

Nunthorpe Academy Pupil Premium Statement for 2023/24.

This Pupil Premium Statement details how Nunthorpe Academy will spend Pupil Premium (PP) (and Recovery Premium) funding for the 2023 to 2024 academic year to help improve the attainment of our PP students. This is year one in Nunthorpe Academy's three year Pupil Premium Strategy (2023/26) which was approved by NMAT Trustees 13.12.23.

A review of progress made against the objectives and impact of activities noted in this Statement will be reviewed in autumn 2024 under Part B of this statement.

Academy overview	
Detail	Data
Academy name	Nunthorpe Academy
Number of pupils in the Academy	1,351
Proportion (%) of pupil premium eligible pupils	25% of the Academy's Year 7 - 11 cohort.
Academic year/years that our current pupil premium strategy plan covers	2023 – 2026. This Statement (2023/24) focuses on the first year of this strategy.
Date this statement was published	Spring term 2024
Date on which it will be reviewed	Progress will be reviewed by Trustees in December 2024
Statement authorised by	NMAT Trustees
Pupil premium lead	Mr Alistair Armstrong
Governor lead (Link Governor for PP)	Mrs S. Potter

Funding overview	
Detail	Amount
Pupil Premium funding allocation 2023/24 academic year	£279,450
Recovery Premium funding allocation 2023/24 academic year	£80,316
Pupil premium funding carried forward from previous years	£0
Total budget for the 2023/24 academic year	£359,766

Pupil premium students' ability bands and gender breakdown

Year Group	PP ability bands			PP ability bands - Boys			PP ability bands - Girls		
	% High attainers	% Medium attainers	% Low attainers	% High attainers	% Medium attainers	% Low attainers	% High attainers	% Medium attainers	% Low attainers
7	17.5%	13.8%	68.8%	18.9%	16.2%	64.9%	16.3%	11.6%	72.1%
8	17.9%	14.9%	64.2%	12.9%	12.9%	67.7%	22.2%	16.7%	61.1%
9	6.7%	26.7%	46.7%	3.7%	29.6%	51.9%	9.1%	24.2%	42.4%
10	5.2%	34.5%	43.1%	3.1%	37.5%	37.5%	7.7%	30.8%	50.0%
11	18.8%	14.1%	67.2%	17.9%	7.1%	75.0%	19.4%	19.4%	61.1%

Part A: Pupil Premium strategy plan

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

- Ensuring that every student and member of staff can 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 careers information, advice and guidance (CIAG), and offering support whenever it is needed;
- Cultivating a positive atmosphere of mutual respect and success.
- **READY, RESPECTFUL, SAFE** applies to all students at Nunthorpe Academy.

The 2023-26 Pupil Premium strategy 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 PP students.
- Addressing the progress of PP 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 we have identified for our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Achievement and Progress 8.</p> <p><u>Historical context:</u> In 2020, PP students' P8 was -0.62. In 2022, PP progress was -0.5. 2023, PP progress was -0.98</p> <p><u>Challenges faced with current Year 11 cohort.</u></p> <ul style="list-style-type: none"> ● The Academy's PP cohort is increasing in number. ● There are more PP students in this year's Year 11 than last year's Year 11. PP students also make up a higher percentage of this year's Year 11 cohort than last year.

	<ul style="list-style-type: none"> Most the Academy's Year 11 PP students are either high or low attainers. Strategies will be deployed to maximise the performance across these ability bands. (See Activity in this academic year below).
2	<p>Attendance.</p> <p><u>Historical context:</u> The attendance of PP students is below that of their non PP peers. In 2022/23, overall attendance was 90.9% and attendance for PPG students was 86.0% (an improvement of 0.4% since Feb 2022) compared to non PP peers at 92.4%. The PP 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%</p> <p><u>Challenges faced with current cohort of students.</u></p> <ul style="list-style-type: none"> The Academy's PP cohort is increasing in number. Increasing distribution and distance of postcode Increasing poverty levels of two Local Authorities within the highest areas of deprivation (cost/provision of transport for some families) – <i>Middlesbrough LA is a target for DfE support with attendance and 60% of Nunthorpe Academy students come from Middlesbrough LA.</i> Economic activity is lower than NE average - motivation and aspiration of parents/carers and students for a percentage of the cohort.
3	<p>Parental understanding and support of students in their academy journey.</p> <p><u>Historical context:</u> Parents/carers often do not understand the process and/or how to support their child's needs.</p> <p><u>Challenges faced with current cohort of students' parents/carers.</u></p> <ul style="list-style-type: none"> The Academy's PP cohort is increasing in number. Increased perceived fear of interventions being seen negatively and viewed as a judgment that some parents/carers are unable to parent effectively. Lack of understanding of academic/educational rigour.
4	<p>Student engagement/'Behaviour for Learning'.</p> <p><u>Historical context:</u> Reducing the number of PP students who are not engaged will miss out on key learning opportunities. In 2021/22, PP 1+days suspension was 4.06% of the school population compared to non PP at 4.52%. At 2+ days PP was 2.36% of suspensions compared to 2.42% being non PP. In 2022/23, PPG 1+days suspension was 4.06% of the school population compared to non PP at 4.52%. At 2+ days PP was 2.36% of suspensions compared to 2.42% being non PP.</p> <p><u>Challenges faced with current cohort of students.</u></p> <ul style="list-style-type: none"> The Academy's PP cohort is increasing in number. Increased perceived fear of interventions being seen negatively and viewed as a judgment that some parents/carers are unable to parent effectively. Diversity of home background and life/community 'norms'

Intended outcomes

This explains the outcomes we are aiming for **by the end of our 2023/26 three year PP strategy**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
All PP students will make academic progress in line with their peers	<ul style="list-style-type: none"> ● All PP students make progress in line with their non-PP 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.
PP student's attendance in line with regional and national attendance	<ul style="list-style-type: none"> ● PP students will have an attendance figure in line with regional and national attendance. ● The Academy aims to reduce PA by 6% each year. ● PP students will have a late figure at least in line with non PP students.
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 PP parents/carers is encouraged and supported. ● Throughout Years 7 to 11 the Academy's communication software shows PP parents/carers engage in line with their non-PP peers.
Student Engagement/ Behaviour for learning data is in line with their peers	<ul style="list-style-type: none"> ● The percentage of suspensions of PP students are not dissimilar to non-PP students ● The percentage of students receiving a BFL are not dissimilar to non-PP students. ● The percentage of students receiving a detention is not dissimilar to non-PP students. ● The number of achievement points for PP students are similar to non-PP students.

Activity this academic year.

This details how Nunthorpe Academy intends to spend our Pupil Premium (and Recovery Premium) funding **in the 2023/24 academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention) Budgeted cost: £110,000

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>Planned incremental teaching and learning focus since 2021/22</u>		
<p>EEF tiered approach is adopted as good practice. The T&L Team are in the final phase of the three year CPD plan.</p> <p><i>Metacognition</i></p> <p><i>Feedback</i></p> <p><i>Brilliant Approach (including Differentiation)</i></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>This will address challenges 1 and 4.</p>
<u>Supporting student to achieve in line with their peers.</u>		
<p><i>Continued employment of a nurture teacher. This enables the delivery of the Project Based Learning curriculum and supports students to be ‘KS3 and KS4 ready’.</i></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 challenges 1 and 4.</p>

<p>Appointment of an experienced English teacher (FTE 0.2) to impact vulnerable learners English progress and attainment.</p>	<p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This enables the teacher to focus exclusively on small number of learners (EEF +4)</p>	
<p><u>Maths curriculum strategies</u></p>		
<p><i>Maths Watch and Basics. This continues to be used for home learning for Year 7 through to Year 10 to consolidate their classroom learning.</i></p> <p><i>Embedding of the Academy's numeracy policy.</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 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 can 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>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>This will address challenges 1 and 4.</p>
<p><u>Literacy Strategies</u></p>		
<p><i>Embedding of the Academy's literacy policy.</i></p> <p><i>Literacy Support English - Lexonic Leap Phonic Intervention Diagnostic reading support</i></p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These includes: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.</p> <p>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new</p>	<p>This will address challenges 1 and 4.</p>

<p><i>Ambitious and diverse reading curriculum</i> <i>Disciplinary Literacy</i> <i>Reciprocal reading</i></p> <p><i>Continued use of student mentoring</i></p>	<p>words by sounding them out and combining or 'blending' the sound-spelling patterns.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Peer tutoring includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support, such as: fixed role, cross-ability tutoring in which one learner, who is often older, takes the tutoring role and is paired with a tutee or tutees, who are often younger; reciprocal role tutoring, in which learners alternate between the role of tutor and tutee.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £80,000

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 by Nunthorpe Academy staff.</i></p> <p><i>Tutor groups in Y10 and Y11 continue to be used for targeted subject specific intervention.</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 enables the teacher to focus exclusively on small number of learners (EEF +4). This intervention is across exam subjects.</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 base. This is measured in expected possible improvement in months learning.</p>	<p>This will address challenges 1 and 4</p>

Maths and Literacy Intervention Strategies

<p><i>Maths Watch and Maths Basics continues to be used for home learning for Year 7 through to Year 10 to consolidate in class learning.</i></p> <p>EEDI (a maths based software) continues to support students in developing improved maths skills and processes</p> <p><i>Literacy Support - continued use of Lexonic Leap Phonic Intervention Diagnostic reading support</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>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 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 can 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>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 align="center">This will address challenges 1 and 4.</p>
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Targeted Year 11 homework intervention

<p><i>Targeted Y11 PP students will continue to be offered a homework and preparation session once a week. These students will have access to resources, support from staff and sixth formers.</i></p> <p>Access to Resources <i>IT and Internet access</i> <i>Revision Guides</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 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 can 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>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general,</p>	<p align="center">This will address challenges 1, 3 and 4.</p>
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<i>Staff and student support</i>	mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.	
<u>External 'intervention' tutoring</u>		
<i>Literacy Mentor Numeracy Mentor (Academic Mentor)</i>	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)	This will address challenges 1 and 4.

Wider strategies (for example, related to attendance, behaviour, wellbeing)
Budgeted cost: £170,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Attendance strategies</u>		
<i>Continued dedicated time and responsibility of the Trust VP - School Improvement. This leadership capacity supporting the team in working to respond to individual needs. Supporting students into better attendance habits.</i>	“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, non- content specific contextual information, resources and relationships that can positively impact their knowledge and sense of belonging”. https://er.educause.edu/blogs/sponsored/2019/4/how-student-attendance-can-improve-institutional-outcomes	This will address challenges 2 and 4.
<i>Support With Attendance</i>	Financial support to families to break a cycle of poor attendance and/or support families	
<i>Academy Attendance Plans</i>	Funding to support pastoral teams improve the attendance of students. This will also have a wider effect on the school community.	
<u>Behaviour strategies</u>		
<i>Embedding the work of Thrive practitioners. This intervention underpins theory, science and skills required to meet the reparative needs of children and young people with interrupted social and emotional development.</i>	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)	This will address challenges 2 and 4

<p><i>The Bridge. 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><i>External Counselling Services. This Social and Emotional support continues to be purchased to support students.</i></p> <p><i>Exam preparation sessions and breakfasts</i></p> <p><i>Support with uniform and school shoes</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>Ensuring all students are in the Academy prior to the start of their examinations and are ready and prepared for their assessment.</p> <p>Support for most vulnerable families, as required.</p>	<p>These will address challenges 2 and 4.</p>

Total budgeted cost: £ 360,000.

Part B: Review of outcomes in the 2023/24 academic year

This will be populated in autumn 2024.