



Pupil Premium Report and Strategy Statement

At Noel-Baker academy, we endeavour to fulfil the Pupil Premium Policy set out by the L.E.A.D Academy Trust by deploying the following Trust strategies to diminish the difference in attainment for pupils in receipt of the Pupil Premium funding.

- clear, responsive leadership
- having a whole-school ethos of attainment for all
- addressing behaviours for learning and conduct behaviours that prevent pupils from learning
- monitoring and addressing low attendance
- facilitating high quality teaching for all through continued professional development of staff.
- meeting individual learning needs including those pupils who are the most-able and seemingly need no support
- deploying staff effectively, both teaching and support staff
- using pupil progress data to inform the planning of interventions and provision.

Each Academy reviews the barriers and outcomes for the pupils in receipt of Pupil Premium to understand the strategies that they to use to raise attainment. Each Academy explains their rationale for choosing the strategies and provides a cost breakdown. If you wish this statement to be explained, then please ask to speak with Pupil Premium Leader via the main office. If you wish to find out more about the DfE policy for Pupil Premium then follow this link: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>



Strategy for 2018-9

Based upon the evaluation of the outcomes from the previous academic year, research of projects for raising attainment and our own knowledge of what has worked well in our own academy the following strategy has been agreed:

1. Summary information for 2018-19					
Academy	Noel-Baker Academy				
Pupil Premium Leader	Simon Leach				
Academic Year	18/19	Total PP budget	£463,992	Date of most recent PP Review	September 2018
Total number of pupils	1163	Number of pupils eligible for PP	437	Date for next internal review of this strategy	January 2019

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as weak teaching, low attainment of whole cohort, etc)</i>	External barriers <i>(issues which also require action outside school, such as low attendance rates, high new EAL, mobility, social care and safeguarding)</i>
Legacy of historically poor teaching and learning within school	Literacy & Numeracy levels for many PP pupils in Year 7 is weak upon entry to school
Historically poor curriculum development has led to gaps in learning, skills and knowledge	Significant proportion of SEND pupils in secondary phase are also PP (26%)
Previously weak culture of targeted intervention, tracking groups, or support within school for disadvantaged pupils	PP attendance is not yet at the same standard of the other pupils.
Consistent underachievement across the school with attainment gaps existing across all year groups	Social difficulties experienced by families (housing, finance, family literacy and parental anxieties)
Historically the attainment gaps have widened throughout their time at NBA	Negative performance of the school, has led to culture of negativity amongst parents and local community



Historically the % of PP that receive a fixed or permanent exclusion is disproportionate. (As is the number of negative behaviour events recorded)	Limited experience of extra-curricular opportunities for personal development
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1. Quality First Teaching						
What do we want to achieve?			How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?
<i>Initiative/Intervention</i>	<i>What do you want to achieve and how they will be measured</i>	<i>Success criteria</i>	<i>How will the intervention or provision be delivered?</i>	<i>Refer to research from EEF or other research to justify the choice of strategy.</i>		<i>Provide simple breakdown of proportionate or full costs.</i>
Develop and improve the quality of teaching learning and feedback for all pupils in all lessons	<ul style="list-style-type: none"> - To improve information given to the learner and for gaps in knowledge to be filled. - TLAC strategies and Rosenshine principles to be evident in lessons 	<ul style="list-style-type: none"> - QA to show feedback within lessons is in line with expectations - Student response to feedback is evident in books and demonstrates clear progress - Improved teaching and learning for all - Progress of disadvantaged pupils in line with milestones 	<ul style="list-style-type: none"> - CPD - Lessons - Bootcamp 	<ul style="list-style-type: none"> - EEF research suggests improved feedback may lead to pupil progress gains of up to 8 months - TLAC pioneered in charter schools in USA proved successful - Research conducted by Rosenshine 	<ul style="list-style-type: none"> - Ongoing QA of teaching and learning 	<ul style="list-style-type: none"> £80 per pupil £35,000
Adopt a knowledge rich curriculum to ensure NBA pupils learn about the best that has been	For Subject areas to access an improved curriculum leading to an improvement in the quality of learning and teaching leading to improved outcomes.	<ul style="list-style-type: none"> - Faculty areas to have adopted and adapted new knowledge rich curriculum. - Learning walks to show quality of teaching and learning has improved and that greater consistency across the lessons has led to 	<ul style="list-style-type: none"> - New curriculum to be purchased in Autumn term 2 	<ul style="list-style-type: none"> - Links with the Rosenshine principles and the Lemov "TLAC strategies". Pupils need to learn the knowledge before they can use it. The 	<ul style="list-style-type: none"> - Ongoing QA of teaching and learning - Data scrutiny meetings and analysis 	<ul style="list-style-type: none"> 40% of £30,000 = £12,000



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thought and said.		<p>an increase in standards and expectation from all pupils</p> <ul style="list-style-type: none"> - Assessment data to show more pupils making more progress - Achievement / progress gap to have narrowed 		<p>curriculum, traditional in approach, will allow pupils and teachers to identify any gaps in knowledge and fill accordingly.</p>		
Develop and improve data and assessment tracking systems to ensure that progress of disadvantaged students is accurately tracked leading to targeted and effective intervention.	<ul style="list-style-type: none"> - To ensure all assessments are timely and relevant - To ensure data obtained is accurate and reliable - To ensure data tracking / analysis occurs at relevant points - Use of GL testing to compare NB progress against national 	<ul style="list-style-type: none"> - G4S used to accurately record and analyse key data at relevant points - QA will show data and assessment is consistent across school / faculty - Data scrutiny will demonstrate accuracy of predictions - GL testing scores - progress of disadvantaged students against milestones 	<ul style="list-style-type: none"> - CPD - Middle leader meetings 	<p>Accurate data means we are able to better evaluate the success / impact of strategies we introduce</p>	<ul style="list-style-type: none"> - QA - Scrutiny meetings - G4S 	<p>GL testing costing £4561</p> <p>G4S costing £2160</p>
Pupil / parental engagement	<ul style="list-style-type: none"> - For parents to better engage with their pupils school experience - For parental contact with the school to increase - For parents to access greater student information 	<ul style="list-style-type: none"> - G4S accessed by vast majority of parents and students - Parent forums to be well attended - Parental attendance at parents evening to increase 	<ul style="list-style-type: none"> - Introduction of parent forums - Improved parental communication - 48 hour reply guarantee 	<p>- Parental support is vital in turning around the school's fortunes. Improving lines of communication and showcasing the changes we're making should improve the negative perception many parents have of the school.</p>	<ul style="list-style-type: none"> - Parental feedback - Attendance registers - G4S access logs - 	<p>Texts service</p> <p>Parents workshops</p> <p>Typically £80 per pupil</p> <p>£35,000</p>



			-parental engagement programme			

Whole School Initiatives	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
Improve attendance and provide direct support for individual students	Employment of full time attendance officer to carry out bespoke work with key cases.	<ul style="list-style-type: none"> - To close the significant gaps between PP and Non PP attendance - To improve the capacity to carry out home visits support / challenge families where possible to build relationships with pupils and home (EEF = 3 months progress) 	<ul style="list-style-type: none"> - G4S attendance module - Regular attendance briefings - Registration - line management meetings - Weekly briefings - Data tracking 	Staffing Cost 23,000
Go 4 Schools	Use of Go 4 schools to record, monitor, track and analyse the performance of subgroups	<p>All key stakeholders to monitor the attendance, behaviour and progress more regularly and easily.</p> <ul style="list-style-type: none"> - Parent and homework module purchased in addition to improve communication and increase accountability. 	<ul style="list-style-type: none"> - Parent log on information - Periodic reviews - Feedback 	SLT member responsible for PP £20,000
Behaviour	<ul style="list-style-type: none"> - Employ additional pastoral support officers - Designated additional assistant head responsibly for PP behaviour 	<ul style="list-style-type: none"> - Significant number of behaviour incidents carried out by PP students. Designated behaviour lead will reduce the number and severity of behaviour incidents from PP students - An increase in pastoral support officer capacity will enable more mentoring / preventative action / 	<ul style="list-style-type: none"> - G4S behaviour module - Performance management - Pupil voice 	Behaviour Lead and PSO salaries 167,000



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		parental contact / restorative conversations to take place, thereby reducing the number of behaviour incidents.		
Pastoral & hardship	Alt Provision lead funded by PP	The curriculum offer isn't currently appropriate for all students, an alternative provision is required to cater for all students with complex needs.	<ul style="list-style-type: none"> - AHT reports - Pupil voice - Line management meetings 	<p>Staffing cost £46,000</p> <p>Budgeted AP for dual registered / excluded pupils £25000</p> <p>Jamie's Farm £22000</p>
Software programs	PiXL Kerboodle GCSE POD	- Pupil premium students arrive with lower attainment than non PP students. They are less likely to have the resources from which to revise / learn at home. Resources will be provided for them to help close the attainment gap	<ul style="list-style-type: none"> - User logs - software specific data - Comparative progress data 	PiXL £1800
Holiday Exam preparation and Coursework completion sessions (Feb and Easter half terms)	-Planned sessions for targeted pupils in different subject areas to support with coursework completion and Examination preparation	-Additional time to support pupils in year 11 with GCSE preparations. This will be open to all Disadvantaged pupils; careful use of data to inform intervention based on the target grade	<ul style="list-style-type: none"> -Promotion of the sessions and ensuring parents and Pupils are informed of the sessions well in advance. -Heads of Faculty to liaise with the year team to ensure maximum impact 	<p>£20 per hour per teacher</p> <p>Approximately 2 teachers per dept (12 maximum)</p> <p>Total of 3 hours a per teacher</p> <p>£1440</p>



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After school intervention lessons including the use of external mentors for one to one and small groups tuition	- Teaching time from directed time budget set aside for specific intervention	Many PP students have gaps in their knowledge. Targeted intervention sessions will be offered by all subjects. Session will operate the Pixl model of diagnose, therapy and re-test. Targeted tuition in Maths and English to learners not making expected progress	- Attendance registers - Comparative progress data	£15,000
Lead practitioners	- Lead practitioner roles redefined to focus solely on T&L priorities	- Lead practitioners will use their experience and skill to drive forward the T&L improvements within their faculties. They will assist with QA and provide coaching for teachers ensuring PP students get a better deal inside the classroom	- QA - Pupil voice - Line management meetings	Staffing cost £31169
Revision guides	- PP to receive core examination revision guides free of charge?	- Pupil premium students arrive with lower attainment than non PP students. They are less likely to have the resources from which to revise / learn at home. Resources will be provided for them to help close the attainment gap	- Comparative progress data	£7000 – all KS4 students for all subjects.
Exam concessions	- Dedicated learning mentor employed to ensure all PP students have the adequate level of exam support	- The school has not traditionally put in place adequate provision for those students that may need it. A designated exams concession learning mentor will ensure PP students are appropriately tested and therefore receive the correct level of examination support thus improving their chance of success	- Number of pupils receiving concessions - Line management meetings	Staffing Cost £25347
Rewards and awards	New rewards and awards system set up to reward effort and positive attitude to learning; Attending Intervention and after school revision sessions as well as holiday sessions	- The school currently has no reward / award programme in place. Pupils need incentives to help encourage expected / good behaviour. Rewards improve levels of conformity and pupil happiness.	- G4S entries	£6000



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Breakfast club	Open to all FSM pupils	Not all pupils receive breakfast in the morning despite its documented importance. By offering a breakfast club we will be able to ensure vulnerable pupils have access to food and drink before school	- Attendance registers	£225
Reducing barriers	Providing food ingredients for food technology lessons	All pupils should have the opportunity to choose the qualifications they wish to study and not have the cost of ingredients limit this choice or their attainment. All Student need to learn how to cook balanced nutritious meals. Participation cannot be decided by who can afford to take part.	- Number of PP student in each year group taking food technology - Progress of Pp students against Non PP	£2000
Providing uniform and meals	In the event of hardship, the school provides uniform for PP students	All pupils must follow our uniform expectations. On occasion pupils / families are unable to provide the necessary equipment / uniform. To ensure fairness and maintain our high standards we must assist.	- Uniform log kept	£500
		Total		463,872

Date: _____

Pupil Premium Leader: _____