



## Nightingale Community Academy

Report on the use of the Pupil Premium Grant (PPG) 2017-18

Here at Nightingale Community Academy (NCA) there are at present 97 students on roll (including 12 in the Sixth Form) an addition 2 learners are accepted and will start in the last half term for a total of 99 learners; 69 of these are eligible for the Pupil Premium Grant (PPG) as updated from the DfE January 2018 register. 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.

## 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 figure 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)
<b>Total:</b>	<b>97</b>	<b>75 (57)</b>	<b>77.3% (59)</b>

Total Number of PP	75
Per Primary PP	£1320
Per Secondary PP	£935
Total Income (Based on 2018 census data)	£82,700

## 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 Learning Support Professional (LSP) time to support the attendance of at-risk groups. We cancelled the local authority SLA because of the limited impact this had delivered in 2016-17 and provided training to enable internal staff to take on this function. By managing attendance support plans with the Assistant Principal (Behaviour), the attendance LSP and the Family Support Worker, communication around learner attendance improved and data capture improved. There are morning and afternoon text messages sent to parents notifying them of absence and daily phone calls made by class teachers or phase leaders to investigate unexplained absence.

Intervention 1:								
Monitored absence, including maintaining the staffing allocation of an attendance LSP (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:				
Delivering embedded intervention protocols to improve attendance. Implementing attendance procedures and interventions to support high-risk learners. Deploying the Senior LSP and the Family Support Worker (FSW) to create daily capacity for home visits and telephone interventions. Referring cases to the FSW to support troubled parents/ families and assist with factors impacting attendance.	2% Increase in attendance across the whole school: Reduced Persistent Absentees (PA) in the PPG group; 46% PPG learners are PA, reduction from 76% the previous academic year. The PPG PA learners are 22% of the school population, a reduction of 6% from 16/17.			Continue to deliver intervention protocols to improve attendance further. Develop an attendance panel linked with the inclusion team to support in-house consultations and improve links with Local Authority EWO services where statutory intervention is required.				
Academic year	School Roll		PPG Eligibility		% Attendance		# PA >=10%	
	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
2017-2018	99	97	75	77.3%	85.5	86.6	45	22
*Unreliable Data					Cost:	Family Support worker: £13,475.00 Attendance LSP £14,051.70		

**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.

<b>Intervention 2:</b>		
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.		
<b>Rationale:</b>	<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>	
<b>Achieved by:</b>	<b>Impact:</b>	<b>Next steps:</b>
Investing in high quality CPD for staff to be proficient in their understanding of the Essentials Curriculum at KS2 & 3 while embedding the granular monitoring of progress at every key stage. Clear data drops for completion of assessment and moderation established. External training coach for middle leadership in Primary. Development and implementation of the new Milestone Curriculum across KS3 Support interventions to prepare learners for examinations	66% (2 out of 3) KS1 learners achieved standard phonics 33% (2 Out of 7) KS2 learners achieved standard in reading (2 learners Pre Key Stage Development & 1 disapplied) 100% (7) PPG learners achieved GCSE in English (A*-G). 85% (6) PPG learners achieved GCSE in Maths (A*-G). 100% (7) PPG learners achieved double GCSE in Science (A*-G). (Comparisons with non-PPG learner outcomes for Primary & KS4 are not statistically relevant as there is only 1 learner in each group)	Fully embed small steps progress assessment protocols and deliver the routine cycle of measurement and intervention. Appoint a core subject specialist LSP to deliver 1:1 interventions that further narrow the gap Deliver CPD at class teacher and LSP level in the primary school to build literacy intervention capacity.
	<b>Cost:</b>	Coaching consultant £1,400.00 CPD for Quigley £750.00

<b>Intervention 3:</b>		
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.		
<b>Rationale:</b>	<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>	
<b>Achieved by:</b>	<b>Impact:</b>	<b>Next steps:</b>
Establishing an accurate reading baseline and retesting cycle. Delivering 1:1 literacy intervention for all PPG learners with a 3-year gap in reading age with the specialist teacher. Providing universal access to reading support (including examinations access arrangements) for every learner facilitated by the literacy specialist, an LSP or a class teacher and monitoring delivery in SIMS.net Establishing a daily reading routine across the school.	Reading tests (October & June) confirm that students average spelling age improved by 14.5 (Y.M) and average reading age by 11.9 months. There is no statistical difference where PPG learners are concerned. 2 out of 3 year 1 achieved standard in phonics screening 78% (6 out of 8)	Intervention specialist training delivered schoolwide, embedding specialist practice across all learners. Triangulating intervention data with behaviour & attendance and attitudinal data to confirm improvements. LSP to administer literacy and numeracy testing and carry out additional interventions.
	<b>Cost:</b>	Testing material: £1,378.00 Literacy staff: £23,422 (0.6) Access Arrangements: £8,200

**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:
Embedded behaviour protocols for reporting and recording. Fully established routine cycle of measurement, intervention and analysis. SEN waved interventions supporting behaviour and access to learning. Daily monitoring of learner behaviour across key stages/ year groups to the granular level by individual learner behaviour in lessons/sessions.	A 22.5% year on year reduction in recorded behaviour incidents. High-risk behaviours reduced by 20%. 13% reduction in bullying incidents with no statistical difference in PPG learners being aggressors or victims of bullying. Incidents of homophobic and racist behaviour across the school are currently low; although homophobic incidents reduced by 45% and racist incidents by 47% and are in the single digits. Fixed term exclusions (days lost) have reduced by 54.5%. There is no statistical difference between PPG learners and the rest of the cohort.	Continued focus on improving behaviour for learning. Focus on learner attitudes to self, school and learning. Mentoring training and implementation of 1:1 interventions and behaviour supports.
	Cost:	£No additional PPG investment

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>Therapeutic support with Creative arts therapy for learners at high risk.</p> <p>Established fortnightly parent group 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.</p> <p>Providing school-led family help with housing issues, police issues and medical and therapeutic interventions through the family support worker.</p> <p>Encouraging &amp; supporting attendance of parents/carers at Annual Review meetings.</p>	<p>73.3% of the therapeutic caseload is met with PPG learners (11 out of 15). 3 Parent Child Attachment therapies were started and 1 completed the full 12 week course.</p> <p>Up to 8 parents regularly attend the Parent group &amp; attendance for boys from these families is &gt;90% in all cases.</p> <p>All but 10 (10.3%) annual reviews were attended by parents in the last year; amongst PPG families this was 5 (5.15%).</p> <p>88% of parent respondents confirmed that the school is doing a good job for their child and 79% feel that their child's needs are well met at the school. 81% say that their child is happy at school.</p>	<p>Establish the NCA Parent Teacher Association and create parent groups across the primary phase.</p> <p>Agree signposting protocols for education psychologist and therapeutic interventions.</p>
	Cost:	Therapist (0.6): £16,954 Family Support worker (0.4): £13,475

**Intervention 6:**  
 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)

Achieved by:	Impact:	Next steps:
Supporting college and work placements for all KS4 & 6 <sup>th</sup> form learners. Delivering a range of interventions including offsite visits (including Kingston University), post-16 transition planning and college apprenticeships for 6 <sup>th</sup> Form and Year 11 learners. Attending the Halfords apprenticeship programme with the Dellaglio foundation Assigning a Senior Learning Support Professional (LSP) to 6 <sup>th</sup> form to deliver capacity where classroom support and progress monitoring are concerned. Careers consultant employed to work on a personal plan for every learner.	The percentage of NEET learners fell to 0% for 2017-18. 2 learners who were unsuccessful in college placements returned to the NCA roll with access to the NCA Vocational offer – they are not NEET.	Improve tracking of learners' post-16 education trajectory for 2 consecutive years. Establish at least 2 planned routes to apprenticeships and deliver for learners in year 11 and 12

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)

\*Destination unknown 34% (8)

Cost: Senior LSP (0.4): £12.000