

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	1122
Proportion (%) of pupil premium eligible pupils	48%
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	December 2022
Date on which it will be reviewed	September 2023
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	£463,935
Recovery premium funding allocation this academic year	£129,996
School led tutoring allocation	£78,426
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	<b>£672,357</b>

## 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, especially those at a disadvantage. 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>Low levels of literacy</b></p> <p>Assessments, observations and discussions with pupils, indicates that disadvantaged pupils generally have lower levels of literacy than their peers.</p> <p>NGRT results 2021-2022 – 58.8% of disadvantaged students are below chronological reading age compared to 48.4% of non-disadvantaged students.</p>
2	<p><b>Low attendance of PP pupils</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>
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>44% of pupils receiving 1-2-1 counselling were PP and 50% of pupils that received any support from the Mental Health team were PP.</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, academic results for 2022 have shown a gap of -0.3.</p> <p>Over the last 3 years the gap between disadvantaged pupils and their non-disadvantaged peers for Attainment 8 has decreased, academic results for 2022 have shown a gap of -0.9.</p> <p>Disadvantaged pupils are now completing more homework than previous years and have access to weekly homework to retrieve knowledge. There is however still a gap between disadvantaged pupils and their non-disadvantaged peers.</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
<p>Improve literacy levels so that pupils are able to access the whole curriculum.</p>	<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>
<p>Improve attendance levels and to ensure that attendance of disadvantaged students is in line with non-disadvantaged students.</p>	<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>
<p>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.</p>	<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>
<p>Improved attainment among disadvantaged pupils across the curriculum at the end of KS4,</p>	<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: £ 266,013

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
Go4Schools	Data platform allows all stakeholders to engage in students data having it all in one place to support teachers to identify trends/patterns to support the children they teach.	2 and 4
KS4 Progress Lead	Appointment of a staff member to focus on the trends/patterns of KS4 pupils to improve outcomes using the latest research from the EEF.	4

## Targeted academic support

Budgeted cost: £ 220,013

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 academic mentors to support key students.	EEF research indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.  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>  And in small groups:	4

	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>  “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 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
Literacy lead, full time librarian and a wide range of library books and clubs and activities.	Literacy lead has a key focus to improve reading ages of all students with the librarian used to promote a love of reading across the school  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: £ 186,331

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	1,2,3 and 4

	provision and shaping the curriculum to meet their needs will avoid this.	
Dedicated pastoral behaviour mentors 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 remove barriers and increase attendance.  Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	2 and 4
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
Careers Package - Unifrog	All pupils are entitled to careers support and help guide students to their next destinations. Pupils who have a plan for their future are more likely to engage in their learning.	4
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.	1,2,3 and 4

### Total budgeted cost:

	Budgeted cost
Teaching	£ 266,013
Targeted academic support	£ 220,013
Wider strategies	£ 186,331
<b>Total budgeted cost</b>	<b>£ 672,357</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 2021 to 2022 academic year.

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

Progress; The PP gap was -0.3, the FFT target gap was 0. This is still an improvement on 2019 outcomes where the gap was -0.6.

Attainment; The PP gap was -0.9, the FFT target gap was -0.6. The gap is the same as 2021, however, still shows significant improvement when compared with 2019. This cohort has also been 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 and science. 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.

#### **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 4 months over the last academic year compared with a whole cohort progress of 6 months.

Year 8 disadvantaged students made more progress than their peers.

All pupils have access to NBA Reads within the timetable and has had great success.

65% (40/62) of students who received Direct Instruction (literacy intervention) were PP. They made an average of 18 months RA progress over a 10 month period.

#### **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. Teachers effectively assess pupils by increasing and improving their use of questioning and gauging feedback by using tools such as mini white boards. Some inconsistencies remain as expected which will be negated by use of instructional coaching.

### **Teacher development**

Teacher development has improved during 2021-22, through the use of instructional coaching. All teaching staff have been provided with a coach throughout the academic year to support their ongoing pedagogical development. Teachers are given time within faculty meetings to review curriculum and teaching and learning strategies that have been deemed most effective through QA processes.

### **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 Creative Arts the main subject areas to improve. Deep dives have taken place over the academic year to support curriculum development. The increase in designated faculty development time for curriculum development will continue to 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 are 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 and then Year 8 and 9 at the end of the year. 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. 2022 outcomes have also shown an improvement in PP performance compared to previous years.

## **Homework**

More homework was completed than in previous years with learning platforms streamlined to support pupils and parents. Daily homework clubs were offered and afterschool 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**

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. Remote parent evening uptake was lower than expect and therefore next academic year will hope to move back to face to face parent evenings.

## **Attendance**

PP attendance has increased since the previous year from 86% to 89%. The gap between PP and Non PP for 2021-22 was -4.68% compared to -4.41%.

## **Behaviour incidents**

The number FTE's has decreased by 39% from the previous year.

## **Software programs to support curriculum**

Hegarty Maths was used by the vast majority of pupils throughout the year and now forms the basis for maths KS4 homework and intervention.

Tassomai was well used by Science. English continue to improve engagement and Math's have now utilised Tassomai for their KS3 pupils.

## **Supporting the wellbeing of students**

44% of 1-1 councillor sessions were with PP.

50% of students receiving support via the mental health register were PP students (44% of whole school = PP)

## **Support**

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

50% of year 11 students receive access arrangements.

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

## 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?	