

Pupil premium strategy statement – Nottingham Free School

This statement details our school’s use of pupil premium (and recovery premium) funding 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	604
Proportion (%) of pupil premium eligible pupils	27.81%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22 – 24/25
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Jo Simpson Headteacher
Pupil premium leads	Shannon Dirrane & Pete Coppack Associate Assistant Headteachers
Governor / Trustee lead	Sally Coulton Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149,040
Recovery premium funding allocation this academic year	£41,952
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£190,992

Part A: Pupil premium strategy plan

Statement of intent

From our academic intent – “We strive for every learner at Nottingham Free School to experience transformative academic and personal growth empowering them to become global citizens making the world a kinder, more tolerant and sustainable place to live.” This is especially important for our disadvantaged students who face additional challenges in their academic journey.

Our pupil premium strategy has three key pillars:

1. **LEARNING:** We deliver a Priority First Approach for our disadvantaged students. In our classrooms, disadvantaged students are prioritised first for understanding, feedback and questioning. Thus, we can empower our disadvantaged pupils to develop their resilience, ambition and confidence – core skills for any successful learner. High quality teaching underpins all academic progress; we dedicate weekly sessions to strong CPDL developing staff knowledge and skills of successful pedagogy and research to ensure our teachers are reflective practitioners who constantly seek ‘marginal gains’ in their teaching style to ensure all students make progress. Finally, we prioritise our disadvantaged students for specific, small-group intervention programmes for English, maths and science.

2. **ENGAGEMENT:** We work closely with our disadvantaged students to build a profile of their learning needs which is shared with all staff enabling us to build a ‘team around the child’ to ensure they are fully supported in their studies and can fulfil their potential. Our disadvantaged students in Y11 receive one-to-one weekly mentoring with a member of SLT. Our students are given individual guidance for exam preparation and work closely with a staff member to ensure they have a clear and realistic ‘vision’ for their post 16 options. We strive for positive parental engagement with weekly contact from their child’s mentor.

3. **TRACKING:** Our attendance officer, Heads of Year and pastoral team work closely to monitor attendance and punctuality challenging students to have above 95% attendance. We work closely with families to put support plans in place when required. Our behaviour team work closely with students who need additional support in regulating their behaviour. SLT track attitude to learning grades, attendance and current performance from student reports. Interventions is decided from this data and, for our exam year groups, discussed in weekly mentor meetings.

Challenges

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

Challenge number	Detail of challenge
1	Our observations suggest many lower attaining disadvantaged pupils lack the resilience to problem solve in lessons (metacognitive / self-regulation strategies when faced with challenging tasks), notably in their monitoring and evaluation of their answers. Some disadvantaged students are compliant in lessons, but not necessarily engaged. In all year groups, average AtL scores for disadvantaged students are lower than their non-disadvantaged peers. This is indicated across the curriculum.
2	Overall student attendance at Nottingham Free School is consistently strong and above national average. However, our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
3	Our assessments, observations and discussions with pupils and families suggest that many disadvantaged pupils lack ambition and/or knowledge of their choices post 16. Many students have not investigated college courses or considered future job prospects. At Nottingham Free School, our careers provision is strong, however we must individualise these for our disadvantaged students.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. As well as this, some pupils and families are experiencing financial crisis because of the increased cost of living.
5	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. Whilst reading age tests were not carried out last year due to staffing constraints, early indication for this academic year are that a number of our disadvantaged students arrive below age-related expectations compared to their non disadvantaged peers.

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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	2024/25 KS4 outcomes demonstrate the gap has been closed between disadvantaged and non-disadvantaged students.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning.
To achieve and sustain high attendance for all disadvantaged pupils	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • Disadvantaged attendance in line with whole school • Persistent non-attendance for disadvantaged to be in line with whole school
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	All disadvantaged students: <ul style="list-style-type: none"> • have an adult they can talk to • are happy to attend school and engage with our educational provision

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: £42,372

Activity	Evidence that supports this approach	Challenge number(s) addressed
In-school CPLD programme	Dedicated weekly CPLD session for all teaching staff (supported by ensuring all part-time teaching staff work on a particular day) to strengthen the cohesion and consistency of our provision. One key theme for 2023-24 is the development of Assessment for Learning strategies to ensure all learners are engaged and	1, 3

	<p>accessing their learning. A key theme for disadvantaged provision is Metacognition whereby students are guided in ways to approach their learning independently.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://teacherhead.com/2021/02/07/cold-calling-the-1-strategy-for-inclusive-classrooms-remote-and-in-person/</p>	
Priority First Approach	<p>Actively ensuring all teaching staff are aware of disadvantaged pupils in their classroom through whole-staff briefings and prioritise the learning of these students when in the classroom. Teaching staff to place disadvantaged students in advantageous 'spots' in the classroom, such as near the front or accessible for teacher support. Prioritising disadvantaged students will allow the teacher to diagnose the child's needs and develop a strong understanding of the way to best support their learning. The disadvantaged pupil can work in a 1:1 manner with the classroom teacher to develop their ability and confidence in applying their knowledge.</p> <p>https://educationendowmentfoundation.org.uk/news/new-guide-for-schools-to-support-their-pupil-premium-strategy</p>	1, 3, 5

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

Budgeted cost: £93,648

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition	<p>We utilise qualified teachers to deliver timetabled intervention for core subjects and engage with the My Tutor online tuition for English, maths and science. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Low attaining pupils are particularly likely to benefit. One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	1, 3, 5

Reducing class sizes / small group tuition	Additional staff in key timetable blocks, plus some additional KS4 option classes to support greater student engagement and support. There will be 5 instead of 4 classes in all year groups for English and maths. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 3, 5
Purchase of reading tests and subscription to FFT	Purchase of reading tests to support literacy and subscription to FFT to ensure we have high academic aspirations for all of our students. Reading tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/	1, 3, 5
Purchase of revision materials	Purchase of revision resources, on-line study resources and exam preparation packages to ensure all students are properly prepared for final examinations, and no student is 'without'. This resource provision is known to reduce stress on pupils by removing a potential cause for school sanction and promote a sense of being understood and valued, thus reinforcing an academic focus.*	1
Support for literacy development	Running school library (resources and staffing), DEAR, Book of the month, peer reading programmes, reading tests. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £54,972

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior Staff Mentoring	Weekly meetings to allow disadvantaged students to have access to a supportive adult in the building for social and emotional support and guidance.	1, 2, 3, 4

	https://educationendowmentfoundation.org.uk/news/new-guide-for-schools-to-support-their-pupil-premium-strategy	
Post 16 Aspirations	Targeted use of independent Careers advisor to provide additional support for post 16 options. Additional support for students in gaining work experience placements relevant to their aspirations. Careers Lead monitor applications and progress of post 16 choices for students in receipt of PP. Regular contact with home to engage parents/carers with post 16 options and choices.	3
IT Provision	Students in receipt of PP will be provided with ICT equipment where needed to enable them to access online learning and research activities	1, 3
Quiet Study Areas	Y11 and Y13 students will have access to quiet study areas with support from staff and access to IT.	1
Behaviour Support	Establishing and expanding BASE support to enable most vulnerable students to successfully access the curriculum.	1, 3
Social, emotional and mental well-being support	In-school provision of ELSA mentoring, supported by subscription to support from the LA Educational Psychology team and engagement with external agencies such as CAMHS. EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions	
Attendance	Working closely with the safeguarding and pastoral team to track and challenge attendance. Close communication and meetings with families to ensure students are fully supported in attending school. Weekly discussions in SLT mentor meetings to improve attendance and recognise the correlation between attendance and academic achievement.	1

Total budgeted cost: £190,992

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our 2023 summer results demonstrate a slight improvement for disadvantaged students with a Progress 8 score of -0.56 (0.12 for all students) in comparison to -0.72 in the summer results of 2022. However, the gap between disadvantaged and non-disadvantaged is still too high. 50% of disadvantaged students achieved a grade 4+ in English and maths (compared to 84% of non-disadvantaged) and 32% a grade 5+ (compared to 65% for non-disadvantaged). Students received tuition through YIPIYAP and MyTutor, and were targeted to come into school for directed study, however as we move forward with this intervention we hope to target those that need the support at the earliest possible stage. As part of our extended support program all our year 11 students received 1to1 careers guidance from a trained advisor. The school will continue to embed their strategies for quality first teaching and supporting all vulnerable groups in the classroom in 2023-24. Reading data was produced for the 2022-2023 cohort of year 7, but limited direction on how to support students with low reading abilities. Moving into 23/24, the school has appointed a Literacy Lead who will action all reading tests and deliver staff training on improving literacy. The gap between disadvantaged and non-disadvantaged students' attendance has widened, especially for persistence absence. Our pastoral teams will be working hard to improve attendance with disadvantaged attendance at the fore-front of every meeting. We continued to support disadvantaged students with access to extra-curricular, and they were able to access Bronze and Silver DofE. Moving forward we would like to monitor students attendance to all extra-curricular to know the difference between disadvantaged and non-disadvantaged uptake and how we can further support this. Our internal monitoring demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted by the COVID-19 pandemic, particularly for disadvantaged students, and many of these issues continued into 2021-22. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required, we will continue to build on this approach.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Online Maths, English and Science Tuition	My Tutor
In-school tutor and mentor	YIPIYAP

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/915619/Research_to_understand_successful_approaches_to_supporting_the_most_academically_able_disadvantaged_pupils.pdf