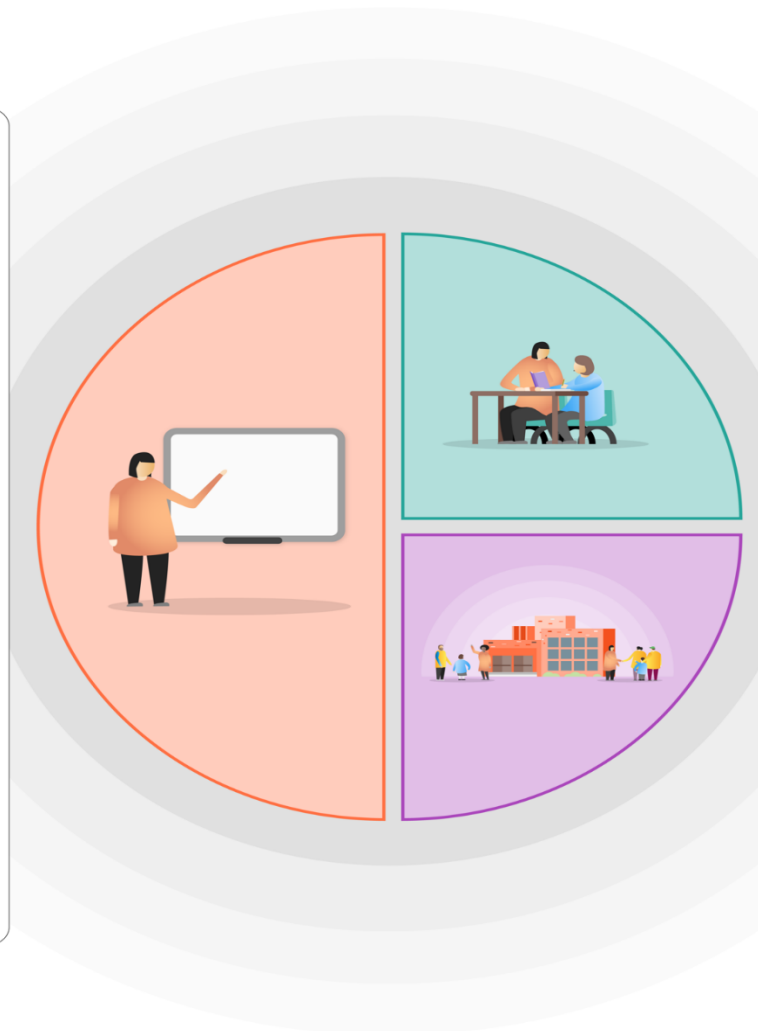


1. Summary information					
School	The Nuneaton Academy				
Academic Year	2020/21	Total PP budget	240,000	Total number of pupils / number eligible for PP	771/229
Initial plan audit date	September 2020	Interim impact review date	January 2021	End of year strategy and impact review date	July 2021

1 Teaching

- High quality first teaching promoted through use of TLYMB techniques, live feedback to identify misconceptions/ gaps in learning
- Focus on Checking for Understanding techniques and other AFL techniques, including whiteboards and re teach where necessary.
- Bespoke CPD pathway dependent on staff training needs and/or career stage.
- Remote learning option in place (online) to suit pupil needs
- SLT to use live coaching to model techniques to staff supporting their development. SLT to signpost TLYMB/Rosenshine techniques to aid staff development
- Pupils supported in Computer Science to use remote learning platform in preparation for any absence from school
- MAT INSET to focus on aspects of curriculum to focus on post-lockdown, to ensure best possible outcomes for pupils



2 Targeted academic support

- Employment of staff to provide additional support and reduce barriers to learning
- Offer bespoke support for pupils who require
- Counsellors
- Bespoke curriculum and programme
- Support to access additional resources to improve attainment
- Improve aspirations and pathways into further education

3 Wider strategies

- To improve attendance of PP pupils
- Improve the engagement and relationships within the community through family liaison officers

2. Attainment 19-20		
2020 results based on centre assessed or externally calculated grades	Pupils eligible for PP (TNA)	Pupils not eligible for PP (national average 2019)
% Grade 4 English and Maths	40%	72%
% Grade 5 English and Maths	20%	50%
Progress 8 score	-0.58	0.13
Attainment 8 score	36.44	50.30

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school</i>)		
A.	Low prior attainment	
B.	Low levels of literacy	
C.	Low levels of numeracy	
External barriers (<i>issues which also require action outside school</i>)		
D.	Low levels of attendance	
E.	Social and emotional barriers (low aspirations, low self-confidence, poor resilience and determination)	
F.	Limited enrichment activities outside of school hours	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Improve the outcomes of disadvantaged pupils at GCSE and progress towards this is in Years 7-10 with appropriate resources to support	Eliminated gap between PP & Non-PP
B.	To ensure that all pupils in all year groups learn what they have been taught and have access to homework to ensure learning is consolidated	Reduced gap between PP & Non-PP
C.	To ensure attendance is above 94% for disadvantaged pupils	Weekly attendance tracker shows disadvantaged pupil attendance in-line with non-disadvantaged attendance. The proportion of persistent absentees who are disadvantaged is lower than previous years. Overall reduction in the proportion of persistent absentees. Attendance is above 94%
D.	To improve engagement with the community to raise aspirations and develop a good working relationship for the benefit of all our pupils	Increase in attendance for PP pupils. Increase in attendance/engagement with the Academy at key events. PP FTEs in line with national average

4. Planned expenditure

The three headings are taken from EEF guidance https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf. Any activities planned must either relate directly to this guidance or have independent and robust evidence of efficacy. The EEF toolkit <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/> provides a summary of 'best bet' activities to adopt

Teaching

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	What is the intended impact?	Staff lead	When will you review implementation?
Develop the quality of teaching for all pupils in all lessons	TYLMB – CPD programme	TYLMB is based upon the renowned Doug Lemov TLAC programme pioneered in Charter Schools in the USA – urban disadvantaged Disadvantaged EBACC outcomes below National Average	Improved teaching and learning for all pupils in all lessons	CBA	Ongoing and high QA of Teaching and Learning
Total budgeted cost					£0

Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	What is the intended impact?	Staff lead	When will you review implementation?
Pupils and parental relationships improved and pastoral interventions strengthened	Pastoral Leader – non-teaching staff to support pastoral and any behavioural issues	Pastoral support is imperative for pupils to be successful in school and important to build relationships between the Academy and home The EEF states that behaviour interventions can add (+3 months)	Instances of poor behaviour are reduced, allowing better quality teaching and learning Disadvantaged pupils feel cared for and build better relationships	AWA	FTE data for PP pupils Rewards/Consequence points January 2021
Increased interventions and support for pupils with SEND who are PP Meaning increase in ability to access the mainstream curriculum and support for SEMH where required.	Progress Coach & Student Support	Additional support for pupils who have SEND who are PP, improves the ability to access the curriculum Supported under a variety of EEF topics (Reading comprehension +6, small group tuition +4, social and emotional learning +4)	Improved attainment for pupils with SEND who are PP Bespoke support for those who require this: reading, comprehension, SEMH	CAL	Data for pupils with SEND in comparison to the mainstream of pupils without SEND and who are not PP January 2021

Appropriate curriculum to support individual needs (£6,000)	Alternative Curriculum As an Academy we are trying to reduce the amount of pupils who are either excluded or permanently excluded	We offer these places to pupils who are at high risk of being Permanently Excluded (PX) for mainstream education Previous year trends show that this strategy is having an impact and re-engages pupils in appropriate curriculum	The purpose of this is to keep pupils that cannot cope in mainstream education and would be at a high risk of PX in education accessing their core subjects Pupils to achieve GCSE grades for English, Maths & Science as well as vocational courses	AWA	Appropriate visits to Alternative Provision Report on progress at SLT & RAB
Provide pupils in need of support with counselling to enable them to engage in their emotional wellbeing to support SEMH (£10,640)	Counsellor	The country is in desperate need of counselling and wait times in the NHS is several months	Increase in pupil attendance for those who need the support Improved attainment for those pupils who require counselling	AWA/SMI	Attendance and Attainment data meetings Reports for Yrs 7-11 GCSE results
Access to appropriate curriculum and homework support. (£8,000)	Revision materials (KS4) (Hegarty, Tassomai, EduCake)	Non-disadvantaged pupils have access to revision guides and therefore bridge the gap disadvantaged pupils need these – link to outcomes (EEF + 5 months)	Improved outcomes	CBA/BNE Monthly monitoring of homework	Feedback from Parent Forum
Ensure appropriate pathways and routes into Higher Education (£7,000)	Brilliant Club QA of work with the Brilliant Club.	Brilliant Club is recommended by Teach First National Presence and Reputation	Improved aspirations and application to appropriate Post 16 places. Increased provision to have more pupils go through this process	CCO/AWA	Regular meetings and QA of work with the Brilliant Club
Pupils to have access to resources needed for school (£3000)	Resources for pupils (lockers, uniform, bags, stationary)	Disadvantaged pupils need to have appropriate access to what they need for school	Pupils are ready and equipped to learn	SBE	Behaviour and rewards monitoring
Total budgeted cost					£186,462.39

Wider strategies					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	What is the intended impact?	Staff lead	When will you review implementation?
Support for SEND and intervene if there is a need for additional support (£19,460)	Funding for MAT centrally led SEND Support	Ensure that pupils can access the high expectations curriculum and have suitable support put in place to ensure they achieve. Ensure that we are able to identify pupils who have not yet been diagnosed and put in strategies moving forward to ensure they are successful.	Support from external agencies to identify ways to support pupils Testing to ensure pupils have the correct access to examinations to ensure they have the best chance to succeed	CAL/LHA	January 2021
Improved attendance for all pupils, in particular PP pupils (£14,592)	MAT Attendance Strategy	This needs to be robust in comparison to 2017/18, and more cases need to be referred quickly to mitigate poor attendance Disadvantaged lead to build relationships with pupils and home (EEF +3 months) to secure rapid progress Employment of mini bus driver to support in getting pupils into school when issues arises to improve attendance	95% attendance Raised aspirations, linked to future pathways Improved parental engagement	STR/SMI	Weekly monitoring of attendance and monthly tracking of trends Termly report to RAB.
To engage the local community and develop a closer working relationship with the Academy. To improve attendance, attainment and engagement (£18,000)	Employment of a Family Liaison Officer	Improved parental engagement to support with approaches and programmes to engage parents, to support pupils to support their children Increase attendance, involvement of parents in their childrens learning. More intensive programmes for families in crisis (EEF +3 months)	Engage parents to improve relationships with the Academy. Increase attendance and attendance at significant Academy events such as Parent's Evening	AWA	January 2021
To raise aspirations and widen horizons with direct support for individual pupils (£1485.79).	Financial support for pupils to gain access to wider their horizons and build cultural capital	To enable PP pupils the ability to access trips and visits that they perhaps could not have attended due to costs	To raise cultural capital and to support pupils in further engagement with the school	BNE	Yearly
Total budgeted cost					£53,537.79

4. Review of expenditure				
Whole school strategies				
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria?	Lessons learned	Cost
Develop and improve the quality teaching for all pupils in all lessons	TLYMB including CPD Programme	Quality of teaching and learning at TNA improved compared to 2018/19 Evidence in the MAT standards audits completed by the central team and external visitors (Higham Lane) P8 scores improved	Continue with development of the CPD pathways tailored for the individual teacher and this will continue to be part of the continued improvement strategy	
Provide additional Core lessons and bespoke interventions and catch up in order to provide a broad, rigorous academic curriculum	Provide additional teachers in core areas to boost pupil progress through small group/1:1 tuition	Improvements in grades across the board in all groups of pupils including PP pupils The disadvantaged gap has decreased	Improved quality of teaching and learning and research led interventions has led to an impact in attainment	£119,000
Targeted support				
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria?	Lessons learned	Cost
To promote an appropriate curriculum to meet individual needs	INSPIRE Alternative Curriculum As an Academy we are trying to reduce the amount of pupils who are either excluded or permanently excluded	Of those who attended the Inspire provision, there were no further PEX. There was a significant improvement in the attainment of the pupils and pastoral care at Inspire. This was due to the new Manager of the provision	This was an effective use to avoid pupils being PEX Pupil's attainment improved at Inspire in comparison to recent years Pupils were happy and attendance for these pupils improved	£24,000

Improve attendance to above 95%	WAS legal support to challenge poor attendance and in school disadvantage lead to do bespoke work with key cases including home visits on first day absence	Attendance improved in parts, but the vast majority of the year attendance actually dipped in comparison Implementation of a new MAT strategy for attendance had a more significant affect than the legal support offered by WAS	Use of our own MAT Attendance Strategy had a more significant impact on attendance than WAS. There is the need for the legal support, but this did not reduce our P.As or increase attendance on its own	£14,592
Access to appropriate curriculum and homework support.	Revision materials (KS4) (Hegarty maths, Tassomai and personalised specific intervention)	The online curriculum support of Hegarty and Educake became invaluable during lockdown and highlighted the effectiveness and ease of these systems to support with distanced learning, whether this is for homework or replace the lessons that pupils were missing	Revision guides were well received and pupils used these effectively; pupil feedback confirms this. Use of these online tools, such as Hegarty, GCSEPod and Educake, were extremely useful, we will continue to invest in these	£6,000
Ensure appropriate pathways and routes into Higher Education	Brilliant Club	Pupils involved improved their aspirations, increased their cultural capital through visits to Oxford University amongst other places. Developing skills to enable them to be capable of accessing higher education	Pupils who took part enjoyed this and their aspirations improved through this Will continue to utilise this service	£7,680
Support for SEN and to intervene if there is a need for additional support Education Psychologist Sessions	Educational Psychologist testing EHCP to provide identified and targeted support CPD of Progress Coaches to support the development of a SEND provision Additional Learning Support Assistant	All Progress Coaches received 6+ hours of CPD to support pupils, to deliver up to date SEMH interventions Educational Psychologists gave clear feedback and written reports on how to support pupils moving forward dependent of their specific need	This support is vital for pupils who have SEND, or who have an unknown diagnosed need However, the form of who and how this will be delivered will be worked through with the MAT Central Team	£15,591
Pupils to have access to resources needed for school (£3000) Plus £3000 – ingredients	Resources for pupils (lockers, uniform, bags, stationery) Ingredients for Food Technology	This supported pupils ensuring that they were appropriately equipped and “Ready to Learn” This was used for uniform and to support pupils to take part in Food Technology lessons	This needs to remain to support pupils to be “Ready to learn” and have the right uniform to ensure that there is nothing stopping them from learning	£6000

Alternative Provision to support Pupil behaviour Additional resources	The Bridge A 6-week programme Alternative Provision with bespoke teaching, supported by Pastoral Leaders with behaviour interventions	This did initially offer some interesting data, in reduced removals and reduced FTEs for those taking part. However, the success was short lived. There was a big strain on staffing and Pastoral Leaders to support and eventually this did not have the impact that it initially did	This will not be retained, due to the strain that this put on teaching and support staff for minimal gain	£3000
Exercise Behaviour To support the development and understanding of behaviour	CPD for Pastoral staff to lead on this Money for online accounts for monitoring and target setting	The programme offered clear links and supported pupils to develop an understanding about their behaviour and link this to sport. However, the inability of staff to deliver due to lack of time to plan and facilities to deliver this, meant that this was not successful	This will not be retained	£2500
Elevate Improve the understanding of revision techniques to support successful examinations	A programme delivered called "Study Sensei" and a parent class on how to support Yr 11 in being successful in their exams	Pupil feedback from this was extremely good. Pupils found they enjoyed this and they developed tools to support them in how to deal with their examinations	Will possibly be continued to be used, dependant on the current climate due to the ongoing pandemic	£896
Provide a curriculum to support pupils interest and needs who have issues in mainstream school	NBLT part time curriculum 1 day a week to reduce the need for FTEs and build relationships with the pupils and get them to engage with their main full-time education setting	This supported pupils who struggled to access mainstream curriculum. The pupils enjoyed this programme and this reduced the FTEs for this pupil and improved the attitude when in mainstream school	This was used due to the need of an alternative for pupils who were unable to deal and access the mainstream curriculum If required we would use NBLT again	£7000
Provide pupils in need of support with counselling to enable them to engage in their emotional well being	An additional school counsellor 1 day a week	There is a national crisis and shortage of counsellors, particularly through the NHS. The work of our Counsellors do support pupils to ensure they can access their learning	This will remain, in the future it might be an option to add more funding to this, as there is a big wait list for the In-School Counsellors	£5320

To raise aspirations and widen horizons with direct support for individual pupils	Financial support for pupils to gain access to wider their horizons and build cultural capital	This supported PP to access a variety of different trips throughout the academic year. Opening them to experiences they would not have had otherwise	This is essential to build cultural capital and support PP pupils in accessing activities that they would not have been able to access without this funding	£11886
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