

PUPIL PREMIUM IMPACT STATEMENT 2017-18



The 2017-18 Pupil Premium Plan was designed to improve outcomes for PP students by raising standards in 5 areas:

1. Outcomes and Curriculum
2. Teaching and Learning
3. Attendance
4. Behaviour
5. Wider outcomes

In consideration of the context of the academy, in 2017 67% of students attending The Academy of St Nicholas were eligible for free school meals – this was nearly three times the national average. PP for year 11 stood at 75%. The deprivation factor was at 0.40 compared to the national average of 0.20. It is understandable that the barriers to learning and progress for PP students at the academy are considerably different in comparison to other students nationally.

PP Review January 2018

An external review was completed in May 2017, with a follow up review to evaluate progress made in raising standards for PP students being completed in January 2018. Outcomes from the January 2018 review identified that the academy had addressed issues raised from the previous visit as follows:

- Improved evaluation of impact
- Improved governance of PP
- Comparison of PP progress against progress of non PP internal and national
- Tracking of PP progress at 6th form
- Evaluation of the new internal reward system funded by PP money now shows that this has had impact on the provision for PP students.
- Improved scrutiny for the provision and progress of PP students
- Improved CPD and focus by staff on PP barriers and how to address them
- A designated post holder for additional PP activities??
- Liaison with primary schools to further inform on PP barriers
- Introduction of numeracy and literacy provision at summer school

The review also identified two main areas for development:

1. **Continue to tighten and refine monitoring and evaluation of PP programmes and initiatives** – this has been addressed in the 2018-2019 pupil premium strategy.
2. **Improve the performance of high ability PP students** – the progress of PP HAPs in 2018 improved to being above the floor standard to a P8 figure of -0.40. This resulted in our PP HAP students outperforming their non PP HAP peers who had a P8 figure of -0.50

Internal Evaluation of Progress

Outcomes and Curriculum

The P8 outcomes for PP students from the following sub groups improved or maintained at a level above national or just below in 2018: HAPs, LAPs, Open element and EAL.

The attainment outcomes for PP students from the following sub groups improved in 2018: English, 9-4, English 9-5 and E&M match up.

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Average Reading Age for 59 year 7 PP students in September was 9 years 4 months. Due to the impact of the intervention supported by the pupil premium fund this increased to 11 years and 5 months. 22 year 7 PP students were at or above chronological age (11) for reading comprehension in September 2017. Again due to the intervention supported by the pupil premium, this improved to 36 PP students who were at or above a chronological reading age of 12 by July 2018

Average Reading Age for 49 year 8 PP students in September was 9 years 9 months. Due to the impact of the intervention supported by the pupil premium fund this increased to 11 years and 5 months. 16 year 8 PP students were at or above chronological age (12) for reading comprehension in September 2017. Again due to the intervention supported by the pupil premium, this improved to 19 PP students who were at or above a chronological reading age of 13 by July 2018.

55% of KS3 PP students improved their arithmetic from entry to the first assessment point in November.

Students in KS3 had an average increase in scaled scores of 2.3 between September and January was 2.3.

Improving Outcomes

PP students did not make the progress they were capable of and underperformed in the following areas in particular: overall progress, English, maths, science and humanities.

We believe our new approach towards supporting PP students outlined in the next steps section below will start to address the fact that we do not currently consistently meet the needs of our PP learners. A tailored approach to whole school strategy regarding PP students and teaching and learning principles centred on meeting the needs of PP learners will start to ensure that PP students make the progress that they are at least capable of.

In the key curriculum areas identified we have now secured a stable staffing structure which can now be fully utilised and developed to enhance the quality of teaching and learning for PP students and crucially the consistency PP students so greatly need. The new capacity at leadership level established by the recruitment and restructure strategies implemented by the academy instils confidence that we have the leaders to drive these areas forward and bring about whole school improvement for PP students.

Curriculum

The curriculum has received a complete overhaul based on the needs of our PP students, their barriers to progress, the strengths within teaching and learning across the academy and an evaluation of how best to spend the curriculum allocation of the PP budget. As of September 2018 PP students will receive a curriculum tailored to the needs. This will have the capacity to develop alongside the growth of the academy but will do so in a strategic manner, based around the needs of our PP students.

Teaching and Learning

The quality of teaching and learning provided to PP students improved over the year. Inadequate teaching was eradicated. Recruitment of a higher calibre of teaching staff should ensure teaching and learning again improves for PP students from September 2018. The high standards in

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departments such as RE, ICT and art show the capacity for departmental improvement across the academy.

To support our PP students in enhancing their life chances we invested in Humanutopia to provide an additional level of social and emotional support. A cohort of year 10 and 11 PP students were trained up as 'Heroes', to act as mentors to key stage 3 students. The impact was not only a positive experience for the KS3 student involved but also for the 'Heroes' themselves with the cohort of 27 year 11 students having a 51% reduction in behaviour incidents, to 85 from 166 the previous year and the cohort of 30 year 10 students having a 57% reduction in behaviour incidents to 120 from 280 the previous year.

Wider Outcomes

PP students at the academy accessed a wide range of activities in order to broaden their 'life experience' including a wide range of sporting and artistic based extra-curricular activities, Duke of Edinburgh, Humanutopia, STEM clubs and trips home and abroad.

Using Humanutopia as an example to indicate the impact of this spending. The student voice activity used to assess how students felt about the programme showed that 100% of students questioned agreed with the following statements:

- 'I enjoyed working with Humanutopia?' (81% strongly agreed)
- 'Humanutopia inspires me to do the best I can in school' (61% strongly agreed)
- 'Working with Humanutopia has developed my interpersonal and communication skills.' (49% strongly agreed)
- 'Working with Humanutopia has made me feel more proud of who I am.' (63% strongly agreed)

PP funding was also used to ensure that all students had 'access' to all that was offered by the academy. Funding was used to ensure all PP students had cooking ingredients, DT and art materials, study support in the form of revision guides and refreshments at breakfast, lunch and after school sessions.

Using Art as an example to indicate the impact of this spending. PP students have had high quality teaching supported by access to high quality materials resulted in the PP P8 figure of 0.68 with 17 of the 19 PP students in year level achieving a level 5 or above.

The introduction of revision guides alongside the academy produced knowledge organisers enhanced our PP student's motivation to learn. Attendance by PP students to our lesson 6 boosters increased. The release of these materials coincided with the submission of our predicated outcomes for 2018. We saw considerable improvements in the outcomes against predictions for PP students in the overall P8 for PP, PP progress in English, the open element, PP LAPS, PP girls, PP EAL and SEND. Supporting the decision to invest in this strategy.

Next Steps 2018-19

At The Academy of St Nicholas we are committed to ***'ensuring that all PP students make at least the progress that they are capable of.'***

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For 2018-19 that will be our mantra. We will assess PP student progress against the progress of non PP students internally and nationally but our mind-set will be firmly focussed on ensuring each PP student realises their potential.

A new approach towards improving outcomes for PP students will be adopted this year. Our strategy will be totally focussed on the barriers our PP students experience. It will focus on the differences between a disadvantaged and a non-disadvantaged student and it will address them. All initiatives will be designed to meet the needs of pupil premium students. If an initiative does not meet this criteria then it will not be introduced.

We will address the barriers through strategies centred on 5 key themes:

1. Lifestyles
2. Aspirations and destinations
3. Sustaining confident learners
4. Student voice
5. Support networks

When we do address these barriers and in this way we will ensure that:

- All whole school strategies must be designed to impact on the provision and outcomes for PP students
- Any strategy must have a baseline measure in place before starting
- All data collected, monitored and reported upon must be broken down in to PP and non PP
- All opinions sought must be broken down in to PP and non PP
- All staff know their PP students, their needs and have appropriate intervention in place