

# Pupil premium strategy statement – Nuneaton Academy

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	985
Proportion (%) of pupil premium eligible pupils	46.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mark Dalton
Pupil premium lead	Sam Garland
Governor / Trustee lead	Rosie Pettifor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 430,000
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£430,000

# Part A: Pupil premium strategy plan

## Statement of intent

### Statement of intent

Our ultimate objective is to fully embed structures and strategies that will ensure that our disadvantaged students make the same progress as their non-disadvantaged peers. We want all disadvantaged students to secure the best possible post-16 destinations so they continue their education and have successful futures.

We recognise the gap in progress and attainment that exists currently between PP students and their non-PP peers within the school. We aim to close this gap, with the understanding that ensuring our PP students achieve positive academic outcomes is integral to their future opportunities.

Joining the United Learning Trust has enabled the school to invest in infrastructure, staff and resources to achieve these aims for PP students. We have been able to retain high performing staff and recruit new members of staff to help us achieve our aims. Improvements in teaching and learning which have been made through CPD, coaching of colleagues, assessment (especially the response to assessment procedures) and robust monitoring of the impact of these strategies, will enable the school to close the progress and attainment gap between PP and non-PP students. Changes to our curriculum will ensure that our PP students have access to an ambitious curriculum which engages all learners, increasing cultural capital and ensuring all students can achieve positive outcomes in Year 11.

Pupil Premium funding is used to support the implementation of our plan. The funding supports the mission to ensure high quality teaching and learning with targeted involvement where needed in the form of selective academic intervention. It also supports wider strategies such as attendance initiatives, the extension of the school day for Year 11 pupils, opportunities to access school visits, and supporting pupils' social, emotional and behavioural needs.

The key objectives of our plan are that we:

1. Embed a culture of high aspirations, work ethic and good behaviour
2. Ensure disadvantaged students make at least the same progress and attainment as non-disadvantaged peers.
3. Improve the attendance of disadvantaged students.
4. Ensure all disadvantaged students have the reading and literacy skills to make the best possible progress in all their subjects
5. Fully engage disadvantaged students by supporting and engaging with parents and carers.
6. Ensure that all staff are aware of the barriers for learning for disadvantaged students. When these are identified they work tirelessly to remove them.

7. Increase the cultural capital of disadvantaged students through the curriculum in school and opportunities outside of school.

## Challenges

Challenge number	Detail of challenge
1	<p><b><u>Progress and Outcomes</u></b></p> <p>Our first challenge is in ensuring that PP students make at least the same progress as non-disadvantaged students at KS3 and KS4. Changes to our curriculum since September 2023 have ensured that all pupils are in receipt of a highly aspirational curriculum, which is integral to our goal that all pupils make progress and that PP students match the progress of their non-PP peers. Currently, there is a clear gap in the attainment of PP students compared to non-PP students, which limits post-16 opportunities for these individuals.</p> <p>August 2025 GCSE-data showed that non-PP students had an Assessment 8 score of 49.21 and PP students 34.52, equating to a gap of -14.69. The English/Maths 4+ crossover for PP students is 45.83% compared to 67.65% for non-PP students (a difference of -21.82%)</p>
2	<p><b><u>Reading KS3</u></b></p> <p>Current Year 7</p> <p>This year, only Year 7s have taken the NGRT as per UL guidelines. Of the 198 students tested, 94 were PP and 98 were not. The mean SAS of PP students is 97.7, while non-PP students is 103.3 (a difference of -5.6). Most pronounced are in the lowest stanines, where 27% of the cohort are in stanines 1 and 2, with the breakdown of this being 20% PP and 7% non-PP. There is a clear and significant gap between the reading abilities of disadvantaged students and their non-PP peers.</p> <p>KS3</p> <p>In 2023, year 8 PP pupils had a mean SAS score of 99.0, below the national average of 100.0, while non-PP pupils (both male and female) scored higher, with females at 103.8 and males at 102.4. However, in 2024, the mean SAS for PP pupils improved to 100.0, matching the national average, although non-PP pupils continued to score higher, with females at 104.9 and males at 101.7. The average reading age for PP pupils also increased from 11:11 in 2023 to 12:02 in 2024, indicating progress. For the 2024-2025 academic year, PP students began with a mean SAS score of 100.3 and ended with a score of 104.0, while the non-PP began at 104.1 and ended at 106.5 – though a gap remains (-2.5), PP students made considerably more progress and ended the year well above the national average (100). This indicates that the whole-school literacy programme and reading interventions initiated at the beginning of this strategy are having an effect, but continued focus is needed to close the gap fully. Our ability to track this to the same extent may be limited in the future, due to UL changes in testing, which will now only focus on students in stanine 1-4.</p>

3	<p><b><u>Attendance</u></b></p> <p>Our challenge is to ensure that PP students attendance matches that of their non-PP peers. Attendance during 2024-2025 of PP students was 76.6% (-8.6% below the national figure) compared to an overall attendance of 84.9% for students across the year. We have robust systems and strategy to tackle non-attendance using a multi professional approach. This approach supports families who otherwise become disengaged. This is to ensure that students feel supported and confident about attending the academy. Pastoral staffing has been increased to support this process alongside an increase in administrative staff working on attendance to monitor and support attendance, including home visits undertaken by the school's leadership team.</p>
4	<p><b><u>Suspension rates of PP students</u></b></p> <p>The behaviour of Pupil Premium students is a critical aspect of fostering a positive and conducive learning environment within our school community. During the last academic year, the school recorded a total of 707 suspensions, with a notable 501 instances involving Pupil Premium pupils. This equates to approximately 70.8% of all suspensions, indicating a substantial representation of PP pupils in disciplinary incidents. Our challenge is to decrease number of suspensions of PP students, so they are not missing time in front of teachers and accessing the curriculum. We also need to cater for the complex needs of some of our PP students due to their adverse child experiences. School has to be a safe place for all pupils, with additional support given to pupils who require it through mentoring, counselling or support from the safeguarding team. This will result in fewer suspensions and more time being able to access our ambitious curriculum.</p>
5	<p><b><u>Attainment in English and Maths</u></b></p> <p>Our challenge is that our PP students do not perform as well as their non-PP peers in achieving a standard or strong pass in both English and Maths. Last year, 67.65% of non-PP students achieved a 4+ in English and Maths compared to 45.83% of PP pupils – a gap of -21.82%. This has narrowed by over 12% from August 2024 (27.4% PP E/M crossover at 4+). There is also a significant and growing gap between PP and Non-PP achieving a 5 or higher in both English and Maths, with 15% of PP students achieving a 5 or higher in both compared to 50 % of non-PP students – a gap of -35%. This gap has widened considerably since August 2024 (-16.45% PP E/M crossover at 5+). As student outcomes have progressed at the strong pass level, PP outcomes have not grown at a comparable rate. It is important that all pupils are proficient in English and Mathematics to have successful futures.</p>

## 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
Attainment 8	Ensure that Attainment 8 value matches the school average of non-disadvantaged students.
Reading	Students develop a genuine love for reading, which enables them to seek out (and benefit

	<p>from) new reading experiences independently.</p> <p>Improved reading ages of pupils that are sitting in stanine 1-4. Moving to stanine 5-6. Support FSM pupils and providing them with the resources and help to get into stanine 7-9 and be above national average.</p> <p>Staff are aware of (and can adequately plan for) the current reading comprehension and abilities of their PP students to support them to access the curriculum.</p> <p>Increased reading skills lift a student's ability to make progress in all subjects, raising attainment over time meaning attainment matches that of non-disadvantaged students in the school.</p>
Attendance	Ensure that attendance matches the average figure of non-disadvantaged students in the school.
Behaviour and Suspensions	Ensure that suspensions of PP students is in line with suspensions of non-disadvantaged students.
Attainment in English and Maths	Ensure that the percentage of PP students' attainment at grade 4 or higher in both English and Maths matches that of non-disadvantaged students.

## 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: £203,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality teaching is provided in a disruption free environment. This allows the curriculum to be delivered effectively by teachers and accessed by pupils. Pastoral and SLT staff assist where needed to ensure disruption free learning.</p> <p>Teaching and Learning reviews by SLT ensure standards are high. Where there is strength, this is celebrated and disseminated to staff. Where there is weakness, support is given to ensure there is a consistent experience for all pupils. The use of Steplab helps to support our teachers become better practitioners, as does our CPD programme and Teaching and Learning SLT intervention. Curriculum Leaders are also supported in ensuring teaching and learning in their subjects/faculties meet the expectations of the academy.</p> <p><b>Pastoral Leaders x 5 30% of time</b>  <b>Reflection Staff x 2 100% of Time</b>  <b>£106,225</b></p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/School Planning Guide 2022-23.pdf?v=1702626137">https://d2tic4wvo1iusb.cloudfront.net/production/documents/School Planning Guide 2022-23.pdf?v=1702626137</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	1 - 5
<p>CPD to support the implementation of evidence-based approaches is delivered on a half-termly schedule, and is complemented by subject/faculty meetings led by Curriculum Leaders. TLAC and Rosenshine techniques are embedded in all classrooms and monitored to ensure all pupils are consistently in receipt of high-quality teaching. These are based on research from cognitive science and their impact is reviewed. All CPD sessions are</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	1-5

<p>accompanied by booklets/handouts which are provided and available to staff electronically to complement their CPD journey for the year, with each linked to academic research.</p> <p>New focus on PP production of work, supported by classroom documentation which directs staff actions and allows for notes for observation/feedback/prompts, with a goal of actively comparing PP and non-PP work. These documents also ensure that staff are adequately planning for and reacting to the work of priority pupils to ensure progress.</p> <p><b>SLT = £10,000</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom</a></p>	
<p>Recruitment and retention of staff to deliver our curriculum, monitor its implementation and assess its impact. Additional teaching staff recruited in Science and Maths department. Also, the retention of high performing staff in the school to ensure the leadership of teaching and leading is robust and improves the wider teaching body. This results in improved progress and attainment of pupils. There is a professional development offer to all staff, but specifically targeted at middle leaders, who are offered careers progression and development through NPQ programmes and the UL training models.</p> <p><b>SLT = £1,600</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="https://www.gov.uk/guidance/school-workload-reduction-toolkit">https://www.gov.uk/guidance/school-workload-reduction-toolkit</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	1-5
<p>Investment in technology to support teaching and learning. Two new computer rooms. All classroom fitted with interactive screens. Additional trilby technology to be used in school to improve the learning experience. iPads purchased for pastoral staff and teachers used to deliver the curriculum and analyse where there are behavioural “hot spots”. This allows the team to be proactive and keep pupils in lessons and accessing the curriculum.</p> <p><b>£5,000</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	1-5

<p>Since 2023, there has been additional recruitment in the leadership of Teaching and Learning, which now includes Melissa Oatham (Lead Practitioner) and Sam Garland (Assistant Principal), who oversee the ITT/ECF and the quality of education in lessons. Coaching has been streamlined substantially, to now focus on those who require it most – particularly those new to the classroom or who are in need of additional support in relation to specific techniques or classroom strategies.</p> <p>Step Lab, T &amp; L bulletins and the handbook are the vehicle for shared pedagogy. The PD (NPQs and UL programmes) will support staff as well the high quality CPD that staff will receive, meaning PP students have access to consistent quality first teaching.</p> <p><b>Time spent on this activity</b> <b>£69,443</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="https://niot.org.uk/teacher-mentoring-research">https://niot.org.uk/teacher-mentoring-research</a></p>	<p>1, 3, 4 and 5</p>
<p>Use of NGRT, MidYiS and CAT assessment information to allow leaders and teachers to understand PP learners' starting points more accurately, allowing for teachers to cater to the individual needs of PP learners. This also enables teachers to understand the potential of PP learners and to raise their aspirations for their academic potential. New monitoring and tracking systems in place this year with PP focus at whole school and subject level.</p> <p><b>Time spent on this activity</b> <b>£7,000</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium">https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</a></p>	<p>1 - 5</p>
<p>Staff CPD is currently ongoing throughout the term to support tutors in their reading sessions. These sessions include going through the importance of reading, reading strategies and identifying the weakest and strongest readers in their form using the NGRT data. The use of reading rulers for all staff and reading programmes such as Lexonik. This will also involve the Director of Literacy ATH (and interim</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	<p>1, 2 and 5</p>

<p>Director of Literacy LPA, 2025-2026) delivering CPD and being invited to the Curriculum Leaders meeting to deliver key information on reading.</p> <p><b>Time spent on this activity</b> <b>£3,970</b></p>		
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £180,871

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Creation of a new Literacy faculty which is over seen by the director of literacy (Abbie Thay). Both the newly appointed librarian (Jennifer Garland) and in particular the reading intervention officer (Laura Parkinson) will now be supporting and leading our weakest readers, their phonics programme and targeted intervention. PP students with low reading ages will be a priority for this intervention.</p> <p><b>£12,000</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1,2 and 5
<p>The Lexonik reading programme will support PP in developing their literacy skills. Lexonik collect the data and provide the necessary resources for our staff to deliver these interventions.</p> <p>Over the course of six weeks, learners improve their phonological awareness by working with common syllable sounds, practising until they reach automaticity to aid reading accuracy and fluency. In parallel to this, learners explore polysyllabic, academic vocabulary and are taught a methodology that supports the morphemic analysis of words, which can be applied independently when they need it most. Learners are selected</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1 - 5

<p>based on existing internal school assessment processes, then receive a baseline and post assessment to determine progress. This will be delivered by our Phonics lead, Librarian, Literacy Lead and AP for Attendance. <b>£22,990</b></p>		
<p>Ongoing intervention and support for SEND/PP pupils meaning increased access to mainstream curriculum through progress coaches and student support.</p> <p>Increased number of progress coaches employed to support intervention of SEND PP learners. 11 progress coaches employed to meet the needs of identified pupils.</p> <p><b>£115,881</b></p> <p>Implement 2 members of the SEND Team to be upskilled to be able to support pupils on higher tier topics and processes so that interventions can include these areas to raise achievement.</p> <p>For PP pupils to be the first tested alongside SEND pupils for EAA.</p> <p>Continue Rubric training, lesson breakdown with PCs/TAs and implement the EEF TA framework of pupil support.</p> <p>SEND team have full access of teachers' seating plans so that they can identify SEN/PP pupils and ensure/advise on adequate preparation in relation to planning in the classroom <b>£30,733</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1-5</p>

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

Budgeted cost: 46,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Strategies to promote attendance for PP students</p> <p>Yr. 11 attendance interviews prioritised in the 2025-2026 academic year – PP and SEN were the priority.</p> <p>Tutor calls 3 students at risk of PA when they are absent</p> <p>Students are rewarded with a “golden ticket” each day they attend school with chance to win 1 of 4 big prizes.</p> <p>Houseopoly, three tutor groups with highest attendance (and most-improved) wins weekly non-uniform or pizza lunch</p> <p>Termly celebration concerts introduced for 100% attendance.</p> <p>Home visits made for pupils who are severely absent.</p> <p>Positive calls (PP first, every two weeks) are also be made.</p> <p>Dedicated attendance team make phone calls between 8-9am to monitor attendance and to encourage pupils to return to school.</p> <p>S1 and S2 attendance letters are sent out (below 90% - S1; below 85% - S2) – initial findings suggest a 41% increase post S-1 letter (half-term 1, 2025).</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports</a></p> <p><a href="https://www.suttontrust.com/our-research/missing-talent-disadvantaged-pupil-attainment/#:~:text=There%20are%20about%207%2C000%20such,by%20the%20age%20of%2016.">https://www.suttontrust.com/our-research/missing-talent-disadvantaged-pupil-attainment/#:~:text=There%20are%20about%207%2C000%20such,by%20the%20age%20of%2016.</a></p>	<p>1, 3, 4 and 5</p>
<p>Trips and visits are subsidised for PP pupils to ensure they do not miss out on these opportunities to build cultural capital. The end of year reward trip to incentivise attendance also was and will be run at no financial cost to students and the residential trip is 50% reduced for PP students.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>1, 3 and 4</p>
<p>Our family engagement works with families of non or low PP attenders to overcome barriers to attendance including picking up students where transport might be an issue. The outcome of all of this is to increase attendance and the use of part time tables does support this phased return for non-attenders.</p>	<p><a href="https://www.suttontrust.com/our-research/missing-talent-disadvantaged-pupil-attainment/#:~:text=There%20are%20about%207%2C000%20such,by%20the%20age%20of%2016.">https://www.suttontrust.com/our-research/missing-talent-disadvantaged-pupil-attainment/#:~:text=There%20are%20about%207%2C000%20such,by%20the%20age%20of%2016.</a></p>	<p>1, 3 and 5</p>

<p>Increased capacity in the administrative support of attendance in making phone calls home and doing home visits as well as the family engagement officer.</p> <p>Additional admin staff have been employed to help with the work of the family engagement officer.</p>		
<p>To ensure that all PP students have full access to a careers programme, a careers curriculum is delivered in PSHE. All PP pupils receive a careers meeting with trained professionals so that post-16 destinations and applications can be written. All PP students are supported through our careers service and through staff in school so they are aware of their options post 16. Assemblies from providers are held and tutors receive training on careers curriculum.</p>	<p><a href="https://www.aoc.co.uk/services/blogs/why-careers-guidance-more-important-ever">https://www.aoc.co.uk/services/blogs/why-careers-guidance-more-important-ever</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	3, 4 and 5
<p>Pastoral issues inside and outside of school are addressed.</p> <p>Increased capacity in the pastoral team with 2 additional pastoral leaders, two pastoral admin and a refectory room manager. Increased staffing means that PP pupils are receiving the pastoral care as required. Social and emotional support is provided and PP pupils have more time accessing the curriculum. Reduced removals from lessons and suspensions mean that PP pupils have more time accessing the curriculum and receive continuity with their learning.</p> <p>Employment of a school counsellor to offer bespoke support to continue and build students confidence and self esteem. <b>£46,025</b></p>	<p><a href="https://www.suttontrust.com/our-research/missing-talent-disadvantaged-pupil-attainment/#:~:text=There%20are%20about%207%2C000%20such,by%20the%20age%20of%2016.">https://www.suttontrust.com/our-research/missing-talent-disadvantaged-pupil-attainment/#:~:text=There%20are%20about%207%2C000%20such,by%20the%20age%20of%2016.</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium">https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</a></p>	1, 3, 4 and 5
<p>Improvement in behaviour standards and provision <b>Adaptation of the School Pastoral/Behaviour Team:</b> Strengthening support structures to better address the needs of PP pupils.</p> <p><b>Lesson Changeover Team:</b> Improving transitions between lessons to minimize disruptions and foster a smoother learning environment. SLT and Pastoral Team</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	1-5

<p><b>Evolution of behaviour policy:</b> Emphasizing Disruption-Free Learning with a focus on clarity, consistency, and conviction. Addressing issues related to lateness and truancy. New uniform in September and all pupils in Year 8 – 11 given new uniform.</p> <p><b>Staff Shared Language:</b> Promoting consistency in language and expectations across all staff members.</p> <p><b>Reflection Room:</b> Enhancing the effectiveness of the Reflection Room as a tool for behaviour correction.</p> <p><b>Reasonable Adjustments for Pupils with SEND Needs:</b> Ensuring tailored support for Pupil Premium pupils with Special Educational Needs and Disabilities.</p> <p><b>Ongoing Teaching of Expected Behaviour:</b> Implementing continuous educational initiatives to reinforce positive behaviour expectations.</p> <p><b>CPD for Staff:</b> Conducting professional development sessions to equip staff with effective strategies for addressing behaviour.</p> <p><b>Monitoring of Hotspot Lessons:</b> Identifying and addressing specific lessons with a higher incidence of behavioural issues.</p> <p><b>Early Intervention and Family Support:</b> Proactively offering early help to families identified as needing additional support.</p>		
<p>Extending school time in Year 11 for PP students to gain additional time for English, Maths and Science. Year 11 students have an extra period 3 days a week to help improve their outcomes in the CORE subjects. No extra cost as timetable lesson within load</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	<p>1 and 5</p>
<p>Use of Arbor to communicate with parents and carers so they are aware of school events and important information from school. This is to ensure that we are engaging with PP parents and carers and they feel they are up to date with school events and involved in their child's education.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>1 - 5</p>
<p>Providing transport for PP pupils to access activities in school that promote their academic progression and build cultural capital. Subsidising uniform. Paying for</p>	<p><a href="https://www.suttontrust.com/our-research/missing-talent-disadvantaged-pupil-attainment/#:~:text=There%20are%20about%207%2C000%20su">https://www.suttontrust.com/our-research/missing-talent-disadvantaged-pupil-attainment/#:~:text=There%20are%20about%207%2C000%20su</a></p>	<p>1-5</p>

activities that build character and help improve outcomes.	<a href="#">ch.by%20the%20age%20of%2016.</a>	
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**Total budgeted cost: £ 430,000**

## Part B: Review of the previous academic years

### Outcomes for disadvantaged pupils

Due to the Nuneaton Academy leaving the Midland Academies Trust and joining United Learning last year marked the end of previous pupil premium strategy. The data below illustrates that the previous plan was not improving the outcomes across various performance measures and the gap between the performance of PP students and non-PP students was widening. The strategy was not successful.

	2023			2024		
	PP	Non PP	Gap	PP	Non PP	Gap
<b>Progress 8</b>	<b>-0.94</b>	<b>-0.23</b>	-0.71	-0.9	-0.31	-0.59
<b>Attainment 8</b>	<b>30.04</b>	<b>40.07</b>	-10.03	26.24	40.13	-13.89
<b>4EM %</b>	<b>26.92%</b>	<b>47.73%</b>	-20.81%	27.4%	61.96%	34.56
<b>5EM %</b>	<b>9.62%</b>	<b>29.55%</b>	-19.93%	15.07%	32.61%	17.54

Therefore, the new strategy marks the beginning of the new school. All activities in the strategy focus on our 5 challenges and are designed to improve outcomes for pupil premium students. The increased capacity in terms of staffing, expertise, monitoring and assessing impact of strategy are designed to close the gap that has been increasing between attainment and progress, attendance, suspensions and reading ages between PP and non-PP pupils.

Due to our starting point, we will initially judge ourselves against the gap between PP pupils and non-PP pupils in the school. As the gap closes in future years, we intend to judge ourselves against national benchmarks for PP attainment, progress, attendance, suspensions and reading ages.

## 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