

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	NUAST
Number of pupils in school	955 (including KS5)
Proportion (%) of pupil premium eligible pupils	254 pupils 39% of KS3 and 4 27% of whole school including KS5 73 Ever 6 pupils in Post 16 34% of whole school including Post 16 ever 6
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-21 to 2022-23
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	B White
Pupil premium lead	Rhydian Watkins
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£209,122.58
Recovery premium funding allocation this academic year	£34,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£209,122.58

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. This is especially true post COVID, where disadvantaged students have had a significantly harder time returning to good attendance and with motivation.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We have invested a lot of time and support into the Rosenshine principals of teaching, which involve chunking, challenge, retrieval and strong opportunities for independent learning. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early, in KS3 where possible, to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Ensure staff know who their disadvantaged pupils are and can articulate how they support them lesson by lesson

Challenges 2021-22

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1.	Attendance- attendance during and Post COVID needs to improve and this is also the case with Pupil premium students. Non attendance during lockdown, and then inconsistent attendance when being sent home to self isolate has resulted in poorer attendance habits, with a willingness for parents to keep students off for minor illnesses
2.	Gaps- particularly in KS3, PP students were more likely to have gaps in their knowledge as a result of being generally less consistent in attending live lessons. Across the school, content taught in lockdown via live lessons has been remembered and understood less well. This is particularly evident in English, where PP student's GL assessment grammar and punctuation scores were well less than national average
3.	English language GCSE- has a huge average points gap of -72. English literature is much smaller. This is a new development in 2020-21- we did not have this kind of gap prior.
4.	Science and computing GCSE- showed gaps for the first time in 2020-21, with -0.96, -1.19, -1.61 in Biology, Chemistry and Comp Sci respectively. We need to get these back up to no or negligible gaps as we have seen in previous years.
5.	EBACC humanities GCSE had a gap of -1.19 and -1.58 for geography and history respectively
6.	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. This is reflected in CATs tests for incoming YEAR 7S, both in 2021-2 and 2020-21, where the number of high attainers was very low and reading scores from primary tended to be depressed.
7.	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths.
8.	Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly scienc and EBacc subjects

9.	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals), gender identity and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the pandemic, teacher referrals for support markedly increased. Our disadvantaged students make up a disproportionate percentage of these</p>
10	Behaviour has become more challenging Post lockdowns, with disadvantaged students disproportionately displaying those negative behaviours

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Progress 8	0.25 P8 in 2022
Attainment 8	Achieve 51.0 A8 in 2022 for PP students
Percentage of Grade 5+ in English and maths	52% 5+EM (better match up required for PP)
Other	Closer matchup at 4+, 5+ and 7+ EM
Improved attainment among disadvantaged pupils across the curriculum in KS3	In KS3, closing gaps between attainment of PP and non-PP students to negligible levels
Implementation of reading plans and strategies to improve reading ages in pupils joining year 7 and in pupils who are reluctant readers	Smaller disparity between the reading ages of individual disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.

<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
<p>Implement NUASt Pupil Plus scheme for FSM PP students to advertise specific benefits, eg free meals, free school trips, uniform support, mentoring referrals.</p>	<p>NP+ launched with parents by the end of the school year</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £189,122.58

Activity	Evidence that supports this approach	Challenge number(s) addressed
One fewer class per year group than standard- each KS3 year group has five classes, rather than four as would be suitable for an intake of 120	Smaller class sizes support all aspects of disadvantaged learning, particularly our focus on quality metacognition, chunking, challenge and independent learning. This allows staff to focus more on disadvantaged individuals	2, 6, 7, 8, 9
Appointment of student Attendance officer	Jane Courtney has been appointment specifically to monitor attendance, do home visits and support children and families to get into school. This is having a noticeable impact on key PP children already, even at a time of high illness rates	1,9, 10
Additional PSOs x2	Disadvantaged students need consistency, particularly around pastoral care and behaviour monitoring. Our two additional PSOs allow the group of four to be attached to individual year groups, eg to know their children and build positive relationships to develop better attendance and behaviour patterns	1, 9, 10
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2, 6

	We use CATs tests to measure initial ability	
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time.</p> <p>It will first be rolled out in maths and science followed by other subjects.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	2, 3, 4, 5, 6
<p>Additional CPL period for each staff member, with membership of National college. Individualised learning plans for each staff member based on observed or professed need</p>	<p>Improving the standard of education for all is a vital component</p>	2, 3, 4, 5, 6, 7, 8, 10
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund Lexia, Step up to English for KS3 pupils and have launched our SHAPE literacy initiative with training for staff</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	2, 6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£13,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>MyTutor- Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and schooled tutoring for pupils whose education has been most impacted by the pandemic</p>	<p>Historically, pupils made 1 whole grade of progress after 1 term of MyTutor sessions - 2.5x the progress of their peers. The studies carried out by the EEF as part of the teaching and learning toolkit consistently find that tutoring is associated with significant</p>	3, 4, 5, 7

	<p>learning gains. By focusing upon effective one to-one tuition via the use of My-tutor we will be able to focus tuition on pupils areas of need. The provision will be 1-1 online, with pupil attendance monitored and Pupil Premium students are the overwhelming priority. The focus of all of the tuition will be upon ensuring gaps identified in assessments are filled. EEF evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. In terms of small group tuition evidence suggest this is effective however, as a rule of thumb, the smaller the group the better.</p>	
Lexia	<p>According to the Education Endowment Fund and Ofsted research, it is clear that there is a link between literacy levels and educational outcomes. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2, 6
Focus on oral comprehension and oracy embed throughout school (providing opportunities for structured purposeful talk: EEF Literacy guidance reports)	<p>The core skills linked to oracy and effective oral comprehension are closely linked to improved academic outcomes: word-gap.pdf (oup.com.cn) There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing speech and language which will impact upon their achievement. The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Other benefits include improved culture and behaviour inside and outside of lessons: EEF Oral Language Interventions</p>	
Yipi Yap	<p>We have two subject specialist tutors for 4 days a week. Timetables to key priority groups in KS3 and KS4. Used to</p>	2, 3, 4, 5

	support the disadvantaged. Where needed Y11 students have additional Maths and English support in small groups to target specific areas of their study.	
KS4 intervention programme	This takes place after school on Mondays and Tuesdays and is aimed specifically at disadvantaged Y11 pupils. Every student has two sessions in subjects where they need to improve their progress.	3, 4, 5, 7
KS3 intervention programme	Takes place after school on Monday and Tuesdays, specifically in maths and English for KS3 disadvantaged pupils who have been identified as underachieving or with gaps	2, 3, 7
Revision guides for GCSE	Revision guides for GCSE bought for all PP students on request.	3, 4, 5, 7
Revision guides for A Level	These will be provided for disadvantaged A level students, particularly in biology and chemistry	
Study Buddies	Year 12 and 13 students trained to hear PP students read or support with maths in a weekly session afterschool	2, 7,
Step up to Literacy	This programme is for KS3 PP and SEN students and involves regular sessions with our CLAs each week on literacy and coaching.	2, 6

Wider strategies (for example, related to attendance, behaviour, wellbeing, including planned and unplanned discretionary spending)

Budgeted cost: **£7,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling services	Counselling offered via Time4me, allotted as needed but PP and SEN students preferentially referred.	9, 10
Uniform support	To support Disadvantaged families to meet the uniform requirements	9, 10
Travel support	Via bus cards for FSM students where needed, or taxis in cases where students are particularly vulnerable	1

School trip support	In order to ensure students have equal access to opportunities	2, 3, 4, 5, 6, 7,
Internet dongles	In the event of a lockdown or self isolation due to COVID.	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £209,122.58

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Pupil Premium Provision Strategy and expenditure:

The Pupil Premium is additional funding allocated to schools to help support disadvantaged students, diminishing the difference between them and their peers. At NUASt Pupil Premium is funding allocated to students who are currently children looked after (LAC), eligible for free school meals and who have been eligible for free school meals at any point in the last six years (Ever 6). This equated in 2020-21 to 30% of our school population. The funding traditionally has been used to contribute to a wide range of resources designed to maximise student potential in every possible way, eg an extra class in KS3, additional revision resources, 1-1 tuition and access to school trips. Our 2020-21 strategy originally reflected this.

However, in the face of high student and staff isolation rates at times and a second school shutdown from January to March, followed by over a month of lacking IT facilities through a cyber attack, our strategy had to be adapted to meet needs as they arose and some things originally planned (such as support with school trips) simply never happened. Staff and agency capacity to support KS3 was reduced from what we would have liked as well, meaning our support was perhaps top heavy to KS4, which we aim to balance out this year.

Finally, a significant amount of our expenditure has gone on additional pastoral care and attendance support for students across the school, as this reflected the reality of what was needed. In addition, extra CPD time for staff and an excellent, dedicated programme to improve our overall teaching was a priority.

Principles:

All members of staff and governors accept responsibility for 'socially disadvantaged' students and are committed to meeting their pastoral, social and academic needs within a caring environment. As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop his/her full potential, irrespective of need.

Background:

The Pupil Premium targets extra funding for students from deprived backgrounds. Research shows these students underachieve compared to their non-deprived peers. The premium is provided in order to support these students to reach their potential. The DFE use students entitled to free school meals (FSM), children of service personnel and Looked After Children as an indicator for deprivation and have deployed a fixed amount of money to schools per student, based upon the number registered for FSM. At NUASt, we will be using the indicator of those eligible for FSM as our target children to diminish the difference in attainment and progress.

The Government have not dictated to schools how to spend this money, but are clear that schools will need to employ strategies that they know will support these students to increase their attainment.

Funds available		£174,998.60			
	Use of funding	Cost	Sutton Trust Summary	Impact	Proposal for 2021-22
Improving quality of education					
Projected spending: £155,000					
	Additional CPD period			All staff have a CPD period on their timetable, specifically for continuing professional learning. The big focus this year has been on challenge, ambition and strong teaching across the school according to the Rosenshine principals of chunking and time for individual learning. We believe this learning will benefit PP students most of all	We are launching an additional CPD period per staff member on top of this, with staff having access to the National college and an individualised CPD programme.
	Student welfare officer to monitor attendance and support pastorally		No Sutton Trust data, but NFER briefing for school leaders identifies addressing attendance as a key step	Difficult to gauge with COVID; attendance was lower than usual as a result anyway. Of our PP students, we saw a positive effect in year 11 on attendance, but this is not easily provable given lockdowns in both years.	Another two officers to be appointed, as well as an attendance officer to further support PP students and ensure attendance returns to good levels.

	Additional class per year group		Low impact for high cost based on limited evidence	Our classes are around 4-8 students smaller than would be normal for budget, which is designed to give us greater scope to support and nurture PP students	
	Feedback focus		High impact for very low cost	NUAST adopted a development task system of feedback, in which students were set specific things they could improve on through diagnostic feedback (DIRT tasks) and then given time to make these improvements and be marked again. QA showed that where this was done students made significant progress	
	Summer School		Medium impact for medium cost	Summer schools were run for incoming year 6 students	
Specific interventions					
Projected Spending: £10,000				Actual spending: £13,526	
	Mytutor		High impact for moderate cost	A significant number of students in year 11 were placed with an online tutor, with an emphasis on PP students. Unfortunately, this was not well attended; during lockdown we were only able to encourage students via phone calls home rather than see them every day.	Continue with targeted support. More comprehensive impact report needed for this year

				The potential for MyTutor to make a significant impact is there, if targeted well and supported in school	
	Yipi Yap		High impact for moderate cost	<p>This was used across KS3 to support PP students with English, maths, science; using well trained Post 18 students to coach and tutor key PP students.</p> <p>Again, the break through lockdown ruined the consistency of this that was needed for impact and as a result, the PP achievement data does not reflect a great impact</p>	This is potentially worth continuing with during a non interrupted year
	Study Buddies		High impact for No cost	Post 16 students trained to read with younger students in Y7 and 8- primarily PP or SEN. This gave access to someone to hear them read and complement other interventions such as Lexia	Continue and expand to mathematics support
	Think for the Future		Unknown	<p>Personal, behavioural and emotional coaching for students, the majority of which are PP.</p> <p>This has had a very positive impact on behaviour; current year 10 students who did this in year 9 have changed their behaviours considerably.</p>	Continue

	Specialist Literacy intervention - Lexia		Moderate impact for moderate cost	This is done for targeted PP and SEN students and has been shown to have a significant impact. However, the operation of the programme was, like everything else, hit by a COVID break which affects its efficacy as learning and skills are built up by consistency.	Continue where appropriate
	Revision guides for GCSE			Revision guides for GCSE bought for all PP students on request.	Continue
	Counselling services			Counselling offered via University of Nottingham, allotted as needed but PP and SEN students preferentially referred.	Continue, through a different agency
	Step to English programme			This programme was for KS3 PP and SEN students and involved regular sessions with our CLAs each week on literacy and coaching. These continued in lockdown via teams	Continue
Other- planned and unplanned discretionary spending					
Projected spend- £10,000			Actual Spending: £4,203		
	Taxis and transport for key PP students			Enabled us to raise attendance	No choice but to continue where
	Dongles for PP students to access internet			Enabled PP students to access live learning during lockdown or self isolation	Continue if needed
	Pupil Uniform		No impact for low cost	This has little impact on academic progress but is a necessity for some students to enable them to conform to school standards	Again to create a pool of money that can be used

					for student uniform where required.
	Revision guides and other revision support materials		No data	This strategy enabled students to access revision materials on an equal basis to their non PP peers	To continue again this year
	School trip support			School trips not possible	

2020-21 Strategy aims analysis:

Aim	Target	Target date	Achieved?
Progress 8	0.25 P8 in 2021	Review January 2021 and August 2021	Not achieved: -0.64 P8
Attainment 8	Achieve 5.1. A8 in 2021 for PP students	Review January 2021 and August 2021	Not achieved- A8 was 4.7
Percentage of Grade 5+ in English and maths	52% 5+EM (better match up required for PP)	Review January 2021 and August 2021	Not achieved- PP students were at 44%

Other	Closer matchup at 4+, 5+ and 7+ EM	Review January 2021 and August 2021	Not achieved- At grade 4 there was an 14% gap, at grade 5 this rises to 21%
Ebacc entry	Ensure that PP Ebacc students achieve EBacc accreditation (Not an Ebacc school due to STEM curriculum).	Review January 2021 and August 2021	More PP students achieved this than non-PP