

## Pupil premium impact statement 2023

This statement details our school's use of pupil premium funding for the 2022 to 2023 academic year funding to help improve the attainment of our disadvantaged pupils.

### School overview

Detail	Data
School name	NUAST
Number of pupils in school	955 (including KS5)
Proportion (%) of pupil premium eligible pupils	254 pupils 39% of KS3 and 4 <b>27%</b> of whole school including KS5 73 Ever 6 pupils in Post 16 <b>34%</b> of whole school including Post 16 ever 6
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	New plan published for 23-26
Date this statement was published	December 2023
Date on which it will be reviewed	December 2023
Statement authorised by	Dave Thompson
Pupil premium lead	Carl Atkin
Governor / Trustee lead	Ben Parry

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£209,122.58
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£209,122.58

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. This is especially true post COVID, where disadvantaged students have had a significantly harder time returning to good attendance and with motivation.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We have invested a lot of time and support into the Rosenshine principals of teaching, which involve chunking, challenge, retrieval and strong opportunities for independent learning. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early, in KS3 where possible, to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Have known common strategies for working with PP students

- Ensure staff know who their disadvantaged pupils are and can articulate how they support them lesson by lesson

### Challenges and impact statements for 2022-23

Challenge number	Detail of challenge	Evaluation statements for 22-23
1.	<p>Attendance</p> <p>Attendance- attendance during and Post COVID needs to improve and this is also the case with Pupil premium students. Non attendance during lockdown, and then inconsistent attendance when being sent home to self isolate has resulted in poorer attendance habits, with a willingness for parents to keep students off for minor illnesses</p>	<p>Attendance (87.9%) for PP students was 3.3% lower on average than the cohort as a whole. This is better than national, but still we have the aspiration to get this higher in order to help drive learning and achievement. Persistent absence rates remain higher for PP students than the rest of the cohort in every year group.</p>
2.	<p>GCSE Gaps</p> <p>Gaps- particularly in KS3, PP students were more likely to have gaps in their knowledge as a result of being generally less consistent in attending live lessons. Across the school, content taught in lockdown via live lessons has been remembered and understood less well. This is particularly evident in English, where PP student's GL assessment grammar and punctuation scores were well less than national average</p>	<p>Our aim remains to close all gaps at GCSE and KS3, The Y11 P8 gap was narrowed in 2023 outcomes but still remains wider than we would want. However, most of these students have made significant progress from their entry point in year 10.</p> <p>The gap in KS3 is negligible - in year 9 SEN pupils are closer to their FFT20 targets (based on GL assessments) in both Maths and science. In year 7 SEN students outperformed their peers in English and were very close in maths. In year 8 we see a close match up other than in maths, where there is an SEN gap of around -0.8, making this a priority for us this year.</p>
3.	<p>English language GCSE- 2021-22- has a huge average points gap of -72. English literature is much smaller.</p>	<p>English GCSE P8 gap closed from -0.7 to -0.26 in Language and -0.58 in literature. This is significant progress in the 3 year plan but remains a gap to close</p>

4.	<p>Science and computing GCSE- showed gaps for the first time in Biology, Chemistry and Comp Sci respectively. We need to get these back up to no or negligible gaps as we have seen in previous years.</p>	<p>The gaps in these subjects in Year 11 have closed considerably but still remain as gaps.</p> <p>This is excellent progress on our 3 year plan. The priority is to maintain that progress and try to get the same negligible gap for Chemistry, bring the Physics gap to zero and close the Biology gap, which remains half a grade.</p> <p>However, Computing remains a gap- significantly less than the 1.61 of 2021, but at -0.69 we need to get more of our new cohort of year 11s through with their target grades.</p>
5.	<p>EBACC humanities GCSE had a gap of -1.19 and -1.58 for geography and history respectively</p>	<p>The History gap has reversed completely- of our 16 PP pupils at DS3, PP progress was 0.87 compared to -0.40 for non PP peers- a huge gap in favour of disadvantaged students. However, the dropping of a unit in history significantly helped our PP students and therefore we will have a challenge with that fourth unit resuming and far less consolidation time.</p> <p>In Geography, the gap is now a negligible -0.13, so negligible as a gap. Again, a unit dropped has really helped our PP students consolidate knowledge and we are looking at strategies for how to maintain this progress.</p>
6.	<p>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.</p> <p>This is reflected in CATs tests for incoming Year 7s, where the number of high attainers was very low and reading scores from primary tended to be depressed.</p>	<p>This remains the case for incoming year groups. However, yearly testing of reading ages and a robust whole school reading strategy is in place, and we expect the reading data from September onwards to show us that gap has reduced across KS3 year groups.</p>

7.	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths.</p>	<p>These gaps were identified specifically by GL assessments in September (for example, grammar in English) and KS3 leads in English, maths and science have identified areas to focus on for their curriculum over the year. End of year GL assessments have shown no significant PP gap- in fact, our year 7 PP students have largely outperformed their peers. Only our year 8s in maths showed a significant gap, with either very small or positive gaps elsewhere across KS3.</p>
8.	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly scienc and EBacc subjects</p>	<p>We have had a big emphasis on metacognition and knowledge strategies, particularly through our lesson starters. We are now moving on to expanding strategies into greater talking skills through the Shape agenda and our talk the talk days, and our emphasis is on building PP skills in talking confidently.</p>
9.	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals), gender identity and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the pandemic, teacher referrals for support markedly</p>	<p>Students have settled well back into school life over the year, but the challenge above remains- PP students are more likely to need or seek our pastoral support. Pastoral capacity has been increased over the year, with the appointment of an attendance officer, a pastoral admin officer, 2 additional PSOs and additional CLAs</p>

	increased. Our disadvantaged students make up a disproportionate percentage of these.	
10	Behaviour has become more challenging Post lockdowns, with disadvantaged students disproportionately displaying those negative behaviours	PP student behavior is less challenging with fewer removals and suspensions across the school. However, PP students remain more likely to be removed from lessons than their peers