

The Nobel School - Pupil Premium Strategy Statement

1. Summary information

Academic year : September 2017

PP income received April 2017 : £229,075

Total number of students on roll (September 2017): 1166 (years 7-11)

Number of students eligible for pupil premium (September 2017): 250

Date of review – December 2017

Date of next reviews – March 2018 and September 2018

2. The strategic plan for pupil premium will focus on three main areas to close the gap between PP and non-PP students:

- Closing the gap in terms of achievement between PP and non-PP students, particularly the outcomes for boys
- Ensuring students are ready to learn and improving relationships with families
- Encouraging PP students to engage positively with school including extra-curricular opportunities

Funding will be allocated to students who qualify for pupil premium i.e. those who receive FSM, (or have received FSM in the last 6 years, referred to as Ever6), students in care, (continuously for more than 6 months), students who have been adopted and those from families in active service with the armed forces.

3. Current attainment 2016 (2017 available January 2018)

	Pupil Premium students - Nobel	Pupil Premium students - National	England state-funded schools – other pupils
Progress 8 score	-0.57	-0.37	0.12
Attainment 8 score	38.65	41.1	52.72
Progress 8 score: English	-0.57		0.09
Progress 8 score: Maths	-0.13		0.11
Attainment 8 score: English	8.56		10.98
Attainment 8 score: Maths	8.23		10.41

4. How does the progress and attainment of disadvantaged students in all current year groups compare with the 2016 progress and attainment?

The % difference gap between disadvantaged and non-disadvantaged students who are not making expected progress (towards suggested training group at KS3 or FFTAspire 20 target at KS4) is diminishing.

Year 7			Year 8			Year 9			Year 10			Year 11		
Below Track			Below Track			Below Track			Below Track			Below Track		
Diff. % 2016	Diff. % 2017	Diff. % 2018*	Diff. % 2016	Diff. % 2017	Diff. % 2018*	Diff. % 2016	Diff. % 2017	Diff. % 2018*	Diff. % 2016	Diff. % 2017	Diff. % 2018*	Diff. % 2016	Diff. % 2017	Diff. % 2018*
-8.4%	-4.6	tbc	-8.4%	-9.0%	-4.1	-4.8%	-2.0%	-5.3	-14.6%	-8.5%	-1.9%	-15.7	tbc	-8.0

*Current academic year to end in 2018 (Autumn term data)

5. Barriers to future attainment for pupil premium students

- Level of progress and achievement for boys
- Low levels of literacy, numeracy, prior attainment
- Challenging social, emotional and behaviour needs
- Low attendance
- Poor aspiration
- Low level interest and engagement of parents
- Lack of pride in completion and poor presentation of school work and homework (PLT)

6. Desired outcomes

- Increased progress and attainment for boys
- Increased attainment for pupil premium students in English and maths
- Increased attainment for pupil premium students in EBacc subjects including science, humanities and languages
- Reduced levels of poor behaviour
- Increased confidence and attitude to learning
- Improved levels of attendance
- Increased parental and student engagement with school
- Improved aspiration with higher levels of students accessing level 3 qualifications

7. Inspection Dashboard – November 2016 (awaiting 2017 Dashboard)

“Progress 8 in English or mathematics was significantly below average and in the lowest 10% for the groups: disadvantaged, disadvantaged middle. Progress was significantly below average and in the lowest 10% in at least one of EBacc or open elements or science, languages or humanities for the group: disadvantaged, disadvantaged low, disadvantaged middle.”

8. Action Plan

As stated above, the strategic plan for pupil premium will focus on three main areas to close the gap between our pupil premium students and other students nationally.

9. Key staff

In order to fully support the progress of PP students, the school has put in place the following staff structure:

- All teaching staff focus on quality first teaching in every lesson with appropriate differentiation to support pupil premium students
- All teaching staff follow the DA guidelines regarding ‘knowing your students, marking and feedback, challenge and supporting students, completion of PLT and supporting under-achievement through use of Directors of Faculty, Head of Year, PP Champions, SENDCo, Deputy Headteacher and PP Coordinator.
- School Governor – link role for vulnerable groups. Governor is co-headteacher of local primary school who will challenge staff in terms of PP vision, action plan and monitoring as well as supporting activities which directly support the progress of PP students.
- Deputy headteacher – PP role includes chairing intervention panel, monitoring performance of all vulnerable group students, reporting to governing body and authorising PP initiatives and spend and joint line management (with DoF) of pupil premium champions.
- Pupil Premium Coordinator (– responsible for the smooth transition of PP students and their families into the Nobel community. Monitoring PP initiatives and spend. Building good working relationships with pupil premium students so they know where they can come for support (including uniform, kit, equipment, funding for trips/visits, extra-curricular activities, etc). Working closely with pupil premium champions, senior leaders, Heads of Year/Faculties, SENDCo, TAs and Student Support Officers to ensure positive outcomes for pupil premium students.

- SENDCo (LAY) – working closely with relevant staff and students who fall into vulnerable groups, especially where there is cross-over between SEND, PP, EAL, BME, etc.
- Pupil Premium champions – scrutiny of progress data to highlight where students require additional support, working closely with DoF and HoY to coordinate interventions and reporting regularly to SLT link.
- Student Support Officers – appointed for each year group who conduct termly mentoring (or more often if needed) or all PP students
- Key workers – appointed for students who are either Wave 2, 3 or 3+ and will focus on the progress of students, particularly those from disadvantaged groups.

Academic Progress and Attainment – closing the PP / non-PP gap

One area of focus will be the achievement of boys. Actions will include:

- Pivotal behaviour programme – to encourage positive behaviours, improve attitude to learning, reduce the number of behaviour points and time students spend out of mainstream learning.
- Purchase of additional laptops to support students with literacy needs. Data has shown vast improvements in achievement, particularly for boys
- New literacy programme (Reading at Nobel) focusing on engaging and challenging texts (including literary heritage texts). This will ensure the reading habit is embedded for boys and will regularly expose them to new and challenging vocabulary.
- New maths Ninja programme to encourage students, particularly boys, to engage in additional maths support
- Analysis and sharing of good practice with those departments / faculties who have reduced variation between PP / non-PP groups.

1. Academic progress and attainment – faculty-based initiatives:

	Desired outcome	Action / approach	Rationale	Measuring impact	Staff lead	Review
1	Improved progress in English	PP Champion	Specific focus on PP student attainment / progress in English	Termly data drops and SLT /DoF link meetings	SLT / DoF	After every data drop
		Use of Lexia literacy programme	EEF toolkit – reading comprehension (+5 months)	Reading age assessments	SENDCo/Lead TA	Termly
		Booster classes	Half term revision for ‘not yet’ students	Student assessment data	DoF	After every data drop
		Purchase of text books and revision guides	Every PP student should have the correct revision and text books	Completion of PLT and revision	Class teacher	Termly
		Lunch time and after school intervention	EEF toolkit – small group tuition (+4 months)	Student assessment data	Class teacher	Half termly
		Form time plus	EEF toolkit - Individualised instruction (+2 months)	Student assessment data	Teacher/HoY	Weekly
		Whole school reading time	School ethos and action plan	Student feedback and reading age assessments	Class teacher SENDCo/TAs	Annually
		Reading leaders	EEF toolkit - Individualised instruction (+2 months)	Termly assessments	DoF / SENDCo	Termly
		Small group spellings	EEF toolkit – small group tuition (+4 months)	Termly assessments	SENDCo/TAs	Termly

		Foundation group (year 7)	Short term targeted withdrawal from mainstream English lessons to focus on basic literacy skills	Half-termly assessment	SENDCo	Half-termly
		Study Groups (year 8 / 9)	EEF toolkit – small group tuition	Termly assessment and data drops	SENDCo	Termly
		Progress boards	Data is clearly displayed for all faculty staff to see	Improved progress for ‘not yet’ students	Head of English	Termly
		One-to-one tuition (for a very small number of targeted year 11 students)	EEF toolkit – one to one tuition (+5 months)		Class teacher / DoF	After every data drop
	Desired outcome	Action / approach	Rationale	Measuring impact	Staff lead	Review
2	Improved progress in maths	PP Champion	Specific focus on PP student attainment / progress in maths	Termly data drops and SLT /DoF link meetings	SLT / DoF	After every data drop
		Maths mastery programme	EEF toolkit – mastery learning (+5 months)	Termly data drops and student feedback	DoF	Termly
		Booster classes	Half term revision for ‘not yet’ students	Student feedback and data drops	DoF/PP Champion	After every data drop
		Peer group tuition (using PP students to tutor others)	EEF toolkit – peer tutoring (+6 months)	Student feedback and data drops	DoF/ PP Champion	Termly

		Creation of revision guides	Students given workbooks that clearly show what they need to know to obtain level 1, 2, 3, etc.	Termly assessments – students should know what they need to do to reach target levels.	PP Champion	Termly
		Lunch time and after school Intervention Form time plus Foundation group – year 7 Study Groups – years 8 and 9	EF toolkit – small group tuition (+4 months) “ “ “	Termly assessments, data drops and faculty review	Head of maths	Termly
		Maths equipment	PP students often do not have equipment – protractors, compasses, calculators made available to PP students	Reduction in GUMPE Greater participation in lessons	Class teacher	Termly
		Progress board	Data is clearly displayed for all faculty staff to see	Improved progress for ‘not yet’ students	Class teacher / DoF	After every data drop
		KS3 maths workshop with dedicated PP student/parent session	We want students to believe they ‘can do’ maths	Feedback from students/parents	PP Champion	Annually

	Desired outcome	Action / approach	Rationale	Measuring impact	Staff lead	Review
3	Improved progress in science	PP champion	Specific focus on PP student attainment / progress in science	Termly data drops and SLT /DoF link meetings	SLT / DoF	Half termly
Progress board		Data is clearly displayed for all faculty staff to see and strategies are discussed, planned and put in place.	Improved progress for 'not yet' students	DoF / class teacher	After every data drop	
Parents in science evenings for all year groups		EEF Toolkit – parental involvement (+3 months)	Feedback from students and parents	Lead Practitioner	Termly	
One-to-one tuition (for a very small number of targeted year 11 students)		EEF toolkit – one to one tuition (+5 months)	Feedback from teacher, data drops, mock results	DoF / teacher	Half termly	
Breakfast/early morning warm up support on exams days		Students are calm and prepared for exams	Improved exam results	DoF, Lead Practitioner, class teachers	Annually	
Sixth form tutoring year 11 students		EEF toolkit – peer tutoring (+6 months)	Feedback from students, improved mock and exams results	DoF, Lead Practitioner, class teachers	Termly	
Purchase of revision guides and text books		Every PP student should have the correct revision and text books	Completion and quality of PLT, revision notes, work scrutiny	Class teachers	Termly	

	Desired outcome	Action / approach	Rationale	Measuring impact	Staff lead	Review
4	Improved progress in humanities	Text books and revision guides	The school wants to ensure Every PP student has the correct revision and text books to aid learning	Completion of PLT and revision – progress is measured and recorded in data drops	DoF / PP Champion / Class teacher	Termly
		Support for faculty-based trips	The school believes that no PP student should be disadvantaged and unable to attend faculty-based trips purely on financial grounds	Feedback from students and parents Completion of coursework relevant to field trips	DoF, PP Champion / Class teacher	Termly
		RE lunch time support group	EEF toolkit – small group tuition (+4 months)	Targeted support for students studying RE – monitored by teacher assessment	Class teacher	Half termly
		One-to-one tuition (for a very small number of targeted year 11 students)	EEF toolkit – small group tuition (+4 months)	Targeted support for students studying History – monitored by teacher assessment	Class Teacher	Half termly
	Desired outcome	Action / approach	Rationale	Measuring impact	Staff lead	Review
5	Improved progress in MFL	Subscription to MFL magazines	To expand student knowledge	Student feedback and teacher assessment	PP Champion	Termly

		Purchase of ingredients for food technology	Funding available to allow PP students to fully participate in KS3 lessons and develop / create more advance recipes in KS4.	Increased participation in practical lessons and improved GSCE results.	DoF / PP Champions	Termly
		Purchase of equipment for students studying art	As above	As above	DoF / PP Champions	Termly
		Purchase of materials for design technology	As above	As above	DoF / PP Champions	Termly
		After school clubs (wood club and food club)	To increase the number of students participating in extra-curricular ADT clubs	Increased student engagement – student and parent feedback	DoF / PP Champions	Termly
	Desired outcome	Action / approach	Rationale	Measuring impact	Staff lead	Review
	Improved progress in Economics and Social Sciences	Revision guides and text books	The school wants to ensure Every PP student has the correct revision and text books to aid learning	Completion of PLT and revision – progress is measured an recorded in data drops	Class teacher, HoD / DoF	Termly
		Small group work and half term revision	Half term revision for ‘not yet’ students	Student feedback and data drops	Class teacher, HoD / DoF	Half termly
	Desired outcome	Action / approach	Rationale	Measuring impact	Staff lead	Review
8	Improved performance of PP Most Able students	Appointment of MA PP champion	Specific focus on PP most able students across the board, increasing student aspiration, confidence and ensuring they	Progress and data checks Analysis of PP MA students opting for	SLT link, PP Champion	Termly

			make well-informed options choices.	EBACC subjects, number of applications to sixth form and applications to university.		
	Desired outcome	Action / approach	Rationale	Measuring impact	Staff lead	Review
9	Improved progress in all subjects and lessons	<p>DA (disadvantaged) expectations</p> <p>Whole school marking and feedback policy, but emphasis on PP – ‘quality first marking strategy’</p> <p>Show my homework – on-line PLT (pre or post learning task) recording programme</p> <p>Targeted PLT club</p>	<p>Guidance for classroom teachers</p> <p>EEF toolkit – feedback (+8 months)</p> <p>EEF toolkit – homework (+5 months) – students and parents are able to access details of PLT on line</p> <p>Focus on students (particularly PP and SEND) who are not completing PLT</p>	<p>Closing of gap between PP and non PP students.</p> <p>Closing of gap between PP and non PP students.</p> <p>Reduction in number of missed PLT Improved presentation and completion of PLT</p> <p>Parent engagement questionnaires Reduction in number of missed PLT Improved presentation and completion of PLT</p>	<p>Deputy head teacher</p> <p>SLT link and DoFs</p> <p>HoY / DoF</p> <p>HoY, DoF and SENDCo</p> <p>DoF, class teacher, PP Champions</p>	<p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Termly</p> <p>After every data drop</p>

	Desired outcome	Action / approach	Rationale	Measuring impact	Staff lead	Review
10	Improved performance in assessments and exams	Targeted students invited to early morning (7.15 am to 8.15 am) supervised study sessions	EEF toolkit – extending school time (+2 months)	Student engagement measured by student feedback and progress in lessons	SLT link, HoY and SSO	After every data drop and mock exams
11	Improved confidence and engagement	Celebration breakfasts for students who make the most progress – particular emphasis on PP / vulnerable groups students	Feedback from students and parents School ethos of celebrating success	Data drops show that students continue to perform well – making excellent progress	SLT link, HoY	After every data drop
12	Improved study and revision skills and techniques	Saturday workshop to promote good practice – effective study and revision techniques	Feedback from previous year's students Evidence from workshop provider	Feedback questionnaires Student engagement and active participation in lessons	HoY and class teachers	Annually
13	Improved contribution to class and completion of written work	Laptop loan scheme for KS4 students (for students to work at home) Use of laptops in lessons for identified students (for PP and SEND students)	Students are able to study, revision and complete PLT at home Feedback from teachers (some boys have moved up 3 levels in lessons simply by using a laptop for lengthy written tasks)	All PLT completed and students make better progress (data drops) Data drops and teacher monitoring quantity and quality of work	HoY HoY, DoF, SENDCo and class teacher	Termly Termly

		Use of memory sticks / pen drives	To aid study / revision at home	Data drop and class teacher monitoring	HoY / class teacher	Termly
	Desired outcome	Action / approach	Rationale	Measuring impact	Staff lead	Review
14	Monitoring and assessment	Continued use of MINT class	Class seating plan that allows clear identification of vulnerable groups students and their needs	All staff using MINT and seating plans show students have been identified and seated according to their needs	SLT link, DoF, class teacher	Termly
		Further development of waves system	To clearly identify students who are at risk of under-performing in their studies	Students are supported and remain in lessons	SLT link, HoY, Do, SSO	Weekly
		Intervention Panel	To identify strategies to support vulnerable students	Wave 2/3/3+ (including disadvantaged students) make better progress – data drops	Panel (SLT / SENDco)	Weekly
		Further development of student support profiles (SSPs)	To give additional information regarding Wave 2/3/3+ students and can record interventions	Improved attendance, participation in lessons, completion of PLT, data drops, PASS survey	SLT link, HoY, DoF	Weekly

		Use of SISRA	Develop a process, through using SISRA as an analysis tool, to record centrally and accurately subject specific interventions and outcomes for 'not yet' students.	All staff are trained and able to use SISRA by Sept 2017 and tracking and recording of intervention to support 'not yet' students is centralised for KS4	SLT link, DoF	End of 017
		Vulnerable groups, including PP to be main focus of faculty and year team reviews – Autumn 2017	To ensure we close the gap between PP and non-PP progress and attainment	Data drops and faculty / year team review feedback and monitoring.	SLT / DoF / HoY	Termly
		Year 11 Raising standards team	To monitor progress, track interventions and review progress on a weekly basis	Data drops, year team review, faculty review feedback, SISRA.	SLT / HoY	Weekly

2. Getting ready to learn and improving relationships with families/engagement of parents

	Desired outcome	Action / approach	Rationale	Measuring impact	Staff lead	Review
1	Improved attendance	Breakfast club	Targeted students invited into school early to start the day calmly, nourished and in the right frame of mind to learn.	Attendance records Reduction in behaviour points Reduction in GUMPE, Increased house points	Attendance officer, HoY and SSO	Wave 3+ daily, Wave 3 weekly and monthly for others.
2	Improved concentration and well-being	School meal allowances	Students cannot actively study if they are hungry (supporting Ever 6 students who are not eating properly).	Positive feedback at SSO mentoring sessions Improved academic performance (data drops)	SSO / PP coordinator	Termly
3	Smooth transition from KS2 to KS3	Vulnerable transition group and summer school	EEF toolkit - Collaborative learning (+ 5 months) Smooth transition, building relationships with students and families, less time spent in student support, better engagement in lessons EEF toolkit – summer schools (+2 months) plus positive feedback from students and parents	Feedback from student and parents Fortnightly transition group meetings - September to Christmas SSO mentoring	PP coordinator Year 7 SSO Year 7 SSO	September and Christmas
4	Reduction in GUMPE points	Uniform, kit and equipment	For some students, we are the 'school parent' and actively encourage them to look smart (uniform) and have the appropriate PE kit and school equipment	Reduction in GUMPE points Positive feedback at SSO mentoring sessions	Head of Year SSO	Termly Termly

5	Improved SEMH	Appointment of Student Support Officers, offering well-being, counselling, mentoring and general student support	EEF toolkit – mentoring (+1 month) EEF toolkit – social and emotional learning (+4 months)	Small groups e.g. self-esteem, social use of language, self-harm, friendships, etc – students are assessed at the beginning and end of the courses.	SSO / Student Support Manager	Termly
6	Improved behaviour	Targeted small group behaviour intervention Employment of behaviour therapist for 1:1 support	EEF toolkit - behaviour interventions (+4 months)	Reduction in behaviour points for identified students Reduced number of detentions Improved attitude to learning (PASS survey)	SLT HoY SSO	Weekly feedback from behaviour therapist Plus regular monitoring by SSO/HOY
7	Greater parent engagement	<ul style="list-style-type: none"> - Targeted parents' evenings - Parent/student maths workshop - Summer school presentations - Nobel celebrates success (breakfasts) - Parents' forum - Transition interviews 	EEF toolkit – parent involvement (+3 months)	Parent feedback and surveys Improved attendance at parents' evenings Move parents involved in Parents' forum	SLT HOY PP coordinator	Termly

3. Enrichment

	Desired outcome	Action / approach	Rationale	Measuring impact	Staff lead	Review
1	Trips and visits - curricular	Funding is made available to ensure all PP students are encouraged to attend curriculum-based trips and visits	School ethos - no student should miss out on a curriculum-based trip simply on financial grounds	Number of PP students participating in curriculum-based trips (including residential)	SLT link, PP coordinator, PP champions, DoF	Termly
2	Trips and visits – extra-curricular	Funding is made available to support students to attend extra-curricular and residential trips to improve confidence, well-being and engagement.	School ethos – students should be encouraged to attend extra-curricular clubs and residential trips, regardless of any disadvantage.	Number of PP students participating in extra-curricular activities and residential trips.	SLT link, PP coordinator, PP champions, HoY	Termly
3	Extra-curricular	Active recruitment of PP students to join extra-curricular activities including golf club (promoting the learning of maths in a fun way), self-defence classes (helping with behaviour and anger management), wood club and food club as well as many sports / PE based activities	School ethos – students should be encouraged to attend extra-curricular clubs, but we will actively encourage ‘disadvantaged’ students to engage and take part	Number of PP students participating in extra-curricular activities	Extra-curricular lead, SLT link, HoY, PP champions	Termly