

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	951
Proportion (%) of pupil premium eligible pupils	40.13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023 - 2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mark Dalton
Pupil premium lead	Joe Newton
Governor / Trustee lead	United Learning

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£378,293
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>	£100,878
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£479,171

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 with in the school. We aim to close this gap. Ensuring that our PP students achieve positive academic outcomes is very important for their futures.

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, 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 and progress gap between PP and no PP students. Changes in to our curriculum will ensure that our PP students have access to an ambitious curriculum that engages all learners, increasing cultural capital and ensures 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 intervention where needed in the form of one to one or small group academic intervention. It also supports wider strategies such as supporting attendance, extending 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 include:

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. 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><u>Progress</u></p> <p>Our challenge is to ensure that PP students make at least the same progress as non-disadvantaged students at KS3 and KS4. Changes to our curriculum since September 2023 will ensure that all pupils are in receipt of a highly aspirational curriculum so all pupils can make progress and that PP students can match the progress of their non PP peers. There is also a gap in the attainment of PP students compared to non PP students which limits post 16 opportunities for PP students.</p> <p>August 2023 data showed that showed a Progress 8 of -0.94 for PP students compared to non PP students P8 score of -0.23. This is compared to an over school P8 -0.45. Other performance measures such as Attainment 8 demonstrate a gap in attainment. Non PP students scoring a A8 score of 36.41 and PP scoring 28.64.</p>
2	<p><u>Reading</u></p> <p>PP students have lower reading ages on average than non PP students in all year groups. NGRT testing has highlighted this issue and there is a higher proportion of PP students in stanine 1-2. Reading is a whole school focus to improve the reading ages of all pupils including PP pupils so students can access the curriculum and have a reading age by Year 11 so they can read and comprehend GCSE exam questions. A variety of approaches are being used such as the tutor time reading programme. Small group intervention programme from Lexonik. 1:1 intervention from Phonics Reading Lead focussing on phonics and 1;1 reading with our weakest PP readers.</p>
3	<p><u>Attendance</u></p> <p>To ensure that PP students attendance matches that of their non PP peers. Attendance in 2022 -2023 of PP students was 77.53% compared to 88.72% of non PP students for 2022-23. 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.</p>
4	<p><u>Social, emotional and behavioural needs</u></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 867 suspensions, with a notable 578 instances involving Pupil Premium pupils. This equates to approximately 66% 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</p>

	and accessing the curriculum. We also need to cater for the complex needs of some of our PP students due to the adverse child experiences. School has to be safe place for all pupils and extra support given to pupils who require it through mentoring, counselling or support from the safeguarding team. This will result in less suspensions and more time being able to access our ambitious curriculum.
5	<p><u>Attainment in English and Maths</u></p> <p>Our challenge is that our PP students do not perform as well as their non PP peers in achieving a standard pass in both English and Maths. Last year 47.73% of non PP students achieved a 4 in English and Maths compared to 26.92% on PP pupils. There is also a gap between PP and Non PP achieving a 5 or higher in both English and Maths. With 9.62% of PP students achieving a 5 or higher compared to 29.55% of non PP. Too many of our PP students are not achieving the basics in English and Maths which effects their post 16 opportunities. 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
Progress 8	Ensure that Progress 8 value matches the school average of non-disadvantaged students
Attainment 8	Ensure that Attainment 8 value matches the school average of non-disadvantaged students.
Reading	<p>Students develop a genuine love for reading, which enables them to seek out (and benefit 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 a 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: £278,293

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first 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. 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 all consistent experience for all pupils.	https://d2tic4wvo1iusb.cloudfront.net/production/documents/School_Planning_Guide_2022-23.pdf?v=1702626137 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1 - 5
CPD to support the implementation of evidence based approaches delivered to staff on a weekly basis. TLAC and Rosenshine techniques embedded in all classrooms and monitored to ensure all pupils receiving high quality teaching consistently.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1-5

<p>These are based on research from cognitive science and their impact is reviewed.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom</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. The professional development offer to all staff and especially middle leaders being offered careers progression and development through NPQ programmes.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://www.gov.uk/guidance/school-workload-reduction-toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</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 to used to deliver the curriculum and analyse where behavioural hot spots. Allowing the team to be proactive and keep pupils in lessons and accessing the curriculum. iPads PP pupils to be purchased for Year 11 so they can access online revision platforms.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1-5
<p>Mentoring and coaching of staff to improve teaching and learning. SLT added capacity and training of coaches in school to widen the network of coaches to support teachers with implementation of teaching and learning strategies. Also added capacity to monitor the impact of these strategies.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1, 3, 4 and 5

Meaning PP students have access to quality first teaching. Step lab and instructional coaching	https://niot.org.uk/teacher-mentoring-research	
Use of NGRT and CAT assessment information to allow leaders and teachers to understand PP learners starting points more accurately. Allowing for teachers to cater for the individual needs of PP learners. Also allowing teachers to understand the potential of PP learners and raise their aspirations of the academic potential.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium	1 - 5
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.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2 and 5

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

Budgeted cost: £105,878

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted reading intervention with our phonics teacher, who has a wealth of experience in early years education. Gillian has identified whether our weakest readers needed support in phonics, reading comprehension, or reading fluency. Once Gillian identified the needs of the pupils, she put the necessary intervention in place for them and has been working closely with three pupils at a time in a targeted intervention. Lead Phonics Teacher is a new member of staff from September 2023 to deliver reading intervention with our weakest PP readers who are in stanine 1-2 of the NGRT tests.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,2 and 5
<p>NTP tuition for PP students needing support for English and Maths. Working in small groups of no more than 3 pupils' gaps that have been identified in assessments will be addressed.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2,3 and 5
<p>Lexonik reading programme. It 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 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 Teaching and Learning</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1 - 5

<p>Ongoing intervention and support for SEND/PP pupils meaning increased access to mainstream curriculum through progress coaches and student support.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1-5</p>
<p>Increased number of progress coaches employed to support intervention of SEND PP learners.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	

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

Budgeted cost: £95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strategies to promote attendance for PP students</p> <p>Tutor calls 4 students at risk of PA when they are absent</p> <p>Students rewarded with Golden ticket for attending school with chance to win 1 of 4 big prizes</p> <p>Formopoly, tutor group with highest attendance wins a non uniform or pizza lunch</p> <p>Random prize draw each Friday with students who have 100% for that week</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports</p> <p>https://www.suttontrust.com/our-research/missing-talent-disadvantaged-pupil-attainment/#:~:text=There%20are%20about%207%2C000%20such,by%20the%20age%20of%2016.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>1, 3 and 4</p>
<p>The employment from September of a family engagement officer who works with families of non or low PP attenders to overcome barriers to attendance including</p>	<p>https://www.suttontrust.com/our-research/missing-talent-disadvantaged-pupil-attainment/#:~:text=There%20are%20about%207%2C000%20su</p>	<p>1, 3 and 5</p>

<p>picking up students where transport might be an issue.</p> <p>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>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>ch.by%20the%20age%20of%2016.</p>	
<p>To ensure that all PP students have full access to a careers programme that is delivered in PSHE. All PP pupils receive a careers meeting with trained professionals so 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>https://www.aoc.co.uk/services/blogs/why-careers-guidance-more-important-ever</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>3, 4 and 5</p>
<p>Pastoral issues inside and outside of school are addressed.</p> <p>Increased capacity in the pastoral team with 2 additional pastoral leaders, one pastoral admin and a refecton 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.</p> <p>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.</p>	<p>https://www.suttontrust.com/our-research/missing-talent-disadvantaged-pupil-attainment/#:~:text=There%20are%20about%207%2C000%20such,by%20the%20age%20of%2016.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p>	<p>1, 3, 4 and 5</p>
<p>Improvement in behaviour standards and provision</p> <p>Adaptation of the School Pastoral/Behaviour Team: Strengthening support structures to better address the needs of PP pupils.</p> <p>Lesson Changeover Team: Improving transitions between lessons to minimize disruptions and foster a smoother learning environment.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1-5</p>

<p>Behaviour Relaunch: Emphasizing Disruption-Free Learning with a focus on clarity, consistency, and conviction. Addressing issues related to lateness and truancy.</p> <p>Staff Shared Language: Promoting consistency in language and expectations across all staff members.</p> <p>Reflection Room Relaunch: Enhancing the effectiveness of the Reflection Room as a tool for behaviour correction.</p> <p>Reasonable Adjustments for Pupils with SEND Needs: Ensuring tailored support for Pupil Premium pupils with Special Educational Needs and Disabilities.</p> <p>Ongoing Teaching of Expected Behaviour: Implementing continuous educational initiatives to reinforce positive behaviour expectations.</p> <p>CPD for Staff: Conducting professional development sessions to equip staff with effective strategies for addressing behaviour.</p> <p>Monitoring of Hotspot Lessons: Identifying and addressing specific lessons with a higher incidence of behavioural issues.</p> <p>Early Intervention and Family Support: 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.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>1 and 5</p>
<p>Use of the WEDUC 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1 - 5</p>

Total budgeted cost: £ 479,171

Part B: Review of the previous academic year

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.

	2022			2023		
	PP	Non PP	Gap	PP	Non PP	Gap
Progress 8	-1.04	- 0.66	-0.38	-0.94	-0.23	-0.71
Attainment 8	30.69	39.74	-9.04	30.04	40.07	-10.03
4EM %	41.86%	59.38%	-17.52%	26.92%	47.73%	-20.81%
5EM %	16.38%	30.23%	-13.85%	9.62%	29.55%	-19.93%

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 no 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