

# 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	Noel-Baker Academy
Number of pupils in school	1074
Proportion (%) of pupil premium eligible pupils	44.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 – 2024/25
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Ann Donaghy, Headteacher
Pupil premium lead	Sarah Leach, Assistant Headteacher
Governor / Trustee lead	Carolyn Marriott, Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£401,400
Recovery premium funding allocation this academic year	£60,900
School led tutoring allocation	£51,031
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£513,331



## Part A: Pupil premium strategy plan

### Statement of intent

At Noel-Baker Academy, we believe that all children are entitled to the very best breadth and depth of provision.

All students, irrespective of their background follow an ambitious and coherently planned knowledge rich curriculum that is well sequenced and supported by a varied and rich co-curricular offer, which together provides them with the knowledge and cultural capital they need to succeed in life.

Our ultimate objective is that no child is left behind socially or academically because of disadvantage. We strive to remove barriers to learning whilst raising lifelong aspirations and narrowing the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts.

We also want to enable pupils to look after their social and emotional wellbeing and to develop resilience as well as our children being able to access a wide range of opportunities to develop their knowledge and understanding of the world.

Our Pupil Premium Strategy aims to address the main barriers our students face and through rigorous tracking, careful planning and targeted support and intervention, provide all students the access and opportunities to enjoy academic success and more

To achieve our objectives we will focus on the following –

- Provide all teachers with high quality personalised CPD to ensure that all pupils access effective quality first teaching across the Academy
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- Provide opportunities for all pupils to participate in enrichment activities
- Provide appropriate social, emotional and mental health support to enable pupils to access learning within and beyond the classroom.

The key principles of our strategy are as follows –

We will ensure that effective teaching, learning and assessment meets the needs of all pupils. We will identify students who require additional support and provide them with effective and personalised intervention. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults as well as ensuring that there is a wide range of co-curricular opportunities for our children to access.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Poor levels of literacy</b> – Assessments, observations and discussions with pupils, indicates that disadvantaged pupils generally have lower levels of literacy than their peers.</p> <p>NGRT results 2020-2021 - 59% of disadvantaged students are below chronological reading age compared to 49.2% of non-disadvantaged students.</p>
2	<p><b>Attendance of PP pupils is below that of non-PP –</b></p> <p>Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been on average 4.7% lower than for non-disadvantaged pupils.</p> <p>The impact of COVID-19 and national lockdowns has been greater on our disadvantaged students. Attendance of disadvantaged students from 2019/20 to 2020/21 decreased by 4.8% compared to 2.6% of non-disadvantaged students.</p>
3	<p><b>High levels of Social, Emotional, and Mental Health -</b></p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety and low self-esteem.</p> <p>Over the past 18 months the percentage of students who have been identified as SEMH on our SEND register has risen from 34% to 59%. Out of these 96 students, 60% are disadvantaged.</p> <p>54% of pupils who have been identified as needing support with their mental health are disadvantaged.</p>
4	<p><b>Underachievement at KS4</b></p> <p>Although over the last 3 years the gap between disadvantaged pupils and their non-disadvantaged peers for Progress 8 has decreased by 0.42, there is still a gap of -0.2.</p> <p>Over the last 3 years the gap between disadvantaged pupils and their non-disadvantaged peers for Attainment 8 has decreased by 0.54. There is however, still a gap of -0.9.</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
Improve literacy levels so that pupils are able to access the whole curriculum.	<ul style="list-style-type: none"><li>• Reading assessments demonstrate that the percentage of students reading below their chronological age will continue to decrease.</li><li>• The gap between disadvantaged and non-disadvantaged closes year on year.</li></ul>
Improve attendance levels and to ensure that attendance of disadvantaged students is in line with non-disadvantaged students.	<ul style="list-style-type: none"><li>• Disadvantaged students will achieve, or exceed, attendance percentages in line with national averages.</li><li>• The gap between disadvantaged pupils and their non-disadvantaged peers will close.</li></ul>
Provide meaningful support to pupils with Social Emotional Mental Health problems and achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<ul style="list-style-type: none"><li>• Sustained high levels of wellbeing will be demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.</li><li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li></ul>
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4,	<ul style="list-style-type: none"><li>• For the gap between disadvantaged and non-disadvantaged will close year on year.</li><li>• Progress and attainment increasing each year for disadvantaged students.</li></ul>

## 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

Budgeted cost: £191,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personalised CPD for teaching staff through Instructional coaching.	EEF research suggests improved feedback may lead to pupil progress gains of up to 8 months.  Sutton Trust 2011 report states that the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds.	1 and 4
Develop and improve the quality of teaching learning and feedback for all pupils in all lessons.	EEF research suggests improved feedback may lead to pupil progress gains of up to 8 months.	1 and 4
Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.  Teach and test academic vocabulary	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a>  Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="#">word-gap.pdf (oup.com.cn)</a>  EEF recommends that teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language. Teachers should prioritise teaching Tier 2 and 3 vocabulary,	1

	which students are unlikely to encounter in everyday speech.	
Purchase of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	4

## Targeted academic support

Budgeted cost: £ 155,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy interventions for low attaining disadvantaged pupils.	EEF research indicates that the average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.	1,2 and 4
Recruitment of school led tutoring academic mentors to support key students.	<p>EEF research indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>"Mentoring appears to have a positive impact on academic outcomes. Studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to</p>	4

	school, attendance and behaviour.” EEF Teacher Toolkit Mentoring	
Dedicated Intervention Leads employed to support targeted interventions using data from NGRT, Thinking Reading, BAS 3 assessments.	EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.  EEF research indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average.	1 and 4
Full time librarian and a wide range of library books and clubs and activities.	Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015).	1

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

Budgeted cost: £ 166,331

Activity	Evidence that supports this approach	Challenge number(s) addressed
ACE Centre - Alternate provision supports academic progress as well as SEMH support.	Disadvantaged students are 4 x more likely to be excluded (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference: 23/3/2018) Keeping them in alternate provision and shaping the curriculum to meet their needs will avoid this.	1,2,3 and 4
Appoint a pastoral behaviour mentor to positively reinforce attitude to learning.	EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.	2 and 4
A range of strategies that support and work with students and their families to	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	2 and 4



remove barriers and increase attendance.  Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.		
Offer bespoke SEMH interventions by the school counsellor, MHWB Team and the Inclusion Team.	Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic. EEF Toolkit Social and Emotional Learning +4 months	3
Contingency fund for issues that occur throughout the year.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3 and 4

### Total budgeted cost:

	Budgeted cost
Teaching	£191,500
Targeted academic support	£155,500
Wider strategies	£ 166,331
<b>Total budgeted cost</b>	<b>£513,331</b>

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

#### **Summary of PP / Non PP gaps for year 11 headline measures**

Progress; The PP gap was -0.2, the FFT target gap was -0.1 This maintains the improvement seen over the previous 3 years. (please note these are approximate progress figures based on 2019 progress estimates)

Attainment; The PP gap was -0.9, the FFT target gap was -0.6. The gap has widened since 2020 but still shows significant improvement when compared with 2019. This is the cohort that has been most significantly affected due to COVID.

#### **KS3**

The school's internal assessment policy and systems are consistently applied across KS3 for all subjects. End of year residual data shows no significant difference between the performance of disadvantaged and non-disadvantaged students (very small gaps).

Fewer disadvantaged students are making expected progress in maths.

Year 7 disadvantaged students are making less progress than disadvantaged students who are in other year groups, presumably because of the impact of COVID.

The gap in expected progress decreases throughout KS3 and becomes positive in Year 9 English.

#### **Reading age data**

Disadvantaged students are further behind their chronological reading age when compared to their non-disadvantaged peers.

PP students made a net progress of 2 months over the last academic year compared with a whole cohort progress of 4 months.

Year 8 disadvantaged students made more progress than their peers.

### **Quality of teaching learning and feedback in lessons.**

Almost all staff have received appropriate training and contributed towards the development of their subject specific curricula. Schemes of learning and supporting resources have been and continue to be developed, incorporating our approach to teaching and learning, specifically embracing relevant areas of cognitive science. All students are now being taught an improved curriculum offer which has entitlement as its driving force. Teaching and learning was hindered by COVID -19 with pedagogy having to be adapted to suit socially distanced classrooms. Despite these challenges teachers were still able to teach effectively by increasing and improving their use of questioning and gauging feedback by using tools such as mini white boards. The volume of Quality assurance able to be carried out was also significantly impacted but any QA completed demonstrated that expectations of teachers were met the majority of the time. Inconsistencies remain as expected which will be negated by use of Instructional coaching next year.

### **Teacher development**

Teacher development ended up looking very different in light of bubbles and COVID classrooms. The staggered start to the day (and therefore extended school day) meant many leaders picked up additional duty time. The obvious impact being that leaders spent less time in the classrooms as Covid logistics and bureaucracy had to take priority. DDI's were difficult to complete due to having to maintain the bubble structure and reduce contact. CPD therefore moved online with weekly CPD provided helping teachers to adapt to the new reality. Climate walks served to assist QA with leaders providing feedback and developmental points on a more informal basis. Despite all COVID related challenges, teachers adapted and employed new strategies / techniques and therefore ended the year as better practitioners than they were before.

### **Development of knowledge rich curriculum**

All staff have contributed towards the development of their subject specific curricula. Schemes of learning and supporting resources have been and continue to be developed as the curriculum is never finished. Our curriculum incorporates our approach to teaching and learning, specifically embracing relevant areas of cognitive science. All students are now being taught an improved curriculum offer which has entitlement as its driving force. SOL have been further developed with a greater focus on subject specific vocabulary and the specific content students are required to know. Some subjects are further ahead than others (inevitably so) with the ARTS the main subject areas to have been negatively impacted over the last year due to COVID (not able to teach intended curriculum and therefore had to adapt). An increase in designated Faculty development time for curriculum development will provide the climate for further curriculum improvements next year.

### **Data and assessment**

Data and assessment tracking systems were set up at the start of the year which were used to accurately gauge performance of all pupils and groups of pupils. GL assessments were carried out for year 7 at the start of the year but due to lockdown, we were unable to complete the end of year assessments used to evidence in-year improvement. Assessment specific CPD was delivered to all staff with a move to synoptic assessments that support the curriculum as the progression model. This will continue to be a priority for the next academic year. TAG's submitted were in line with data captured within the previous year, specific training regarding validity, reliability and bias was delivered to KS4 teachers to ensure the data and grades entered were as fair and accurate as possible.

### **Impact of lockdown on students starting points**

Students completed baseline assessments with core subjects analysing and using the data to inform measure the effectiveness of our curriculum as part of their recovery. Students' reading ages improved across the academic year despite the impacts of lock down. NGRT data used to inform specific reading interventions.

### **Homework**

More homework was completed than in previous years. The lessons learned during remote learning helped to ensure homework was more efficient thereby reducing workload for teachers whilst yielding higher completion rates. Homework continues to be a focus for the year ahead with further adaptations made to the policy to ensure all students complete as is the expectation.

### **Parental engagement**

We were not able to meet our usual expectations due to the bubble structure. Additional software was purchased to help improve parent communication for parents evenings and specific events to try and mitigate any effects of an already difficult situation.

### **Attendance**

Prior to lockdown lockdown 2, PP attendance had increased when compared to the same period the year before. After lockdown, and in the midst of self isolation, PP attendance decreased by 4.8%.

### **Behaviour incidents**

The number of C2's and FTE's decreased significantly when compared to the year before (like for like comparisons only) (this matched whole school trend)

### **Software programs to support curriculum**

Hegarty Maths was used by the vast majority of students throughout the year and now forms the basis for maths homework and intervention, was invaluable during lockdown.

GCSE pod was not frequently used due to the already large offering available meaning we will not continue with the subscription next year.

Tassomai was well used, specifically by year 11 for their TAG revision, rates will increase over the next year as English look to use for their homework.

Additional laptops and dongles were provided for PP students throughout the year to help access the required learning, especially with high rates of self-isolation.

### **Supporting the wellbeing of students**

52% of 1-1 councillor sessions were with PP students (44% of whole school = PP)

51% of students receiving support via the mental health register were PP students (44% of whole school = PP)

55% of those students receiving SEND support were PP students.

50% of year 11 students receive access arrangements

### **Progress and achievement of Year 7 PP pupils in Direct Instruction**

35/69 students in receipt of English DI were PP, with the average student gaining 12 months progress over a 5 month intervention period.

### **Support**

Numerous laptops and dongles provided to PP students throughout the year (79% of those distributed)

Equipment provided for all PP students with uniform purchased for many.

5 different breakfast clubs were in operation with 80% of pupils attending Breakfast Club being PP.

## **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

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## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	