

PUPIL PREMIUM IMPACT STATEMENT 2018-19



The prime focus of our 2018-19 Pupil Premium Plan was to improve the life chances of our disadvantaged students. Therefore, we committed to addressing the barriers, which make these students disadvantaged and any future strategies in which we engaged in would be designed with the needs of disadvantaged students in mind.

We also made the decision to take a long term view as to our plan. We would not engage in short term fixes but look to improve the culture and the academic provision for disadvantaged students in a gradual and sustainable manner. The barriers we aimed to address were identified as follows:

1. The limited wider cultural experiences
2. Low levels of confidence, aspiration and resilience
3. Positive behaviours and pastoral factors
4. Access to preferred destinations

In consideration of the context of the academy, in June 2018 65% of students attending The Academy of St Nicholas were classed as pupil premium – this was nearly three times the national average. PP for year 11 stood at 65%. 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.

Ofsted Review May 2019

We were inspected in May 2019 and as part of this inspection, the lead inspector carried out a review of our provision for PP/disadvantaged students. The main conclusions were as follows:

- Honest, transparent and genuine presentation of the current position
- A clear intent to address significant barriers through improved quality of teaching, learning and curriculum
- No short term, quick fix solutions
- A plan that is sustainable with a vision as to where to next spend PP budget once objectives have been successfully achieved and finance is no longer needed
- Recognition that the considerable investment in pastoral support is legitimate and effective

Outcomes

Year 11

The progress and attainment of PP students improved in comparison to the outcomes for PP students in 2017/18 in the following areas: Basics 4+ and Basics 5+, boys and EAL.

The progress of PP students was above the national average in the following subjects: art, PE, languages and health and social care.

The progress of PP students improved in comparison to the outcomes for PP students in 2017/18 in the following subjects: biology, chemistry, history, maths, PE, physics, combined science, music and business studies.

NEET figures for the PP cohort stand at 2% with many carrying on into All Saints Sixth Form with greater numbers studying A level courses than in previous years.

Personal Best

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Year 13

Our disadvantaged cohort made up 58% of the A level entries in 2018/19. Progress for this cohort was virtually in line with national average at -0.01 and only 0.08 difference between their non-disadvantaged counterparts (+0.07)

Our disadvantaged cohort made up 57% of all academic entries in 2018/19. Progress for this cohort was virtually in line with national average at -0.01 and only 0.07 difference between their non-disadvantaged counterparts (+0.06)

Our disadvantaged cohort made up 51% of all applied general entries in 2018/19. Progress for this cohort was above national average at +0.65 and 0.06 higher than their non-disadvantaged counterparts (+0.59)

The destinations for our disadvantaged year 13 and 14 students are very positive. All are moving on to employment or university. Many of which have been accepted in their first choice universities and/or are the first generation in their family to go to university.

Key Stage 3

Average Reading Age for 66 year 7 PP students in September 2018 was 8 years. Due to the impact of the intervention supported by the pupil premium fund this increased to 8 years and 6 months by February 2019.

Average Reading Age for 58 year 8 PP students in September 2018 was 9 years and 4 months. Due to the impact of the intervention supported by the pupil premium fund this increased to 11 years and 4 months by February 2019.

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 we have worked in particular on improving the quality of the KS4 curriculum and as January 2019 we moved to develop the KS3 curriculum. This will continue in to this academic year in line with the national agenda but primarily to ensure our PP students a receive curriculum tailored to the needs.

Teaching and Learning

The quality of teaching and learning provided to PP students improved over the year. Inadequate teaching was eradicated. Recruitment of high quality departmental leaders and teachers ensured that the quality of teaching learning improved for PP students. All new teaching strategies being introduced are designed to meet the needs of PP students with considerable focus on knowledge retention, using strategies from the 'science of learning' and improving the learning behaviours of our students. Both of which have been identified over the course of the year as key areas for development within our PP student body. We also review our setting to ensure that our more experienced teachers, and those who we believe are our best teachers, are teaching classes with the highest percentage of PP students.

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Attendance

Attendance improved whole school by 2.11% in comparison to 2017/18. The attendance for PP students improved by 2.33%. Whilst attendance improved for all groups the difference in attendance between PP and Non PP students decreased by 1.54%.

Positive Behaviours

From May 2019, we redesigned our behaviour to focus on positive behaviours with a particular focus on recognising positive learning behaviours within the classroom. This new system was supported by a pastoral system based on restorative practice.

In the final three months of the year, 24,099 positive behaviour points were awarded, of which 14,768 (61%) were awarded to PP students. This was in comparison to only 4816 behaviour points being awarded, of which 3564 (74%) were awarded to PP students. PP students on average are awarded 3 positive points for every negative point they receive.

Wider Cultural Experiences

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, cultural visits, theatre trips and trips home and abroad. To ensure that these initiatives are having impact on those students who need it most, our PP students, we have implemented a 70% rule. For all extra-curricular activities, trips and events we ensure that at least 70% of the cohort involved are PP students.

PP funding was 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.

Next Steps 2019-20

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.'***

We will continue with our 2018-19 plan and the strategies incorporated within. However, we will develop this plan in to a long term, strategic 3 year plan that has always been our intent.