

1. Summary information					
School	Nottingham Free School				
Academic Year	2017/18	Total PP budget	£60,775	Date of most recent PP Review	September 2017
Total number of pupils	369	Number of pupils eligible for PP	86	Date for next internal review of this strategy	January 2018

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 ability for pupils eligible for PP grows in comparison to non-PP
B.	High levels of FTE and internal isolation for PP students
<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 93.38% (below the current NFS attendance of non PP students of 97.37%) 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 meet their actual age or make at least two years progress	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
B.	High levels of progress in all subjects for PP students	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
C.	High levels of progress in mathematics for Year 7, 8, 9 and 10 pupils eligible for PP	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.
D.	Increased attendance rates for pupils eligible for PP	Overall attendance among pupils eligible for PP improves from 94% to 97% in line with 'other' pupils.

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 meet their actual age or make at least two years progress	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 strategy – DEAR, active reading	<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. Our aim is for all students to be at at least their chronological age for reading.</p>	We will utilise QA practices within school to ensure that students are fully engaged with DEAR time and active reading strategies	ABR	Each half term

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	'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.	EHO/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.	EHO/LTE	Each half term
	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. We use Green Pen Action (GPA) to allow students to reflect on their 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.	EHO/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
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 meet their actual age or make at least two years progress	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 mathematics for Year 7, 8, 9 and 10 pupils eligible for PP	Numicon	Numicon is an individualised maths programme aimed at bridging the gap between areas of knowledge for students. We have chosen to use this method as we feel it will benefit both PP and non PP low ability students in order for them to access the curriculum.	Students participating in the Numicon programme will be assessed at the beginning and end of the programme. This will enable us to see how students have made progress. Where the progress has not been sufficient, students will be part of a more intense maths strategy to ensure they are able to catch up.	RFA	Each half term
High levels of progress in all subjects for PP students	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 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.	EHO	Each half 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.	JBR/PCL/L WI	Each half term
Total budgeted cost					£10,000
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	SSE	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.	PBA	Each half term
Total budgeted cost					£30,000

6. Review of expenditure					
Previous Academic Year		2016/17			
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

<p>High levels of progress in English/literacy for pupils eligible for PP</p>	<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 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.</p> <p>Year 9:</p> <p>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:</p> <p>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:</p> <p>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>	
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<p>High levels of progress in mathematics for Year 7, 8 and 9 pupils eligible for PP</p>	<p>Use of reflection time through Green Pen Action for students to act on feedback and improve work with focus on mathematical targets (in maths lessons)</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 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.</p> <p>Year 9:</p> <p>22.7% of PP students exceeded FFT 20 targets (non PP 36.2%). 54.5% of PP students met their FFT 20 target for Maths (non PP 68.1%).</p> <p>Year 8:</p> <p>35% of PP students exceeded FFT 20 targets (non PP 43.9%). 50% of PP students met their FFT 20 target for Maths (non PP 77.3%).</p> <p>Year 7:</p> <p>30.8% of PP students exceeded FFT 20 targets (non PP 39.1%). 46.2% of PP students met their FFT 20 target for English (non PP 68.8%).</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>	
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<p>High levels of progress in all subjects for high ability PP students</p>	<p>CPD on providing stretch for high attaining pupils</p> <p>'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</p>	<p>SUCCESS CRITERIA: High ability pupils eligible for PP in Year 7, 8 and 9 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.</p> <p>Year 7</p> <p>100% of high ability PP students met their targets for all subjects.</p> <p>Year 8</p> <p>100% of high ability PP students met their targets for all subjects.</p> <p>Year 9</p> <p>Not all high ability pupils in Year 9 met their targets for all subjects.</p>	<p>There will be a continued focus on high ability PP students. Students in Year 10 will be part of a mentoring programme which will place an increased focus on their performance over the course of the year and will involve parents at all stages.</p>	
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Reduce the number of behaviour incidents for PP students in Y9	'Chillied' differentiation tasks High expectations of behaviour using consequence system where appropriate	<p>SUCCESS CRITERIA: Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards) and a reduction in FTE</p> <p>FTE</p> <p>Overall, there has been an increase in the number of exclusions for all students, however, this is attributed to two key students.</p> <p>Behaviour incidents</p> <p>From 2015-16 to 2016-17, there was a reduction in the number of PP students who were removed to DICE (internal isolation)</p>	We will continue to use the consequence system for monitoring behaviours. There will an increased focus on issuing positive behaviour points, alongside sending positive postcards home to students where they have shown exemplary attitudes to learning.	
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ii. Targeted support

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 literacy for Year 7 and 8 pupils eligible for PP.	Accelerated reader One to one intervention and small group work	<p>SUCCESS CRITERIA: AR tests will show greater than age expected progress and above that of non-PP students This will be evidenced using accelerated reader assessments and formal English written assessments.</p> <p>Accelerated reader</p> <p>PP students did not show greater than age expected progress.</p>	The approach has been amended for the current academic year. All students will now study one set class text that will be aimed at allowing them to make progress in reading. The students will continue to conduct the comprehension tests and then they will be directed towards reading books which are aimed at their ability.	£10,000

High levels of progress in all subjects for high ability PP students	Challenge cards with focus on PP	<p>SUCCESS CRITERIA: High ability pupils eligible for PP in Year 7, 8 and 9 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.</p> <p>Year 7</p> <p>100% of high ability PP students met their targets for all subjects.</p> <p>Year 8</p> <p>100% of high ability PP students met their targets for all subjects.</p> <p>Year 9</p> <p>Not all high ability pupils in Year 9 met their targets for all subjects.</p>	We have decided to amend the way in which we conduct challenges for students. All students will now be expected to participate in at least two challenges over the course of the year. The challenges have been set in advance by members of staff and students will be expected to choose challenges based on their preferences.	£400
	Curiosity challenges with focus on PP	<p>SUCCESS CRITERIA: High ability pupils eligible for PP in Year 7, 8 and 9 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.</p> <p>Year 7</p> <p>100% of high ability PP students met their targets for all subjects.</p> <p>Year 8</p> <p>100% of high ability PP students met their targets for all subjects.</p> <p>Year 9</p> <p>Not all high ability pupils in Year 9 met their targets for all subjects.</p>	We have decided to amend the way in which we conduct challenges for students. All students will now be expected to participate in at least two challenges over the course of the year. The challenges have been set in advance by members of staff and students will be expected to choose challenges based on their preferences.	£200

	One to one mentoring from University students for HAP PP students	<p>SUCCESS CRITERIA: High ability pupils eligible for PP in Year 7, 8 and 9 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.</p> <p>Year 7</p> <p>100% of high ability PP students met their targets for all subjects.</p> <p>Year 8</p> <p>100% of high ability PP students met their targets</p>	Unfortunately, the University are unable to offer this programme during the next academic year.	£0
Reduce the number of behaviour incidents for PP students in Y9	Alternative provision	<p>SUCCESS CRITERIA: Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards) and a reduction in FTE</p> <p>One student attended alternative provision. Unfortunately, following a number of serious incidents within school, the student was permanently excluded.</p>	We will continue to look in to alternative provision options where the need arises	£1000
	Amended curriculum choices	<p>SUCCESS CRITERIA: Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards) and a reduction in FTE</p> <p>A small number of PP students in Year 9 were offered the option of having a reduced option range to focus on improving grades in English and Maths</p>	We will continue with the reduced option process for key students. However, the students will now have more formal maths and English lessons during the additional time.	£3500

iii. Other approaches

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
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D. Increased attendance rates for pupils eligible for PP.	Student welfare officer employed to monitor pupils and follow up quickly on truancies/absences. First day response provision provided with PP students first priority.	<p>SUCCESS CRITERIA: Overall attendance among pupils eligible for PP improves from 94% to 97% in line with 'other' pupils.</p> <p>Student attendance for PP students ended at 93.4%. This can be attributed to the poor attendance of 3 students.</p>	We will continue with our attendance strategy with a continued focus on key PP students.	£20,000
C. Reduce the number of behaviour incidents for PP students in Y9	Use of colour coded reports	<p>SUCCESS CRITERIA: Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards) and a reduction in FTE</p> <p>FTE</p> <p>Overall, there has been an increase in the number of exclusions for all students, however, this is attributed to two key students.</p> <p>Behaviour incidents</p> <p>From 2015-16 to 2016-17, there was a reduction in the number of PP students who were removed to DICE (internal isolation)</p>	We will continue to use colour coded reports as a method to ensure that students are routinely monitored and their behaviour tracked. This means that timely interventions can be put in place where necessary to avoid escalation of behaviours.	£50
	KOOOTH counselling programme	<p>SUCCESS CRITERIA: Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards) and a reduction in FTE</p> <p>FTE</p> <p>Overall, there has been an increase in the number of exclusions for all students, however, this is attributed to two key students.</p> <p>Behaviour incidents</p> <p>From 2015-16 to 2016-17, there was a reduction in the number of PP students who were removed to DICE (internal isolation)</p>	KOOOTH counselling with continue into the new academic year. This is paramount in ensuring the mental well-being of some of our more vulnerable students.	£0

7. Additional detail

Alongside the strategies listed above, we believe that our extended school day and compulsory enrichment and independent study sessions also allow PP students to make progress in line with their peers.