

1. Summary information					
School	Nottingham Free School				
Academic Year	2018/19	Total PP budget	£70,275	Date of most recent PP Review	July 2018
Total number of pupils	471	Number of pupils eligible for PP	106	Date for next internal review of this strategy	January 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5A* - C incl. EM (2015/16 only)	N/A	
% achieving expected progress in English / Maths (2015/16 only)	N/A	
Progress 8 score average (from 2016/17)	N/A	
Attainment 8 score average (from 2016/17)	N/A	

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Gap in literacy and numeracy ability for pupils eligible for PP grows in comparison to non-PP reducing their ability to access the full curriculum.
B.	Higher levels of FTE and internal isolation for PP students removing them from learning time in lessons
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
C.	Attendance rates for pupils eligible for PP are 94% (below the current NFS attendance of non PP students of 96.4%) This reduces their school hours and causes them to fall behind on average

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improvement in reading ages so that all students have a reading age that is at least their chronological age or make significant improvements (improved standardised score towards 100)	Pupils eligible for PP will meet their actual age for reading or make a significant improvements towards a standardised score of 100.
A.	High levels of progress in English and maths for PP students and other subjects in line with this.	All pupils eligible for PP in Years 7 – 11 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets. This will be evidenced using progress data from PC1, PC2 and PC3
B.	Reduce the rate of FTEs, lesson removal and internal isolation for PP students	No difference between PP and non-PP students with rates of FTEs, lesson removal and internal isolation

C.	Increased attendance rates for pupils eligible for PP	Overall attendance among pupils eligible for PP improves towards 97% in line with 'other' pupils.
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5. Planned expenditure					
Academic year	2017/18				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improvement in reading ages so that all students have a reading age that is at least their chronological age or make significant improvements (improved standardised score towards 100)	Read, Write, Inc	Read Write Inc. Phonics (also known as Ruth Miskin Literacy or RML) is a comprehensive synthetic phonics programme that teaches reading, writing and spelling. We have a number of students who fall below the expected standard for literacy and as a result have chosen to implement the Read, Write, Inc programme into two English lessons a week for selected students.	Read, Write, Inc. will be conducted with two groups of students during two lessons of English per week. This will ensure that the correct students both PP and non are allocated correct support and are able to make the expected progress.	ABR	Each half term
	Whole school reading strategies – DEAR, active reading, book bags	<p>‘On average, reading comprehension approaches improve learning by an additional five months’ progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.’ – Sutton Trust Teacher Toolkit</p> <p>Reading is fundamental in improving the outcomes for both PP and non-PP students. We have chosen to use active reading strategies in all lessons and continue with DEAR for 15 minutes during one period a day.</p>	We will utilise QA practices within school to ensure that students are fully engaged with DEAR time and active reading strategies. The latter is also the focus of staff CPD for the whole school year. Completion of DEAR is signed off by staff – PP students are prioritised for checking. Staff planning for key individuals based on their reading ages	ABR	Each half term

High levels of progress in English and maths for PP students and other subjects in line with this.	'Chillied' differentiation tasks – all HAP PP students should be directed to complete higher chilli activities in all lessons in order to fully stretch and challenge	'Teachers plan lessons carefully to ensure that the needs of different groups of pupils are met well. Most teachers make good use of the 'chilli tasks' to provide different tasks, which are most often tailored carefully to stretch and challenge pupils of all abilities.' – OfSTED report 2017 We use a 'chillied' approach to differentiation. This involves setting a variety of tasks within a lesson to ensure that all students can access work at a level that both supports and challenges them.	We will utilise QA practices within school to ensure that work is differentiated using the 'chilli' approach where possible. CPD will be provided for all staff on differentiation so that best practice can be shared.	JBR/JTO/SLT	Each half term
	CPD on providing the best learning opportunities for PP students	Our CPD programme allows us to meet with staff for one period each week to discuss strategies and best practice. During these sessions we focus on key student groups and the strategies that can be implemented to best support their progress.	CPD sessions take place for one period a week every 5 weeks. Alongside the CPD sessions, teaching staff participate in a TLC cycle. This involves researching a key area of pedagogy, discussion and then joint planning and observation to see how the strategies can be put into practice.	JBR/JTO/SLT	Each half term
	Live marking for feedback and use of reflection time through Green Pen Action for students to act on feedback and improve work	The Sutton Trust indicate that strong feedback to students can enable them to make an additional 8 months progress for a low cost. Teachers give instant feedback through live marking – PP students are prioritised by the teacher for this and are expected to respond in green immediately. We use Green Pen Action (GPA) to allow students to reflect on a key piece of work. Teachers mark books in red pen and set students 'T' targets. These are targets which allow students to make progress on their current work. From here, students are then allocated a period of time (GPA) within lessons to respond to the 'T' targets.	We will utilise QA practices within school to ensure that students are fully engaged with GPA time and that meaningful targets are set within their work.	JBR/JTO/SLT	Each half term
	High expectations of behaviour using consequence system where appropriate	'Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.' –Sutton Trust Teacher Toolkit We use a consequence system within school which is transparent to all stakeholders and ensures that all students are treated equally and that all incidents are dealt with proportionately.	Pastoral QA activities allow us to determine where students pose any particular issues so that there can be dealt with quickly and efficiently. A behaviour climate walk has been set up to focus on key classes.	KGR/HOY/AHOY/All staff	Each half term

	PP 'cards' to prioritise in class strategies	Teachers knowing and purposefully planning for PP students will ensure that they benefit from the in-class strategies such as targeted questioning and priority for live marking.	QA through climate walks, observations and planning checks in departments	JBR/JTO/SLT	
Total budgeted cost					£20,000

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improvement in reading ages so that all students have a reading age that is at least their chronological age or make significant improvements (improved standardised score towards 100)	Accelerated reader	Children from the poorest backgrounds are two years, four months of schooling behind children from the wealthiest backgrounds at age 15, according to a recent Sutton Trust report. Improving reading ages of all students is fundamental if students are to access higher level questions on exam papers and assessments. Accelerated Reader uses regular standardised tests to measure progress and guides students to read appropriate level texts in order to make the best progress possible.	Accelerated reader will be monitored on a half termly basis. Students will be tested and their progress monitored. Where students are not making expected progress, they will be part of a more intense reading strategy to ensure they are able to catch up.	ABR	Each half term
High levels of progress in English and maths for PP students and other subjects in line with this.	Tutor time intervention – English and maths	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Those using experienced and specifically trained teachers, which have nearly twice the effect on average than when not with a teacher.	Student attendance to these sessions and the quality of material delivered will be QA'd by the subject leads.	RFA/ABR	Each half term
High levels of progress in English and maths for PP students and other subjects in line with this.	Revision packs for PP students	To ensure that all students have access to revision resources for use during independent study and at home. These resources can be expensive. All homework is now full accessible	All students will be given revision packs at the beginning of the initial assessment period. These will be sent home with a letter to parents to ensure that they are aware of the expectations of revision.	JTO	Each term

	One-to-one online tutoring	One-to-one tutoring is proven to allow students to bridge the gap in students' knowledge where needed.	Selected students will be provided with one-to-one online tutoring. This will be conducted with liaison with the teacher of the required subject for intervention. This will ensure that students are focusing on the key areas needed to improve their progress. Weekly tutor reports will be read by the relevant subject leads and the attendance to sessions will also be monitored.	JTO/ABR/RF A	Each week
Reduce the rate of FTEs, lesson removal and internal isolation for PP students	Use of AP for key PP students at risk of FTE	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies. (Sutton Trust)	The AP itself will be QA'd by the pastoral team and the behaviour indicators monitored in school to measure the impact.	KGR	Each half term
Total budgeted cost					£30,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased attendance rates for pupils eligible for PP	First day response and attendance monitoring report	High attendance rates are paramount to ensure that students are accessing as much education as possible. Following a 'first day response' ensures that students are monitored from their first day of absence and understand the importance of good attendance. Students who do not attend as regularly as they should will be placed on an attendance monitoring report which will ensure that their attendance is monitored closely on a daily basis.	We have a dedicated attendance officer who is able to monitor the attendance of individuals on a daily basis. A monitoring tracker shows the impact of interventions and rates of parental engagement	KGR/SSE	Weekly/ Overview each half term
High levels of progress in all subjects for PP students	Increased careers opportunities for all students	Offering information on a variety of careers opportunities is vital to ensure that students are not at risk of being NEET (Not in full time education or employment)	We have appointed a dedicated careers leader to ensure that we maximise our opportunities for careers throughout Y7 to post-16.	KGR/PBA	Each half term
Total budgeted cost					£20,000

6. Review of expenditure				
Previous Academic Year		2017/18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
High levels of progress in English/literacy for pupils eligible for PP	<p>Use of reflection time through Green Pen Action for students to act on feedback and improve work with focus on literacy targets</p> <p>PP students a focus of AfL strategies as part of TLCs and a focus for questioning</p>	<p>SUCCESS CRITERIA: Pupils eligible for PP at least as much progress by the end of the year than 'other' pupils so that at least 50% exceed FFT20 end of year targets and 100% meet these targets and other pupils still make at least the expected progress.</p> <p>Year 10: 35.3% of PP students exceeded FFT 20 targets (non PP 40.3%), however, only 64.7% of PP students met their FFT 20 target for English (non PP 85%).</p> <p>Year 9: 50% of PP students exceeded FFT 20 targets (non PP 73.9%), however, only 68.2% of PP students met their FFT 20 target for English (non PP 59.4%).</p> <p>Year 8: 65 % of PP students exceeded FFT 20 targets (non PP 77.3%), however, only 70% of PP students met their FFT 20 target for English (non PP 80.3%).</p> <p>Year 7: 53.8 % of PP students exceeded FFT 20 targets (non PP 68.8%), however, only 69.2% of PP students met their FFT 20 target for English (non PP 79.7%).</p>	<p>We will continue to use GPA to provide students with feedback. The marking policy was altered slightly during the last academic year. This was to ensure that targets set in students books were robust and allowed students to make progress.</p> <p>We will continue to focus on AfL strategies as part of our CPD. This will initially begin with strategies which can be used on the iPads (staff and students). A sharp focus will remain on key student groups.</p>	

<p>Improvement in reading ages so that all students meet their actual age or make at least two years progress</p>	<p>Read, Write, Inc Whole school reading strategy – DEAR, active reading Accelerated reader</p>	<p>Success criteria: Pupils eligible for PP will meet their actual age for reading or make at least two years progress. Non PP students will also meet their actual age for reading or make at least two years progress</p> <p>Year 9 – 10</p> <p>Cohort</p> <table border="1" data-bbox="705 247 1232 466"> <thead> <tr> <th></th> <th>below 80</th> <th>80-99</th> <th>100+</th> </tr> </thead> <tbody> <tr> <td>Oct</td> <td>11</td> <td>41</td> <td>35</td> </tr> <tr> <td>%</td> <td>12.6</td> <td>47.1</td> <td>40.2</td> </tr> <tr> <td>Feb</td> <td>0</td> <td>34</td> <td>49</td> </tr> <tr> <td>%</td> <td>0.0</td> <td>41.0</td> <td>59.0</td> </tr> </tbody> </table> <p>PP</p> <table border="1" data-bbox="705 550 1232 769"> <thead> <tr> <th></th> <th>below 80</th> <th>80-99</th> <th>100+</th> </tr> </thead> <tbody> <tr> <td>Oct</td> <td>3</td> <td>7</td> <td>7</td> </tr> <tr> <td>%</td> <td>17.65%</td> <td>41.18%</td> <td>41.18%</td> </tr> <tr> <td>Feb</td> <td>0</td> <td>6</td> <td>10</td> </tr> <tr> <td>%</td> <td>0.00%</td> <td>37.50%</td> <td>62.50%</td> </tr> </tbody> </table>		below 80	80-99	100+	Oct	11	41	35	%	12.6	47.1	40.2	Feb	0	34	49	%	0.0	41.0	59.0		below 80	80-99	100+	Oct	3	7	7	%	17.65%	41.18%	41.18%	Feb	0	6	10	%	0.00%	37.50%	62.50%	<p>We will continue to develop reading with the aim for all students to be reading ahead of their chronological age. We will continue to use accelerated reader, DEAR and reading intervention groups with students who are eligible for catch up funding.</p>	
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Average Point Change

PP	Non-PP	Cohort
5.1	5.3	5.3

Year 8

Cohort

	below 80	80-99	100+
Oct	4	24	59
%	4.60%	27.59%	67.82%
Feb	4	23	60
%	4.60%	26.44%	68.97%

PP

	below 80	80-99	100+
Oct	3	8	10
%	14.29%	38.10%	47.62%
Feb	3	8	10
%	14.29%	38.10%	47.62%

Year 7

Cohort

	below 80	80-99	100+
Oct	4	21	71
%	4.17%	21.88%	73.96%
Feb	3	20	73
%	3.13%	20.83%	76.04%

PP

	below 80	80-99	100+
Oct	1	4	11
%	6.25%	25.00%	68.75%
Feb	0	5	11
%	0.00%	31.25%	68.75%

High levels of progress in all subjects for PP students

'Chillied' differentiation tasks – all HAP PP students should be directed to complete higher chilli activities in all lessons in order to fully stretch and challenge

CPD on providing the best learning opportunities for PP students

Use of reflection time through Green Pen Action for students to act on feedback and improve work

High expectations of behaviour using consequence system where appropriate

Revision packs for PP students

Increased careers opportunities for all students

Success criteria: All pupils eligible for PP in Year 7, 8, 9 and 10 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets. This will be evidenced using progress data from PC1, PC2 and PC3

Year 10

	10PC3	FFT20	FFT5
4+ EM	73.7%	78.9%	89.5%
5+ EM	47.4%	57.9%	57.9%
7+ EM	15.8%	15.8%	15.8%
P8	0.32	0.45	0.9

Year 9

	9PC3	FFT20	FFT5
4+ EM	55.6%	72.2%	77.8%
5+ EM	22.2%	44.4%	55.6%
7+ EM	5.6%	0.0%	5.6%
P8		0.312	0.800

Year 8

	8PC3	FFT20	FFT5
4+ EM	63.6%	68.2%	72.7%
5+ EM	45.5%	59.1%	59.1%
7+ EM	22.7%	22.7%	31.8%

Year 7

	7PC3	FFT20	FFT5
4+ EM	84.2%	94.7%	94.7%
5+ EM	63.2%	63.2%	73.7%
7+ EM	10.5%	10.5%	15.8%

PP students will continue to be the priority focus of all in-class intervention strategies and targeted for extra support (e.g. tutor time intervention) when underachieving.

High levels of progress in mathematics for Year 7, 8, 9 and 10 pupils eligible for PP

'Chillied' differentiation tasks – all HAP PP students should be directed to complete higher chilli activities in all lessons in order to fully stretch and challenge

Use of reflection time through Green Pen Action for students to act on feedback and improve work

High expectations of behaviour using consequence system where appropriate

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Success criteria: Pupils eligible for PP make more progress by the end of the year than 'other' pupils so that at least 50% exceed FFT20 end of year targets and 100% meet these targets and other pupils still make at least the expected progress.

Year 10

Subject	4+		5+		7+		P8
	10PC3	FFT20	10PC3	FFT20	10PC3	FFT20	
Eng Lang cohort	85%	93%	68%	70%	31%	21%	0.4
Eng Lang PP	78%	89%	61%	67%	22%	17%	0.2
Maths cohort	84%	90%	67%	69%	39%	23%	1.1
Maths PP	89%	89%	61%	56%	17%	17%	0.7

Despite being below the cohort measures, the PP students are achieving above their FFT20 targets in both years 9 and 10.

Year 9

Subject	4+		5+		7+		P8
	10PC3	FFT20	10PC3	FFT20	10PC3	FFT20	
Eng Lang cohort	86%	84%	58%	67%	20%	15%	0.0
Eng Lang PP	80%	72%	40%	33%	13%	0%	-0.1
Maths cohort	78%	87%	60%	69%	24%	22%	0.4
Maths PP	67%	67%	53%	44%	7%	6%	0.3

FFT20		All	Disad
Maths Year 8	4+	85	76
	5+	74	62
	7+	44	33
Maths Year 7	4+	97	95
	5+	89	79
	7+	48	37

PP students in the lower years are slightly behind their FFT20 targets at 4+/5+