

1. Summary information

School	Nottingham University Academy of Science and Technology				
Academic Year	2016/17	Total PP budget	£21,505	Date of most recent PP Review	N/A
Total number of pupils	237	Number of pupils eligible for PP	24	Date for next internal review of this strategy	Easter 2017

2. Current attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving 5 EM (2016-17 only)	42.9 %	48.1 %
FFT50 target	42.9 %	37 %
Progress 8 score average (from 2016/17)	-0.028	-0.24
Attainment 8 score average (from 2016/17)	51.5	41.9

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

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| A. | English- some students on PP are not making as much progress in English in comparison to non PP peers (However, progress is in line with FFT20) |
| B. | Maths- some students on PP are not making as much progress in mathematics as they are expected to or in comparison to non PP peers |
| C. | Access to the curriculum- PP students are more likely to struggle to access uniform, transport or revision materials |

External barriers (*issues which also require action outside school, such as low attendance rates*)

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| D. | Attendance rates for pupils eligible for PP are 90.3% (compared to whole school average of 94%) This reduces their school hours and causes them to fall behind on average. |
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4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in English Language for year 10 and 11 students on PP	Pupils eligible for PP in Year 10 and Year 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 and other pupils still make at least the expected progress. This will be evidenced through AP point data and GCSE exam results

B.	High levels of progress in Mathematics for year 10 and 11 students on PP	Pupils eligible for PP in Year 10 and Year 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 and other pupils still make at least the expected progress. This will be evidenced through AP point data and GCSE exam results
C.	Improve PP access to the curriculum so they have parity of access with their peers	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards) and a reduction in FTE
D.	Increased attendance rates for pupils eligible for PP.	Overall attendance among pupils eligible for PP improves from 90.3% to 95% 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 literacy/English for Year 10 and 11 pupils eligible for PP	Specialist literacy intervention after school for pupils whose literacy is weak	Sutton trust data: Moderate impact for moderate cost	RYC leading on literacy intervention covering specialised literacy foundation scheme, looking into specific literacy skills. This covers 10 children currently who are identified as weak in literacy skills. Of these, two are pupil premium but this is available to any pupil premium pupil who is behind their peers in literacy skills School library operated by WIL and RYC which actively encourages reading in tutor time	RYC	February 2017
	Development of school Library	Evidence of weak literacy progress in pupil's previous schools based on baseline testing and reading age testing		RYC/WIL	
	Quality feedback	Sutton Trust: High impact for very low cost	Worked on in CPD throughout 2015-16, feedback is quality and diagnostic with development tasks set once per half term for students to then improve upon. Teaching and learning communities set up to work on implementing AFL into marking and lessons	SMH	
B. High levels of progress in Mathematics for year 10 and 11 students on PP	Extra maths group	Sutton trust data- Moderate impact for high cost. Internal school evidence that ability range in two groups was impacting performance	This enables students to be split more accurately according to ability, while also reducing group size. This benefits all students, as well as those on PP	SMH/WAT	February 2017
	Targeted TA support	Sutton trust data- low impact for high cost.			
	Maths watch software	Encourage students to be active, individual learners	Online resource where students watch a maths tutor and then complete exercises online, with a report generated		
	Quality feedback				
Total budgeted cost					£ 3000

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/English for Year 10 and 11 pupils eligible for PP.</p>	<p>Additional intervention sessions throughout the week.</p> <p>Lesson withdrawal for English intervention</p>	<p>Sutton Trust- Moderate impact for Moderate cost- targeted support aimed at those most in need</p>	<p>Split into: Literacy sessions, exam practice for English language, Literature sessions. Taking place Monday, Wednesday Friday after school.</p> <p>A number of students have withdrawn from a single option subject that they were not expected to achieve well in to concentrate on English. There are sessions during these lessons throughout the week. 6 year 11 PP students are included in this.</p>	<p>SMH/ WIL</p>	<p>February 2017</p>

<p>B. High levels of progress in Mathematics for year 10 and 11 students on PP</p>	<p>Additional intervention sessions throughout the week.</p> <p>Lesson withdrawal for Maths intervention</p> <p>Maths Tutor</p>	<p>Sutton Trust- Moderate impact for Moderate cost- targeted support aimed at those most in need</p>	<p>Split into: Higher and Foundation paper sessions plus a session focusing on helping targeted children to achieve level 5</p> <p>A number of students have withdrawn from a single option subject that they were not expected to achieve well in to concentrate on Maths. There are sessions during these lessons throughout the week. 6 year 11 PP students are included in this.</p> <p>Maths tutors- AD and DL 1-1.5 days per week. A number of PP students are included in this as directed by HOD</p>	<p>SMH/WAT</p>	<p>February 2017</p>
<p>Total cost- English and maths intervention</p>					<p>£7995</p> <p>(£1400 ringfenced for year 10)</p>

C. Improve PP access to the revision materials so they have parity of access with their peers	Revision guides and other revision support materials	Sutton Trust: Moderate impact for moderate cost, +4 months	Revision guides that are recommended to students will be purchased for PP students to ensure they have parity of access to resources.	HODS/ EDW/ HIL/ COX	February 2017
	Trips and visits	Ensure that PP students who have earned a reward are able to take it	Rewards trips being offered on basis of good behaviour, attendance and effort. PP money will be used to ensure that PP students can afford to go where their conduct leads them to be selected. Decided by HOY	HIL	
	Breakfast before exam	Ensure PP students have eaten before they have an exam	To be offered to all students	SMH	
Total budgeted cost					£3800
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.	<p>Student welfare officer aware of current issues with PP students attendance and attends multi-agency meetings for key students to plan for improved attendance.</p> <p>Same day calls about progress for target students to ensure students attend on a regular basis, on a full timetable.</p> <p>Personalised support and assertive mentor assigned to each PA pupil eligible for PP.</p> <p>Attendance and progress discussed at least fortnightly with mentor.</p> <p>Letters about attendance and student welfare officer to visit all PA at home to discuss attendance with parents / guardian and explore barriers</p>		February 2017
D. Increased attendance rates for pupils eligible for PP	Travel costs paid for with targeted students	Unlike most Secondary schools, in which travel can be provided for free by the school or LA, pupils at NUASt have to pay for public transport and some come from significant distances (over 10 miles). Attendance is the first priority for any	HOY will control the purchase of travel cards, to be decided based on parental request, pupil request or perceived need (IE falling attendance due to cost of travel)		February 2017

		achievement and if students struggled financially to get to school it is essential to help them.			
Total budgeted cost					£5300

6. Review of expenditure

Previous Academic Year	PP to be reviewed February 2017
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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

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

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

7. Additional detail

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