# Pupil premium strategy / self- evaluation (secondary)

| 1. Summary information | | | | | |
|---|---|---|---|---|---|
| **School** | Nottingham Free School | | | | |
| **Academic Year** | 2019-20 | **Total PP budget** | £86,098 | **Date of most recent PP Review** | July 2019 |
| **Total number of pupils** | 538 | **Number of pupils eligible for PP** | 106 (last year's count) | **Date for next internal review of this strategy** | January 2020 |

| 2. Current attainment | | |
|---|---|---|
| | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) |
| **Progress 8 score average** | **-0.938** | 0.326 |
| **Attainment 8 score average** | **39.7 (D)** | 53.1 (C) |
| | | |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
|---|---|
| **Academic barriers** *(issues to be addressed in school, such as poor literacy skills)* | |
| **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 |
| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* | |
| **D.** | Attendance rates and parental engagement and social issues both in and outside of school. |

| 4. Intended outcomes *(specific outcomes and how they will be measured)* | | Success criteria |
|---|---|---|
| **A. (1)** | 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. (2)** | 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.** | No difference between PP and non-PP students with rates of FTEs, lesson removal and internal isolation | | No difference between PP and non-PP students with rates of FTEs, lesson removal and internal isolation |
| **C.** | No difference between PP and non-PP students with rates of attendance | | Overall attendance among pupils eligible for PP improves towards 97% in line with 'other' pupils. |

| **5. Planned expenditure** |
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| **Academic year** | **2019-20** |
|---|---|

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|---|---|---|---|---|---|
| Green Pen Action, chillied learning tasks and exercise book/homework QA for PP students | High levels of progress in English and maths for PP students and other subjects in line with this. | 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 use QA practices within school to ensure that work is regularly marked and that PP progress is in line with whole school | JTO/SLT/AC | Each half term |

| High expectations of behaviour using consequence system where appropriate | High levels of progress in English and maths for PP students and other subjects in line with this. | '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<br><br>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.<br><br>A behaviour climate walk has been set up to focus on key classes. | KGR and pastoral heads of year | Each half term |
|---|---|---|---|---|---|
| | | | | **Total budgeted cost** | £45,000 |

## ii. Targeted support

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|---|---|---|---|---|---|
| Tutor time intervention for EM to focus on reading and times tables only. | 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) | Tutor time interventions were too broad in the knowledge and skills covered. Two key fundamentals that present a barrier to new learning are reading comprehension skills and times table skills. | QA of tutor time sessions by JTO and JBR | ABR/RFA | Every half term |

| Accelerated Reader scheme | 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) | 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.<br><br>Improving reading ages of all students is fundamental if students are to access higher level questions on exam papers and assessments.<br><br>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 | Every half term |
| --- | --- | --- | --- | --- | --- |
| Targeted mentoring for PP students with SMART targets and guided resources | High levels of progress in English and maths for PP students and other subjects in line with this. This should also aim to improve attendance. | Its 2003 report into the Excellence in Cities and Education Action Zones programmes states: "Learning mentors are making a significant effect on the attendance, behaviour, self-esteem and progress of the pupils they support. In 95 per cent of the survey schools, inspectors judged that the mentoring programme made a positive contribution to the mainstream provision of the school as a whole and had a beneficial effect on the behaviour of individual pupils and on their ability to learn and make progress." | Monitored by JTO in fortnightly review meetings with achievement coordinators and members of SLT. | JTO | Every fortnight. |

| | | | | | |
|---|---|---|---|---|---|
| Targeted one-to-one tuition in EMS. | High levels of progress in English and maths for PP students and other subjects in line with this. | 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 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/RFA/GJO | Each week |
| Subsidised enrichment experiences. | High levels of PP participation for school enrichment experiences (in line with or exceeding non-PP) | Sutton Trust research casts fresh light on the major factors outside (and inside) the school gates that boost the educational progress of bright poor children. Students were nine times more likely to get good GCSEs when they did daily homework. They were much more likely to get good grades if they read books at home for pleasure – not just those books they had to study for school. ***And their results improved if they had visited museums, galleries and went on outings with their families or schools.*** | JTO to oversee and authorise any subsidisation of school enrichment experiences for PP students and promote this when necessary | JTO | When appropriate. |
| | | | | **Total budgeted cost** | £20,000 |

**iii. Other approaches**

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|---|---|---|---|---|---|

| Use of AP for key PP students at risk of FTE | Reduce the rate of FTEs, lesson removal and internal isolation for PP students | 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) | Training HoY to ensure they monitor how behaviours of PP students escalates, | KGR | |
|---|---|---|---|---|---|
| First day response and attendance monitoring report | Increased attendance rates for pupils eligible for PP | 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/<br><br>Overview each half term |
| | | | | **Total budgeted cost** | £21,000 |

| 6. Review of expenditure |
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| |
| **Previous Academic Year** | **2018-19** |

| i. Quality of teaching for all | | | | | |
|---|---|---|---|---|---|
| **Action** | **Intended outcome** | **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** |
| | | | | |

| | 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) | 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.<br><br>Completion of DEAR is signed off by staff – PP students are prioritised for checking.<br><br>Staff planning for key individuals based on their reading ages |
|---|---|---|

| Test | PP - Completed Tests | PP - Below 80 (No.) | PP - Below 80 (%) | PP - 80-99 (No.) | PP - 80-99 (%) | PP - 100+ (No.) | PP - 100+ (%) | PP - Average Score |
|---|---|---|---|---|---|---|---|---|
| Y7 AUT | 29 | 4 | 13.79% | 14 | 48.28% | 11 | 37.93% | 95.59 |
| Y7 SPR | 29 | 2 | 6.90% | 15 | 51.72% | 12 | 41.38% | 98.21 |
| Y7 SUM | 28 | 1 | 3.57% | 16 | 57.14% | 11 | 39.29% | 98.32 |
| | | | | | | | | |
| Y8 AUT | 16 | 0 | 0.00% | 9 | 56.25% | 7 | 43.75% | 102.69 |
| Y8 SPR | 14 | 0 | 0.00% | 5 | 35.71% | 9 | 64.29% | 105.50 |
| Y8 SUM | 15 | 0 | 0.00% | 4 | 26.67% | 11 | 73.33% | 107.13 |
| | | | | | | | | |
| Y9 AUT | 23 | 2 | 8.70% | 10 | 43.48% | 11 | 47.83% | 98.83 |
| Y9 SPR | 23 | 2 | 8.70% | 10 | 43.48% | 11 | 47.83% | 100.70 |
| Y9 SUM | 23 | 2 | 8.70% | 8 | 34.78% | 13 | 56.52% | 101.26 |
| | | | | | | | | |
| Y10 AUT | 14 | 0 | 0.00% | 7 | 50.00% | 7 | 50.00% | 102.79 |
| Y10 SPR | 14 | 0 | 0.00% | 2 | 14.29% | 12 | 85.71% | 110.00 |
| Y10 SUM | 14 | 0 | 0.00% | 4 | 28.57% | 10 | 71.43% | 109.21 |
| | | | | | | | | |
| Y11 AUT | 15 | 0 | 0.00% | 2 | 13.33% | 13 | 86.67% | 112.40 |
| Y11 SPR | 16 | 0 | 0.00% | 4 | 25.00% | 12 | 75.00% | 109.94 |

Clear evidence of success in all year groups, but a dip in the summer term for years 7 and 10. This requires better QA of reading lessons, and thorough preparation for AR tests. Approach will continue.

| 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.

CPD on providing the best learning opportunities for PP students

Live marking for feedback and 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

PP 'cards' to prioritise students in the classroom | *Success Criteria: 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*

For year 11, overall progress for PP students was    -0.938. However, three of these students were not educated with us. Two of these students are have been processed for disapplication. These students have a significant impact upon the progress score for disadvantaged students. With these three students subtracting the residual improves to -0.35. Of the remaining seventeen students, the four students that had the biggest impact on the negative score were HPAs. | It is hard to say whether there is a correlation between these strategies and the progress of PP students.QA did provide good evidence of PP prioritisation in the classroom and when assessing work. It is more likely that the poorly performing PP students gained low outcomes due to poor attendance and social issues occurring in and outside of the school.
The same in-class strategies will be employed by Nottingham Free School this year, but a greater focus on mentoring PP students will be the key strategy. Working more closely with the students, parents and carers is critical when aiming to improve attendance, esteem and achievement. | £20,000 |

| YEAR 10 | 10PC3 | 10CP2 | 10PC1 | FFT20 | FFT5 |
|---|---|---|---|---|---|
| 4+ EM | 57.1% | 53.3% | 57.1% | 71.4% | 78.6% |
| 5+ EM | 50.0% | 46.7% | 42.9% | 42.9% | 64.3% |
| 7+ EM | 7.1% | 13.3% | 14.3% | 0.0% | 7.1% |
| Overall P8 | 0.249 | -0.077 | 0.109 | 0.431 | 0.891 |

| Year 9 | PGPC3 | PGPC2 | PGPC1 | FFT20 | FFT5 |
|---|---|---|---|---|---|
| % Achieving a 4+ in EM | 60.9% | 50.0% | 54.2% | 69.6% | 83.3% |
| % Achieving a 5+ in EM | 39.1% | 33.3% | 37.5% | 56.5% | 58.3% |
| % Achieving a 7+ in EM | 13% | 16.7% | 16.7% | 20.8% | 20.8% |

| Year 8 | 8PC3 | FFT20 | FFT5 |
|---|---|---|---|
| 4+ EM | 87.5% | 100% | 100% |
| 5+ EM | 62.5% | 81.3% | 87.5% |
| 7+ EM | 18.8% | 12.5% | 18.8% |

Looking at those students with a KS2 SATs score of 95 or below:

| | English | | | Maths | | |
|---|---|---|---|---|---|---|
| | Number of identified students | Above target | Below target | Number of identified students | Above target | Below target |
| PC1 | 13 | 8 | 5 | 9 | 2 | 7 |
| PC2 | 11 | 8 | 3 | 8 | 3 | 5 |
| PC3 | 11 | 5 | 4 | 8 | 2 | 4 |

Progress for year 7 catch up students was not as rapid as we would have liked during 2018-19. Therefore the students with the weakest progress going into year 8 will have English and maths in the nurture groups. This will withdraw them from their normal English and maths lessons and give them targeted support to catch up before being reintegrated back into lessons.

## ii. Targeted support

| Action | Intended outcome | 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 |
|---|---|---|---|---|
| Accelerated reader | Pupils eligible for PP will meet their actual age for reading or make a significant improvements towards a standardised score of 100. | (see table below) | Clear evidence of success in all year groups, but a dip in the summer term for years 7 and 10. This requires better QA of reading lessons, and thorough preparation for AR tests. Approach will continue. | |

| Test | PP - Completed Tests | PP - Below 80 (No.) | PP - Below 80 (%) | PP - 80-99 (No.) | PP - 80-99 (%) | PP - 100+ (No.) | PP - 100+ (%) | PP - Average Score |
|---|---|---|---|---|---|---|---|---|
| Y7 AUT | 29 | 4 | 13.79% | 14 | 48.28% | 11 | 37.93% | 95.59 |
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| | | | | | | | | |
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| Y11 SPR | 16 | 0 | 0.00% | 4 | 25.00% | 12 | 75.00% | 109.94 |

| | | | | |
|---|---|---|---|---|
| Tutor time intervention – English and maths | 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 PC1-3 and results | Overall progress for PP students was -0.938. However, three of these students were not educated with us. Two of these students are have been processed for disapplication. These students have a significant impact upon the progress score for disadvantaged students. With these three students subtracting the residual improves to -0.35. Of the remaining seventeen students, the four students that had the biggest impact on the negative score were HPAs.<br><br>Please refer to the PC data for each year group in the action 'High levels of progress in English and maths for PP students and other subjects in line with this' | Knowledge and skills being taught were too broad to implement during tutor time. Therefore, we will narrow the focus of the tutor time intervention (E will be reading and M will be times tables) | |
| Revision packs for PP students | 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 PC1-3 and results | Overall progress for PP students was -0.938. However, three of these students were not educated with us. Two of these students are have been processed for disapplication. These students have a significant impact upon the progress score for disadvantaged students. With these three students subtracting the residual improves to -0.35. Of the remaining seventeen students, the four students that had the biggest impact on the negative score were HPAs.<br><br>It is hard to say whether there is a correlation between the issuing of revision packs and the progress of PP students.<br><br>Please refer to the PC data for each year group in the action 'High levels of progress in English and maths for PP students and other subjects in line with this' | Targeted revision packs will be provided. However, given the KO resources now in school, there will be a greater focus on how PP students utilise study sessions and homework completion. Achievement Coordinator for year 11 to monitor this. | |
| One-to-one online tutoring | 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 PC1-3 and results | Overall progress for PP students was -0.938. However, three of these students were not educated with us. Two of these students are have been processed for disapplication. These students have a significant impact upon the progress score for disadvantaged students. With these three students subtracting the residual improves to -0.35. Of the remaining seventeen students, the four students that had the biggest impact on the negative score were HPAs.<br><br>Please refer to the PC data for each year group in the action 'High levels of progress in English and maths for PP students and other subjects in line with this' | Online tuition was inconsistent in terms of impact. Technological issues coupled with variance in the quality of tutors meant that student engagement was low. There will be a focus on one to one tuition within school for underachieving PP students. | |

| Use of AP for key PP students at risk of FTE | No difference between PP and non-PP students with rates of FTEs, lesson removal and internal isolation | Group | PX % | Fixed Term as % of pupils | % pupils 1+ fixed terms | % pupils 2+ fixed terms | An increased focus on what leads PP students to a first fixed term exclusion and strategies to avoid this outcome. | |
|---|---|---|---|---|---|---|---|---|
| | | National | 0.15 | 7.6 | 3.97 | 1.51 | | |
| | | Whole school 2018-19 YTD | 0 | 7.1 | 4.6 | 1 | | |
| | | PP (108) (YTD) | 0 | 13.8 (2.9) | 7.4 | 1.8 | | |

A greater percentage of PP students had one fixed term exclusion compared to whole school. However, for two or more fixed term exclusions the percentage of PP students was in line with whole school.

**iii.  Other approaches**

| **Action** | **Intended outcome** | **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** |
|---|---|---|---|---|
| | | | | |

First day response and attendance monitoring report

| 2018/19 | | | | |
|---|---|---|---|---|
| | | **Attendance** | | **PA** |
| **Year 7** | | **No. pupils** | **%** | **%** |
| | **PP** | 26 | **94.49** | 6.67 |
| | **Non PP** | 83 | **96.92** | 1.25 |

| 2018/19 | | | | |
|---|---|---|---|---|
| | | **Attendance** | | **PA** |
| **Year 8** | | **No. pupils** | **%** | **%** |
| | **PP** | 17 | **97.42** | 0 |
| | **Non PP** | 84 | **96.71** | 4 |

| 2018/19 | | | | |
|---|---|---|---|---|
| | | **Attendance** | | **PA** |
| **Year 9** | | **No. pupils** | **%** | **%** |
| | **PP** | 21 | **95.22** | 13.64 |
| | **Non PP** | 71 | **96.38** | 0.42 |

| 2018/19 | | | | |
|---|---|---|---|---|
| | | **Attendance** | | **PA** |
| **Year 10** | | **No. pupils** | **%** | **%** |
| | **PP** | 15 | **95.61** | 11.1 |
| | **Non PP** | 73 | **94.56** | 10.81 |

| 2018/19 | | | | |
|---|---|---|---|---|
| | | **Attendance** | | **PA** |
| **Year 11** | | **No. pupils** | **%** | **%** |
| | **PP** | 18 | **92.09** | 21.05 |
| | **Non PP** | 70 | **96.36** | 5.63 |

Excluding year 11, all PP attendance exceeds or is within 2% of non-PP data.

For year 11, there needs to be an increased amount of contact with PP students with inconsistent attendance. This will be monitored by the attendance officer and year 11 achievement coordinator.

| Increased careers opportunities for all students | | | | |
|---|---|---|---|---|

**7. Additional detail**