

1. Summary information					
School	Nottingham Free School				
Academic Year	2016/17	Total PP budget	£59,270	Date of most recent PP Review	N/A
Total number of pupils	273	Number of pupils eligible for PP	73	Date for next internal review of this strategy	9 th January 2017

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)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Gap in literacy ability for Year 7 and 8 pupils eligible for PP grows in comparison to non-PP
B.	High ability PP students do not make as much progress as high ability non-PP students
C.	High levels of FTE and internal isolation for PP students in Y9
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PP are 94.41% (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.	High levels of progress in English (and literacy) for Year 7, 8 and 9 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. 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.

B.	High levels of progress in mathematics for Year 7, 8 and 9 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. This will be evidenced using formal Mathematics written assessments.
C.	High levels of progress in all subjects for high ability PP students	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. This will be evidenced using progress data from PC1, PC2 and PC3
D.	Reduce the number of behaviour incidents for PP students in Y9	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards) and a reduction in FTE
E.	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		2016/17			
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. High levels of progress in English/literacy for pupils eligible for PP	Use of reflection time through Green Pen Action for students to act on feedback and improve work with focus on literacy targets PP students a focus of AfL strategies as part of TLCs and a focus for questioning	Gap in English/literacy ability for Year 7 and 8 pupils eligible for PP grows in comparison to non-PP. Where marking is strong, students responses do not always replicate that and as a result, tasks remain incomplete and work does not show improvement. The Sutton Trust believes that quality feedback with the opportunity to respond can add 8 months to a student's attainment levels.	Through work scrutiny dedicated to vulnerable groups where comparisons can be made between PP students and their peers. From here, department leads will share feedback with staff and make improvements to quality of marking and ensure consistent feedback is given from students.	ABR/RFA	9th January 2017 and then half termly
B. High levels of progress in mathematics for Year 7, 8 and 9 pupils eligible for PP	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) PP students a focus of AfL strategies as part of TLCs and a focus for questioning	Students eligible for pupil premium do not make less progress than their peers. Where marking is strong, students responses do not always replicate that and as a result, tasks remain incomplete and work does not show improvement. The Sutton Trust believes that quality feedback with the opportunity to respond can add 8 months to a student's attainment levels.	Through work scrutiny dedicated to vulnerable groups where comparisons can be made between PP students and their peers. From here, department leads will share feedback with staff and make improvements to quality of marking and ensure consistent feedback is given from students.	ABR/RFA	9th January 2017 and then half termly

<p>C. 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>High attaining pupils do not progress in line with their peers. OfSTED noted (March 2015) that only 1/3 of schools visited are using pupil premium for the most able. A wide range of extension tasks and enrichment activities are used to support the progress of the most able pupil premium students.</p>	<p>Peer observation of attendees' classes after the course, to embed learning (through TLC lesson study cycles)</p> <p>QA of learning walks, observations and climate walks to include element of vulnerable groups observations each time</p>	<p>EHO</p> <p>SLT, RFA, ABR</p>	<p>9th January 2017 and then half termly</p>
<p>D. Reduce the number of behaviour incidents for PP students in Y9</p>	<p>'Chillied' differentiation tasks</p> <p>High expectations of behaviour using consequence system where appropriate</p>	<p>A wide range of extension tasks and enrichment activities are used to support the progress of the pupil premium students. High expectations of behaviour and a consistent use of the consequence system will see a decline in the number of consequences issued for negative behaviour and an increase in the number of consequences for positive behaviour</p>	<p>Analysis of behaviour data</p> <p>QA of learning walks, observations and climate walks to include element of vulnerable groups observations each time</p>	<p>All</p>	
<p>Total budgeted cost</p>					<p>£10 000</p>

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?
<p>A. High levels of progress in literacy for Year 7 and 8 pupils eligible for PP.</p>	<p>Accelerated reader</p> <p>One to one intervention and small group work</p> <p>'Book buddies'</p>	<p>Students had reading ages lower than their chronological age which creates a barrier for them in all subjects. Improving their reading age will enable better access to curriculum materials. 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.</p> <p>Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact compared to one to one tuition.</p> <p>'Book buddies' involves students in Year 9 listening to Year 7 students reading their books. This is designed to encourage students to feel more confident when reading aloud.</p>	<p>Accelerated reader is tracked on a half termly basis through the use of STAR test scores. Students are changed reading levels accordingly.</p>	<p>ABR</p>	<p>9th January 2017 and then half termly</p>

B. High levels of progress in all subjects for high ability PP students	Curiosity challenges with focus on PP Challenge cards with focus on PP One to one mentoring from University students for HAP PP students	High attaining pupils do not progress in line with their peers. OfSTED noted (March 2015) that only 1/3 of schools visited are using pupil premium for the most able. The impact of mentoring is low in terms of direct effect on academic outcomes, accelerating learning on average by only about one month's additional progress for the majority of pupils. However, there is evidence that pupils from disadvantaged backgrounds can benefit by up to about two months' additional progress (Sutton Trust). The aim is that students improve aspirations and therefore, improve their desire to achieve.	All students will be tracked to ensure that they are completing both curiosity challenges and challenge cards. Where there is little participation, parents will be spoke to regarding this.	EHO EHO KGR	9th January 2017 and then half termly
C. Reduce the number of behaviour incidents for PP students in Y9	Alternative provision Amended curriculum choices	Offer alternative provision for any students who are identified as needing additional support to rectify poor behaviour. An amended curriculum (reduction in option subjects) allows for more time to be spent developing skills in English and Maths	Analysis of data	KGR, PCL, TSI, Tutors	
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?
D. Increased attendance rates for pupils eligible for PP.	Student welfare officer employed to monitor pupils and follow up quickly on trancies/absences. First day response provision provided with PP students first priority.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Student welfare officer aware of current issues with PP students attendance and attends multi-agency meetings for key students to plan for improved attendance. Same day calls about progress for target students to ensure students attend on a regular basis, on a full timetable. Personalised support and assertive mentor assigned to each PA pupil eligible for PP. Attendance and progress discussed at least fortnightly with mentor.	SSE KGR	January 2016

			Letters about attendance and student welfare officer to visit all PA at home to discuss attendance with parents / guardian and explore barriers		
C. Reduce the number of behaviour incidents for PP students in Y9	Use of colour coded reports KOOOTH counselling programme	Colour coded reports allow students to be issued with SMART targets and can be monitored daily at both school and home to see an improvement in behaviour One-to-one counselling sessions allow students the opportunity to discuss their concerns with an independent person and work on strategies for addressing any negative behaviours within the classroom or around the school site.	Analysis of data TAF meetings	KGR, PCL, TSI, Tutors	
Total budgeted cost					£5000

6. Review of expenditure					
Previous Academic Year		2015/16			
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	
Increase the level of challenge for the most able	Challenge cards (most able) Most able students are provided with a challenge card which they are expected to complete over a course of a term. The expectation is that they push themselves out of their comfort	Four pupil premium students participated in this in total. Of the four participants, three were awarded a bronze award and one was awarded a silver award.	The challenge cards will be rolled out to all top band students across all three year groups from September 2016. There will be an amendment to the targets so that they focus on the employment skills linked with the schools vision statement. HAP PP students will be closely monitored to ensure that they participate in the programme.	£500	
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	

Improve the literacy ability of all PP students	<p>Handwriting Intervention Handwriting intervention is offered as either one to one or small group intervention</p>	<p>There has been a visible improvement in the quality of the handwriting of children who have undertaken this intervention.</p>	<p>Share the visible results with all staff and stick examples on books in order for all staff to insist on the same continued standards.</p>	£1400
	<p>Book bags Identified pupil premium students were provided with book bags to supplement reading at home.</p>	<p>The accelerated reader data for students who were issued book bags shows a positive picture. On average, Year 7 students made 11.5 months reading age progress over a 9 month period. Year 8 student made an average of 11.4 months reading age progress over a 9 month period.</p>	<p>The 'Book Bag' scheme will continue but will place an emphasis on children who are vulnerable and not reading at home</p>	£1000
	<p>Accelerated reader Bespoke reading programme. Students are tested at the start of the programme and are then set small comprehension tests through an online portal each time they complete a book.</p>	<p>This programme started at the beginning of the academic year. Over a 9 month period, Pupil Premium students in Year 7 made on average 11.5 months progress on their initial reading age. In Year 8, students made 11.4 months progress on their initial reading age.</p>	<p>The accelerated reader programme will continue into Year 7 and the data will be analysed on a termly basis</p>	£2000
	<p>One to one or small group tuition provided for targeted students Key staff provided small group or 1-1 intervention during a study support session once a week for targeted students.</p>	<p>The impact on individual children is monitored through 3 progress checks each year, alongside additional assessments which indicate how much progress is made throughout the course of the year.</p>	<p>Intervention will now focus on specific areas of need for students in Maths and English, as opposed to making a general overall improvement. There will be greater emphasis on intervention at classroom level.</p>	£10,000

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
Improve attendance of PP students to be in line with non-PP students	Student welfare officer targets PUPIL PREMIUM students on first day of absence	Pupil Premium gap for attendance narrowed during the course of the year from -2.39% to -1.3% by the end of the year. PA was 0%	PP students will continue to be targeted first with regards first day response.	£14,078
Remove barriers to learning for PP students	<p>Free revision resources including calculators All students at KS3 to receive a free revision guide & workbook for English, Maths and Science. All pupil premium students to receive a significantly reduced calculator (recommended model available to purchase in school)</p> <p>Homework study support for Key Stage 3 Compulsory study support provision for all students twice a week. Those with poorer homework scores are in a smaller study group for extra study support</p>	<p>Contributes towards the improvement in Maths and Science outcomes</p> <p>Homework scores are recorded for each subject at each Progress Check and we are then able to calculate an average per student. The homework score gap has narrowed from 0.18 at PC1 to 0.01 for Year 7 at PC3.</p>	<p>This will continue and has been extended into offering a discount towards GCSE revision guides for Year 9 students.</p> <p>Homework scores will analysed at the end of each half term. Where students need additional homework support, as identified by homework scores, they will be given a 'study buddy' in Year 8/9 to support them within study support time.</p>	<p>£1000</p> <p>£11,000</p>

<p>Increase the range of opportunities available to PP students both inside and out of school</p>	<p>Sutton Scholars university programme Aspirational events provided by university students from Nottingham University</p>	<p>This programme takes place over a five year period and as a result, no analysis of impact has yet taken place.</p>	<p>This will continue and a new cohort of Year 7 students have now joined the programme.</p>	<p>£700 for transport</p>
	<p>Music Tuition Tuition heavily subsidised for pupil premium students</p>	<p>All students play an instrument (guitar or p-bone) with no cost to them. This adds breadth and widens their cultural experiences.</p>	<p>This will continue. Two Year 9 students have also been offered additional music tuition to aid Music GCSE.</p>	<p>£90 per student</p>
	<p>Trips and visits Outdoor activity centre, designed to boost confidence and team building skills. Places heavily subsidised for pupil premium students in year 7. Other subsidised trips include: whole school trip to the pantomime, field trip for science and geography, end of year bowling activity.</p>	<p>Raised aspirations and self-esteem for year 7 Pupil Premium students. This is difficult to quantify. 95% of pupil premium students attended the residential trip to Walesby.</p>	<p>We will continue to subsidise trips and visits where appropriate</p>	<p>£2000</p>
	<p>Extra-curricular activities All students participate in two extra-curricular activities designed to develop wider skills e.g. teamwork and leadership as well as develop personal hobbies and interests.</p>	<p>All students have been given the opportunity to participate in a wide variety of activities and have been encouraged to opt for an activity which they would not necessarily do in their own time.</p>	<p>Our enrichment programme has continued and grown and now there is a greater depth of enrichment activities offered to students</p>	<p>£3000</p>

7. Additional detail

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