

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding for the 2021 to 2023 academic years, to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Northampton International Academy
Number of pupils in school	2078
Proportion (%) of pupil premium eligible pupils	29.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3
Date this statement was published	11.10.21
Date on which it will be reviewed	11.2.22
Statement authorised by	
Pupil premium lead	Andrew Johnson
Governor / Trustee lead	Elizabeth Dormor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£596,000
Recovery premium funding allocation this academic year	£ 85,985
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£681,985

Part A: Pupil premium strategy plan

Statement of intent

NIA has grown into one of the biggest schools in the country in just 5 years. Our close-knit community is in a catchment with an Index of Multiple Deprivation Decile of 1. Together with the multitude of cultures, faiths and ethnicities that make up our dynamic, unusual school community; NIA is proud of its' wonderful diversity.

Our incredible school is **effective** in many ways:

1. The sheer passion that teachers have for education of children.
2. Our staff and home collegiality & community
3. Our fundamental and practical belief that education is transformational.

We face our fair share of **challenges** with optimism and positivity. We have more challenges in our school community than most schools and consequently, the achievements and progress are something we are immensely proud of. Some of key achievements in progress include:

1. Many pupils achieve well. From low starting points, many children in early years make good progress.
2. OFSTED recognition that leaders and those responsible for governance are passionate and committed to securing the absolute best outcomes for all pupils, irrespective of their background.
3. Leaders are aspirational for the pupils. They track pupils' progress closely and provide them with close support when required.

The **history and community background** of our school is essential to understand the data that emerges from it. For example:

1. Five years ago, the school was just one year group, and a special emphasis was made to develop regular communication with all homes to support children. Now the school has grown to over 1800 learners so rapidly, we have struggled to maintain that level contact even though it is a significant priority for us. We as an organisation are still learning the ropes of how to manage such a vast array of needs, staff, and the communication about learners. Our efforts are constantly being applied to the care and progress of our most vulnerable and hard to reach but this is a fluid and increasingly bigger challenge. Most schools do not grow at such a rate with such significant numbers. Despite this we are known locally as a family-friendly school and our reputation is attracting learners from the 9th Deprivation Decile.
2. There are over 30 nationalities represented by our young learners, the diversity with our community challenges stereotypes, and breaks barriers down towards producing global citizens.

3. The growth of the school has allowed the capacity in leadership to grow and stabilise, giving pupil premium a secure and lasting ethos that evolves with each year.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

As our community is so essential to our character, not just of our parents but our many feeder schools, peer secondary schools and a broad range of stakeholders from GPs to Police to multiple services, we invited them to a meeting in March 2019 to discuss “our community”. We dug deep into the social factors driving our challenges and worked hard to further our understanding of our parents and their needs. We formulated an NIA roadmap of the key areas that impact on our young learners, especially those with a pupil premium. These key factors are the heart of our approach to Pupil Premium Management, how we effectively narrow the attainment gap and include the most vulnerable. By understanding these phenomena, you can see a direct link to our action plan.

Community Needs:

Challenge number	Detail of challenge
1	Engagement and educational experiences in school. Within school and self-esteem are key issues for learners in our community, especially those from DA households. Effective high-quality teaching, along with pastoral support, are the keys to challenging learner’s confidence, self-perception, and engagement in school. Getting the right staff in front of our learners is vital.
2	Low Literacy and Numeracy skills in learners and families. Literacy and numeracy within the local community are low, and English is often an additional language. Learners are less exposed to books and maths than those from more affluent areas, and so DA learners and the ‘working poor’, join NIA with a disadvantage to their wider learning and exposure.

3	<p>Aspiration. Understanding of further education and the importance of qualifications. Many parents of learners in the local area have never attended further or higher education or feel that they could afford to send their learners off to university. With some cultural exceptions, our poorest learners have little or no exposure to adults with qualifications that would lead into further education and beyond.</p>
4	<p>Access to support. These can be barriers for learners, with several learners sharing uniform, devices and revision materials when not in school.</p>
5	<p>Non-DA. Significant numbers of ‘working poor’ families. Many families and cultures in our area will hold several jobs to ensure that they do not need to claim benefits that an area with a deprivation index of 1 would. This often can lift learners just out of pupil premium thresholds, whilst remaining in relative poverty. NIA currently only has 28% of its learners who are identified as pupil premium, in an area known for deprivation.</p>
6	<p>Composite factors. Our DA learners are twice as likely to have a SEND need when compared to the non-DA learners. Other factors such as EAL (English as an Additional Language), LAC, Ethnicity and Gender can further impact upon a disadvantaged learner. Identification of specific cohorts, barriers and needs are crucial in improving the education of these learners. See the tables below which demonstrate the high level of multiple needs.</p>
7	<p>Barriers. The capacity for parents who hold several jobs, or have large families, to be able to communicate and mix with the wider community and school is reduced. NIA has developed strategies to engage stakeholders in the wider community.</p>
8	<p>Attendance to school. Disengagement from school can lead to long absences and a higher number of persistent absences. There is a gap between DA and Non-DA learners locally for attendance and punctuality to school, decreasing their ability to engage and be successful in schools.</p>
9	<p>Covid-19 Related Impacts (Recovery premium).</p>

Staff Development

Our dedicated staff go way beyond all of duty to meet the sheer level of needs of our community in catch up for the systems which the school needs to constantly evolve.

A significant priority for the staff development has been focussed on meeting the safeguarding needs of the most vulnerable learners:

- Mental Health
- Domestic abuse
- Online safety
- Gang awareness
- Physical and emotional abuse
- Neglect

For many schools, these factors are standard CP (Child Protection) issues. For our school, due to the high prevalence of needs, these issues are regularly addressed, trained on at a high level, discussed at all levels of the school and are forefront of our planning.

In toe, our focus on **staff skills and attitudes** development are key to the engagement of our most vulnerable learners. We openly and readily admit that we are a work in progress. Indeed, our progress and aspiration are what we are most proud of. As described above, there are many quickly changing factors in the school and the staff have responded incredibly well under challenging and unusual circumstances. Commentary on the table below which shows our priorities:

The SEND department have effective practices in place to identify and support learners with barriers, this progress has been rapid and predominantly since September 2020.

Parental engagement has improved, but NIA continues to strive to find innovative and effectual ways to reach all families within the school community.

The emerging house system has strengthened the culture within the school, pushing through the character drivers into all facets of the school.

The curriculum design at NIA, especially within primary has supported and strengthen teaching, allowing better mapping of understanding that builds into key stage 3 and beyond thanks to collaborative work with subject leaders within the school. Work continues to develop now in the secondary phase of the curriculum.

How are we developing staff skill and attitudes?

The leadership team has worked hard to implement CPL to help boost the effectiveness of staff, whilst adding in mechanisms for safeguarding, support the identification and personalisation of learning.

“Mint class (seating plan tool) is the first place I start when I am setting a class, and when I am looking at their initial data...It is an incredibly useful tool that saves a lot of teacher time, you can see which learners are DA, SEND and place them in your room in order of priority to ensure that you can speak to them regularly throughout the lesson” Dr. L Wheldon Head of Chemistry.

“Within our CPL thus far, every effort has been made to enlighten staff as to the realities of our student's life and how this should inform and guide our practice. Within the NQT programme in particular, awareness of child first teaching has been fostered throughout, highlighting how crucial it is to acknowledge and plan for our children's barriers to their learning. Miss M Nixon (NQT)

Belonging

A recent initiative was launched to create a house system in the school. The aims are expression of the NIA approach to our community: to support and include all learners. The character drivers for these houses are Responsibility, Respect, Collaboration, Care, Excellence and Aspiration. They meet the core needs of the identified barriers of our community as described above. This is a new initiative but a natural outgrowth of an organisation that is utterly focussed on inclusion of all. This emerging house system unifies all groups and backgrounds and is the heart of school culture here.

Governance

“In the past I found it difficult to pinpoint exactly who was leading on PP after the lead had changed a few times. Since working with Andy, we are working well towards the same goal. I feel like we have agreed on clearly defined objectives, that provide good accountability. We have set up regular meetings to monitor and evaluate his progress to ensure the best outcomes for NIA's disadvantaged learners.”

Martin Thompson *Governor DA*

“Through the work that EMAT has coordinated with Daniel Sobel (Author of “Narrowing the attainment Gap, and the open and honest conversations with Martin, the DA governor for NIA, I really feel that we not only know our community and learners well, but that we have an adaptive plan with clear objectives that allows me to be held to account on the provision we offer our disadvantaged learners,”

Andy Johnson *AHT & DA Lead*

The attainment gaps.

Most of our most vulnerable learners and DA learners make substantial progress:

There are no significant patterns in learners not reaching targets within primary, with several years where DA learners making better progress to target for non-DA learners in some respects.

Within secondary we find some small gaps, and these are challenged through data analysis and pupil progress meetings with subject leaders through progress leaders.

The progress 8 gap for DA learners in year 10 is below the national gap and where in year 11 it is currently slightly larger this is a compound picture with DA learners with other contributing barriers.

Unsurprisingly, there is an intersection of factors where the actual gaps lie, identified and indeed unidentified DA crossing over with SEN, CP are varied within each year.

The DA Plan

There are 4 priorities for the DA plan at NIA:

1. To maintain and continue to develop the effective standards of provision for DA learners that enables our attainment and progress data to be strong.
2. To continue to develop staff skills and attitudes to meet the needs of all learners in the classroom.
3. To directly target learners with a gap to narrow this over the course of the next year.
4. To maximise the support of homes especially in these difficult times

COVID-19 planning and Execution.

Considering the pandemic, we have had to review and measure other factors that affect our learners at NIA.

COVID SPECIFIC QUESTIONS: ACCESS AND ENGAGEMENT

NIA's response to COVID has been rapid and constantly changing, to meet the needs of the community and the guidance set out by the government and unions. These have included, but are not limited to:

- Increasing size of Key Worker bubbles and Union guidance of class ratios makes timetabling fluid and challenging.

- Measuring engagement as a priority, adapting to a range of needs in the communication with homes. Communication is the hurdle, and the school is on it.
- Identified learners not attending an online session, who then are swiftly followed up with a phone call.
- Large numbers of children across the region to feed. Vouchers has been easier to manage – managed centrally from the Trust.
- Baseline assessments showed the school what learning was lost after lockdown and responded with catch-up classes.
- Wellbeing checks are effective in supporting vulnerable and DA learners- primary – every child gets a call per week. Secondary – Online tool AS STEER to allow learners to express how they are – algorithm highlights learners indicating issues.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Engagement</p> <p>Quality first teaching will engage learners whilst strong pastoral links and safeguarding will ensure learners are able to maximise their potential at NIA.</p>	<p>Teaching will be judged as outstanding, and learners will make progress academically and morally</p>
<p>Low Literacy and numeracy skills in learners and families</p> <p>NIA has a reading culture that strengthens the skills of the community and the learners within NIA. Numeracy will be well taught and understood throughout the curriculum</p>	<p>All learners progress and enjoy reading and there is no gap in progress between DA and Non-DA cohorts.</p>
<p>Aspiration</p> <p>NIA will expose learners and families to the potentials that successful progression into further and higher education can have,</p>	<p>The number of NEETS will continue to drop for NIA and there will be no significant differences in the number of learners engaging in further and higher education between DA and NON-DA pupils.</p>

whilst ensuring there are pathways for all learners to continue in education past key stage 4.	
Access to support Learners have barriers to progression identified and removed wherever they are discerned.	DA pupils are equipped with the resources and support required to reach their potential, and effective safeguarding, pastoral and academic practices lead to early identification of these barriers.
Non-DA Strategies seek to support those not identified as pupil premium, but who are also disadvantaged due to poverty and families classed as 'working poor'	Effective strategies support the further 10-15% of learners who are disadvantages but not under the umbrella of DA. Progress and engagement benefit those with the same barriers as identified in this plan.
Composite Factors Through careful tracking, analysis and observation, learners' needs, and barriers will be identified and overcome to ensure that all learners are able to excel in school.	Barriers are removed and all learners can fulfil their potential both academic and socially.
Barriers to engaging stakeholders. Stakeholders from our families will be well informed and their voices and opinions will ensure that the school continues to represent the challenges that we face as a community.	There will be positive parental views of NIA, with active participation in strategies throughout the school's house system, academic progress, and pastoral initiatives.
Attendance to school. Learners will attend well so that they can fully engage in school life and make the most of their potential	Attendance for all learners will be outstanding with no significant differences in PA (Persistent Absentees) or attendance from DA to Non-DA cohorts. Attendance systems will be robust and challenging.
Covid-19 Related Impacts (Recovery premium) Lost learning and impacts upon wellbeing from COVID-19 are reduced and eradicated.	Attainment rises up to national levels prior to 2019, and learners attend school well, and mental health and wellbeing is supported effectively.

Meeting the needs of individual learners with attainment gaps

For each learner with a gap, there is a simple, easy to access and manage plan. The keys for us are: Simplicity, implementability, regular tracking, consistency across staff and rewards that are bespoke to the child and chosen by them. We simply refer to this as the “DA Need and Impact Tracker”.

Review this document every other week by the key staff and every half term to look at impacts by DA Lead. This strategy came from work that EMAT facilitated to NIA with Daniel Sobel, author of “Narrowing the attainment gap”.

LEARNER NAME:	YEAR:	KEY STAFF:	REVIEWED EVERY 2 WEEKS:			
Identified Need	Consistently applied Action	Impact	Motivation/reward	Coaching Support	Calls Home every week with praise	Additional notes
Does not settle to tasks	Give a role	settle	Football ticket	3 times a week	By key staff w	Attendance
						behaviour

The PP plan for 2020+ has been reviewed to ensure that there are focused lines on which Governance can assess the effectiveness of the use of pupil premium. This came from a review of the 2019-20 and the impact. This follows at the end of this document.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £340,992

Activity	Evidence that supports this approach	Challenge addressed number(s)
<p>Engagement</p> <ol style="list-style-type: none"> 1. Appointment of quality teachers English and Maths to further ensure that DA learners can be taught in smaller groups needed, with specific DA needs being met. b. Recruitment, retention, and professional development of subjects especially in English and Maths departments c. Further recruitment in areas of the school to allow quality first teaching, including but not limited to, behaviour support, subject technicians, and house system 2. Interventions <ol style="list-style-type: none"> a. Creation of year 10 and 11 intervention sessions and groupings throughout the year. b. Additional tutoring where applicable, sought through NTP and after school interventions. c. Use of the “DA Need and Impact Tracker” to identify and track impact. d. Meaningful rewards offered to help learners engage with closing the gaps. 3. Teaching and Learning Training <ol style="list-style-type: none"> a. Metacognition modelled through quality first teaching and supported by learning coaches. b. Continuous adaptive staff training to meet the emerging needs as elicited through MER process and contact with community. 	<ol style="list-style-type: none"> 1. High-quality teaching. The best available evidence indicates that great teaching is the most important lever schools must improve outcomes for their pupils. EEF Website. Two things are a stand-out must: first, focus efforts on ‘quality-first’ teaching and secondly, cultivate a whole-school culture of high expectations. - James Mitchell is deputy headteacher at The Gilbert School, Colchester, Essex. 2. EEF (Education Endowment Foundation) Toolkit suggests that targeted intervention through rigorous data analysis and purposeful feedback leads to accelerated progress. Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months’ progress. The approach appears to be particularly beneficial for children from low-income families. 3. Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress. 4. Feedback studies tend to show very high effects on learning. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science. 5. The use of meaningful rewards to learners, in closing their attainment gaps, is one of the most effective uses of the pupil premium – Daniel Sobel 	<p>1</p>

<p>4. Continue to ensure quality of feedback for all, especially disadvantaged learners.</p> <p>5. Use of the “DA Need and Impact Tracker” to identify and track impact.</p>		
<p>Low Literacy and numeracy skills in learners and families</p> <p>1. Whole school reading strategy developed and monitored.</p> <p>a. The appointment of primary subjects leads to drive numeracy, and oracy across the curriculum.</p> <p>2. Use faculty TAs (Teaching Assistants) support to target underachieving learners and provide support in and out of class (Wave 1)</p> <p>a. 1:1 support in KS3 English (Wave 1)</p> <p>b. 1:1 support in KS3 Maths (Wave 1) TA and interventions to support all learners who are DA in phonics.</p> <p>c. Support of Phonics and reading interventions within key stage 1</p> <p>d. Provide opportunities for parental engagement to develop basic literacy and numeracy skills.</p>	<p>1. On average, reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>2. Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition.</p> <p>3. Although the association between parental involvement and a child’s academic success is well-established. Schools should monitor their parental engagement activities carefully, and first consider alternative strategies that have a stronger evidence base. For example, if a school is struggling with literacy, improving literacy teaching – for which there is good evidence – might be prioritised before embarking on a new parental engagement programme. EEF</p>	2
<p>Aspiration</p> <p>1. Embed a curriculum from Year EYFS (Early Years Foundation Stage) through to Year 13 to help raise aspirations and understanding of FE and HE.</p> <p>a. Establish programme of outside speakers.</p> <p>b. University visits and high-level apprentice visits</p> <p>c. Careers events and development of cultural capital to include Wider.</p> <p>d. Career’s guidance given to learners and parents.</p> <p>2. Part fund educational trips and visits to enrich educational and life experiences.</p> <p>3. Participation and leadership activities targeted at Pupil Premium learners.</p>	<p>1. Learners motivated by vision of future career pathways. Raised aspirations. An article within Widening Participation and Lifelong Learning, Volume 19, Number 2A showed a study that examined the effect college focused mentoring has on the confidence to succeed in college, the college application efficacy and the college going aspirations of low-income learners.</p> <p>2. Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. As part of making a judgement about the quality of education, inspectors will consider how well leaders use the curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged. (142 p31 Ofsted Early Years Inspection Handbook, Sept 2019)</p> <p>3. The impact of mentor relationship quality and number of mentor sessions on the same outcomes was examined. Results revealed a significant increase in learners' confidence to succeed in college and college application efficacy from before to after the mentoring programme. - EEF</p>	3

<p>Staff mentoring of learners with emerging gaps in progress and attainment.</p>		
<p>Access to support</p> <p>1. Academic Aspects</p> <p>a. Purchase equipment where it is key to the curriculum e.g., calculators, pencil cases, aprons.</p> <p>b. Learners prepared for exams well and have thorough knowledge of good revision strategies.</p> <p>c. Extra-curricular revision sessions in term-time and in school holidays. Revision guides provided as available.</p> <p>d. Extra-curricular revision sessions in term-time and in school holidays. Revision guides provided as available.</p> <p>e. 'How to revise effectively' sessions through the year.</p> <p>f. Parental support website created and resourced.</p> <p>g. Deliver an Intensive Care Programme for Year 10 into 11 that includes mentoring, parental engagement evenings and targeted revision and support.</p> <p>2. Pastoral Aspects</p> <p>a. Use of additional DDSL to ensure that all learners are safe and that needs are addressed quickly.</p> <p>b. Pastoral support officers, support heads of year in identifying and correcting specific issues that might pose a barrier.</p> <p>c. Specific items of support around aspects of poverty for learners, including food, menstrual support and uniform that is required without planning.</p> <p>3. Identification, Tracking and Analysis</p> <p>a. Better tracking of incidents (behaviour and safeguarding) using my concern and Power-BI dashboard and staff training.</p> <p>b. Use of the "DA Need and Impact Tracker" to identify and track impact.</p>	<p>1. Academic Aspects</p> <p>a. Equipment is not a barrier to exam and learning performance.</p> <p>b. Improved motivation and a better understanding of how to revise effectively improves exam performance.</p> <p>c. Targeted revision improves performance in exams.</p> <p>d. Metacognition impact EEF study, shows large value for money</p> <p>e. Supported revision skills to maximise the potential of learners throughout the year.</p> <p>f. Parental engagement in learning has a significant impact on progress – EEF</p> <p>g. Targeted support of our most vulnerable learners on site when there is statistically less support at available ta home.</p> <p>2. Pastoral Aspects</p> <p>a. DA learners are more vulnerable to CSE and behaviours in general that require further support from effective safeguarding.</p> <p>b. Pastoral support is crucial in overcoming barriers for learners and ensuring that students feel safe within school.</p> <p>c. Period poverty contributes to anxiety and poor attendance in DA females nationally, by ensuring that these products are available without embarrassment is crucial for keeping attendance high.</p> <p>3. Closer tracking will ensure that all safeguarding issues are dealt with swiftly and securely, whilst data analysis with Power Bi will give pastoral leads more data around individuals to support and plan. DA tracker used across school phases.</p>	<p>4</p>

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Targeted academic support (for example, tutoring, one-to-one support structured interventionS)

Budgeted cost: £170,496

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Non-DA</p> <p>1. Identification, Analysis of learners through school MIS (Management Information System) and additional tools.</p> <p>a. Subscription to 4 Matrix and PIXL to measure progress within various cohorts and to learner transectionality.</p> <p>b. Power BI memberships to allow school leaders to interact with live data from MIS.</p> <p>2. School Support for identification of those learners who qualify for PP.</p> <p>a. Admin support in helping parents and families to access benefits and to complete the pupil premium application forms.</p> <p>b. Midyear collection of 'change of circumstance' forms.</p> <p>3. Identification, Analysis of learners through school MIS and additional tools.</p> <p>a. Work with charities and communities in identifying other groups in need and accessing additional support. Food banks for example. Learners with no recourse to funds.</p>	<ol style="list-style-type: none"> 1. Due to the multiple factors highlighted in our plan, it is essential that we use strong data analysis to track specific cohorts with the PP cohort itself. Better diagnosis of data leads to swifter whole school approaches for support. 2. Ensuring that admin team can process applications for new learners and coordinate and send out documentation ensuring that learners have access to the support they qualify for, ensures that we have the correct funding for each learner, and ensure that any changes of circumstance have changed. 3. Additional support and work with local charities and councils helps to ensure that all PP learners have any additional support that we can give them available to them. 	<p>5</p>
<p>Composite Factors</p> <p>1. SEND DA Learners</p>	<ol style="list-style-type: none"> 1. PP learners with multiple needs are more heavily impacted upon. The attainment and progress of learners who are PP and have a 	<p>6</p>

<p>a. DA learners further impacted on with SEN needs to be planned for by SENCO (special education needs coordinators) as a separate action group.</p> <p>b. Teaching Assistants use and advice given to ensure quality first teaching.</p> <p>c. Updating of policies and bespoke strategies on seating plan tool and/or EDU key.</p> <p>d. Funding for tools/diagnosis which support SEN learners who do not have additional funding coordinated by SENDCO.</p> <p>e. Employment or purchase Educational Psychologist (sessions).</p> <p>2. Transition</p> <p>a. Transition events supported with Lead for DA to be part of Transition process.</p> <p>b. Provide a transition event for DA learners in Y6 to 7.</p>	<p>SEND diagnosis, means statistically make significantly less progress nationally than non-PP and non-SEND learners. It is imperative that we use PP funding to support these additional barriers where possible without double funding aspects of a learner's support.</p> <p>2.</p> <p>3. There is a wealth of information that comes with learners from primary schools, ensuring that we capture anything that will support PP learners, and ensure that those learners have access to support for uniform and information finding days, really helps to reduce anxiety and poor attendance at the start of summer.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £170,496

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Barriers to engaging stakeholders.</p> <p>1. DA parents communicated through multiple mediums to ensure that lack of access to technology is not a barrier.</p> <p>a. Introducing a 'Texting Parents' programme across KS4 to improve parental engagement ahead of GCSEs.</p> <p>b. Printing and posting of DA reports to parents to avoid a loss in communication using pupil couriers. Use of newsletter to add and support learning at home and to families with activities and the use of MS Stream to disseminate good practice.</p>	<p>1. Promote communication as an improvement system and quality assurance on changes and updates at NIA.</p> <p>2. Evidence suggests that parent engagement is a key factor in learner attainment.</p> <p>3. Ensuring that all free school meal learners are supported with food, during term time and regardless of attendance due to COVID-19 is paramount this year.</p> <p>Removing barriers to attendance and supporting the attendance of parents' evenings ensures that we able to gather and disseminate crucial information on how best to support our DA learners.</p>	7

<p>c. Summer 'cooking' program devised and given to parents to feed learners in receipt of FSM over long holidays.</p> <p>d. Pastoral deputies to add capacity in contacting and meeting with parents of our DA parents.</p> <p>2. Effective an appropriate FSM system ensure all are fed if unable to access school provision.</p> <p>a. Invite parents/carers of DA learners to a support session.</p> <p>3.</p> <p>a. Alternative to physical parents evening trialled and evaluated.</p> <p>Food and Drink available at training and parent sessions to engage parents and to feed sibling when they attend with parents.</p>		
<p>Attendance to school.</p> <p>1. To provide specific support for learners with mental health and emotional challenges including a school counsellor</p> <p>2. DSL (Designated Safeguarding Lead) used to ensure that DA learners are safeguarded and able to learn effectively in school by having their social and emotional needs met.</p> <p>3. Attendance support</p> <p>c. Increasing attendance at Breakfast Club amongst disadvantaged pupils.</p> <p>d. Attendance officer employed to monitor and address PA and attendance within school.</p>	<p>1. Research has shown the importance for policy and practice initiatives to help build better links between schools and mental health services and mental health providers to consider educational outcomes as potential indicators of mental health difficulties." - EBPU</p> <p>2. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. - EEF</p> <p>3. There is a clear link between poor attendance and lower academic achievement.</p> <p>DfE research (2012) on improving attendance at school found that of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English.</p> <p>73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C.</p> <p>Pupils with persistent absence are less likely to stay in education.</p>	8
<p>Covid-19 Related Impacts (Recovery premium)</p> <p>1. EYFS Communication and Language support</p> <p>Proven to make significant impact on progress, this single strategy within EYFS will be supported further through recovery premium, allowing resourcing and training of staff to continue to provide small group work to develop this key aspect of learners start to school.</p>	<p>1. Within EYFS Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary, and their early reading skills. On average, children who are involved in communication and language approaches make ap-</p>	9

2. Primary Reading and Phonics
As the evidence shows, primary, reading and phonics have been badly impacted on the lost learning. The continue to be part of our school development plans, and the funding will ensure that there are stronger reducing, training and time built in to ensure that progress is made swiftly in these areas. The lowest attaining 20% will have the time and resources to ensure that they make better than expected progress.

3. Primary Maths
Maths's skills have been impacted due to lost learning and lack of confidence from parents within their own understanding of this area, as identified in the research from the Sutton trust. Alongside reading and phonics, ensuring that Maths's skills, practice, and interventions are embedded and re-sourced should ensure that attainment gaps are closed. Additional support to parents in supporting at home to be sought through this funding also.

4. Access to technology
Additional opportunities for learners to remain on-site to complete work using computers, and the instance that any learner without a device at home is supported in the event of further lockdowns will be crucial in trying to ensure that DA learners access online learning equally to non-DA learners.

5. Access to effective tutoring
Although we had some success through NTP last year, the impact was hard to gauge due to the poor experience NIA had with the platform. This year we would seek to employ and engage with other tutors and services that meet the needs of our learners. The lowest performing areas of the school (FFT analysis of GCSE data) will be prioritised, and learners with existing attainment gaps have been identified ready for this intervention to start in December.

6. Recovery curriculum
One key aspect of safeguarding at NIA remains supporting the mental health and wellbeing of our learners, nationally we have seen an impact on this with resources being cut, before the pandemic. Covid, has increased the number of learners with mental health needs. The recovery fund

proximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.

There is an extensive evidence base showing the impact of communication and language approaches, including several meta-analyses. The evidence is relatively consistent, suggesting that communication and language approaches can be successful in a variety of environments

2. The attainment gap in reading in Year 1 has grown significantly. In GPS, the disparity grew from 5 months (Summer 2019) to 6 months across most year groups, and 7 months in Year 1.

3. By the end of the summer term, primary aged pupils had experienced a learning loss in reading equivalent to around 0.9 months of progress and secondary aged pupils had experienced a learning loss equivalent to around 1.8 months of progress. In mathematics, primary aged pupils experienced a much greater learning loss of around 2.8 months. For primary pupils from disadvantaged backgrounds, the report finds on average 0.5 months more learning loss in reading and 0.7 months more in mathematics compared to their non-disadvantaged peers.

4. Sutton Trust's key findings mention that A third of pupils are taking part in online lessons while schools are closed. However, at private schools, 51% of primary and 57% of secondary students have availed of online lessons every day, twice as likely as in state schools.

5. Sutton Trust recommends that Disadvantaged pupils should have access to additional one-to-one or small group tuition to reduce the impact of school closures. The poorest children are likely to be the most impacted by time away from the classroom. Additional tuition to reduce the impact on their learning could be provided both online while schools and closed, and face to face when restrictions have loosened.

Some disadvantaged pupils may experience more challenges working with new adults in their life. Further support may be needed to help with attendance, particularly at the beginning of a block of tuition or for pupils accessing remotely from home in certain circumstances.

6. Statistics from surveys carried out by youngminds.org.uk showed that. 69% of respondents described their mental health as poor now that they are back at school; this has risen from 58% who described their mental health as poor before returning to school.

40% of respondents said that there was no school counsellor available to support students in their school. Only 27% had had a one-to-one conversation with a teacher or another member of staff in which they were asked about their wellbeing, by the time they completed the survey.

Almost a quarter of respondents (23%) said that there was less mental health support in their school than before the pandemic, while only 9% agreed that there was more mental health support.

<p>can be used to social, emotional, physical, and mental health leading to better outcomes and life experiences for the learners who have lost so much during the last 2 years.</p> <p>Continual support on site through the Mental Health Hub, engagement in outside support where required, and increased support for learners facing anxiety within external assessments.</p>	<p>The Guardian reported in January 2020 that local councils have cut their spend on youth services from £1.4bn in 2011 to just £429m in 2019, with 750 youth centres closing.</p> <p>"Schools can use this funding to deliver evidence-based approaches to supporting the mental health and wellbeing of their pupils." - Will Quince the Parliamentary Under-Secretary of State for Education</p>	
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Total budgeted cost: £681,985

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Pupil premium strategy / self- evaluation (All Through) Review 2019-21

Coronavirus: flexibility in reporting requirements

The DfE (Department for Education) understands that due to coronavirus and school closures, that it would not be possible to evaluate the impact of your pupil premium for all the 2019/20 academic year.

We have however monitored and reported on the grant's impact at the end of the 2020/21 fiscal year. As the impact of Covid-19 continued fully into the academic year 2020-2021. this report covers the whole period between September 2019 and October 2021.

Pupil premium strategy statement

This report consists of a review of the impact of our strategies in 2019/20 followed by our planned strategies for 2020/21. The planned strategies for 2020/21 are monitored during the year and the plan is updated in Jan '21 and April '21 to summarise that monitoring.

Review of 2019/21

Reviewed January 2021					
Headteacher	Dr J Trevenna	School lead for Disadvantaged	Mr A Johnson	Governor lead for Disadvantaged	Martin Thompson

1. Summary information					
School	NIA		Planned date of review	January / October 2021	
Total number of pupils in school	1825	Number of pupils eligible for DA	509 (62:447)	Estimated budget for 2020/21	£510,000
2. Current attainment (review of 2020 GCSE outcomes)					
Due to the cancellation of external assessment in, the external outcomes for 2020 are not being used for analysis					
Review of attainment in 2019					
There were no external assessments in 2019-2020 due to the COVID-19 pandemic. 2020-2021 was similarly affected, however we did have year 11 and 13 this year.					
Barriers to future attainment (for pupils eligible for DA)					
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	Engagement				
B.	Low Literacy and numeracy skills in learners and families				
C.	Aspiration				
D.	Access to support				
E.	Non-DA				

Additional barriers (including issues which also require action outside school, such as low attendance rates)

F.	Composite factors	
G.	Barriers to engaging stakeholders	
H.	Attendance to school.	
1. Barriers and Intended outcomes (specific outcomes and how they will be measured)		Success criteria
•		
A.	Engagement Quality first teaching will engage learners whilst strong pastoral links and safeguarding will ensure learners are able to maximise their potential at NIA.	Teaching will be judged as outstanding, and learners will make progress academically and morally
B.	Low Literacy and numeracy skills in learners and families NIA has a reading culture that strengthens the skills of the community and the learners within NIA. Numeracy will be well taught and understood throughout the curriculum	All learners progress and enjoy reading and there is no gap in progress between DA and Non-DA cohorts.
C.	Aspiration NIA will expose learners and families to the potentials that successful progression into further and higher education can have, whilst ensuring there are pathways for all learners to continue in education past key stage 4.	The number of NEETS will continue to drop for NIA and there will be no significant differences in the number of learners engaging in further and higher

		education between DA and NON-DA pupils.
D.	Access to support Learners have barriers to progression identified and removed wherever they are discerned.	DA pupils are equipped with the resources and support required to reach their potential, and effective safeguarding, pastoral and academic practices lead to early identification of these barriers.
E.	Non-DA Strategies seek to support those not identified as pupil premium, but who are also disadvantaged due to poverty and families classed as 'working poor'	Effective strategies support the further 10-15% of learners who are disadvantages but not under the umbrella of DA. Progress and engagement benefit those with the same barriers as identified in this plan.
F.	Composite Factors Through careful tracking, analysis and observation, learners' needs, and barriers will be identified and overcome to ensure that all learners are able to excel in school.	Barriers are removed and all learners can fulfil their potential both academic and socially.
G.	Barriers to engaging stakeholders.	There will be positive parental views of NIA, with active participation in strategies throughout the school's house

	<p>Stakeholders from our families will be well informed and their voices and opinions will ensure that the school continues to represent the challenges that we face as a community.</p>	<p>system, academic progress, and pastoral initiatives.</p>
<p>H.</p>	<p>Attendance to school.</p> <p>Learners will attend well so that they can fully engage in school life and make the most of their potential</p>	<p>Attendance for all learners will be outstanding with no significant differences in PA or attendance from DA to Non-DA cohorts.</p> <p>Attendance systems will be robust and challenging.</p>

Identified Barrier	Chosen action/Approach	Specific Action with approach	Impact																														
Engagement	<p>1. Appointment of quality teachers</p> <p>English and Maths to further ensure that DA learners can be taught in smaller groups needed, with specific DA needs being met.</p>	<p>Better teaching in English and Maths throughout secondary with smaller group sizes to increase impact.</p>	<p>This has been an effective strategy ensuring that our PP heavy and vulnerable year groups have smaller class sizes with specialist teachers. Progress as APS (Average Point Score) (FFT) for English Lang was +0.45, Lit +0.65 and Maths +0.2</p> <p>The group sizes and provision of staff had impact 2020-21 Catch up funding was used to support this initiative this year within English.</p> <div data-bbox="1249 464 2074 954" data-label="Figure"> <table border="1"> <caption>Average Class Size English and Maths Secondary 2019-2021</caption> <thead> <tr> <th>Year</th> <th>Avg class size English</th> <th>Avg class size Maths</th> </tr> </thead> <tbody> <tr> <td>Yr7 2019/20</td> <td>25</td> <td>25</td> </tr> <tr> <td>Yr8 2019/20</td> <td>24</td> <td>24</td> </tr> <tr> <td>Yr9 2019/20</td> <td>26</td> <td>26</td> </tr> <tr> <td>Yr10 2019/20</td> <td>28</td> <td>28</td> </tr> <tr> <td>Yr7 2020/21</td> <td>30</td> <td>30</td> </tr> <tr> <td>Yr8 2020/21</td> <td>29</td> <td>29</td> </tr> <tr> <td>Yr9 2020/21</td> <td>30</td> <td>30</td> </tr> <tr> <td>Yr10 2020/21</td> <td>26</td> <td>26</td> </tr> <tr> <td>Yr11 2020/21</td> <td>15</td> <td>15</td> </tr> </tbody> </table> </div>	Year	Avg class size English	Avg class size Maths	Yr7 2019/20	25	25	Yr8 2019/20	24	24	Yr9 2019/20	26	26	Yr10 2019/20	28	28	Yr7 2020/21	30	30	Yr8 2020/21	29	29	Yr9 2020/21	30	30	Yr10 2020/21	26	26	Yr11 2020/21	15	15
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Yr11 2020/21	15	15																															
	<p>Appointment of English, Maths and Phonic leads</p>	<p>Appointment of English, Maths and Phonic leads within Primary Stronger coordination of identification and intervention of underperforming PP</p>	<p>English and Maths leads have been in post since 2018-19. Phonics lead became a part of the English lead role in 2019, and then a discrete role in September 2020.</p> <p>These roles take a lead on the careful analysis of data after every data drop including the scrutiny of performance and progress of DA children in each class and year group. They work with and alongside class teachers to develop and support quality first teaching as well as strategically develop and oversee subject specific intervention that address gaps in learning for all children, including DA. They monitor progress of DA children towards targets.</p> <p>Subject leaders support the development of individual staff teaching and subject knowledge in their subjects to support progress of learners including who are identified as DA.</p>																														

			Pupil Progress Review meetings drive down into class level analysis of DA children and their performance, outlining strategies being used to improve standards of education and progress.
Recruitment, retention, and professional development of English and Maths departments	Recruitment drive to ensure no posts are filled with supply teachers from Sept '19. DA students suffer particularly when being taught by supply teachers	2019-20 Successful recruitment ensured that class sizes became smaller in core subjects of maths and English within key stage 4. This was a success to recruit during lockdown. The impact on group sizes can be seen and rapid improvement within year 11 Maths from baseline also supports PP have benefitted, although the progress of non-PP is better. (P8 Maths -2 to -0.81) non-PP (-1.53 to -0.14) A change of +1.19/1.39 PP to Non-PP. Recruitment during lockdown to ensure specialisms in the classroom of key stage 4 we feel was an effective use of the money, we feel the gap between PP and NON-PP would have grown further still. Recruitment in English really ensured that PP learners performed well with a positive progress 8 figure (FFT) of +0.14, well above national. Recruitment in maths did not have a large enough impact to close the PP attainment gap in 2021, this remains a focus this year.	
Recruitment, retention and professional development of teaching and support staff or roles	Appointment of staff within pastoral and safeguarding structures Appointment of staff within PROSPECT Appointment of key stage leads within KS1 (Key Stage 1) and KS2 (Key Stage 2) for a stronger coordination of identification and intervention of underperforming PP	Recruitment of deputy designated safeguarding leads, pastoral support officer, heads of year and admin support for pastoral has ensured securement of effective safeguarding in June 2021. Recruitment of 3xHLTAs, 3xTeachers, Curriculum & Pastoral Leads, Administrator & Counsellor. Within Prospect 80% of students are Pupil Premium, disadvantaged and vulnerable and at risk of permanent exclusion. Currently recruiting for the teaching posts and Curriculum Lead. Due to a delay due to the impact of Covid, Key Stage 1 and Key Stage 2 leads were appointed in the summer of 2020 to start formally in September 2020. Impact 2020-2021 of the coordinated intervention and support of Key Stage 1 lead. Except for Phonics and SPAG, attainment was better in PP learners within key stage 1. Key stage 1 Difference in attainment of Phonics -13% PP to Non-PP at 63% Difference in attainment of Reading +3% PP to Non-PP at 51%	

			<p>Difference in attainment of Maths +4% PP to Non-PP at 50%</p> <p>Difference in attainment of SPAG (spelling punctuation and grammar) -14% PP to Non-PP at 50%</p>
Appointment of progress leads within key stage 3 and 4	Appointment of progress leads within key stage 3 and 4 with overview for all, but to monitor the DA in secondary and coordinate the interventions of PP learners with an attainment gap	<p>Appointment was made at the end of the summer term, impact to be measured in 2020-2021.</p> <p>Underachieving PP learners were identified and monitored through a hybrid positive report led by the Heads of House. Targeted learners were provided with a House mentor who was able to collect information regarding barriers to learning and a reward that would motivate learners to consistently demonstrate our core values (DNA of NIA). 9/35 KS4 learners consistently demonstrated the character drivers, having a positive impact on their attitude to learning and attainment.</p> <p>KS3 reports were established in a similar way and are ongoing to the end of term. Rewards will be due in September.</p> <p>KS3 Rewards were issued at Christmas (Amazon vouchers) and summer (reading books) to reward progress- DA students prioritised for these rewards. Continue to make rewards public to boost progress and rewards culture.</p> <p>2021 GCSE Progress 8 gap of -0.63* PP to Non-PP at +0.32%</p> <p>Attainment 8 gap of -1.1 -0.63 PP to Non-PP at 4.8</p> <p>FFT (Fischer Family Trust) analysis shows that non-PP was significantly above national average, whereas PP was in line with National.</p>	
2. Interventions			
Revision materials and Support	Revision sessions and revision materials for KS4 Students who are PP	<p>The school was closed due to COVID-19 before the extra revision sessions took place. Revision guides had already been bought and given out in some areas in 2019-20; impact was not seen until the mock exams were taken. Revision strategies and impact upon the levels of progress for PP learners can see here.</p> <p>A further 0.33 LOP on average was attained since the addition of revision materials and supporting documentation for PP learners.</p> <p>The effect of this has only just been measured with most revision materials distributed at the start of the academic year 2020-21.</p> <p>Catchup funding was used to purchase revision materials and support in 2020-2021, and PP funding was no longer used.</p> <p>2021 GCSE Progress 8 gap of -0.63* PP to Non-PP at +0.32%</p> <p>Attainment 8 gap of -1.1 -0.63 PP to Non-PP at 4.8</p> <p>FFT (Fischer Family Trust) analysis shows that non-PP was significantly above national average, whereas PP was in line with National.</p>	

Creation of year 10 and 11 DA form to have additional lessons in English and maths during form time.		This was not effective, as was disbanded after it had begun due to staff changes, bubbling and impact of COVID.
Additional tutoring where applicable, sought through NTP and after school interventions.		Year 9- My Tutor was used to give additional Maths and English tuition to NCOP students under-performing in those areas. (This was recharged through UniConnect). Uptake was not high (8% overall) but feedback from learners that attended their sessions was positive and showed impact in progress data. Feedback from learners and parents supports that they would rather have in-school support with staff that know them. As a result, we will not continue with external tuition providers in September.
Use of the "DA Need and Impact Tracker" to identify and track impact.		Stronger impact within primary, as the teachers were able to take ownership of their learners and understood their needs and motivations well. Within secondary a focus on behaviour for learning was pushed through this DA tracker, which the heads of house were able to drive.
Meaningful rewards offered to help learners engage with closing the gaps.	Improved quality first teaching for all and strategies to support the disadvantaged. Revised feedback policy Better engagement and increase of behaviour for learning	Identified underachieving PP learners given a Head of House mentor to monitor a positive report. Learners were tasked with completing the report by consistently demonstrating the schools 6 character drivers each week. Of the selected learners 100% of attitude to learning grades remained the same or improved.
3. Teaching and Learning Training		
Evaluation of the quality of learning and teaching		2019-2020 Baseline measures and evaluation of the quality of learning and teaching across the school in September 2019 was between 60% and 65% of teaching was considered good and meeting all teacher standards (in line with NIA (Northampton International Academy) observation criteria). Use of MER cycles identified 20 colleagues who were not meeting teacher standards, particularly around planning for the needs of learners, responsive teaching using AfL (Assessment for Learning), and appropriate challenge for all, particularly disadvantaged students: <ul style="list-style-type: none"> · 14 of these identified colleagues were supported through MER / Head of Subject to develop practice through Wave 1 support. · 6 teachers moved to support plans to develop teaching: 3 on Wave 2 / 3 on Wave 3. By February 2020, the quality of learning and teaching had increased to 75% good or better and meeting all teacher standards. Trajectory of improvement was to move to 85% - 90% by summer term good or better quality of learning and teaching, with continued CPL (Continuous Professional Learning) for whole staff and bespoke

		<p>2021-2022</p> <p>Data obtained through learning walks and lesson observations indicates that in September 2021 there were 44% of staff who have been identified as teachers who are able to support other members of staff inclusive of three 'teaching and learning coaches. There are 50% who are meeting teacher standards but who need some support to improve in effectiveness. The remaining teachers (6%) need significant support and are not currently consistently meeting teacher standards. 3 of these teachers are NQTs (Newly Qualified Teachers) who have had their NQT year extended, and 1 member of staff is on a Personalised Improvement Plan (PiP). If improvement for the remaining staff is not seen they will also be moved onto PiPs (Pride in Presentation).</p> <p><u>All staff by April 2022 will be meeting standards consistently or will be supported through in accordance with the EMAT Capability Policy.</u></p> <p>CPL sessions focusing in on Teaching and Learning occur every week on Tuesday for all secondary staff. The focus of these flexes with the needs of the learners and from feedback from learning walks that occur both internally and externally. CPL sessions for Primary Colleagues take place weekly on Wednesdays after school.</p>
	Metacognition modelled through quality first teaching and supported by learning coaches.	<p>Learning coaches have demonstrated sessions, and the interleaving recall work has ensured that the curriculum now ensures that all learning is revisited within the curriculum. This evidence of metacognition has evolved to include cognitive load theory, which again is present in curriculum design and lesson planning.</p>
	Continuous adaptive staff training to meet the emerging needs as elicited through MER process and contact with community.	<p>Considerable focus on development of curriculum, particularly with subject leaders, focusing on reviewing intent of all curriculum design with recognition and understanding of the needs of NIA's student cohort at all stages. Development programme designed for both primary and secondary subject leads in evaluation of cultural capital and designing curriculums to build experiences for DA students across February – April 2021. Curriculum design now reflects the explicit need to increase cultural capital for DA students.</p> <p>Primary CPL: 13th April – Learning and Teaching; Retrieval 20th April – High quality feedback Sessions driving focus on the needs of specific cohorts of learners from MER process, particularly that of DA students.</p> <p>Ongoing safeguarding CPL each Wednesday morning reflecting the needs of learners, particularly those who are identified as disadvantaged and at risk of safeguarding pressures.</p>

	<p>Continue to ensure quality of feedback for all, especially disadvantaged learners.</p>	<p>DA students benefit from best marking and make better progress as a result.</p>	<p>Feedback policy adapted in September 2019 to include 'Live Marking' - responsive marking strategy to provide instant feedback to learners in the lesson by adapting lesson planning to provide time for student led independent work for teacher to support.</p> <p>MER Cycle 2: MER Cycle 2: Actions and Updates Priorities through Line Management w/c 13th January Analyse data from December capture Review MER Action Plans Evaluate impact of actions (progress) Identify priorities for next cycle (data / T&L) Submit next MER Action Plan</p> <p>Friday 17th January – Completion of new MER Action Plans submitted to Line Managers and AJN / HAR Monday 20th – Friday 31st January – Learning Walks (NQT (newly qualified teachers) formal observations w/c 27th January) Monday 3rd – Friday 7th February – Book Looks Monday 10th – Friday 14th February – Review of MER Action Plans</p> <p>Quality of written feedback for DA students a focus for book looks in October 2019. 50% of sample identified as good practice with impact on progress and learning in line with expectations. By January 2020 this had increased to 60% good or better quality of feedback, with a projected increase of 20% in the summer term to 80% good or better quality of feedback for DA focused students alongside Action Research Launch and supportive CPL.</p> <p>Quality of feedback was too inconsistent, but some improvements in quality seen in secondary subject areas including Art, DT and Performing Arts.</p> <p>Since January 2020, feedback has been problematic due to two extended lockdown periods and COVID measures (please see the COVID risk assessment). During the 2021 lockdown period, faculties developed increasingly sophisticated methods for providing feedback, especially to KS4 and 5 students, such as email, Class Notebook and Assignments in addition to instant feedback methods such as Forms, Quizlet, Spiral and Cahoot. This was most notable in PE (Physical Education) exam groups, IT/business, English, and languages. Learners highlighted their desire for additional feedback in the Learner Voice sessions, especially 'live marking' and reported improvements in some departments in follow up sessions, especially in English, humanities, and languages.</p>
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	Use of the “DA Need and Impact Tracker” to identify and track impact.		2020-2021, Learners identified on the tracker had an attainment gap. Impact was most significant in the ATL scores of secondary learners who worked towards a meaningful reward. 100% of learners on the secondary reports, ran by HOH showed an improvement in their ATL within lessons. Those who managed to close their attainment gap were rewarded. We will look at incentivising stakeholders of the child within primary, to ensure that meaningful rewards have an impact within these younger years.
	TA (Teaching Assistants) employments and deployment to support Quality first teaching		In 2019-2020 HLTA was deployed to support within year 3, to support the range of abilities and behaviours. This allowed smaller groups to be taught increasing the engagement and support of the PP in both groups. HLTA also taught students to release teachers for PPA and Leadership and Management time, further impacting whole school on the progress of learners and supporting the leadership of other staff. HLTA from with 2019-20 has now become an UQT. Due to staffing shortages, most of the time was used to cover within year 1, opening the year group in term 1. HLTA finished the term covering within Year 2. HLTA took groups to cover staff absence during lockdown. This reduced the amount of cover that was used at NIA ensuring that PP students within those classes had stability and stronger parental liaison. The HLTA now teaches within year 3, and the learners within this year have the greatest progress to target amongst primary groups. PP have made more progress than non-PP. HLTA has been an effective part of the PP strategy and an advertisement for a further HLTA has been made now that this HLTA has become a UQ.
Low Literacy and numeracy skills in learners and families	Whole school reading strategy developed and monitored.		support for individuals but was disrupted due to school closures. Whole school CPL sessions focused on improving provision for disadvantaged learners also contributed to the 19% increase in improvement of teaching quality (and the projected additional 10% increase in the summer term): Focused workshop CPL in January 2020 on ‘Supporting the Disadvantaged’ attended by 15 staff. Impact of which was not seen due to school closures. Impact projected to engage boys and disadvantaged learners in education but was disrupted by school closures January 2020 Action Research Launch for whole school – focus on engagement and progress of boys, particularly disadvantaged cohort.
	The appointment of primary subjects leads to drive numeracy, and oracy across the curriculum.		Primary subject leads use attainment and progress data along with MER feedback to evaluate the teaching of their subject areas for different groups of pupils
	Use faculty TAs support to target underachieving learners and provide support in and out of class (Wave 1)		The Hive provision is for a variety of students throughout the school. Students who have dropped a GCSE subject in Y11 have their lessons in The Hive – there is an opportunity for these students to complete additional work

		<p>on their other GCSE subjects with support from The Hive TA. There are also a small number of students who have lessons in The Hive, with a TA attached to The Hive, it ensures that they have access to curriculum support from the TA</p> <p>The Hive is also used for a small number of students as a safe space for time out of class and on occasion for a place for the safeguarding team to use as a safe space for students – this ensures that students have access to a safe manned space. Students who are in The Hive are registered; behaviours are noted to follow up with the behaviour team if needed.</p>
	1:1 support in KS3 English (Wave 1)	<p>Support for Literacy this year has been mainly through small group support. Intervention groups were held during the Autumn term. Then ran from March (following lockdown) through to the end of the school year.</p> <p>We trialled Bedrock Education, this wasn't suitable for the needs of the students and intervention. We have now purchased LEXIA to run alongside the small group support.</p> <p>Students in Y7 and Y8 were identified through STAR accelerated reader assessments, where students scored less than 9 years (10 years in Y8) - NGRT was used to double check the right students were accessing intervention – where they scored over 10 years on NGRT – intervention was no longer required.</p> <p>Y7 mainly focussed on literal evidence from texts and Y8's focus was inference.</p> <p>49, Year 7 students were identified and have received support in Y7 since March 21, Year 8 students were identified and have received support in Y8 since March.</p> <p>Year 7.</p> <p>Y8 students have made an average of 11 months progress in reading, Y7 have made an average of 4 months progress.</p> <p>2021-2022</p> <p>Changes for Literacy support this year – during the Autumn term, students in Y8 and Y9 have been grouped according to their reading stage and not academic year. This has meant there are mixed groups of both Y8 and Y9 students.</p> <p>Three groups have been formed – Orange Group (reading age 9-10 years), Green groups (reading age 8-9 years) and blue group (reading age less than 8 years) This has meant that new schemes of work have had to be created – as previously different work was for Y7 and Y8, but with the mixed groups – some would have already been covered.</p> <p>Sessions with students in secondary have been sporadic during the term, several sessions were missed due to year group closures, there have also been several student absences and staff absence. Of a possible 19 sessions – 9 sessions have been lost to year group closure and staff absence.</p> <p>Introduction of intervention to Y5 – students were identified as those with a standardised score of less than 90 for reading. This began just before half</p>

			term – NGRT 2A has been used as a baseline assessment. Due to staff absence – these sessions have not yet started properly. LEXIA Core 5 will be used with these students, alongside a text focus for comprehension activities. Year 7 intervention will begin when groups are reorganised after Christmas – information from CATS, alongside NGRT assessments will identify the correct students
	Interventions to support all learners who are DA in phonics.		<p>Due to the limitations of COVID and the implications of the bubble system in Primary, phonics groups were limited to four distinct ability sets per Year group. Within the limitations this created for setting, the following support was provided:</p> <ul style="list-style-type: none"> • The strongest and most experienced practitioners were aligned with the weakest DA learners in phonics groups to ensure highest quality teaching practice. • DA learners who were identified as underperforming and not making expected progress were grouped in smaller clusters in each Year group to ensure focused teaching with notable impact. • Additional intervention sessions for Phonics were established in March 2021 (post Spring lockdown) in the afternoons for each class to respond to the gaps in learning retention and reading in the absence from school. • Phonics provision continued as part of the lockdown in January – March 2021, with live videos being sent to all learners in line with RWI lesson delivery. • DA learners who were not making progress were invited to live Phonics lessons via Teams to ensure continued provision in early reading.
	Provide opportunities for parental engagement to develop basic literacy and numeracy skills.		Support materials have been added to the school website, but due to covid this is not a strategy that has been offered yet.
Aspiration	Embed a curriculum from Year EYFS through to Year 13 to help raise aspirations and understanding of FE and HE.	UCAS guidance for Yr12 and 13	<p>UCAS and university application presentations from Sixth Form lead including workshops on how to write personal statements delivered by form tutors. 87% of current Yr13 cohort are applying to university. 88% of previous Yr13 cohort went on to university study</p> <p>Sixth form student leaders work with younger students in secondary and primary phases to develop knowledge and understanding of sixth form from early years.</p> <p>University visits take place as subject-specific events (i.e. Physics trip to Warwick University and planned Biomedical Science trip to Northampton University).</p> <p>University trips specifically targeting DA students planned for Year 12 in Spring terms to raise aspirations.</p>
	Establish programme of outside speakers.		Speakers from Northampton University delivered sessions to Yr12 and 13s interested in Criminology.

			Oxford representative delivers lectures on Russell Group applications and interview process with a focus on access and support for disadvantaged students. Subject specific workshops from Oxford lecturers.
	University visits and high-level apprentice visits		University visits could not happen due to covid precautions, however online workshops and virtual tours were organised and well-attended. Careers and Apprenticeship fair planned for February/March 2022 following online only events previously due to covid restrictions. University visits take place as subject-specific events (i.e. Physics trip to Warwick University and planned Biomedical Science trip to Northampton University). University trips specifically targeting DA students planned for Year 12 in Spring terms to raise aspirations.
	Careers events and development of cultural capital.		2019-21 Careers events could not be organised due to covid restrictions, however virtual events took place.
	Career's guidance given to learners and parents.	Career's guidance for Students in Y9, 11 & 13 who are DA and/or at risk. of being NEET	Did not happen before school closure period due to delays in securing advisers' availability. 80% of year 11 DA students have had guidance in since Sept 2020, this has been interrupted by covid restrictions. Plans to ensure all students receive PP specific guidance to parents are being put in place. All DA year 11 should have had at least 1 if not 2 appointments with the Career's Advisor by Easter 2021. 9 Students identified as potential NEET- targeted plan to support will be in place on return to school.
	Part fund educational trips and visits to enrich educational and life experiences.		Due to covid-19 restrictions this was very limited, some opportunities were remotely completed through zoom.
	Participation and leadership activities targeted at Pupil Premium learners.		Sixth form Student Head of House and Peer Achievement Leader roles develop leadership qualities.
	Staff mentoring of learners with emerging gaps in progress and attainment.		HOH were used to help try to mentor learners with emerging gaps in progress, through the DA tracker and meaningful rewards. House system has created a sense of identity within the school and allowed for further opportunities within a small school model such as peer mentoring. COVID restrictions impacted on availability and access of academic mentors through the school in 2020-2021. This strategy had limited impact as a result but will be included again to resume after the autumn mocks in 2021.
Access to support	1. Academic Aspects		
	Purchase equipment where it is key to the curriculum e.g., calculators, pencil cases, aprons.		With the introduction of catch-up funding this strategy was not funding by PP in 2020-2021
	Learners prepared for exams well and have thorough knowledge of good revision strategies.		With the introduction of catch-up funding this strategy was not funding by PP in 2020-2021

	Extra-curricular revision sessions in term-time and in school holidays. Revision guides provided as available.		With the introduction of catch-up funding this strategy was not funding by PP in 2020-2021
	How to revise effectively' sessions through the year.		With the introduction of catch-up funding this strategy was not funding by PP in 2020-2021
	Parental support website created and re-sourced.		
	Deliver an Intensive Care Programme for year 11 that includes mentoring, parental engagement evenings and targeted revision and support.		With the introduction of catch-up funding this strategy was not funding by PP in 2020-2021
2. Pastoral Aspects			
	Use of additional DSL to ensure that all learners are safe and that needs are addressed quickly.	Emphasis sustains focus on vulnerable groups. Monitor and review profiles of safeguarding cases.	2020- 2021 In 2020- 2021 We had four DSLs (Designated Safeguarding Leads) across the school. One and a half salaries are attributed to PP. 11 LAC (Looked After Children) children that year, the highest we have ever had on roll. These children received daily intervention - wellbeing chats, provided with food (as LAC in Northants learners were not entitled to FSM, however PP funding was used to provide this)
	Pastoral support officers, support heads of year in identifying and correcting specific issues that might pose a barrier.	Pastoral support team operational with specific responsibility for year groups. Expertise developing in dealing with Emotional and Well Being issues. Develop point of contact – Early intervention.	Individual actions recorded centrally by some pastoral leads; however, this was inconsistent with members of the team changing roles throughout the year or leaving within the academic year. There was also a training need for some staff on how to use shared documents. Punctuality and attendance were targeted, through support with transport and uniforms. See attendance impact further below. Logs were kept, but this was inconsistent. A tighter protocol is required for 20-21. with greater consistency. There was positive impact on PP learners, but impact not clearly measured and so not effective. Number of disruptive behaviours in lessons dropped by 78% (from term 5 to term 6) Equally by term 6 fewer than 0.0014% of learners were receiving an IEU per week Changes in staffing, covid and lockdowns were contributing issues in record keeping and so a stronger strategy has been devised for 2020+.
	Monitoring through lockdown	Staff time to phone/contact all DA students at least once a fortnight.	Staff phoned allocated students fortnightly, so all DA students were monitored through school closure period. Several learners' circumstances changed over lockdown that calls enabled us to identify these learners as vulnerable and bring them into school. Helping to provide specific support where required, adding to food drop offs, helping parents to apply for FSM once again etc. Welfare checks and allocation of school places have been crucial in the January 2021 lockdown also.

	<p>Specific items of support around aspects of poverty for learners, including food, menstrual support and uniform that is required without planning.</p>	<p>Financial support with purchase of materials to aid learning/attendance. For example, items of uniform, ingredients for Food Tech lessons, art materials, music books, kit for D of E expeditions, memory sticks, school trips, revision guides, occasional bus fares to facilitate attendance at revision sessions, etc. (Itemised expenditure available)</p>	<p>HOY purchase uniform through PP for learners who are unable to attend school due to a lack of uniform, or whose parents ask for support. Attendance officer liaises with HOY to ensure that any identified barriers are removed.</p> <p>The impact of these actions are case studies, that are held by the attendance officer.</p> <p>This has proven an effective strategy and use of pupil premium funding, for those specific learners, who as a result come to school and are able to have clean and fresh uniform.</p> <p>The expenditure of this is 2019-2021 is recorded through the purchase orders that are recorded by the finance team.</p> <p>Although a small part of the overall budget, this small bespoke personalised removal of barriers really supports the pastoral care of our learners.</p> <p>2021-23, case studies and tracking of these items on the learners who benefit will be managed by HOY and summarised within the impact report.</p>
	<p>Maths & English intervention</p>	<p>Daily monitoring and mentoring for the most vulnerable students in the cohort.</p> <p>Regular contact with home to ensure best possible all-round support.</p>	<p>It was organised for all the PP students who were either targeted & level 4 at GCSE or below, to have a Maths & English intervention every Friday. The students were put forward by the HOD for English & Maths. The interventions were led by an ex-English Teacher who now runs her own charity in working with young people.</p> <p>Interventions had to stop after a few weeks just to unforeseen circumstances. Within the Maths department there are no other teachers who are available to run these sessions, so they have been put on hold temporarily (25/11/19). The English interventions however have continued & are now being run by a member of the English team.</p> <p>Impact on English attainment we negligible with only 1% (59% to 60% in PP learners) more on target following the intervention.</p> <p>This is not a strategy that will be deployed in 2020+ plan</p>
		<p>Uniform and other school equipment purchased for children who are eligible to support extracurricular clubs.</p>	<p>Attendance not recorded in 2019-2020 to extra curricula clubs, due to use of e-praise.</p> <p>Epraise no longer used.</p> <p>20-21 EduLink allows for creation of school club registers, however limited use due to COVID-19 to measure attendance as many fixtures were cancelled</p> <p>Funding that has been saved using catch up, rather than PP funds for items within this plan, has been relocated to provide and ICT suit for 2020-21 to enable learners to access computers before and after school to complete homework, and to print this. The staffing of this is also added into the plan for 2021+.</p> <p>PE washing machine purchased, allowed kit to be borrowed and washes, but also is available to support learners with dirty clothes who persistently are out of uniform as a result.</p> <p>45% Less C2 sanctions set for learners not being equipped for PE lessons.</p>

3. Identification, Tracking and Analysis		
Better tracking of incidents (behaviour and safeguarding) using my concern and Power-BI dashboard and staff training.		Where incidents have been recorded and reviewed any PP students who have low level recorded issues (PE kit marks, uniform, or missing equipment) HOY/tutor have then approached AJS. 30 students in Ks4 have had additional equipment ordered. Support offered to students via the school's mental health lead (additional member of staff)
Use of the "DA Need and Impact Tracker" to identify and track impact.	Develop expertise to promote impact of funding. Liaise with staff around PP learners and impact upon strategies.	Limited due to timing of appointment and subsequent parental leave Not effective for 2019-20. Awaiting return to school from maternity at this point, Jan 2021. New strategy and DA impact and need report will be used to directly monitor impact upon return.
Pupil Premium Impact Lead		2020-2021 Since returning from maternity the PP impact lead now runs and coordinates the DA tracker, ensuring meaningful rewards are purchased for learners,
Engagement Officer Employed	Engagement officer – ensuring that communication with home is swift and timely.	During lockdown in 2020 EduLink was purchase and deployed. This allowed better communication with home at this virtual time. Engagement officer role changed, and the staff member is no longer on role. EduLink can now contact 85% of parents via email and/or text, immediately if required. Engagement officer was not effective in 2019-20, however the use of funding was reallocated to Data Manager who set up and coordinated the role out of EduLink. EduLink has become an effective tool for engagement with learners and parents and its multiplatform has allowed PP learners without dedicated computers, to use smart phones and gaming consoles to access work.
1. Identification, Analysis of learners through school MIS and additional tools.	1. Profiles for all DA SEND Students created into edukekey targeted teaching and support.	20-21 1) Edukey 2) Introduction of class charts 3) Targeted teaching of students 4) GL Assessments 5) Language link 6) Lexia 7) Reciprocal reading (Primary) 8) off site provision 9) SALT, EP , O.T and Mable 10) SEMH assessment

			<p>11) TAs pandemic teaching</p> <p>12) TA'S intervention – lego therapy, Touch typing</p> <p>13) Regulation plans and zones of regulation</p> <p>14) EAL provision</p> <p>15) Prospect</p>
	PP Profiles	2. Profiles for all PP learners regardless of SEND entered edukey	<p>1. Edu key has been used to collate information on SEND students, this has been used to inform staff of learning needs of pupils who were SEND and DA.</p> <p>2. Wider use for DA only was not completed due to school closure. This will be continued into 2021 and impact on measures below tracked.</p> <p>3. Class Charts piloted and purchased for 2021 onwards, this will draw data from the DA tracker and share this onto school seating plans.</p>
	Mint Class - Seating Plan tool	Purchase of Mint Class and set up to identify All DA Students. Students are identified on seating plans, reducing teacher workload, and ensuring needs are planned for.	<p>Mint class bought as a response to staff workload and to ensure that all contextual information and attainment grades were available for staff to plan for every single lesson.</p> <p>This has been an effective strategy of ensuring that data is at the fingertips of staff whilst ensuring data is safe and GDPR (General Data Protection Regulation) policies are adhered to.</p> <p>"Mint class is the first place I start when I am setting a class, and when I am looking at their initial data...It is an incredibly useful tool that saves a lot of teacher time, you can see which learners are DA, SEND and place them in your room in order of priority to ensure that you can speak to them regularly throughout the lesson" Dr. L Wheldon Head of Chemistry.</p> <p>This is an effective tool on for identification and support of PP learners. 2020-2021</p>
	Subscription to 4 Matrix and ALPs to measure progress within various cohorts and to learner transectionality.	Subscription to 4 Matrix, EduLink, PIXL6 and PIXL. 4Matrix enables precise tracking of DA students and groups within the DA group to facilitate precise intervention work. EduLink enables better communication with home. PIXL provides opportunity to share best practice nationally.	<p>4 Matrix is used to track the performance of key stage 4 and 5 learners who are PP, this is how we measure the progress and attainment gaps. This is essential in being able to target learners who require support, and who are making less progress than their peers.</p> <p>EduLink has been used to hold virtual parents' evenings, communicate and to send out reports directly to parents. Within 2020-21 EduLink was also used to support learners' behaviour and used to set sanction and rewards.</p> <p>PIXL has given NIA an extra set of resources to support learners with attainment gaps. The PIXL wave data in 2019-20 was really useful in identifying and moderation the attainment levels of learners within school.</p> <p>PIXL 6 supported the PP learners through A levels, helping to ensure A Value added 0.45 greater than non PP learners.</p> <p>Power BI memberships to allow school leaders to interact with live data from MIS.</p>

	a. Admin support in helping parents and families to access benefits and to complete the pupil premium application forms.		As part of the admission process, admin team process a FSM application for all learners to check eligibility and to ensure that parents are supported. A reminder of how to apply and a change of circumstance form is sent out throughout the year also.
	b. Midyear collection of 'change of circumstance' forms.		
	3. Identification, Analysis of learners through school MIS and additional tools.		
	a. Work with charities and communities in identifying other groups in need and accessing additional support. Food banks for example. Learners with no recourse to funds.		Work with NCC to supply FSM vouchers through holiday time have proven effective during COVID.
Total budgeted cost 50% ~ £255,000			2. School Support for identification of those learners who qualify for PP.
Targeted Support			
Identified Barrier	DA learners further impacted on with SEN needs to be planned for by SENCO as a separate action group.		Secondary 2019 – 2020 The difference in progress between PPSSEND and NONPP SEND across years in secondary has been monitored. The Gap has continued to diminish between the two cohorts, year 10 for example had a P8 gap8 of –0.39 that at baseline in October, had shrunk to – 0.17. Within KS3 the gap has also continued to reduce, except for Year 8 (Year 9 in 2020-21) where the gap grew by ~10% when measuring those on track to target.
Non-DA			

	Teaching Assistants use and advice given to ensure quality first teaching.		
	Updating of policies and bespoke strategies on seating plan tool and/or edukey.		
	Funding for tools/diagnosis which support SEN learners who do not have additional funding coordinated by SENDCO.	Clearer identification of SEND needs and supporting diagnostic processes	Funding of clinical assessments for student with high needs to enable diagnosis and medication to manage his needs. Funding of diagnostic tools for specialist SENDCO to use to assess Inattention and Hyperactivity to support clinical assessment Dyslexia Screener to identify potential difficulties commonly seen in students with a dyslexic profile. Dyscalculia Screener to identify potential difficulties commonly seen in students with a dyscalculia profile
	DA learners supported through examination process, with barriers removed	Exam's office working closely with SENDCO and EAL Lead to provide an increased level of support earlier so that students feel more confident using their arrangements in formal exam settings. Additional rooms have been identified to further support PP and SEND students and equipment is available to those who have difficulty in acquiring this for themselves. The exams office holds several Reader pens and laptops for qualifying students to use in exams to ensure the equipment they are given is of a high quality and fit for purpose.	Invigilation and scribes in place ahead of 2020 Access arrangements and testing have been conducted through each assessment by the school SENCO. This information has been used to inform and support the practices allowing those learners with PP and SEND needs to access assessment materials in the most suitable way. No control group to show changes in assessment before and after as SENDCO used classroom assessments to as a basis to put into place the access arrangements ahead of mocks. However, learners were engaged and took mocks, when prior to this engagement and attendance to classroom assessments were low. 2020+ strategy seeks to record this impact further through DA need and impact Tracker. Visual processing assessment to support identification of students who require 25% XT in examinations – in line with JCQ current regulations
	Alternative provision provided on site to reduce the number of FTE (Fixed Term Exclusions) and to ensure learners can return into mainstream supported.		


	2. Transition										
Composite factors	a. Transition events supported with Lead for DA to be part of Transition process.	<p>PP students provided with uniform.</p> <p>Positive impact on attendance. Parental feedback positive and appreciated - through pastoral support.</p>	<p>Year 7 Attendance in 2019 First 2 weeks of September</p> <p style="text-align: center;">Attendances</p> <table> <tr> <td>Pupil Premium</td> <td style="text-align: right;">95.27</td> </tr> <tr> <td>Not Pupil Premium</td> <td style="text-align: right;">98.17</td> </tr> </table> <p>Year 8 (Same Cohort) in 2020 First 2 Weeks of September</p> <p style="text-align: center;">Attendances</p> <table> <tr> <td>Pupil Premium</td> <td style="text-align: right;">93.24</td> </tr> <tr> <td>Not Pupil Premium</td> <td style="text-align: right;">93.37</td> </tr> </table> <p>Attendance gap has closed over the year. Student able to join back to school with less barriers to uniform and equipment. However, the impact of Covid-19 makes it difficult to see purer impact against the two Septembers.</p>	Pupil Premium	95.27	Not Pupil Premium	98.17	Pupil Premium	93.24	Not Pupil Premium	93.37
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b. Provide a transition event for DA learners in Y6 to Y7		<p>All year 6 students have had either a visit to their primary school by a member of NIA staff or a virtual visit if it has not been possible to conduct face to face meetings due to Covid.</p> <p>Year 6 students unfortunately were unable to attend as planned on 5th/6th July, but alternative arrangements have been made to hold a summer transition school from 9th - 13th August and 50% of all students have signed up for this summer school.</p> <p>Apart from pastoral support there will also be an opportunity for catch up in English and Maths.</p> <p>Additional capacity has been built for a staff member to lead on safeguarding for transition (years 5, 6 and 7). This member of staff leads on ensuring information has been gained and transferred from the primary schools. Links with parents and carers that also need support with uniform for their children starting in September.</p> <p>Meetings have been held with staff members at Primary schools to ensure transition is smooth.</p> <p>PP students were provided with uniform for those that were unable to access the NIA branded uniform.</p>									

	<p>3. EAL</p>	<p>EAL -PP When assessing the EALPP cohort it was found that. Year 7 - PP EAL students are only 2% less on track to target than non EAL non-PP students within English. Year 8 - PP EAL students are only 4% less on track to target than non EAL non-PP students within English. This has remained unchanged at 1% on track to target than non EAL. Reading data impact awaiting all STAR testing of Year 8 and 9 upon return from lockdowns EAL and reading support is felt to be effective in closing the attainment gap in PP learners. This strategy will continue, with revision of how reading data can be measured remotely. The DA barrier to attainment does not appear to be a factor when progress is measured against non-DA of the same cohort.</p> <p>TA (Teaching Assistants) Delivery within Primary Phase Teaching Assistance attached to each primary group run interventions in am and pm sessions, reducing class sizes and providing additional support on phonics and reading within Key Stage 1. In 2020-21 this has continued into year 3 to support those who did not pass the required. TA impact on students identified through data analysis, to ensure that any student who is below target or age expectations, TA have a timetable for reading writing and maths. This helps to ensure that PP students not on target, are selected and intervened with. TAs within primary is used effectively to help resource lessons, support with live marking within lessons. Year Significant PP Gap in progress to targets compared to non-PP? Assessed in 2020 EYFS (Early Years Foundation Stage) No significant gap 1 No significant gap 2 Yes, with exception of SPAG (spelling punctuation and grammar) 3 No significant gap 4 No significant gap NB: One of the 2 classes within Year 1 was taught by HLTA for extended periods of time due to absence from main teacher due to shielding. Epraise system no longer used to log incidents as the reporting back to SIMS did not allow a finer refinement of behaviours by cohort. This data is archived. SIMS and EduLink now used in 20-21 to ensure diagnostic behaviour are available.</p> <p>TAs are effective in closing the attainment gap in PP learners. This strategy will continue. Year 3 (last year's year 2, will feature heavily within the "DA Need and Impact Tracker" for 2021+ PP plan</p>
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	b. Provide a transition event for DA learners in Y6 to Y7		<p>All year 6 students have had either a visit to their primary school by a member of NIA staff or a virtual visit if it has not been possible to conduct face to face meetings due to Covid.</p> <p>Year 6 students unfortunately were unable to attend as planned on 5th/6th July, but alternative arrangements have been made to hold a summer transition school from 9th - 13th August and 50% of all students have signed up for this summer school.</p> <p>Apart from pastoral support there will also be an opportunity for catch up in English and Maths.</p> <p>Additional capacity has been built for a staff member to lead on safeguarding for transition (years 5, 6 and 7). This member of staff leads on ensuring information has been gained and transferred from the primary schools. Links with parents and carers that also need support with uniform for their children starting in September.</p> <p>Meetings have been held with staff members at Primary schools to ensure transition is smooth.</p> <p>PP students were provided with uniform for those that were unable to access the NIA branded uniform.</p>
Total budgeted cost 25% ~ £127,500			
i. Other approaches			
Identified Barrier	3. Parental Engagement		
Barriers to engaging stakeholders Attendance to school.	a. Alternative to physical parents evening trialled and evaluated.		Effective uptake of learners to virtual parents evening with 18% increase of attendance on average of PP learners to parents evening than in 2019-2020
	b. Food and Drink available at training and parent sessions to engage parents and to feed sibling when they attend with parents.		Face to face meetings with parents were avoided in 2019-2021 due to covid19 restrictions that were in place. Parental voice meetings were held throughout the year and information was shared through the school revision website and newsletter.
	1. To provide specific support for learners with mental health and emotional challenges including a school counsellor		A new role "mental health lead" is in place. Over 90 students have been referred to our internal provision. A specific area has been designed and designated in the school to support students' mental health and well-being. Staff training has been delivered to a range of pastoral staff on First Aid Mental Health.
	2. DSL used to ensure that DA learners are safeguarded and able to learn effectively in school by having their social and emotional needs met.	My concern subscription All incidents are linked so patterns are seen and dealt with quickly. Links to siblings in primary schools so strategies can be considered for whole families	Exportation of incidents to allow analysis by PP, would contravene safeguarding practices. This would require raw data to be extracted with confidential material within it. Impact difficult to track on overall percentages, but case studies within. My Concern could be given to show the impact on those PP students that benefit from strong and swift safeguarding procedures. My concern and training around the use of the tool has been at the heart of safeguarding training and practices through and into 2020-21.

			My concern is effective in ensuring our safeguarding information is secure and responded to by DSLs at NIA.
	3. Attendance support		
	c. Increasing attendance at Breakfast Club amongst disadvantaged pupils.	Breakfast club to ensure that food was available to students at the start of every day throughout school.	<p>2019-2020</p> <p>Records of attendance to the breakfast club not recorded centrally, but the breakfast club provision also provided food to PP students who stayed after school for clubs.</p> <p>During lockdown breakfast club was not used.</p> <p>Punctuality to school for PP and Non-PP students compared for September to December, all years.</p> <p>Data to be added by attendance officer.</p> <p>2020-2021</p> <p>Due to zoning of the school, staggered starts, bubbles, lockdowns and closures the breakfast club was not a viable option for 2020-2021.</p> <p>Aspens the catering servers used by EMAT, will run and staff the breakfast club next year, this will be paid for by pupil premium funding, and can be tracked through the cashless catering service.</p>
	d. Attendance officer employed to monitor and address PA and attendance within school.	Attendance officer to monitor and assist families with increasing their child's attendance to reduce persistent attendance issues in PP pupils.	<p>19-20</p> <p>Gaps closed or remained the same in the difference of attendance in all secondary years.</p> <p>Students moving into year 3 from year 2 have shown the biggest widening in attendance.</p> <p>Attendance officer had limited effectiveness in secondary, but primary focus for 2021 needed. Attendance officer from 2019-20 left employment with EMAT (East Midlands Academy Trust) and in 2020 an experienced AO has been recruited.</p> <p>We feel this strategy is effective and will monitor the effectiveness in 2020+ strategy.</p> <p>PPSEND and PPNONSEND numbers too small within primary phase to be significant in tracking as distinct groupings.</p> <p>20-21</p> <p>Financial rewards with PP PA learners were set up at the start of April.</p> <p>The PP PA incentive was running over a 7-week period.</p> <p>Pupils were asked to improve their attendance and would be awarded with £50 amazon vouchers if they achieved 100% over this time.</p> <p>Out of 112 students, <u>39 came off the persistent absence list.</u></p> <p>13 pupils achieved 100% over the 7 weeks</p> <p>A further 25 achieved over 90% during this period.</p>

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	<p>d. Attendance officer employed to monitor and address PA and attendance within school.</p>	<p>Attendance officer to monitor and assist families with increasing their child's attendance to reduce persistent attendance issues in PP pupils.</p>	<p>19-20</p> <p>Gaps closed or remained the same in the difference of attendance in all secondary years. Students moving into year 3 from year 2 have shown the biggest widening in attendance. Attendance officer had limited effectiveness in secondary, but primary focus for 2021 needed. Attendance officer from 2019-20 left employment with EMAT (East Midlands Academy Trust) and in 2020 an experienced AO has been recruited. We feel this strategy is effective and will monitor the effectiveness in 2020+ strategy. PPSEND and PPNONSEND numbers too small within primary phase to be significant in tracking as distinct groupings.</p> <p>20-21</p> <p>Financial rewards with PP PA learners were set up at the start of April. The PP PA incentive was running over a 7-week period. Pupils were asked to improve their attendance and would be awarded with £50 amazon vouchers if they achieved 100% over this time. Out of 112 students, <u>39 came off the persistent absence list.</u> 13 pupils achieved 100% over the 7 weeks A further 25 achieved over 90% during this period. Alongside this a 100% attendance reward, aimed at PP but used to drive attendance whole school was launched. Learners with 100% attendance from April were entered into a prize drawer at the end of the year</p>						

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

NIA does not have any service pupil premium learners

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A