

# Pupil Premium Strategy Statement – North Durham Academy

1. Summary information					
School	North Durham Academy				
Academic Year	18/19	Total PP budget Total PP Budget with Academy Contribution	£419,047 £523,345	Date of most recent PP Review	Sept 2018
Total number of pupils	869	Number of pupils eligible for PP	438	Date for next internal review of this strategy	Dec 2018

## 2. Current Progress and impact of 2017-18 PPG

### Disadvantaged/Non-disadvantaged

	2016			2017			2018			2018		
	Result			Result			Result			National		
	Dis	Non	Gap	Dis	Non	Gap	Dis	Non	Gap	Dis	Non	Gap
Basics 4+(En&Ma)				35	53	-18	37	57	-20	46	71	-25
Attainment 8	39.6	49	-8.9	36.3	44.2	-7.9	34.7	43.2	-8.5	38.3	49.7	-11.4
Progress 8	-0.5	-0.2	-0.3	-0.5	-0	-0.44	-0.52	-0.38	-0.14	-0.38	0.14	-0.52
Ebacc %	11	20	-9	10	19.4	-9.4	8	24	-16	12	27	-15
English Progress	-0.4	-0.2	-0.2	-0.5	0.1	-0.6	-0.3	-0.24	-0.06	-0.36	0.14	-0.5
Maths Progress	-0.5	-0.5	-0	-0.6	-0.4	-0.25	-0.6	-0.6	0	-0.35	0.13	-0.48
Ebacc Progress	-1.3	-0.6	-0.7	-1	-0.6	-0.45	-1	-0.8	-0.2	-0.4	0.16	-0.56
Open Progress	0.07	0.3	-0.3	0.29	0.7	-0.41	-0.05	0.12	-0.17	-0.36	0.13	-0.49

### Attendance 2017/18

Groups	2017/18	%Persistent Absence. 2017/18
All	94.27	13
Male	94.35	12.5
Female	94.20	13.4
Disadvantaged	93.11	20.8
Others	95.50	10
SEN support	93.64	13.3
SEN EHC	94.21	7.1

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

### In-school barriers (issues to be addressed in school, such as poor literacy skills)

A.	Lessons do not consistently meet the needs of all students and expectations of what they can achieve are not consistently high enough
B.	Where expectations are too low, the students' positive attitude to their learning is not well developed
C.	Literacy and maths skills are underdeveloped for low ability disadvantaged students

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

D.	Weak parental engagement can lead to instances of poor attendance/behaviour
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## 4. Desired outcomes



A.	Accelerate the progress of disadvantaged students and diminish the differences between the progress of these pupils against other pupils nationally
B.	Ensure that disadvantaged students develop a consistently positive attitude to learning and attend more regularly in line with their peers
C.	Improve the social, cultural and learning opportunities for disadvantaged students and their families



Desired outcome A	Chosen actions	Key Performance Indicators	Monitoring Process	Cost
Accelerate the progress of disadvantaged students and diminish the difference between the progress of these pupils against other pupils nationally	<p>A1: Strategies to develop the practice for disadvantaged students are built into the CPD programme at frequent intervals</p> <p>A2: Specific wording for teacher Appraisal targets will be set to ensure two targets focus on student progress and sub-groups narrowing the gaps</p> <p>A3: Learning support is deployed effectively, and teachers plan rigorously to maximise that support for disadvantaged students</p> <p>A4: All teachers plan lessons using the Three Storey Intellect model and all students are expected to reach the apply stage. Every lesson, every day.</p> <p>A5: Monitoring and quality assurance at all levels of leadership ensures that learning is planned to provide consistent challenge for all learners and teaching expectations are met in every lesson.</p> <p>A6: Develop the thinking school model through the CPD programme that will provide support and accountability. This will follow an input, review and embed cycle.</p> <p>A7: Lessons are planned to be appropriate for all students using rigorous differentiation strategies</p> <p>A8: PP strategies (COMFORT) are refined and applied consistently in the classroom</p> <p>A9: Data is used routinely to inform and amend planning</p> <p>A10: Staff are more readily provided with wider contextual student information and use this to support their planning</p> <p>A11: Develop and embed a more robust maths/literacy strategy that places a greater emphasis on reading, vocab development and securing basic literacy skills (SPAG)</p>	<p>To close the gaps on national average</p>	<ol style="list-style-type: none"> <li>1. Regular learning walks from all SLT (daily)</li> <li>2. A programme of learning walks between SLT and middle leaders (weekly)</li> <li>3. Regular work scrutiny via the meeting/CPD schedule (weekly)</li> <li>4. Regular surveys on CPD quality and impact (half termly)</li> <li>5. Data analysis meetings (termly)</li> <li>6. Calendared SEF and IP reviews (termly)</li> <li>7. Performance management reviews (termly)</li> </ol>	<p>Sisra = <b>£1495</b></p> <p>FFT Dashboard = <b>£799</b></p> <p>CSW Support = <b>£153, 315</b></p> <p>Lead Teaching Coaches = <b>£4,500</b></p>
Desired outcome B	Chosen actions	Key Performance Indicators	Monitoring Process	Cost
Ensure that disadvantaged develop a consistently positive attitude to learning and attend more regularly in line with their peers	<p>B1 Provide mental health awareness training to all staff so they are better placed to support students who are at risk of irregular attendance.</p> <p>B2 Develop specific attendance action plans for all students who are identified as at risk as being a persistent absentee based on historical data. Form tutors will lead this.</p> <p>B3 To establish an attendance support group for Key Stage 4 disadvantaged girls who are at risk of becoming persistently absent</p>	<p>Reduce FTE's so that they are in line with the national average</p> <p>Ensure that positive recognition of disadvantaged students is in line with their peers</p>	<ol style="list-style-type: none"> <li>1. Attendance monitored daily and interventions applied weekly</li> <li>2. Governor and QAIPB reports</li> <li>3. Calendared SEF and IP reviews (termly)</li> <li>4. Performance management reviews (termly)</li> </ol>	<p>Attendance Mger = <b>£13,559</b></p> <p>Class Charts = <b>£1,790</b></p> <p>Achievement Leaders = <b>£17,054</b></p>



	<p>B4 Achievements Leaders to rag rate students based on attendance issues and to intervene directly and proactively with the students and their families</p> <p>B5: Redevelop the inclusion area and introduce more formal internal exclusions as a vehicle to significantly reduce fixed term exclusions</p> <p>B6: Introduce and embed a common set of values (The NDA Way) throughout the curriculum, but particularly through the tutor and assembly programme</p> <p>B7: For challenging students, undertake frequent student voice to better establish behaviour triggers and provide staff with simple strategies to support their lesson planning and to improve relationships with these students</p> <p>B8: Frequent and timely rewards are given to students who highlight positive attitudes to learning during lessons. The criteria for these rewards will be based around 'The NDA way'</p>	as indicated in Classcharts	<p>5. Student voice undertaken regularly by year teams</p> <p>6. Student voice undertaken regularly by curriculum leaders</p> <p>7. Classcharts reports</p>	Behaviour Support = <b>£20,946</b>
Desired outcome C	Chosen actions	Key Performance Indicators	Monitoring Process	Cost
<p><b>Improve the social, cultural and learning opportunities for disadvantaged students and their families</b></p>	<p>C1: A Pupil Premium improvement grant scheme will be available to all departments who can bid for additional funds to support their disadvantaged/SEND learners. The criteria for this funding are based on the key outcomes and barriers for our disadvantaged students</p> <p>C2: There will be an information leaflet sent to the parents of all disadvantaged students outlining our PP offer and what they are entitled to.</p> <p>C3: For every external visit there will be separate letters sent to all parents reinforcing this offer and outlining their entitlement for that particular visit.</p> <p>C4: Additional transport will be provided each evening to allow disadvantaged students access to additional study support or enrichment opportunities beyond the school day</p> <p>C5: For each year group, hard to reach disadvantaged parents will be invited into the Academy to participate in some positive learning activities with their children on a termly basis</p> <p>C6: All disadvantaged students in Year 11 and 13 will be provided with fully subsidised revision/study materials</p> <p>C7: All disadvantaged students will be provided with basic learning equipment in the form of study packs</p>	To close the gaps on national average	<p>1. Regular surveys on CPD quality and impact (half termly)</p> <p>2. Data analysis meetings (termly)</p> <p>3. Calendared SEF and IP reviews (termly)</p> <p>4. Performance management reviews (termly)</p> <p>5. Governor and QAIPB reports</p> <p>6. Student voice undertaken regularly by year teams</p> <p>7. Student voice undertaken regularly by curriculum leaders</p> <p>8. Classcharts reports</p> <p>9. Parental surveys at every parent event</p> <p>10. Parent event attendance logs</p>	<p>Year Managers = <b>£99,123</b></p> <p>Alternative Provision = <b>£127,500</b></p> <p>Catch Up Premium = <b>£15,867</b></p> <p>Learning Resources and Transport = <b>£10,783</b></p> <p>School Counsellor = <b>£16,591</b></p> <p>CEIAG Lead = <b>£4,491</b></p> <p>Nurture Provision = <b>£35,532</b></p>



## 5. Review of expenditure

Previous Academic Year	2017-18
Impact of PPG	<ul style="list-style-type: none"><li>• Procedures are in place for reporting, tracking and planning future actions.</li><li>• Attainment data for Year 11 disadvantaged pupils shows that the number of PP students achieving 4+ basics has improved</li><li>• P8 data for Year 11 disadvantaged pupils shows that it is in line with the previous year</li><li>• Outgoing Year 11 disadvantaged P8 data shows the gap between disadvantaged students and non-disadvantaged students is closing despite the drop in non-disadvantaged progress</li><li>• English Progress 8 data for disadvantaged students has improved.</li><li>• The number of FTE's issued to PP is reducing in year to the strategies implemented</li><li>• Attendance of disadvantaged students has remained stable and is favourable compared with the national disadvantaged figure</li><li>• 100% of targeted parents of disadvantaged students attended one or more parental engagement events during 2017/18</li><li>• 10 targeted enrichment events were held for disadvantaged students providing over 150 students with opportunities they may not have had access to.</li></ul>