

# Pupil Premium Strategy Statement – plans for 2020/22

*“NIA supported me when I was struggling at home throughout lockdown” Yr. 8 DA learner*

*“The support website that NIA teachers have produced for parents of year 11 is excellent, it really has helped me know how to support more at home” Yr. 11 DA Parent*

NIA has grown into one of the biggest schools in the country in just 5 years. Our close-knit community is in a catchment with an Index of Multiple Deprivation Decile of 1. Together with the multitude of cultures, faiths and ethnicities that make up our dynamic, unusual school community; NIA is proud of its' wonderful diversity.

Our incredible school is **outstanding** in many ways:

1. The sheer passion that teachers have for education of children.
2. Our staff and home collegiality & community
3. Our fundamental and practical belief that education is transformational.
4. We are a rapidly evolving work in progress towards outstanding.

We face our fair share of **challenges** with optimism and positivity. We have more challenges in our school community than most schools and consequently, the achievements and progress are something we are very proud of. Some of key achievements in progress include:

1. Many pupils achieve well. From low starting points, many children in early years make good progress.
2. OFSTED recognition that leaders and those responsible for governance are passionate and committed to securing the very best outcomes for all pupils, irrespective of their background.
3. Leaders are aspirational for the pupils. They track pupils' progress closely and provide them with close support when required.

The **history and community background** of our school is essential to understand the data that emerges from it. For example:

1. Five years ago, the school was just one year group and a special emphasis was made to develop regular communication with all homes to support children. Now the school has grown to over 1800 learners so rapidly, we have struggled to maintain that level contact even though it is a significant priority for us. We as an organisation are still learning the ropes of how to manage such a vast array of needs, staff, and the communication about learners. Our efforts are constantly being applied to the care and progress of our most vulnerable and hard to reach but this is

a fluid and increasingly bigger challenge. Most schools do not grow at such a rate with such significant numbers. Despite this we are known locally as a family-friendly school and our reputation is attracting learners from the 9<sup>th</sup> Deprivation Decile.

2. There are over 30 nationalities represented by our young learners, the diversity within our community challenges stereotypes, and breaks barriers down towards producing global citizens.
3. The growth of the school has allowed the capacity in leadership to grow and stabilise, giving Pupil Premium a secure and lasting ethos that evolves with each year.

As our community is so essential to our character, not just of our parents but our many feeder schools, peer secondary schools and a broad range of stakeholders from GPs to Police to multiple services, we invited them to a meeting in March 2019 to discuss “our community”. We dug deep into the social factors driving our challenges and worked hard to further our understanding of our parents and their needs. We formulated an NIA roadmap of the key areas that impact on our young learners, especially those with a Pupil Premium. These key factors are the heart of our approach to Pupil Premium Management, how we effectively narrow the attainment gap and include the most vulnerable. By understanding these phenomena, you can see a direct link to our action plan.

### **Community Needs:**

1. **Engagement** and educational experiences in school. Within school and self-esteem are key issues for learners in our community, especially those from DA households. Effective high-quality teaching, along with pastoral support, are the keys to challenging learner’s confidence, self-perception, and engagement in school. Getting the right staff in front of our learners is vital.
2. **Low Literacy and Numeracy skills in learners and families.** Literacy and numeracy within the local community are low, and English is often an additional language. Learners are less exposed to books and maths than those from more affluent areas, and so DA learners and the ‘working poor’, join NIA with a disadvantage to their wider learning and exposure.
3. **Aspiration.** Understanding of further education and the importance of qualifications. Many parents of learners in the local area have never attended further or higher education or feel that they could afford to send their learners off to university. With some cultural exceptions, our poorest learners have little or no exposure to adults with qualifications that would lead into further education and beyond.
4. **Access to support.** These can be barriers for learners, with several learners sharing uniform, devices and revision materials when not in school.
5. **Non-DA.** Significant numbers of ‘working poor’ families. Many families and cultures in our area will hold several jobs to ensure that they do not need to claim benefits that an area with a deprivation index of 1 would. This often can lift learners just out of Pupil Premium thresholds, whilst remaining in relative poverty. NIA currently only has 28% of its learners who are identified as Pupil Premium, in an area known for deprivation.
6. **Composite factors.** Our DA learners are twice as likely to have a SEND need when compared to the NON-DA learners. Other factors such as EAL, LAC, Ethnicity and Gender can further impact upon a disadvantaged learner. Identification of specific cohorts, barriers and needs are crucial in improving the education of these learners. See the tables below which demonstrate the high level of multiple needs.
7. **Barriers.** The capacity for parents who hold several jobs, or have large families, to be able to communicate and mix with the wider community and school is reduced. NIA has developed strategies to engage stakeholders in the wider community.
8. **Attendance** to school. Disengagement from school can lead to long absences and a higher number of persistent absences. There is a gap between DA and Non-DA learners locally for attendance and punctuality to school, decreasing their ability to engage and be successful in schools.

Interesting points emerge from the data below:

- The percentage of PP learners has dropped from 35% DA dropped to 28.2% in line with the popularity of the school among more affluent families, many of the learners come from lowest deprivation index (1 and 2 /10). increasing learners coming from (8&9 /10 high socio-economic area)
- The probability of a learner having a SEND need is double that in DA learners than in NON-DA.
- Males are also more likely to have a diagnosed SEND need.
- Only 35% of our EAL learners are DA, and yet make up 48% of our school's overall make up. Many of our working poor families are to be found here, with cultural approaches to benefits and holding several jobs come into play.

Table 1 School Contextual Data, accurate at 28.1.21

		Within the whole school the cohort below								
			M	F	DA	NonDA	SEND	NON-SEND	EAL	Non EAL
and the cohort here, make up this percentage of the school	All	100.00%	52.9%	47.1%	28.2%	71.8%	9.3%	90.7%	48.6%	51.4%
	M	52.9%			14.5%	38.4%	6.1%	46.8%	26.0%	26.9%
	F	47.1%			13.7%	33.4%	3.2%	43.9%	22.6%	24.5%
	DA	28.2%	14.5%	13.7%			4.1%	24.1%	10.0%	18.2%
	NonDA	71.8%	38.4%	33.4%			5.2%	66.6%	38.6%	33.2%
	SEND	9.3%	6.1%	3.2%	4.1%	5.2%			2.3%	7.1%
	NON-SEND	90.7%	46.8%	43.9%	24.1%	66.6%			46.4%	44.3%
	EAL	48.6%	26.0%	22.6%	10.0%	38.6%	2.3%	46.4%		
	Non EAL	51.4%	26.9%	24.5%	18.2%	33.2%	7.1%	44.3%		
		Within the Cohort below....								
			M	F	DA	NonDA	SEND	NON-SEND	EAL	Non EAL
	All (numbers)	1822	964	858	514	1308	170	1652	886	936
What percentage is....?	M	52.9%			51.6%	53.4%	65.9%	51.6%	53.5%	52.4%
	F	47.1%			48.4%	46.6%	34.1%	48.4%	46.5%	47.6%

DA	28.2%	27.5%	29.0%			44.1%	26.6%	20.5%	35.5%
NonDA	71.8%	72.5%	71.0%				73.4%	79.5%	64.5%
SEND	9.3%	11.6%	6.8%	14.6%	7.3%			4.6%	13.8%
NON-SEND	90.7%	88.4%	93.2%	85.4%	92.7%			95.4%	86.2%
EAL	48.6%	49.2%	48.0%	35.4%	53.8%	24.1%	51.2%		
Non EAL	51.4%	50.8%	52.0%	64.6%	46.2%	75.9%	48.8%		



## Staff Development

Our dedicated staff go way beyond all of duty to meet the sheer level of needs of our community in catch up for the systems which the school needs to constantly evolve.

A significant priority for the staff development has been focussed on meeting the safeguarding needs of the most vulnerable learners:

- Mental Health
- Domestic abuse
- Online safety
- Gang awareness
- Physical and emotional abuse
- Neglect

For many schools, these factors are standard CP issues. For our school, due to the high prevalence of needs, these issues are regularly addressed, trained on at a high level, discussed at all levels of the school and are forefront of our planning.

In toe, our focus on **staff skills and attitudes** development are key to the engagement of our most vulnerable learners. We openly and readily admit that we are a work in progress. Indeed, our progress and aspiration are what we are most proud of. As described above, there are many quickly changing factors in the school and the staff have responded incredibly well under challenging and unusual circumstances. Commentary on the table below which shows our priorities:

The SEND department have effective practices in place to identify and support learners with barriers, this progress has been rapid and predominantly since September 2020.

Parental engagement has improved, but NIA continues to strive to find innovative and effectual ways to reach all families within the school community.

The emerging house system has strengthened the culture within the school, pushing through the character drivers into all facets of the school. The curriculum design at NIA, especially within primary has supported and strengthen teaching, allowing better mapping of understanding that

builds into key stage 3 and beyond thanks to collaborative work with subject leaders within the school. Work continues to develop now in the secondary phase of the curriculum.

		Primary 2019 - 20	Secondary 2019 – 20	PRIMARY Term 1 2020--21	SECOND ARY Term 1 2020--21
1	<b>SCHOOL CULTURE</b> How positive and supportive is the climate throughout the school for pupils with the greatest challenges in their learning and engagement?	3/6	3/6	4/6	4/6
2	<b>SCHOOL OFFER</b> How well is the curriculum matched to the abilities, needs and aspirations of all pupils? (what we offer – such as qualifications)	4/6	3/6	5/6	4/6
3	<b>TEACHING SKILL/CONSISTENT PRACTICE</b> How well does teaching engage and motivate <u>all</u> pupils and is the learning personalised for those with the greatest barriers to learning. How successful are 'Wave 1' interventions?	3/6	3/6	4/6	4/6
4	<b>SEN/ADDITIONAL NEEDS</b> How quickly and accurately are barriers to learning identified and how successful are strategies devised to reduce them?	2/6	2/6	5/6	4/6
5	<b>LEARNER VOICE</b> How active are pupils in presenting their views? Do they have a voice with regard how they are taught? Are there opportunities for pupil-led learning?	3/6	2/6	4/6	4/6
6	<b>TRANSITION</b> How well learners' transition across the school – how well is information shared?	3/6	2/6	4/6	4/6
7	<b>UNDERSTANDING AND PERSONALISING</b> How well do staff understand the needs of individual learners and personalise their support?	3/6	2/6	4/6	4/6
8	<b>INTERVENTIONS (NON-CLASS BASED)</b> Are out of class interventions monitored through quality assurance processes?	2/6	2/6	3/6	3/6
9	<b>HARD TO REACH/ENGAGE WITH</b> How innovative and creative are the ways to engage with the 'hardest to reach' children and families?	2/6	1/6	3/6	3/6
10	<b>GOVERNANCE</b> How effective is governance? To what extent do governors provide challenge and support for school leaders with regard behaviour and exclusions?	2/6	2/6	4/6	4/6

**How are we developing staff skill and attitudes detailed above?**

The leadership team has worked hard to implement CPL to help boost the effectiveness of staff, whilst adding in mechanisms for safeguarding, support the identification and personalisation of learning.

“Mint class is the first place I start when I am setting a class, and when I am looking at their initial data...It is an incredibly useful tool that saves a lot of teacher time, you can see which learners are DA, SEND and place them in your room in order of priority to ensure that you can speak to them regularly throughout the lesson” Dr. L Wheldon Head of Chemistry.

“Within our CPL thus far, every effort has been made to enlighten staff as to the realities of our student's life and how this should inform and guide our practice. Within the NQT programme in particular, awareness of child first teaching has been fostered throughout, highlighting how crucial it is to acknowledge and plan for our children's barriers to their learning. Miss M Nixon (NQT)

## **Belonging**

A recent initiative was launched to create a house system in the school. The aims are expression of the NIA approach to our community: to support and include all learners. The character drivers for these houses are: Responsibility, Respect, Collaboration, Care, Excellence and Aspiration. They meet the core needs of the identified barriers of our community as described above. This is a new initiative but a natural outgrowth of an organisation that is utterly focussed on inclusion of all. This emerging house system unifies all groups and backgrounds and is the heart of school culture here.

## **Governance**

“In the past I found it difficult to pinpoint exactly who was leading on PP after the lead had changed a few times. Since working with Andy, I feel we are working well towards the same goal. I feel like we have agreed on clearly defined objectives, that provide good accountability. We have set up regular meetings to monitor and evaluate his progress to ensure the best outcomes for NIA's disadvantaged learners”.

**Martin Thompson** *Governor DA*

“Through the work that EMAT has coordinated with Daniel Sobel (Author of “Narrowing the attainment Gap, and the open and honest conversations with Martin, the DA governor for NIA, I really feel that we not only know our community and learners well, but that we have an adaptive plan with clear objectives that allows me to be held to account on the provision we offer our disadvantaged learners,”

**Andy Johnson** AHT & DA Lead

## **The attainment gaps.**

Most of our most vulnerable learners and DA learners make good progress:

There are no significant patterns in learners not reaching targets within primary, with several years where DA learners making better progress to target for Non-DA learners in some respects.

Within secondary we find some small gaps, and these are challenged through data analysis and pupil progress meetings with subject leaders through progress leaders.

The progress 8 gap for DA learners in year 10 is below the national gap and where in year 11 it is currently slightly larger this is a compound picture with DA learners with other contributing barriers.

Unsurprisingly, there is an intersection of factors where the actual gaps lie, identified and indeed unidentified DA crossing over with SEN, CP are varied within each year.

## The DA Plan

There are 4 priorities for the DA plan at NIA:

1. To maintain and continue to develop the outstanding standards of provision for DA learners that enables our attainment and progress data to be strong.
2. To continue to develop staff skills and attitudes to meet the needs of all learners in the classroom.
3. To directly target learners with a gap to narrow this over the course of the next year.
4. To maximise the support of homes especially in these difficult times

## **COVID-19 planning and Execution.**

Considering the pandemic, we have had to review and measure other factors that affect our learners at NIA.

### COVID SPECIFIC QUESTIONS: ACCESS AND ENGAGEMENT

NIA's response to COVID has been rapid and constantly changing, to meet the needs of the community and the guidance set out by the government and unions. These have included, but are not limited to:

- Increasing size of Key Worker bubbles and Union guidance of class ratios makes timetabling fluid and challenging.
- Measuring engagement as a priority, adapting to a range of needs in the communication with homes. Communication is the hurdle, and the school is on it.

- Identified learners not attending an online session, who then are swiftly followed up with a phone call.
- Large numbers of children across the region to feed. Vouchers has been easier to manage – managed centrally from the Trust.
- Baseline assessments showed the school what learning was lost after lockdown and responded with catch-up classes.
- Wellbeing checks are effective in supporting vulnerable and DA learners- primary – every child gets a call per week. Secondary – Online tool AS STEER to allow learners to express how they are – algorithm highlights learners indicating issues.

		Primary 2019 - 20	Secondary 2019 – 20	PRIMARY Term 1	SECONDARY Term 1
1	What is the level of learner engagement with online provision across the school (DA vs Non-DA)? (Engagement = attendance {access} + feedback Surveys {to parents})	3/6	2/6	5/6	4/6
2	How effectively have you ensured all learning is personalised to meet need	3/6	3/6	5/6	4/6
3	Are Key Worker and Vulnerable groups making progress in school?	3/6	2/6	4/6	4/6
4	Are all those who FSM fed each week?	3/6	3/6	5/6	5/6
5	Has your curriculum changed effectively to take account of lost learning and exam mitigations?	3/6	2/6	5/6	4/6
6	There is an effective moderation plan in place for Centre Assessed Grades.	N/A	N/A	3/6	4/6
7	Wellbeing checks are effective in supporting vulnerable and DA learners.	4/6	4/6	5/6	5/6
8	There are robust processes for managing the spread of COVID in school?	4/6	4/6	5/6	5/6
9	There are robust processes for the containment of positive cases within school?	3/6	3/6	5/6	5/6

### Meeting the needs of individual learners with attainment gaps

For each learner with a gap, there is a simple, easy to access and manage plan. The keys for us are: Simplicity, implementability, regular tracking, consistency across staff and rewards that are bespoke to the child and chosen by them. We simply refer to this as the “DA Need and Impact Tracker”.

Review this document every other week by the key staff and every half term to look at impacts by DA Lead. This strategy came from work that EMAT facilitated to NIA with Daniel Sobel, author of “Narrowing the attainment gap”.

<b>LEARNER NAME:</b>	<b>YEAR:</b>	<b>KEY STAFF:</b>	<b>REVIEWED EVERY 2 WEEKS:</b>			
<b>Identified Need</b>	<b>Consistently applied Action</b>	<b>Impact</b>	<b>Motivation/reward</b>	<b>Coaching Support</b>	<b>Calls Home every week with praise</b>	<b>Additional notes</b>
Doesn't settle to tasks	Give a role	settle	Football ticket	3 times a week	By key staff w	Attendance
						behaviour

The PP plan for 2020+ has been reviewed to ensure that there are focused lines on which Governance can assess the effectiveness of the use of pupil premium. This came from a review of the 2019-20 and the impact. This follows at the end of this document.

<b>1. Summary information</b>						
<b>School</b>	NIA		<b>Planned date of review</b>		January / October 2021	
<b>Total number of pupils in school</b>	1825	<b>Number of pupils eligible for DA</b>	509 (62:447)	<b>Estimated budget for 2020/21</b>		£510,000
<b>Strategy agreed September 2020</b>						
Headteacher	Dr J Trevenna	School lead for Disadvantaged	Mr A Johnson	Governor lead for Disadvantaged		Martin Thompson

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<b>Barriers to future attainment (for pupils eligible for DA)</b>		
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>		
<b>A.</b>	<b>Engagement</b>	
<b>B.</b>	<b>Low Literacy and numeracy skills in learners and families</b>	
<b>C.</b>	<b>Aspiration</b>	
<b>D.</b>	<b>Access to support</b>	
<b>E.</b>	<b>Non-DA</b>	
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>		
<b>F.</b>	<b>Composite factors</b>	
<b>G.</b>	<b>Barriers to engaging stakeholders</b>	
<b>H.</b>	<b>Attendance to school.</b>	
<b>1. Barriers and Intended outcomes</b> <i>(specific outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	<b>Engagement</b> Quality first teaching will engage learners whilst strong pastoral links and safeguarding will ensure learners are able to maximise their potential at NIA.	Teaching will be judged as outstanding and learners will make progress academically and morally
<b>B.</b>	<b>Low Literacy and numeracy skills in learners and families</b> NIA has a reading culture that strengthens the skills of the community and the learners within NIA. Numeracy will be well taught and understood throughout the curriculum	All learners progress and enjoy reading and there is no gap in progress between DA and Non-DA cohorts.

<p><b>C.</b></p>	<p><b>Aspiration</b></p> <p>Nia will expose learners and families to the potentials that successful progression into further and higher education can have, whilst ensuring there are pathways for all learners to continue in education past key stage 4.</p>	<p>The number of NEETS will continue to drop for NIA and there will be no significant differences in the number of learners engaging in further and higher education between DA and NON-DA pupils.</p>
<p><b>D.</b></p>	<p><b>Access to support</b></p> <p>Learners have barriers to progression identified and removed wherever they are discerned.</p>	<p>DA pupils are equipped with the resources and support required to reach their potential, and effective safeguarding, pastoral and academic practices lead to early identification of these barriers.</p>
<p><b>E.</b></p>	<p><b>Non-DA</b></p> <p>Strategies seek to support those not identified as pupil premium, but who are also disadvantaged due to poverty and families classed as 'working poor'</p>	<p>Effective strategies support the further 10-15% of learners who are disadvantages but not under the umbrella of DA. Progress and engagement benefit those with the same barriers as identified in this plan.</p>
<p><b>F.</b></p>	<p><b>Composite Factors</b></p> <p>Through careful tracking, analysis and observation, learners' needs, and barriers will be identified and overcome to ensure that all learners are able to excel in school.</p>	<p>Barriers are removed and all learners can fulfil their potential both academic and socially.</p>
<p><b>G.</b></p>	<p><b>Barriers to engaging stakeholders.</b></p> <p>Stakeholders from our families will be well informed and their voices and opinions will ensure that the school continues to represent the challenges that we face as a community.</p>	<p>There will be positive parental views of NIA, with active participation in strategies throughout the school's house system, academic progress, and pastoral initiatives.</p>
<p><b>H.</b></p>	<p><b>Attendance to school.</b></p> <p>Learners will attend well so that they can fully engage in school life and make the most of their potential</p>	<p>Attendance for all learners will be outstanding with no significant differences in PA or attendance from DA to Non-DA cohorts.</p> <p>Attendance systems will be robust and challenging.</p>



2. Planned expenditure				
Academic year			2020-2022	
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				
Identified Barrier	Chosen action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?
<b>Engagement</b>	<p>Appointment of quality teachers in English and Maths to further ensure that DA learners can be taught in smaller groups needed, with specific DA needs being met.</p> <p>Recruitment, retention, and professional development of English and Maths departments</p> <p>Continue to ensure quality of feedback for all, especially disadvantaged learners.</p> <p>Better tracking of incidents (behaviour and safeguarding) using my concern and Power-BI dashboard</p> <p>Metacognition modelled through quality first teaching and supported by learning coaches.</p> <p>Creating of year 10 and 11 DA form to have additional lessons in English and maths during form time.</p> <p>Additional tutoring where applicable, sought through NTP and after school interventions.</p> <p>Meaningful rewards offered to help learners engage with closing the gaps.</p> <p>Continuous adaptive staff training to meet the emerging needs as elicited through MER process and contact with community.</p>	<p>EEF Toolkit suggests that targeted intervention through rigorous data analysis and purposeful feedback leads to accelerated progress.</p> <p>Evidence suggests that parent engagement is a key factor in learner attainment.</p> <p>Identifies addressing attendance as a key step to improving attainment.</p> <p>Feedback studies tend to show very high effects on learning. However, it also has a very high range of effects and some studies show that feedback can have negative effects and make things worse. It is therefore important to understand the potential benefits and the possible limitations of feedback as a teaching and learning approach. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact. Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science.</p> <p>Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low-income families.</p>	<p>Monthly Impact check with PP Governor for NIA</p> <p>Standing agenda item within SLT to discuss each identified barrier and the progress of initiatives within them.</p> <p>Identified leads to report into centralised document on impact and case study information where applicable.</p> <p>Pupil Progress reviews coordinated by EMAT.</p> <p>Progress leads, heads of pastoral roles and SENCO to discuss impact on DA learners through the pupil progress meetings following data entry and analysis.</p> <p>Attendance officer to produce Monthly reports and action plans to bring the DA attendance percentage up to the NON-DA attendance and then to 96%</p>	<p>Formal reviews will take place within January and October in each academic year</p>

	Use of the "DA Need and Impact Tracker" to identify and track impact.	Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.	Reports from additional expert support for students who need it. Advice to enable effective intervention and support.
<b>Low Literacy and numeracy skills in learners and families</b>	Whole school reading strategy Use faculty TAs support to target underachieving learners and provide support in and out of class (Wave 1) 1:1 support in KS3 English (Wave 1) 1:1 support in KS3 Maths (Wave 1) Provide opportunities for parental engagement to develop basic literacy and numeracy skills. The appointment, numeracy, and oracy across the curriculum. Secure 100% of all learners who are DA in phonics.	Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	
<b>Aspiration</b>	Part fund educational trips and visits Establish programme of outside speakers. University visits and high-level apprentice visits Deliver an Intensive Care Programme for Year 10 into 11 that includes mentoring, parental engagement evenings and targeted revision and support. Embed a curriculum from Year EYFS through to Year 13 to help raise aspirations and understanding of FE and HE. Careers events and development of cultural capital to include Wider. Participation and leadership activities targeted at Pupil Premium learners Careers guidance given to learners and parents. Staff mentoring of learners with emerging gaps in progress and attainment,	Learners motivated by vision of future career pathways. Raised aspirations.  An article within Widening Participation and Lifelong Learning, Volume 19, Number 2A showed a study that examined the effect college focused mentoring has on the confidence to succeed in college, the college application efficacy and the college going aspirations of low-income learners. The impact of mentor relationship quality and number of mentor sessions on the same outcomes was examined. Results (n=728) revealed a significant increase in learners' confidence to succeed in college and college application efficacy from before to after the mentoring programme.	
<b>Access to support</b>	Purchase equipment where it is key to the curriculum e.g., calculators, pencil cases, aprons.	Targeted revision improves performance in exams. Improved motivation and a better understanding of how to revise effectively improves exam performance.	

	<p>Learners prepared for exams well and have thorough knowledge of good revision strategies.</p> <p>Extra-curricular revision sessions in term-time and in school holidays.</p> <p>Revision guides provided as available.</p> <p>Extra-curricular revision sessions in term-time and in school holidays.</p> <p>Revision guides provided as available.</p> <p>'How to revise effectively' sessions through the year.</p> <p>Parental support website created and resourced.</p> <p>Revision and learning techniques during tutor time.</p> <p>Use of additional DSL to ensure that all learners are safe and that needs are addressed quickly.</p> <p>Pastoral support officers, support heads of year in identifying and correcting specific issues that might pose a barrier.</p> <p>Use of the "DA Need and Impact Tracker" to identify and track impact.</p>	<p>Improved learning and revision skills enables learners to learn well and remember more.</p> <p>Targeted revision improves performance in exams.</p> <p>Giving learners a feeling of support and an opportunity to raise concerns, get essential exam equipment (pens, etc.)</p> <p>Giving learners a feeling of support as well as reminding them of revision priorities.</p> <p>Learners are not hungry during exams.</p>		
<b>Total budgeted cost 25% £127,500</b>				
<b>Non-DA</b>	<p>Subscription to 4 Matrix and ALPs to measure progress within various cohorts and to learner transectionality.</p> <p>Admin support in helping parents and families to access benefits and to complete the pupil premium application forms.</p> <p>Midyear collection of 'change of circumstance' forms.</p> <p>Work with charities and communities in identifying other groups in need and accessing additional support. Food banks for example.</p>		<p>Monthly Impact check with PP Governor for NIA</p> <p>Standing agenda item within SLT to discuss each identified barrier and the progress of initiatives within them.</p> <p>Identified leads to report into centralised document on impact and case study information where applicable.</p>	<p>Formal reviews will take place within January and October in each academic year</p>

	Employment of Educational Psychologist (sessions).		Pupil Progress reviews coordinated by EMAT.	
<b>Composite factors</b>	<p>DA learners further impacted on with SEN needs to be planned for by SENCO as a separate action group. TA use and advice given to ensure quality first teaching.</p> <p>Updating of policies and bespoke strategies on MINT class.</p> <p>Funding for tools which support SEN learners who do not have additional funding coordinated by SENDCO.</p> <p>Transition events supported with Lead for DA to be part of Transition process. Provide a transition event for DA learners in Y6 to 7.</p> <p>Use of the "DA Need and Impact Tracker" to identify and track impact.</p>	<p>Better collating of information about DA learners coming up to school, so it can be shared with staff before the beginning of the academic year.</p> <p>Help DA learners to feel settled, make friends, and build confidence before they start in September.</p> <p>Support with mental health and anxiety issues.</p>	<p>Progress leads, heads of pastoral roles and SENCO to discuss impact on DA learners through the pupil progress meetings following data entry and analysis.</p> <p>Attendance officer to produce Monthly reports and action plans to bring the DA attendance percentage up to the NON-DA attendance and then to 96%</p> <p>Reports from additional expert support for students who need it. Advice to enable effective intervention and support.</p>	

**Total budgeted cost 50% ~ £255,000**

**ii. Other approaches**

<b>Barriers to engaging stakeholders</b>	<p>Invite parents/carers of DA learners to a support session.</p> <p>DA parents communicated through multiple mediums to ensure that lac of access to technology is not a barrier.</p> <p>Introducing a 'Texting Parents' programme across KS4 to improve parental engagement ahead of GCSEs.</p> <p>Printing and posting of DA reports to parents to avoid a loss in communication using pupil couriers.</p> <p>Food and Drink available at training and parent sessions to engage parents and to feed sibling when they attend with parents.</p> <p>Summer 'cooking' program devised and given to parents to feed learners in receipt of FSM over long holidays.</p>	<p>Parents/carers well-informed about their child's progress and happy to discuss what would help them further.</p> <p>Promote communication as an improvement system and quality assurance on changes and updates at NIA.</p> <p>Evidence suggests that parent engagement is a key factor in learner attainment.</p> <p>Although parental engagement is consistently associated with pupils' success at school, the evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive, particularly for disadvantaged families.</p>	<p>Monthly Impact check with PP Governor for NIA</p> <p>Standing agenda item within SLT to discuss each identified barrier and the progress of initiatives within them.</p> <p>Identified leads to report into centralised document on impact and case study information where applicable.</p> <p>Pupil Progress reviews coordinated by EMAT.</p> <p>Progress leads, heads of pastoral roles and SENCO to discuss</p>	<p>Formal reviews will take place within January and October in each academic year</p>
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	<p>Pastoral deputies to add capacity in contacting and meeting with parents of our DA parents.</p> <p>Effective an appropriate FSM system ensure all are fed if unable to access school provision.</p> <p>Alternative to physical parents evening trialled and evaluated.</p> <p>Use of newsletter to add and support learning at home and to families with activities and the use of MS Stream to disseminate good practice.</p>		<p>impact on DA learners through the pupil progress meetings following data entry and analysis.</p> <p>Attendance officer to produce Monthly reports and action plans to bring the DA attendance percentage up to the NON-DA attendance and then to 96%</p> <p>Reports from additional expert support for students who need it.</p> <p>Advice to enable effective intervention and support.</p>	
<p><b>Attendance to school.</b></p>	<p>To provide specific support for learners with mental health and emotional challenges including a school counsellor</p> <p>DSL used to ensure that DA learners are safeguarded and able to learn effectively in school by having their social and emotional needs met.</p> <p>Increasing attendance at Breakfast Club amongst disadvantaged pupils</p> <p>Attendance officer employed to monitor and address PA and attendance within school.</p>	<p>There is a clear link between poor attendance and lower academic achievement.</p> <p>DfE research (2012) on improving attendance at school found that:</p> <p>Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English.</p> <p>73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C.</p> <p>Pupils with persistent absence are less likely to stay in education.</p> <p>Advice from the National Strategies (hosted on the National Archives) says that:</p> <p>The links between attendance and achievement are strong. Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years.</p>		
<p><b>Total budgeted cost 25% ~ £127,500</b></p>				

# Pupil premium strategy / self- evaluation (All Through) Review 2019-20

## Coronavirus: flexibility in reporting requirements

The DfE (Department for Education) understands that due to coronavirus and school closures, that it would not be possible to evaluate the impact of your pupil premium for all the 2019/20 academic year.

We have however monitored and reported on the grant's impact at the end of the 2020/21 fiscal year. This report covers the whole period between September 2019 and March 2021.

## Pupil premium strategy statement

This report consists of a review of the impact of our strategies in 2019/20 followed by our planned strategies for 2020/21. The planned strategies for 2020/21 are monitored during the year and the plan is updated in Jan '21 and April '21 to summarise that monitoring.

### Review of 2019/20

Reviewed and agreed September 2020					
Headteacher	Dr J Trevena	School lead for Disadvantaged	Mr A Johnson	Governor lead for Disadvantaged	Martin Thompson

1. Summary information					
School	Northampton International Academy		Date of review	September 2020	
Total number of pupils in school	1825	Number of pupils eligible for PP (Pupil Premium)	509	Total PP budget for 2019/20	£375,760

2. Current attainment (review of 2020 GCSE outcomes)					
Due to the cancellation of external assessment in, the extremal outcomes for 2020 are not being used for analysis					
3. Review of attainment in 2019					
There were no external assessments in 2019-2020 due to the COVID-19 pandemic.					

Strategy	Target students	Intended actions and impacts	Summary of Impact	Cost
<b>Quality teaching</b>	(All staff costs calculated as a proportion of salary based on estimate of time devoted to supporting DA students.)			
Cost of Edukey and staff time to complete profiles for DA SEND (Special Educational Need) students.	All Disadvantaged SEND students	Profiles for all DA SEND Students allowing for targeted teaching and support.	<p>Edu key has been used to collate information on SEND students, this has been used to inform staff of learning needs of pupils who were SEND and DA.</p> <p>Wider use for DA only was not completed due to school closure. This will be continued into 2021 and impact on measures below tracked.</p> <p>Impact of specific strategies hard to measure without internal assessment data</p> <p>PPSEND and NONSEND data is not statistically valid within primary due to the small sample sizes.</p> <p>Secondary</p> <p>The difference in progress between PPSSEND and NONPP SEND across years in secondary has been monitored.</p> <p>The Gap has continued to diminish between the two cohorts, year 10 for example had a P8 gap8 of -0.39 that at baseline in October, had shrunk to -0.17.</p> <p>Within KS3 the gap has also continued to reduce, except for Year 8 (Year 9 in 2020-21) where the gap grew by ~10% when measuring those on track to target.</p>	£15,600

<p>Use of AHT, T&amp;L time and staff training time/resources/courses to improve quality of teaching &amp; learning across the school</p>	<p>All Disadvantaged students</p>	<p>Improved quality first teaching for all and strategies to support the disadvantaged. Revised feedback policy</p>	<p>Baseline measures and evaluation of the quality of learning and teaching across the school in September 2019 was between 60% and 65% of teaching was considered good and meeting all teacher standards (in line with NIA (Northampton International Academy) observation criteria). Use of MER cycles identified 20 colleagues who were not meeting teacher standards, particularly around planning for the needs of learners, responsive teaching using AfL (Assessment for Learning), and appropriate challenge for all, particularly disadvantaged students:</p> <ul style="list-style-type: none"> <li>• 14 of these identified colleagues were supported through MER / Head of Subject to develop practice through Wave 1 support.</li> <li>• 6 teachers moved to support plans to develop teaching: 3 on Wave 2 / 3 on Wave 3.</li> </ul> <p>By February 2020, the quality of learning and teaching had increased to 75% good or better and meeting all teacher standards. Trajectory of improvement was to move to 85% - 90% by summer term good or better quality of learning and teaching, with continued CPL (Continuous Professional Learning) for whole staff and bespoke support for individuals but was disrupted due to school closures.</p> <p>Whole school CPL sessions focused on improving provision for disadvantaged learners also contributed to the 19% increase in improvement of teaching quality (and the projected additional 10% increase in the summer term): Focused workshop CPL in January 2020 on 'Supporting the Disadvantaged' attended by 15 staff. Impact of which was not seen due to school closures.</p> <p>January 2020 Action Research Launch for whole school – focus on engagement and progress of boys, particularly disadvantaged cohort</p>	<p>£8,300</p>

			 <p>Impact projected to engage boys and disadvantaged learners in education but was disrupted by school closures.</p>															
<p>Use of SLT (Senior Leadership Team) time to monitor written feedback to DA students (half year)</p>	<p>All Disadvantaged students</p>	<p>DA students benefit from best marking and make better progress as a result.</p>	<p>Feedback policy adapted in September 2019 to include ‘Live Marking’ - responsive marking strategy to provide instant feedback to learners in the lesson by adapting lesson planning to provide time for student led independent work for teacher to support.</p> <p>MER Cycle 2:</p> <table border="1" data-bbox="1108 850 1951 1161"> <tr> <td colspan="2" style="text-align: center;"><b>MER Cycle 2: Actions and Updates</b></td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>Priorities through Line Management w/c 13<sup>th</sup> January</b></td> </tr> <tr> <td colspan="2">Analyse data from December capture</td> </tr> <tr> <td colspan="2">Review MER Action Plans</td> </tr> <tr> <td colspan="2">Evaluate impact of actions (progress)</td> </tr> <tr> <td colspan="2">Identify priorities for next cycle (data / T&amp;L)</td> </tr> <tr> <td colspan="2">Submit next MER Action Plan</td> </tr> </table> <p><b>Friday 17<sup>th</sup> January</b> – Completion of new MER Action Plans submitted to Line Managers and AJN / HAR  <b>Monday 20<sup>th</sup> – Friday 31<sup>st</sup> January</b> – Learning Walks (NQT (newly qualified teachers) formal observations w/c 27<sup>th</sup> January)  <b>Monday 3<sup>rd</sup> – Friday 7<sup>th</sup> February</b> – Book Looks  <b>Monday 10<sup>th</sup> – Friday 14<sup>th</sup> February</b> – Review of MER Action Plans</p>	<b>MER Cycle 2: Actions and Updates</b>		<b>Priorities through Line Management w/c 13<sup>th</sup> January</b>		Analyse data from December capture		Review MER Action Plans		Evaluate impact of actions (progress)		Identify priorities for next cycle (data / T&L)		Submit next MER Action Plan		<p>£20,000</p>
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			<p>Quality of written feedback for DA students a focus for book looks in October 2019. 50% of sample identified as good practice with impact on progress and learning in line with expectations. By January 2020 this had increased to 60% good or better quality of feedback, with a projected increase of 20% in the summer term to 80% good or better quality of feedback for DA focused students alongside Action Research Launch and supportive CPL.</p> <p>Quality of feedback was too inconsistent, but some improvements in quality seen in secondary subject areas including Art, DT and Performing Arts.</p>	
Teaching Assistants who enable all students to make progress with additional support in small group settings.	Close progress gaps all PP including EAL (English as an Additional Language)END PP	PP EAL (English as an Additional Language) (English as an Additional Language) improvements made in reading progress	<p>EAL -PP</p> <p>When assessing the EALPP cohort it was found that.</p> <p>Year 7 - PP EAL students are only 2% less on track to target than non EAL non-PP students within English.</p> <p>Year 8 - PP EAL students are only 4% less on track to target than non EAL non-PP students within English.</p> <p>This has remained unchanged at 1% on track to target than non EAL</p> <p>Reading data impact awaiting all STAR testing of Year 8 and 9 upon return from lockdowns</p> <p>EAL and reading support is felt to be effective in closing the attainment gap in PP learners. This strategy will continue, with revision of how reading data can be measured remotely. The DA barrier to attainment does not appear to be a factor when progress is measured against non-DA of the same cohort.</p> <p>TA (Teaching Assistants) Delivery within Primary Phase</p>	£18,140

Teaching Assistance attached to each primary group run interventions in am and pm sessions, reducing class sizes and providing additional support on phonics and reading within Key Stage 1.

In 2020-21 this has continued into year 3 to support those who did not pass the required.

TA impact on students identified through data analysis, to ensure that any student who is below target or age expectations, TA have a timetable for reading writing and maths. This helps to ensure that PP students not on target, are selected and intervened with.

TAs within primary is used effectively to help resource lessons, support with live marking within lessons.

Year	Significant PP Gap in progress to targets compared to Non-PP? Assessed in 2020
EYFS (Early Years Foundation Stage)	No significant gap
1	No significant gap
2	Yes, with exception of SPAG (spelling punctuation and grammar)
3	No significant gap
4	No significant gap

NB: One of the 2 classes within Year 1 was taught by HLTA for extended periods of time due to absence from main teacher due to shielding.

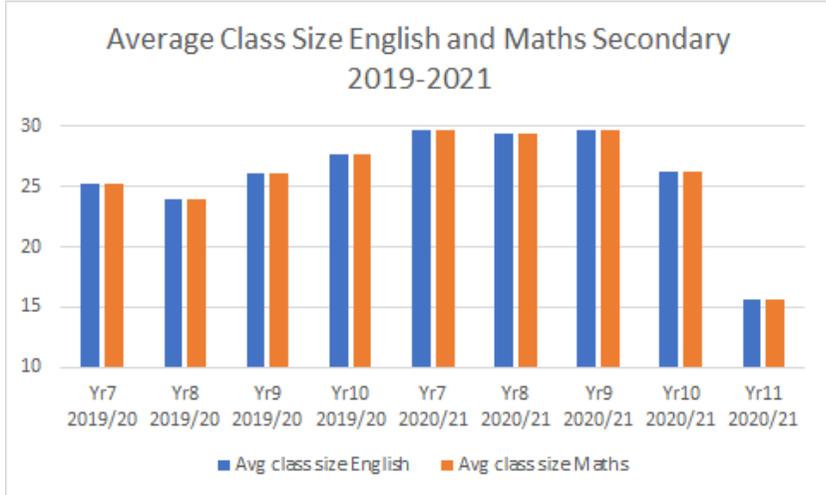
			<p>Epraise system no longer used to log incidents as the reporting back to SIMS did not allow a finer refinement of behaviours by cohort. This data is archived.</p> <p>SIMS and EduLink now used in 20-21 to ensure diagnostic behaviour are available.</p> <p>TAs are effective in closing the attainment gap in PP learners. This strategy will continue. Year 3 (last year's year 2, will feature heavily within the "DA Need and Impact Tracker" for 2021+ PP plan</p>	
<p>HLTA (Part-funded 40%) providing additional higher level academic support for students with specific needs.</p>	<p>PP Learners</p>	<p>Close progress gaps specific focus group</p>	<p>In 2019-2020 HLTA was deployed to support within year 3, to support the range of abilities and behaviours.</p> <p>This allowed smaller groups to be taught increasing the engagement and support of the PP in both groups.</p> <p>HLTA also taught students to release teachers for PPA and Leadership and Management time, further impacting whole school on the progress of learners and supporting the leadership pf other staff.</p> <p>HLTA from with 2019-20 has now become an UQT. Due to staffing shortages, most of the time was used to cover within year 1, opening the year group in term 1.</p> <p>HLTA finished the term covering within Year 2</p> <p>HLTA took groups to cover staff absence during lockdown. This reduced the amount of cover that was used at NIA ensuring that PP students within those classes had stability and stronger parental liaison.</p> <p>The HLTA now teaches within year 3, and the learners within this year have the greatest progress to target amongst primary groups. PP have made more progress than non-PP.</p>	<p>£9,000</p>

			<table border="1"> <thead> <tr> <th colspan="2"></th> <th colspan="2">Gender</th> <th colspan="2">PP</th> </tr> <tr> <th>Subject</th> <th>All</th> <th>Female</th> <th>Male</th> <th>non-PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>78%</td> <td>82%</td> <td>74%</td> <td>71%</td> <td>93%</td> </tr> <tr> <td>Reading</td> <td>78%</td> <td>77%</td> <td>78%</td> <td>71%</td> <td>93%</td> </tr> <tr> <td>Maths</td> <td>82%</td> <td>73%</td> <td>89%</td> <td>74%</td> <td>100%</td> </tr> </tbody> </table> <p>HLTA has been an effective part of the PP strategy and an advertisement for a further HLTA has been made now that this HLTA has become a UQ.</p>			Gender		PP		Subject	All	Female	Male	non-PP	PP	Writing	78%	82%	74%	71%	93%	Reading	78%	77%	78%	71%	93%	Maths	82%	73%	89%	74%	100%	
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Staff time and trust support for moderations of EYFS Exatt data	All EYFS	Significant moderation to better understand the differences in the FSP of PP vs non-PP learners.	AJN summarise work done by KR and AO and the resultant data analysis for 2019-2020	£3,300																														
DSL to maintain high quality safeguarding of students within the Academy.	Vulnerable PP	<p>Emphasis sustains focus on vulnerable groups</p> <p>Monitor and review profiles of safeguarding cases</p>	<p>We had four DSLs across the school. One and a half salaries are attributed to PP</p> <p>11 LAC (Looked After Children) children that year, the highest we have ever had on roll. These children received daily intervention - wellbeing chats, provided with food (as LAC in Northants were not entitled to FSM)</p> <p>As a result</p>	£35,023																														

Engagement officer – ensuring that communication with home is swift and timely.	All PP	Promote positive engagement with school and home  Home school communication improved. (Record of contact)	During lockdown in 2020 EduLink was purchase and deployed. This allowed better communication with home at this virtual time.  Engagement officer role changed, and the staff member is no longer on role.  EduLink can now contact 85% of parents via email and/or text, immediately if required.  Engagement officer was not effective in 2019-20, however the use of funding was reallocated to Data Manager who set up and coordinated the role out of EduLink.  EduLink has become an effective tool for engagement with learners and parents and its multiplatform has allowed PP learners without dedicated computers, to use smart phones and gaming consoles to access work.	£6,780
Pupil Premium lead who was responsible for raising achievement and the academic profile of pupil premium students.	Secondary PP	Develop expertise to promote impact of funding  Liase with staff around PP learners and impact upon strategies.	Limited due to timing of appointment and subsequent parental leave  Not effective for 2019-20. Awaiting return to school from maternity at this point, Jan 2021.  New strategy and DA impact and need report will be used to directly monitor impact upon return.	£10,343
Pastoral Support Workers who nurture the emotional wellbeing of students and assist them in the successful participation of their curriculum.	Vulnerable PP	Pastoral support team operational with specific responsibility for year groups. Expertise developing in dealing with EWB issues  Develop point of contact – Early intervention	Individual actions recorded centrally by some pastoral leads; however, this was inconsistent with members of the team changing roles throughout the year or leaving within the academic year. There was also a training need for some staff on how to use shared documents.	£14,327

			<p>Punctuality and attendance were targeted, through support with transport and uniforms.</p> <p>See attendance impact further below.</p> <p>Logs were kept, but this was inconsistent. A tighter protocol is required for 20-21. with greater consistency.</p> <p>There was positive impact on PP learners, but impact not clearly measured and so not effective. Changes in staffing, covid and lockdowns were contributing issues in record keeping and so a stronger strategy has been devised for 2020+.</p>	
Attendance officer to monitor and assist families with increasing their child's attendance.	PP with low attendance	Reduce persistent attendance issues in PP pupils	<p>Attendance officer</p> <p>Gaps closed or remained the same in the difference of attendance in all secondary years.</p> <p>Students moving into year 3 from year 2 have shown the biggest widening in attendance.</p> <p>Attendance officer had limited effectiveness in secondary, but primary focus for 2021 needed. Attendance officer from 2019-20 left employment with EMAT (East Midlands Academy Trust) and in 2020 an experienced AO has been recruited.</p> <p>We feel this strategy is effective and will monitor the effectiveness in 2020+ strategy.</p>	£24,190

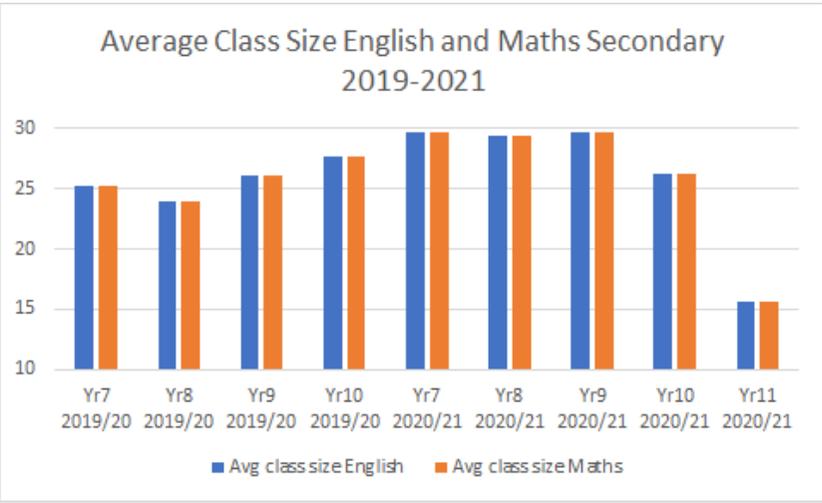
			<table border="1"> <thead> <tr> <th>Year Group</th> <th>Gap Growth % Attendance Sept 2019 and Sept 2020 (PP vs NonPP)</th> </tr> </thead> <tbody> <tr> <td>2019 - 2020 Year Group : 1</td> <td> 1.13</td> </tr> <tr> <td>2019 - 2020 Year Group : 2</td> <td> 7.58</td> </tr> <tr> <td>2019 - 2020 Year Group : 3</td> <td> -2.91</td> </tr> <tr> <td>2019 - 2020 Year Group : 7</td> <td> -0.29</td> </tr> <tr> <td>2019 - 2020 Year Group : 8</td> <td> 0.22</td> </tr> <tr> <td>2019 - 2020 Year Group : 9</td> <td> 0.47</td> </tr> <tr> <td>2019 - 2020 Year Group : 10</td> <td> -1.8</td> </tr> </tbody> </table>		Year Group	Gap Growth % Attendance Sept 2019 and Sept 2020 (PP vs NonPP)	2019 - 2020 Year Group : 1	 1.13	2019 - 2020 Year Group : 2	 7.58	2019 - 2020 Year Group : 3	 -2.91	2019 - 2020 Year Group : 7	 -0.29	2019 - 2020 Year Group : 8	 0.22	2019 - 2020 Year Group : 9	 0.47	2019 - 2020 Year Group : 10	 -1.8		
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Appointment of English, Maths and Phonic leads within Primary	Primary PP	Stronger coordination of identification and intervention of underperforming PP	English and Maths lead have been in post since 2018-19. Phonics lead became a part of the English lead role in 2019.	£7,200																		
Equipment and resources for full participation in both the curriculum and extra-curricular activities.	Equal access and opportunity	Uniform and other school equipment purchased for children who are eligible.	Attendance not recorded in 2019-2020 to extra curricula clubs, due to use of e-praise. Epraise no longer used a user defined groups will be created for	£10,728																		
Appointment of key stage leads within KS1 (Key Stage 1) and KS2 (Key Stage 2)	Primary PP	Stronger coordination of identification and intervention of underperforming PP	Due to a delay due to the impact of Covid, Key Stage 1 and Key Stage 2 leads were appointed in the summer of 2020 to start formally in September 2020. Impact to be measured within 2020+ document.	£7,200																		
Purchase of Mint Class and set up	All DA Students	Students are identified on seating plans, reducing teacher workload, and ensuring needs are planned for.	Mint class bought as a response to staff workload and to ensure that all contextual information and attainment grades were available for staff to plan for every single lesson. This has been an effective strategy of ensuring that data is at the fingertips of staff whilst ensuring data is safe and GDPR (General Data Protection Regulation) policies are adhered to. “Mint class is the first place I start when I am setting a class, and when I am looking at their initial data...It is an incredibly useful tool that saves a lot of teacher time, you can see which learners are DA, SEND and place them in your room in order of priority to ensure that you can speak to them regularly throughout the lesson” Dr. L Wheldon Head of	£1,300																		

			Chemistry. This is an effective tool on for identification and support of PP learners.																																									
Appointment of progress leads within key stage 3 and 4	PP in secondary	To identify and coordinate the interventions of PP learners with an attainment gap	Appointment was made at the end of the summer term, impact to be measured in 2020-2021	£7,200																																								
Appointment of specialist teachers in English and Maths to further ensure that PP students can be taught in smaller groups needed, with specific PP needs being met.	All DA students	Better teaching in English and Maths throughout secondary with smaller group sizes to increase impact.	This has been an effective strategy ensuring that our PP heavy and vulnerable year groups have smaller class sizes with specialist teachers. The p8 score nationally for DA learners in 2019 was -0.44. NIA is predicting -0.38, currently for our DA year 11 cohort.   <table border="1"> <caption>Average Class Size English and Maths Secondary 2019-2021</caption> <thead> <tr> <th>Year Group</th> <th>Year</th> <th>Avg class size English</th> <th>Avg class size Maths</th> </tr> </thead> <tbody> <tr> <td>Yr7</td> <td>2019/20</td> <td>25</td> <td>25</td> </tr> <tr> <td>Yr8</td> <td>2019/20</td> <td>24</td> <td>24</td> </tr> <tr> <td>Yr9</td> <td>2019/20</td> <td>26</td> <td>26</td> </tr> <tr> <td>Yr10</td> <td>2019/20</td> <td>28</td> <td>28</td> </tr> <tr> <td>Yr7</td> <td>2020/21</td> <td>30</td> <td>30</td> </tr> <tr> <td>Yr8</td> <td>2020/21</td> <td>29</td> <td>29</td> </tr> <tr> <td>Yr9</td> <td>2020/21</td> <td>30</td> <td>30</td> </tr> <tr> <td>Yr10</td> <td>2020/21</td> <td>26</td> <td>26</td> </tr> <tr> <td>Yr11</td> <td>2020/21</td> <td>15</td> <td>15</td> </tr> </tbody> </table>	Year Group	Year	Avg class size English	Avg class size Maths	Yr7	2019/20	25	25	Yr8	2019/20	24	24	Yr9	2019/20	26	26	Yr10	2019/20	28	28	Yr7	2020/21	30	30	Yr8	2020/21	29	29	Yr9	2020/21	30	30	Yr10	2020/21	26	26	Yr11	2020/21	15	15	£45,000
Year Group	Year	Avg class size English	Avg class size Maths																																									
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Yr9	2019/20	26	26																																									
Yr10	2019/20	28	28																																									
Yr7	2020/21	30	30																																									
Yr8	2020/21	29	29																																									
Yr9	2020/21	30	30																																									
Yr10	2020/21	26	26																																									
Yr11	2020/21	15	15																																									
Revision sessions and revision materials	KS4 Students		The school was closed due to COVID-19 before the extra revision sessions took place. Revision guides had already been bought and given out; impact was not seen until the mock exams were taken. Revision strategies and impact upon the levels of progress for PP learners can see here. A further 0.33 LOP on average was attained since the addition of revision materials and supporting documentation for PP learners.  The effect of this has only just been measured with most revision materials distributed at the start of the academic year 2020-21. Further impact will be monitored as we enter the 2020+ plan.	£3,200																																								

Ensuring students are supported through exam season	Y10 and 11 students		<p>Invigilation and scribes in place ahead of 2020</p> <p>Access arrangements and testing have been conducted through each assessment by the school SENCO. This information has been used to inform and support the practices allowing those learners with PP and SEND needs to access assessment materials in the most suitable way. No control group to show changes in assessment before and after as SENDCO used classroom assessments to as a basis to put into place the access arrangements ahead of mocks. However, learners were engaged and took mocks, when prior to this engagement and attendance to classroom assessments were low.</p> <p>2020+ strategy seeks to record this impact further through DA need and impact Tracker.</p>	£15,097
Creating a tutor group for vulnerable students (Half year)	Identified Y10 students	<p>Daily monitoring and mentoring for the most vulnerable students in the cohort.</p> <p>Regular contact with home to ensure best possible all-round support.</p>	<p>It was organised for all the PP students who were either targeted &amp; level 4 at GCSE or below, to have a Maths &amp; English intervention every Friday. The students were put forward by the HOD for English &amp; Maths. The interventions were led by an ex English Teacher who now runs her own charity in working with young people.</p> <p>Interventions had to stop after a few weeks just to unforeseen circumstances. Within the Maths department there are no other teachers who are available to run these sessions, so they have been put on hold temporarily (25/11/19).</p> <p>The English interventions however have continued &amp; are now being run by a member of the English team.</p> <p>Impact on English attainment we negligible with only 1% (59% to 60% in PP learners) more on target following the intervention. This is not a strategy that will be deployed in 2020+ plan</p>	£985
Specialist support (itemised spreadsheet available)	Identified students in all years	<p>Financial support with purchase of materials to aid learning/attendance. For example, items of uniform, ingredients for Food Tech lessons, art materials, music books, kit for D of E expeditions, memory sticks, school trips, revision guides, occasional bus fares to facilitate attendance at revision</p>	<p>This has been a useful pot of money for supporting learners with specific needs.</p> <p>Supplying food for food tech lessons that have been virtually online so that PP learners can cook at home and continue to learn for example.</p> <p>Impact on engagement in learning, ensuring that learners are fed over summer holidays and picking up individual items to support learners has benefited the well-being of PP learners.</p> <p>This will continue into the 2020+ plan, but with more specific foci on the</p>	£9,609

		sessions, etc. (Itemised expenditure available)	impact and outcomes of rewards and support materials.	
Alternative provision	Identified students	Students provided with college courses and like motivate and engage them with learning.		£50,000
Staff time for distribution of supermarket vouchers to families eligible for Free School Meals	All students eligible for Free School Meals	Staff purchased and posted vouchers. Staff time setting up government's email voucher system. Staff time to do shopping for isolating families / deliver food hampers.	Pastoral staff delivered 63 FSM to families who were unable to collect from the staffed stations at school. This was 600 deliveries over 9 weeks, from Friday 27 <sup>th</sup> March until the voucher scheme was implemented for NIA on the 22 <sup>nd</sup> May so in total 9 weeks of deliveries.	£4,500
Staff time to phone/contact all DA students at least once a fortnight.	All DA students		Staff phoned allocated students fortnightly, so all DA students were monitored through school closure period.  Several learners' circumstances changed over lockdown that calls enabled us to identify these learners as vulnerable and bring them into school. Helping to provide specific support where required, adding to food drop offs, helping parents to apply for FSM once again etc.  Welfare checks and allocation of school places have been crucial in the January 20221 lockdown also.	
<b>Targeted support total</b>				<b>£255 982</b>
Other approaches				
<b>Strategy</b>	<b>Target students</b>	<b>Intended actions and impacts</b>		<b>Cost</b>
Career's guidance	Students in Y9, 11 & 13 who are DA and/or at risk of being NEET		Did not happen before school closure period due to delays in securing advisers' availability.  80% of year 11 DA students have had guidance in since Sept 2020, this has been interrupted by covid restrictions. Plans to ensure all students receive PP specific guidance to parents are being put in place. All DA year 11 should have had at least 1 if not 2 appointments with the Career's Advisor by Easter 2021.	

			9 Students identified as potential NEET- targeted plan to support will be in place on return to school.	
My concern subscription	All DA students	All incidents are linked so patterns are seen and dealt with quickly. Links to siblings in primary schools so strategies can be considered for whole families	<p>Exportation of incidents to allow analysis by PP, would contravene safeguarding practices.</p> <p>This would require raw data to be extracted with confidential material within it.</p> <p>Impact difficult to track on overall percentages, but case studies within.</p> <p>My Concern could be given to show the impact on those PP students that benefit from strong and swift safeguarding procedures.</p> <p>Myconcern and training around the use of the tool has been at the heart of safeguarding training and practices through and into 2020-21.</p> <p>My concern is effective in ensuring our safeguarding information is secure and responded to by DSLs at NIA.</p>	£4,600
Recruitment strategies	All DA students	Recruitment drive to ensure no posts are filled with supply teachers from Sept '19. DA students suffer particularly when being taught by supply teachers	<p>Successful recruitment ensured that class sizes became smaller in core subjects of maths and English within key stage 4. This was a success to recruit during lockdown.</p> <p>The impact on group sizes can be seen and rapid improvement within year 11 Maths from baseline also supports PP have benefitted, although the progress of Non-PP is better.</p> <p>(P8 Maths -2 to -0.81) Non-PP (-1.53 to -0.14) A change of +1.19/1.39 PP to Non-PP.</p>	£5,000



			Recruitment during lockdown to ensure specialisms in the classroom of key stage 4 we feel was an effective use of the money, we feel the gap between PP and NON-PP would have grown further still.	
Subscription to 4 Matrix, EduLink, PIXL6 and PIXL.	All DA students	4Matirx enables precise tracking of DA students and groups within the DA group to facilitate precise intervention work. EduLink enables better communication with home. PIXL provides opportunity to share best practice nationally.	AJN  4 Matrix – data analysis and targeting EduLink – communication to parents PIXL and PIXL 6 – resources and impact on independent learning for PP  Impact on	£16,640
Uniform provision for PP students to ensure that pupils were able to attend school with no stigma or barriers	Increased attendance of PP students to secondary school. Reduction in school sanctions around uniform nonconformity to PP students.	PP students provided with uniform. Positive impact on attendance. Parental feedback positive and appreciated - through pastoral support.	Year 7 Attendance in 2019 First 2 weeks of September  <b>Attendances</b>  Pupil Premium 95.27 Not Pupil Premium 98.17  Year 8 (Same Cohort) in 2020 First 2 Weeks of September  <b>Attendances</b>  Pupil Premium 93.24 Not Pupil Premium 93.37  Attendance gap has closed over the year. Student able to join back to school with less barriers to uniform and equipment. However, the impact of Covid-19 makes it difficult to see purer impact against the two Septembers.	£10,000
Breakfast club to ensure that food was available to students at the start of every day throughout school.	Improved attendance to school and better levels of		Records of attendance to the breakfast club not recorded centrally, but the breakfast club provision also provided food to PP students who stayed after school for clubs.	£15,107

	concentration through the day resulting in less sanctions being recorded before lunch		<p>During lockdown breakfast club was not used.</p> <p>Punctuality to school for PP and Non-PP students compared for September to December, all years.</p> <p>Data to be added by attendance officer.</p>	
<b>Other approaches total</b>				£51, 347
<b>Total expenditure for 2019/20</b>				<b>£378 369</b>

