

Pupil Premium Spending 2018-19

Impact Report

There are four main barriers to achievement for PPG pupils at Nova Hreod Academy.

1. Until the current academic year, the curriculum at Nova Hreod had been too narrow and was lacking in breadth and balance. Too little time was given to creative subjects, to the Arts and to PE. For some PPG pupils who find academic learning challenging, this meant that the subjects they enjoyed had little timetabled time.
2. Until September 2018, there were no Heads of Year or heads of House at Nova Hreod. The lack of a strong pastoral system meant that on occasions, there was insufficient capacity to meet the needs of PPG pupils.
3. Whilst there has always been a focus on developing teaching and learning, the monitoring of the quality of teaching has not been robust enough. The achievement of some PPG pupils in lower sets is below where it should be, and their progress is a concern.
4. The Binary behaviour system at Nova Hreod Academy has meant that reasonable adjustments were not put in place for PPG students – particularly those on the SEN register for SEMH needs, for those on and ASD/ADHD spectrum

There are four main areas for spending on our Pupil Premium Pupils. We have used the NFER research into the building blocks that are common in schools which are successful in raising disadvantaged pupils' attainment.

Our core areas of focus are as follows:

1. CPD Programmes to develop quality first teaching
2. Resources to support data driven teaching and assessment
3. Broadening the curriculum and deploying staff effectively
4. Meeting Individual Learning Needs

1. CPD Programmes to develop quality first teaching

One of the building blocks for ensuring that we raise attainment for disadvantaged pupils is to ensure that we emphasise 'quality teaching first' and train staff to ensure that they provide consistently high standards by setting expectations and sharing best practice.

Teacher CPD Programmes:	Cost	Expected Impact
Coaching for Excellence	£1,781	Teachers will have weekly incremental feedback to improve their teaching.
Teach Like a Champion	£2,450	
Development Days	£1,800	Leaders will identify areas for improvement in teaching/learning
PIXL training & programme	£2,055	Leaders are trained with latest materials created to impact on progress
Attachment Training	£1,355	Support staff and pastoral leaders can make adjustments for pupils
Training - Access Arrangements	£1,275	Pupils who need extra help in exams can be identified & supported
Trainig for BTEC Verifier	£450	The new BTEC course is taught well and the teacher is trained
Total	£4,231	

2. Resources to support data driven teaching and assessment

In order to deliver the programmes and strategies aimed at improving attainment for disadvantaged pupils, we have invested pupil premium funds in text books, subscriptions, technology and classroom resources. The programmes that we have invested in help us to use data to identify pupils' learning needs and to address underperformance quickly. The programme support staff in Assessment for Learning by providing efficient question level analysis of tests. We are then able to use this evidence to make decisions about our support strategies.

Resources:	Cost	Expected Impact
Visualisers	£416	Staff model answers and 'show-call' student work
Online subscriptions	£7,014	Arange of online materials are available to support lesson planning
Fresh Start Resources	£940	Pupils with low reading ages are taught phonics
Expressive Writer DI Materials	£850	Pupils with low writing scores at KS2 are supported to learn and master the basics of grammar, reading comprehension and mathematics.
Corective Reader DI Materials	£850	
Corrective Maths DI Materials	£850	
Total	£10,921	

3. Deploying staff effectively

Research has shown that a focus on deploying teaching and support staff effectively and on addressing behaviour and attendance are important if disadvantaged pupils are to thrive. We use our funding to ensure that effective behaviour strategies are in place, we respond quickly to poor attendance and we provide strong social and emotional support through our work with families.

Staffing	Cost	Expected Impact
House Managers	£120,357	Staff provide pastoral support for students and engage parents and families to address issues and remove barriers to learning and achievement. Persistent absence is tackled quickly.
Additional Attendance Officer	£18,840	
Lead TA & TA for Fresh Start	£19,774	
Total	£158,971	

4. Meeting Individual Learning Needs

We identify the challenges that our pupil premium pupils face and then seek the best strategies to help each pupil make the next step in his or her learning. We provide individual support for specific learning needs and group support for pupils with similar needs.

Individual Support and Development	Cost	Expected Impact
Jamie's Farm	£5,500	A range of interventions are provided which are designed to engage pupils and provide additional structure in small group settings. Professionals provide therapeutic interventions and timely support for pupils with SEMH needs
Peripatetic Music Lessons	£7,897	
Boxing Coach	£4,030	
Ed Psychologist CAMHS/TAMHs	£11,317	
Total	£28,743	

Total	£124,440
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Nova Hreod	2018-19
No of PP Pupils	122
No of Non PP	670
No of Pupils in total	792
% of PP Pupils	15.4%
% of Non PP Pupils	84.6%
PP per pupil	£935
Total PP funding	£114,070

2019 Data for Disadvantaged Pupils

- Attendance Rates for disadvantaged students across years 7-11 was 91.4% at the end of AY2018-19 - an increase of 1% on the 2018 figures. (90.4%)
- Rates of Persistent Absence for disadvantaged pupils decreased by 4.8%: from 28.7% at the end of AY2017-18 to 23.9% at the end of AY 2018-19. (It is now below the national rate which is 28.1%)
- Exclusion rates for disadvantaged pupils have decreased significantly. The exclusion rate for disadvantaged pupils who received at least one FTE was 0.20 in 2018 – it fell to 0.09 in 2019.
- The Exclusion rates for the number of FTEs issued to disadvantaged pupils also decreased. The exclusion rate was 0.52 in 2018 and 0.39 in 2019.
- Progress rates for disadvantaged pupils in Year 11 have remained in line with the 2018 rate at - 0.18. The attainment 8 figure was also stable at 42.8 in 2018 and 2019.

- The proportion of disadvantaged pupils that achieved Grade 5 or higher in both English and maths rose from 31% in 2018 to 36% in 2019.
- The proportion of disadvantaged pupils that achieved 5 or more Grade 4s including English and Maths increased by 6 points from 69% in 2018 to 75% in 2019.