

Pupil premium strategy statement

This statement details how Nunthorpe Academy spends pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Nunthorpe Academy
Number of pupils in school	1529
Proportion (%) of pupil premium eligible pupils	Y7 to Y11 18% of the cohort
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 - 2023
Date this statement was published	Dec 2022
Date on which it will be reviewed	Termly
Statement authorised by	Trustees
Pupil premium lead	A Armstrong
Governor / Trustee lead	A Tickle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£249,698
Recovery premium funding allocation this academic year	£76,590
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£326,288
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	of N/A

Nunthorpe Academy Vision: We are committed to becoming Outstanding by:

- Ensuring that every student and member of staff is able to realise, fulfil and exceed their potential in their academic and pastoral lives;
- Guaranteeing that teaching and learning challenges and equips students with the knowledge and skills needed for Higher Education, employment and life-long learning;
- Providing personalised information, advice and guidance (IAG), and offering support whenever it is needed;
- Cultivating a positive atmosphere of mutual respect and success.

READY, RESPECTFUL, SAFE

This applies to all students at Nunthorpe Academy.

The current PPG plan aspires to address the key areas previously identified and contained within the three Year strategy. The key principles of the plan are:

- Rigorous challenge of staff through the quality assurance processes
- Improving attendance of all students particularly PPG.
- Addressing the progress of PPG students to make progress in line with their peers, and engage parents/carers to support students' achievement and make progress.

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Achievement / Progress 8. In 2020, PPG students' P8 was -0.62. In 2021 TAG/CAG. In 2022 PPG progress was -0.5
2	Attendance. The attendance of PPG students is not good enough. Overall attendance finished at 90.9% and attendance for PPG students was 86.0% (an improvement of 0.4% since Feb 2022) compared to None PPG at 92.4% the PPG gap finished at currently -6.4%. National Average attendance for all students on 21 July 2022 80.8% (all settings) and Secondary Education 75.5%. The National Average for FSM is 86%. The Academy Improvement Plan identified improvement towards the non-PPG figures and the Academy target of 96%
3	Parental understanding and support of students in their academy journey. Parents/carers often do not understand the process and/or how to support their child's needs.
4	Student engagement/Behaviour for Learning. Reducing the number of PPG students who are not engaged will miss out on key learning opportunities. In 2021/22 PPG 1+days suspension was 4.06% of the school population compared to non PPG at 4.52%. At 2+ days PPG was 2.36% of suspensions compared to 2.42% being non PPG.

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
PPG students to have a progress score of 0 or better.	<ul style="list-style-type: none"> ● All PPG students make progress in line with their non-PPG peers. ● Learning walks and work scrutiny demonstrate embedding of Education Endowment Foundation strategies, including the agreed Academy foci of metacognition and feedback. ● Greater consistency within departments, and across the whole Academy of metacognition and feedback strategies. ● Use of the BRILLIANT approach is evidenced consistently within departments and across the Academy. ● Academy and trust Deep Dives provide clear evidence of the use and impact of the BRILLIANT approach within and across all departments. ● Consistent use of high quality feedback for students within departments and across the Academy.
PPG students' attendance to reach 96% or better than their peers.	<ul style="list-style-type: none"> ● PPG students will have an attendance figure at least in line with the academy target of 96% or better than their peers. ● The academy aims to reduce PA by 6% each year. ● PPG students will have a late figure at least in line with the non PPG students, or better.
Parents/carers understand and support students in their academy journey.	<ul style="list-style-type: none"> ● Throughout Years 7 to 11 attendance at parent review evenings, CEIAG /aspiration events and curriculum/options inputs for PPG parents/carers matches the attendance of their non-PPG peers. ● Throughout Years 7 to 11 academy communication software shows PPG parents/carers engage in line with their non-PPG peers. ● Parental feedback demonstrates that parents/carers of PPG students have a positive and constructive experience of Parent Review Evenings.
Student Engagement/ Behaviour for learning data is comparable for PPG students and non PPG students.	<ul style="list-style-type: none"> ● The percentage of suspensions of PPG students are not dissimilar to non-PPG students ● The percentage of students receiving a BFL are not dissimilar to non-PPG students. ● The percentage of students receiving a detention is not dissimilar to non-PPG students. ● The Achievement points for PPG students are at similar levels to non-PPG.

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: £90,000

In the supporting evidence column the figures refer to the expected months improvement based on the research findings of the Education Endowment Foundation (EEF). This is found here <https://educationendowmentfoundation.org.uk/> The detail in each column describes the approach.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Teaching and Learning focus for 2021/22</u>		
<p>EEF tiered approach is adopted as good practice T&L Team Develop a 12 month Quality First Teaching, T&L package to focus on:</p> <p>Metacognition</p> <p>Feedback</p> <p>Brilliant Approach (including Differentiation)</p> <p>Review all QA paperwork to support embedding and review of impact and actions for further CPD</p>	<p>As noted above the EEF is used to support decisions around the best practices to support our students. Each of these areas can be linked to a research based possible improvement in learning. This is measured in expected months.</p> <p>Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. (EEF +7)</p> <p>Feedback is information given to the learner or teacher about the learner’s performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students’ learning. (EEF +8)</p> <p>Individualised instruction involves different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored - particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum - will be more effective (EEF +3)</p> <p>Good practice shows that quality systems and processes are monitored and challenged with rigour to help create positive outcomes.</p>	<p>This will address challenge 1 and 4.</p>
<u>Supporting student to achieve in line with their peers.</u>		
<p>Employment of a nurture teacher. This enables the delivery of the Project Based Learning curriculum and</p>	<p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. (EEF +3)</p>	<p>This will address challenge 1 and 4.</p>

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

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Timetabled intervention for targeted Year 10 and Year 11 students</u>		
<p><i>Timetabled intervention delivered by Nunthorpe Academy teachers.</i> <i>Small group intervention is delivered to support understanding and stretch students. This intervention is in maths, MFL, History and Art.</i></p> <p><i>Tutor groups-Y10 and Y11 are subject specific</i> <i>The KS4 progress lead will utilise departmental data to provide targeted specialist subject based support through the pastoral programme.</i></p>	<p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area (EEF +4)</p> <p>As noted above the EEF is used to support decisions around the best practices to support our students. Each of these areas can be linked to a research based possible improvement in learning. This is measured in expected months.</p>	<p>This will address challenge 1 and 4.</p>
<u>Maths and Literacy Intervention Strategies</u>		
<p><i>Maths whizz.</i> <i>This is an online intervention that will be used with targeted KS4 students</i></p> <p><i>Reciprocal Reading</i></p>	<p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of extending school time or a summer school – or as a replacement for other lessons. (EEF +5)</p> <p>Phonics is an approach to teaching reading, and some aspects of writing, by developing learners’ phonemic awareness. This involves the skills of hearing, identifying and using phonemes or sound patterns in English. The aim is to systematically teach learners the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. (EEF +4)</p>	<p>This will address challenge 1 and 4.</p>
<u>Targeted Year 11 homework intervention</u>		
<p><i>Key Y11 PPG students</i> <i>are targeted for a homework and preparation session</i></p>	<p>Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons. Common homework activities in secondary schools include completing tasks</p>	<p>This will help to address challenges 1, 3 and 4.</p>

<p><i>once a week. These students are targeted using in school data. They have access to resources, support from staff and sixth form and have mentoring to include revision preparation.</i></p>	<p>assigned in lessons, preparing for tasks in future lessons, routine coursework, and revision for tests and examinations. Our definition also includes activities such as ‘homework clubs’ where pupils have the opportunity to complete homework in school but outside normal school hours, and ‘flipped learning’ models, where pupils prepare at home for classroom discussion and application tasks (EEF+5)</p>	
<p><u>External ‘intervention’ tutoring</u></p>		
<p>NTP Academic mentors</p> <p>Literacy Mentor</p> <p>Numeracy Mentor</p>	<p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of extending school time or a summer school – or as a replacement for other lessons.(EEF +5)</p>	<p>This will help to address Challenges 1 and 4.</p>

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

Budgeted cost: £ 130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Attendance strategies</u></p>		
<p>Employment of an additional Pastoral Manager in Year 11. This will add capacity supporting the team in working to respond to individual needs. Supporting students into better attendance habits.</p>	<p>“Attendance matters not only because it enables the transfer of content knowledge within a particular course or student activity, but attendance provides students with access to other, noncontent-specific contextual information, resources and relationships that can positively impact their knowledge and sense of belonging”.</p> <p>https://er.educause.edu/blogs/sponsored/2019/4/how-student-attendance-can-improve-institutional-outcomes</p>	<p>This will help to address challenge 2 and 4.</p>
<p><u>Behaviour strategies</u></p>		
<p>Employment of an additional Pastoral Manager in Year 11. This will add capacity to the pastoral team at Y11. This will allow more refined and individual support.</p> <p>Thrive. Training of Thrive practitioners. This intervention underpins</p>		<p>This will help to address challenge 2 and 4</p>

<p><i>theory, science and skills required to meet the reparative needs of children and young people with interrupted social and emotional development</i></p> <p>The Bridge. <i>The bridge activities are designed to break down barriers to learning. This could be behaviour or SEMH.</i></p>	<p>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. (EEF +4)</p>	
<p><u>Wellbeing strategies</u></p>		
<p>A time for u. <i>This is Social and Emotional support that has been purchased to support Nunthorpe Academy students 5 days per week. Their expertise allows in house counselling to take place.</i></p> <p>Employment of an additional Pastoral Manager in Year 11. <i>This will add capacity to the pastoral team at Y11. This will allow more refined and individual support.</i></p>	<p>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. (EEF +4)</p>	<p>These will help to address challenge 2 and 4.</p>

Total budgeted cost: £ [290,000]

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

The following are summaries from the current PPG plan which covers 2020 to 2023.

1-Teaching and Learning focus for 2021/22

Quality of Education- Processes

Quality Assurance processes are reviewed yearly. During SLT work scrutiny the proportion of books from PPG students is at least double the proportion within the year group. The calendared meetings allow key actions to be addressed in a timely fashion. The Academy's Quality of Education grading is reviewed several times throughout the year, subjects graded and where required, risk assessments on subjects produced and monitored. A range of Quality Assurance meetings are used to ensure all students are supported and challenged to make the best possible progress from starting points. As a subset PPG students are an identified and noted group within all progress conversations, quality assurance and SUM meetings. Consequently, the estimated Academy Progress 8 score improved from -0.61 in 11DC1 to an actual -0.11. The Year 11 PPG group improved from Data Collection 1 at -0.95 to exams final of -0.5.

Quality of Education - Progress

A number of strategies were used to improve student progress. Curriculum Planning Maps have been reviewed and amended to respond to gaps resulting from Covid-19 meaning they are better placed to deliver progress to the next stage of education. A number of evidence based interventions were used with individuals and small groups. Google has been adopted as the Academy's preferred online learning platform. The timetabled literacy lesson has been reviewed and superseded by the EEF goal of disciplinary literacy. CPD has been delivered to support the embedding of this across the academy. The Academy's Progress 8 score improved to -0.11. The Year 11 PPG group improved from Data Collection 1 at -0.95 to exams final of -0.5.

NTP (partner-Teaching Personnel)

Nunthorpe Academy engaged with the NTP process. Academic mentors, National tutoring, Schools led tutoring and master classes were blended to offer support for students from Y7 to Y11. Each strategy has been evaluated as to the value for money and effectiveness. The more successful avenues will be pursued this academic year. Nunthorpe Academy employed two academic mentors using the government scheme. Pearsons was used to support targeted students online through the Bramble platform. In school support was also used to help Y11 students to plan, prepare and balance their exam workload. This had a motivational effect with 18 of the students making positive progress from their starting points. 9 of these students made 1 grade on average progress improvement.

2. Attendance

Covid-19 absence and 'Covid-19 related' absence had a big impact on the attendance of PPG students. Between Feb 2022 and July 2022 PPG attendance improved by 0.4% to 86%. There is still an internal gap of 6.4% compared to Non PPG students. Attendance of PPG continues to be a targeted area in the Academy's Improvement Plan. The attendance of Nunthorpe Academy's PPG students was higher than their PPG peers nationally (80.8%).

3. Personal Development

2021/22 was a difficult period post covid. Nunthorpe Academy engaged in a number of national and utilised local offers to support the personal development of students. These offers included Duke of Edinburgh cohorts at Silver and Bronze. The Academy's NEET figures were lower than

local and national.

4. Wider outcomes

Careers and personal development opportunities are shared with students and parents/carers each Friday. Consequently, Nunthorpe Academy students successfully engaged in the Middlesbrough Council Big Takeover, the STEM Big Big Project and the NASA experience at a regional level. In-school opportunities were also facilitated and saw Nunthorpe Academy students engage successfully with the Scholars Programme in Y9 and visiting Oxford University. The Middlesbrough FC foundation encouraged targeted students to make informed and positive next steps, a number of the Academy's Sixth form students were accepted on the social mobility programme to support their KS5 transition. All students in KS3 experienced the Gatsby Benchmarks.

Externally provided programmes

Programme	Provider
Bespoke alternative Ed	River Tees Multi Academy Trust
Bespoke Alternative Ed	Connect2Education
Bespoke pastoral engagement programme	Middlesbrough Football Club Foundation
Bespoke Alternative Ed	Strive
Bespoke Alternative Ed	Archways

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	SP is used in the same way as PPG. There are between 1 and 4 in year groups and in 2022/23 one in Y11
What was the impact of that spending on service pupil premium eligible pupils?	Each PPG student has been highlighted in ClassCharts and with staff members