



Nightingale

Community Academy

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Report on the Planned use of the Pupil Premium Grant (PPG) 2018-19

Here at Nightingale Community Academy (NCA) there are at present 100 students on roll (including 14 in the Sixth Form); 75 of these are eligible for the Pupil Premium Grant (PPG) as updated from the DfE January 2018 register for learners as 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:

Closely monitored absence and supported the improvement of attendance, including the recruitment of a named Attendance Officer and a Family Support Worker whom 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.

Commissioned a team of therapeutic specialists to provide supportive interventions in line with the social and emotional needs of the cohort.

The Pupil Premium Grant (PPG) Profile at NCA

75 pupils are funded by PPG as detailed below, forming 77.3% of the school population
(2017-18 figures in brackets)

Phase	On Roll	PPG Number	PPG Percentage
Primary KS 1&2	23	22 (16)	95.6% (69.5)
Secondary KS3&4	58	48 (36)	82.8% (62.1)
Sixth Form	16	5 (5)	31% (31)
Total:	97	75 (57)	77.3% (59)

Total Number of PP	75
Per Primary PP	£1320
Per Secondary PP	£935
Total Income (Based on 2018 census data)	£78,000

Summary of the PPG expenditure and interventions at Nightingale Community Academy

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

Intervention 1:	
Improve attendance monitoring and intervention processes by maintaining the staffing allocation of an attendance LSP (0.2) and a Family Support Worker (0.2) and updating intervention protocols to include panel meetings where attendance is a risk to progress.	
Rationale:	<i>Many pupils have very poor attitudes towards their learning, attend very infrequently and are often late. (Ofsted 2016) Attendance is improving but remains below average and it falls as students move through secondary phase. (Health Check Nov. 2018)</i>
Intent	Increase attendance to at least 90% at each phase
Implementation:	Anticipated Impact:
Design and implement robust protocol for intervention prior to EWA statutory involvement	Reengagement of persistent absentees
Appoint & train attendance LSP to deliver the pre-EWA intervention protocol	Daily routines for attendance monitoring and intervention lead to a significant reduction in the number of persistent absentees (at least 10%)
Deliver support to families where attendance drops below 80%	10%+ reduction in persistent absenteeism
Plan and implement an attendance rewards programme	90% of learners have attendance of at least 85%
	Investment: Family Support worker: £13,475.00 Attendance LSP £14,051.70 Rewards programme £1,100.00

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

Intervention 2:	
Improve teaching outcomes so that more children receive more consistently good teaching across phases leading to improved outcomes	
Rationale:	<p><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></p> <p><i>The programme for improving the quality of teaching, learning and assessment has made significant progress but is not yet sharp or systematic enough... (Health Check Nov. 2018)</i></p>
Intent	Improve learner engagement by improving teaching quality and planning for more exciting and relevant content. Improve access using skilled intervention
Implementation:	Anticipated Impact:
Primary Leadership Coaching	Embedded assessment, moderation and analysis systems leading to more timely intervention and better quality teaching in the primary school
Numeracy coaching at KS3	3 out of 4 teachers deliver grade 2 maths lessons at KS3; numeracy display supports learning across the school
Core subject intervention Learning Support Professional	Small group and 1:1 interventions narrow the gap for targeted individuals
PiXL membership	Cycle of assessment and intervention leads to 25% increase in grades at 4 and above
ExamPro Software	Deliver personalised exam papers that target gaps in learning for individual children (Y9 to 13).
Curriculum 'Wow!' Days – enrichment activities	Planned year structure includes curriculum launch days leading to improved learner engagement and fewer classroom disruptions
	<p>Investment: Primary Leadership Coaching: £1,400 Numeracy coaching at KS3: £ nil Core intervention (0.4): £12,000 PiXL membership £1,800 Curriculum 'Wow!' Days £2,300</p>

Intervention 3:	
Fully embed a range of SEN measurement protocols and use them to Identify and record any additional interventions to be put in place for those in receipt of PPG. Particularly where literacy and numeracy are concerned	
Rationale:	<p><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.</i></p> <p><i>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></p> <p><i>Senior and middle leaders should develop further the teaching of oracy, literacy and numeracy across all areas of the curriculum (Health Check Nov. 2018)</i></p>
Intent	To improve reading ages by at least 15 months in the calendar year and to raise outcomes in maths so that 7 out of 10 achieve level 2 accreditation by year 12, 40% achieve standard in year 6 and 50% achieve standard in year 2
Implementation:	Anticipated Impact:
Core Intervention LSP	20 1:1 interventions occurring per week to plug gaps in learning
SNAP online assessment	A detailed SEN assessment is completed for every child and used to form baseline and support planning through Individual Inclusion Plans
Daily reading intervention CPD	Every child reads at least 3x a week
SaLT: additional day of provision	A universal offer is embedded and supplements the 1:1 interventions; additional capacity for 1:1 and assessment
OT: additional day of provision	A universal offer is embedded and supplements the 1:1 interventions; additional capacity for 1:1 and assessment
Literacy specialist teacher: additional day of provision	Learner reading assessment and intervention training in place and monitored; Universal offer is embedded and supplements the 1:1 interventions; additional capacity for 1:1 and assessment over whole school
	Investment: Core Intervention LSP £12,000 SNAP assessment £1400 SaLT provision (+0.2) £7,000 OT provision (+0.2) £7,000 Literacy teacher (+0.2) £11,000

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

Intervention 4:	
Record and analyse positive and negative behaviour incidents for those in receipt of Pupil Premium and compare them to the rest of the school where out of class/ learning behaviour are concerned	
Implement a range of behaviour interventions to improve learner well-being and provide them with coping strategies where impulsive risk taking behaviour is concerned	
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) Learner' attitude to learning and their behaviour are inconsistent from one lesson to another and many find difficulty in concentrating for sustained periods (Health Check Nov. 2018)</i>
Intent	Improve the learning behaviour of children across the school and reduce the number of children involved in the criminal justice system
Implementation:	Anticipated Impact:
Youth Offending Service preventative intervention	Reduction in YOT referrals for learners through prevention team. Weekly 1:1 and small group interventions for 10 learners KS2-KS5 per half term.
Primary Leadership Coaching	Embedded assessment, moderation and analysis systems leading to more timely intervention and better quality teaching in the primary school
Mindfulness/ P4C (Philosophy for Children)	Improved outcomes for self-regulation and emotional resilience for learners
LSP mentoring programme	10 learners per term with weekly 1:1 mentoring sessions. Staff skill improvements in supporting emotional and social development.
SIMS Behaviour Management and Intervention training	Staff trained in accurately reporting and recording behaviours and individual interventions with clear target setting.
Rewards for good behaviour and achievement	Learners value good behaviour and take pride in their achievements. Good behaviour is recognised and celebrated
	Investment: Primary Leadership Coaching £1,400 P4C £300 Rewards £350

Intervention 5:	
Improving home/ school links through judgement free communication, parent participation and family signposting and support	
Rationale:	<i>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)</i>
Intent	To increase parental engagement so that at least 1 in 5 parents or carers are involved in school activity
Implementation:	Impact:
Parent Child Attachment Play (PCAP) programme	Improved attachment in at least 5 families leading to improved child wellbeing
Mental health needs analysis	Creation of a detailed therapy plan that identifies the required capacity
39 days Educational Psychology support	EHCP review and support, development of robust transition planning and specialist input for learning needs
Parent Group	Parents are a part of the school community in a safe environment to promote positive relationships with the school and community
	Cost: Therapist (0.6): £16,954 Family Support worker (0.4): £13,475 Education Psychologist: £16,000 Parent Group: £1,300

Intervention 6:										
Track the success of transition from Year 11 to Post-16 education for those in receipt of Pupil Premium. Ensure sufficient support is in place for those in the mainstream to thrive. Fully embed the 6 th form offer so that every learner is able to improve accreditation outcomes										
Rationale	<i>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)</i> <i>Here [In the 6th form] the problems that affect the school as a whole appear to be in sharper relief, perhaps because of the aspects of curriculum, behaviour, attendance and outcomes that are particularly challenging in post-16 provision of this kind. (Health Check Nov. 2018)</i>									
Intent	Reduce NEETs to zero. Improve accreditation outcomes so that every post 16 learner successfully completes level 2 accreditation in English & Maths									
Implementation:	Impact:									
Senior Learning Support Professional	Daily support available to every student so that issues can be dealt with in school/ college before placements break down									
Careers intervention with consultant advisor	Careers plan in place for every student; 1:1 careers advice for Years 9-12; Group sessions with KS3									
Personalised curriculum offer	A bespoke curriculum offer delivered for every student									
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% (1)	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)
2017-2018	16	5	38% (6)	20% (1)	50% (8)	60% (3)	0% (0)	0% (0)	12%(2)	20%(1)
2018-2019										
*Destination unknown 34% (8)							Cost:	Senior LSP (0.4): £12,000 Careers intervention: £1,400		