligning the current strategy with contemporary DfE guidance the Pupil Premium Strategy. From September we will move away from full annual reviews that can be time-consuming and instead consider a multi-year strategy covering a 3 year period for pupil premium use, with light touch annual reviews that will continue to form the Academy's pupil premium statement. This will help Academy leaders to:

- take a longer view of the support the grant will provide;
- align their plan with the wider school improvement strategy.

In addition, this will give the Academy greater certainty when planning:

- expenditure;
- recruitment;
- teaching practice;
- staff development.

This multi-year approach will focus on the three main areas that have been identified through evidence-based research make the most difference to disadvantaged students, namely:

- supporting training and continuous development to improve the quality of all teaching;
- targeting support for disadvantaged pupils through evidence-based interventions;
- supporting whole-school strategies to improve attendance, behaviour and readiness to learn.

