

Nightingale Community Academy Pupil Premium Grant Report

Here at Nightingale Community Academy (NCA) there are at present 91 students on roll (including 22 in the Sixth Form); 49 of these are eligible for the Pupil Premium Grant (PPG). The aim of PPG is to support schools in raising the attainment levels of the most disadvantaged students and to 'close or narrow the gap' in attainment that currently exists. To this end, the Department for Education (DfE) provides additional funding to all schools based on the number of students:

- who are currently eligible for Free School Meals (FSM)
- who have been eligible for FSM at any time in their last 6 years (known as Ever 6)
- who are Looked After Children (LACs/CLAs)
- who are Armed Forces children

Success Criteria for PPG pupils at NCA

Improved attendance through honest, open and regular communication between the school and families.

Accelerated achievement for students throughout the school, with some exceeding expectations via the provision of better resources and an improved support system.

Improved standards of behaviour and educational and emotional wellbeing within the school.

In response to this, the school has:

Monitored absence, including the recruitment of an attendance HLTA and a Family Support Worker and supported students and families to improve attendance.

Renewed the curriculum and KS1, 2 & 3 and closely tracked the progress and attainment of those in receipt of Pupil Premium and compared this to their peers in the school.

Established new SEN measurement protocols; used them to Identify and record any additional interventions put in place for those in receipt of Pupil Premium and analysed the impact of these interventions.

Recorded and analysed positive and negative behaviour incidents for those in receipt of Pupil Premium and compared them to the rest of the school.

Monitored attendance of parents/carers of those in receipt of Pupil Premium at Annual Review meetings.

Reported all racist/homophobic/bullying/serious incidents and exclusion data to Governors every term and identified whether any disproportionately involve those in receipt of Pupil Premium either as perpetrators or victims

Tracked the success of transition from Year 11 to Post-16 education for those in receipt of Pupil Premium.

The Pupil Premium Grant (PPG) Profile at NCA

49 pupils are funded by PPF as detailed below, forming 53.8% of the school population

Phase	On Roll	PPG Number	PPG Percentage
Primary KS 1&2	23	13	60%
Secondary KS3&4	46	26	56.5%
Sixth Form	22	10	45.4%
Total:	91	49	53.8%

Total Number of PP	49
Per Primary PP	£1320
Per Secondary PP	£935
Total Income (Based on 2016 census data)	£50,820

Summary of the PPG expenditure and interventions at Nightingale Community Academy

Improved attendance through honest, open and regular communication between the school and families.

We invested in 15 hours per week of HLTA time to support the attendance of at risk groups. Prior to September 2016 attendance across the school was inaccurately measured because of inconsistencies in the school roll. A significant number of students simply did not attend and did not view themselves as pupils at the school. The attendance at that point was estimated at 71%; 74% for PPG learners. Support from the local authority education welfare team had some impact where 'cleaning' the roll was concerned and a system of daily contact for absent learners was also employed to good effect. Over 5,700 attendance related contacts were made.

Intervention 1:								
Monitored absence, including the recruitment of an attendance HLTA (0.2) and a Family Support Worker (0.2) to support students and families to improve attendance.								
Rationale:	<i>Many pupils have very poor attitudes towards their learning, attend very infrequently and are often late. (Ofsted 2016) Year on year attendance data was inaccurate as was student roll so it was not possible to accurately identify the performance of key groups</i>							
Achieved by:	Impact:			Next steps:				
Publishing and implemented a waved intervention procedure to support high-risk learners. Creating daily capacity for HLTA home visits and telephone interventions. Establishing 1:1 relationships with troubled parents/ families and the family support worker to deal with factors impacting attendance	13.6% Increase in attendance whole school: 13.5%; PPG learners and a 30% reduction in Persistent Absentees (PA); 26% PPG learners			Continue to deliver waved intervention protocols to improve attendance further.				
Academic year	School Roll		PPG Eligibility		% Attendance		# PA	
	Inc. Mobility	Actual	No.	%	WS	PP	WS	PP
2014-2015	92*	87	42	49%	68.9	71.2	58	26
2015-2016	71*	65	39	60%	71.2*	74.1*	43	31
2016-2017	86	81	49	60%	84.8	87.6	30	23
*Unreliable Data			Cost:			Family Support worker: £13,475.00 Attendance HLTA £12,051.70		

Accelerated achievement for students throughout the school, with some exceeding expectations via the provision of better resources and an improved support system.

New systems for measuring and predicting attainment have been embedded alongside investment in a curriculum offer that is now fit for purpose at each key stage. SEN measurement protocols have been introduced so that we know exactly how student need impacts on learning and can measure improvement from a secure baseline. The progress cycle is in place at the primary phase and literacy and numeracy interventions are routinely delivered across the phases.

Intervention 2:		
Renewed the curriculum at KS1, 2 & 3 and closely tracked the progress and attainment of those in receipt of Pupil Premium and compared this to their peers across the school.		
Rationale:	<i>Teaching, learning and assessment are inadequate because teaching does not engage pupils' interest. Not all teachers use assessment information to help them plan appropriate learning activities. Many pupils have very poor attitudes towards their learning, attend very infrequently and are often late. Some spend little time in lessons because they are able to leave without any consequences being applied. (Ofsted 2016)</i>	
Achieved by:	Impact:	Next steps:
Investing in the Essentials Curriculum at KS2 and additional middle-leadership coaching and planning support to create a new secondary curriculum using the same model of assessment milestones.	Out of class behaviour reduced by 17% amongst non-pupil premium learners; 37% among PPG 80% (6) PPG learners achieved GCSE in English, Maths & Science (A*-G) compared to 50% (1) of non PPG.	Fully embed small steps progress assessment to allow routine and granular monitoring of progress at every key stage and build in a routine cycle of measurement and intervention to further improve outcomes.
	Cost:	£1,200.00

Intervention 3:		
Established new SEN measurement protocols; used them to Identify and record any additional interventions put in place for those in receipt of Pupil Premium and analysed the impact of these interventions.		
Rationale:	<i>Many pupils make slow progress from their different starting points in most curriculum subjects. The standards they achieve by the end of Key Stage 4 and Key Stage 5 are not as high as they should be. Literacy and numeracy are not reinforced in all lessons. This leads to high levels of disruption to pupils' learning and their significant underachievement (Ofsted 2016)</i>	
Achieved by:	Impact:	Next steps:
Investing in a new suite of SEN measures and establishing an accurate baseline against which progress can be measured. Triangulating intervention data with behaviour & attendance and attitudinal data to confirm improvements. Appointing a literacy consultant (0.2) to build capacity by training our literacy lead and primary HLTA to administer literacy testing and carry out interventions.	Reading tests confirm that students average spelling age improved from 8/5 to 10/9 (Y/M) and average reading age from 9/8 to 11/0. There is no statistical difference where PPG learners are concerned. At KS4 & 5 80% of PPG learners achieved GCSE (A*-G) in English, maths and science compared to 56% of the cohort	Design new reading intervention procedures captured and monitored in SIMS.net
	Cost:	Testing material: £1,378.00 Literacy staff: £6,888.00

Improved standards of behaviour and educational and emotional wellbeing within the school.

A new behaviour policy is in place and routine CPD is part of an annual plan. Systems for monitoring and intervening where behaviour is concerned are established and improvements in behaviour are now impacting attainment and progress across the school.

Intervention 4:										
Recorded and analysed positive and negative behaviour incidents for those in receipt of Pupil Premium and compared them to the rest of the school.										
Reported all racist/homophobic/bullying/serious incidents and exclusion data to Governors every term and identified whether any disproportionately involve those in receipt of Pupil Premium either as perpetrators or victims										
Rationale:		<i>Behaviour is inadequate. Many pupils have very poor attitudes towards their learning, attend very infrequently and are often late. Some spend little time in lessons because they are able to leave without any consequences being applied. The resulting high levels of disruption prevent staff from focusing on learning (Ofsted 2016)</i>								
Achieved by:			Impact:				Next steps:			
Buying in a specialist SIMS consultant to set up behaviour monitoring protocols in our management information system and delivering CPD to the staff team to enable them to capture and report on the data. Reporting on behaviour for each phase on a daily basis and providing feedback to parent/ carers at termly interviews and parents' evenings.			There has been a substantial fall in challenging behaviour across the school. High-risk behaviours have decreased by 41.4% and medium-risk behaviours by 52.4%. Learner numbers have increased by 24% adding weight to the reduction Incidents of bullying amongst PPG learners (as instigator) reduced by 72.06%; whole school this figure was 66.27%. Incidents of homophobic and racist behaviour across the school are currently very low; in single digits. Homophobic incidents reduced by 62.5%, racist incidents by 22.23% and exclusions (days) by 30.4%. There is no statistical difference between PPG learners and the rest of the cohort.				Fully establish the routine cycle of measurement, intervention and analysis based on waved intervention protocols.			
Incident Type	2015-16	2015-16	2016-17 Term 1		2016-17 Term 2		2016-17 Term 3		2016-17	
	WS	PPG	WS	PPG	WS	PPG	WS	PPG	WS	PPG
Racist	DNA	DNA	14	7	12	6	12	11	38	24
Bullying	DNA	DNA	136	110	52	43	42	31	230	184
Homophobic	DNA	DNA	9	0	2	2	0	0	11	2
Exclusions days (no. of children)	125 (22)	48.5 (9)	19.5 (11)	19 (10)	44.5 (19)	41.50 (16)	23 (16)	13.5 (13)	87 (46)	74 (23)
Data Not Available (DNA)							Cost: SIMS consultation: £350.00			

Intervention 5:										
Improving home/ school links through judgement free communication, parent participation and family signposting and support										
Rationale:		Personal development and welfare are inadequate because pupils are not benefiting from the care and support that is available to them. Pupils either fail to engage with this support or are unable to apply what they have learned. Few accept responsibility for their own actions and attitudes (Ofsted 2016)								
Achieved by:			Impact:				Next steps:			

<p>Establishing a parent group that meets monthly to discuss issues with raising teenage boys in a 'judgement free' environment. Training the boys to cook for and with their parents as part of this process. Providing school-led family help with housing issues, police issues and medical and therapeutic interventions through the family support worker. Encouraging & supporting attendance of parents/carers at Annual Review meetings.</p>	<p>All but 4 (5%) annual reviews were attended by parents in the last year; amongst PPG families this was 2 (4%). 87% of parent respondents confirmed that the school is doing a good job for their child and 89% feel that their child's needs are well met at the school. 85% say that their child is happy at school. Children have attended 995 SEN/pastoral interventions in the calendar year and in-class behaviour has improved as the children's ability to access to the curriculum increased.</p>	<p>Establish the NCA Parent Teacher Association and create parent groups across the primary phase. Agree signposting protocols for education psychologist and therapeutic interventions</p>
<p>Cost:</p>		<p>Therapist (0.6): £16,954 Family Support worker (0.4): £13,475</p>

Intervention:
 7. Tracked the success of transition from Year 11 to Post-16 education for those in receipt of Pupil Premium.

Rationale:	The sixth form is inadequate because many learners fail to attend and are not prepared well for their next steps or future employment (Ofsted 2016)
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<p>Achieved by: Delivering a range of interventions including offsite visits to the Excel Centre for post-16 transition planning, college apprenticeships for 6th Form and Year 11, 'Ready, Set, Go!' at South Thames College and hosting guest speakers including Janet Sherborne from OHCAT who talked about college and future planning and Jackie Brown from Wandsworth who discussed opportunities the boys might access through the local authority. Launching a new level-2 vocational offer</p>	<p>Impact: In 2015-16 35% of the 6th form cohort were NEET; 0% of the PPG cohort*. This year every year 11 learner continued in education. Overall, the percentage of NEET learners in the cohort fell to 17% none of whom were in the PPG group.</p>	<p>Next steps: Improve the quality of work experience placements and review the design of the year 9 curriculum where work related learning is concerned.</p>
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Year	NOR	PPG	NCA		College/ Work		NEET		Custody	
			WS	PP	WS	PP	WS	PP	WS	PP
2015-2016	23	3	22% (5)	33% (1)	39% ()	66% (2)	26% (6)	0% (0)	13% (3)	0% (0)
2016-2017	18	3	33% (6)	50% (1)	44% (8)	50% (1)	17% (3)	0% (0)	6% (1)	0% (0)

*Unreliable Data

Cost:	nil
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