



Nunthorpe Multi Academy Trust

Nunthorpe Academy Pupil Premium Strategy 2023/26

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Nunthorpe Academy 3 year Pupil Premium Strategy 2023/26

The Pupil Premium

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying differences between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. If used carefully, it can also impact the wider school community.

Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years. Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

The ESFA has set the following Pupil Premium rates for the 2023 – 2024 academic year:

- Pupils in years 7 to 11 recorded as Ever 6 FSM - £1,035.
- Looked-after children - £2,530 (via the relevant Virtual School Head (VSH)).
- Children who have ceased to be looked after by a local authority - £2,530.
- Pupils recorded as 'Ever 6 Service Child' - £335

For the 2023-24 academic year Nunthorpe Academy are estimating £279,450 of Pupil Premium based on 270 students.

Local Context

Nunthorpe Academy serves a very diverse area, socially and economically. We serve some of the most deprived areas (Middlesbrough ranked first in the 2015 and 2019 IMD), Nunthorpe Academy draws the majority of its disadvantaged students from postcode areas within these areas and some of the more affluent areas in the Local Authority. Nunthorpe Academy is in a unique position geographically serving three Local Authority areas.

Allocating the 2023-2024 PP Spend

Nunthorpe Academy's Senior Leaders are aware of the ever-growing body of evidence, from the Education Endowment Fund, documenting best practice surrounding the use of Pupil Premium. In light of this we have reviewed and revised the ways in which we are planning and budgeting the PP spend over the next three years.

The Department for Education

The Department for Education suggests the following tiers contained in the EEF Toolkit <https://educationendowmentfoundation.org.uk/education-evidence/using-the-toolkits>

- Effective identification of pupil needs, for example through diagnostic assessment

- Successful implementation of approaches
- Effective monitoring and evaluation of approaches

DfE/EEF tiers	Identified EEF approaches
High quality teaching	Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils
	Professional development to support the implementation of evidencebased approaches, for example, training provided by a DfE validated systematic synthetic phonics programme , mastery based approaches to teaching or feedback
	Mentoring and coaching for teachers
	Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs)
	Technology and other resources that support high quality teaching, for example software to support diagnostic assessment
Targeted academic support	One to one, small group or peer academic tuition, including through the National Tutoring Programme (NTP) *
	Targeted interventions to support language development, literacy and numeracy
	Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND
	Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions
Wider strategies	Supporting pupils' social, emotional and behavioural needs
	Supporting attendance, including approaches outlined in the working together to improve school attendance guidance
	Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips
	Extended school time, including for summer schools
	Breakfast clubs and meal provision
	Communicating with and supporting parents

Nunthorpe Academy's strategic PPG priorities for the next three years (2023/26).

At the heart of everything, is quality first teaching to maximise students' learning. Interventions should never be used to substitute good quality teaching and learning but as an opportunity to revisit, retrieve and enhance prior knowledge and practice subject specific skills. Therefore, a significant amount of our Pupil Premium spend is aimed at further developing teaching and learning. By improving the quality of teaching and

learning, outcomes for all students across our Academy will further improve. There is a separate strategic plan for the improvement of teaching and learning. This is a key strand in the Academy Development and a summary is available on the Academy Website

Nunthorpe Academy PPG Priorities

The impact of Covid-19 and lockdowns has been significant on all learners, but has had even greater impact on many of our PPG students. Consequently, this is a continuation of the work of the last 12 months (identified in the review of the 2022/23 Pupil Premium) as Academy leaders work tirelessly to support our vulnerable learners (and their families) to address academic and wider gaps as a result of the pandemic. The table below explains the outcomes Academy Senior Leaders are aiming for **by the end of our this 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. 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 (on call) 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.

We believe that coupled with strong quality first teaching, these priorities will improve the progress and attainment of disadvantaged students at Nunthorpe Academy.

Key priorities and actions for Nunthorpe Academy during this Pupil Premium Strategy (2023 to 2026)

The priorities below are key objectives in the Academy Development Plan. Progress against the priorities identified in the Academy Development Plan is reviewed termly by the Academy's Local Governing Body. Link Governors are also attached to most of the priorities (see below). To support this process an NMAT Quality Assurance of PPG was completed in December 2023. The outcomes and actions of this process will be challenged and monitored by Executive Principal, Academy Senior Leaders and the Link Governor for PPG.

High-quality teaching

Academy Development Plan Priority	Priority	SLT responsible	Area of the Ofsted Framework	Link Governor
4	<p>Leaders embed a curriculum that is ambitious and designed to give all pupils, including pupils identified as disadvantaged, the knowledge, skills and cultural capital they need to succeed in life.</p> <ol style="list-style-type: none"> Evidence based research is effectively used to identify best practice and drive change which is implemented through a rigorous programme of CPD, Quality Assurance and line management. Funding allocations to be prioritised in line with key Academy priorities 1 and 2 to ensure distributed leadership of students attendance and behaviour to the AVP Behaviour and Attitudes and Trust VP to enable AVP Open to focus on academic offer, intervention and progress through data analysis and Quality Assurance with the AVP Ebacc and Academy VP. All PPG students make progress in line with their non-PPG peers. Curriculum and pathways review. 	<p>AVP Open 11-19 AVP Ebacc 11-19 VP</p>	Quality of Education	Sarah Potter
5	<p>The Academy's curriculum is coherently planned and sequenced. Students make consistent progress in literacy and numeracy; this allows all students to access the broad curriculum offer.</p> <ol style="list-style-type: none"> Every student will read, regardless of background, need or abilities, making sufficient progress to meet or exceed age related expectations. Reading across the Academy Policy. The curriculum draws connections across different ways of looking at Mathematical ideas, identifying opportunities for students to apply mathematical reasoning and problem solving to anticipate practical problems they are likely to encounter in adult life. Mathematics across the Academy Policy. Annual review and evaluation of KS4 curriculum offer (including the EBacc pathway) to ensure it responds to the specific needs of the Academy cohort to maximise students' life chances. 	<p>Vice Principal AVP Open AVP Ebacc</p>	<p>Quality of Education Leadership & Management</p>	John Hinton

	<ol style="list-style-type: none"> 4. Learning is supported in a variety of ways through the adoption and continued development of Google classroom. 5. Consistent adoption and embedding of all KS4 practices/policies into KS5 (recap, review, differentiation, student underachievement meetings, parental engagement) 6. The effective use of data by subject leaders and individual teachers/accuracy of predictions to target interventions 			
i	<p>Work QA procedures, which allow leaders to respond to individual needs.</p> <ol style="list-style-type: none"> 1. AVP and VP of T&L to lead QA activities with subject leaders to identify whether or not the individual needs of students are being met. 2. To strengthen the whole school culture which targets students in every lesson through QFT. 3. To further embed QA procedures which evaluate the quality of education across the academy so that appropriate improvement strategies can be embedded 	<p>AVP Open 11-19 AVP Ebacc 11-19 VP</p>	<p>Quality of Education Leadership & Management</p>	

Targeted academic support

Academy Development Plan Priority	Priority	SLT responsible	Area of the Ofsted Framework	Link Governor
ii	<p>Academic Intervention</p> <p>The Student Underachievement Meeting and Progress Conversations as part of whole Academy systems inform Interventions</p> <p>Exemplar types of intervention run:</p> <ol style="list-style-type: none"> 1. National Tutoring Programme 2. Academic Mentors 3. Holiday revision sessions 4. Intervention in classroom and through high quality Teaching and Learning- could be by task or by structured support 5. Targeted intervention sessions to close gaps identified in assessments- a series of after school sessions are offered to targeted students. 	<p>AVP Open 11-19 AVP Ebacc 11-19 VP Y11 Progress Lead</p>	<p>Quality of Education Leadership & Management</p>	

Academy Development Plan Priority	Priority	SLT responsible	Area of the Ofsted Framework	Link Governor
1	<p>Student attendance will be at least 96%. We will achieve this by creating an environment where students are motivated, engaged, supported, feel safe and are challenged by consistently high standards and expectations.</p> <ol style="list-style-type: none"> 1. Early identification of 'at risk' students (individuals and groups) through rigorous analysis of absence, persistent and critical absence rates. 2. Clarity of leadership and pastoral roles underpinned with effective strategy that takes into account the cause of absence and addresses effectively to demonstrate improvement. 3. Clear and timely communication to all stakeholders resulting in impactful actions. 	VP Trust School Improvement & AVP Behaviour and Attitudes 11 - 19	Behaviour and Attitudes	Andrew Jackson
2	<p>The Academy behaviour policy and processes are clear, effective and reflective of our intended culture and ethos. Student behaviour in lessons, lesson changeovers and social times is consistently good.</p> <ol style="list-style-type: none"> 1. Systems for tracking data and important information are easy to use, streamlined, efficient and proactive measures are put in place to reduce ongoing conflict and repeated incidents. 2. Evidence based research is effectively used to identify best practice and drive change which is implemented through a rigorous programme of CPD, line management and Quality Assurance. Communications are clear, timely and appropriate. Expectations, benchmarks, knowledge and information is shared swiftly between all stakeholders demonstrating an understanding and targeted approach which addresses the issues affecting behaviour. 	VP Trust School Improvement & AVP Behaviour and Attitudes 11 - 19	Behaviour and Attitudes	Sarah Potter
7	<p>Triangulation of subject, pastoral, thematic and extra curricular CPMs/offer, student, staff and parental voice and academy data are analysed, Quality Assured and used effectively to embed rich experiences for all students developing confident, articulate and aware active citizens who can contribute well to the academy, local community and are well prepared for their next steps.</p> <ol style="list-style-type: none"> 1. Quality Assurance of all thematic CPMs in line with statutory guidance and contextual local and national safeguarding information, including a comprehensive and mapped plan for mental health in creates through discrete PSHE lessons and the pastoral programme in tutor period and assemblies 	VP Trust Improvement / Seconded AVP Personal Development	Personal Development	Andy Murray

	<ol style="list-style-type: none"> 2. Effective recording mechanisms to allow for analysis of engagement and attendance by groups for each extra curricular activity, which enable further consultation, action and positive impact to be built into the Quality Assurance cycle and further promote the rich personal experiences of all students. 3. Further embed Student Voice through the Academy Deep Dive process to extend beyond curriculum and safeguarding consultation to encompass personal development and evidence learned knowledge and skills delivered through personal development opportunities. 			
iii	<p>CEIAG</p> <ol style="list-style-type: none"> 1. CEIAG lead works closely with the external provider Youth Directions tool and the Academy Careers Enterprise Adviser <p>Students engage with external and internal opportunities and in Year 10 and Year 12 complete work experience. Engage fully with the academy CEA</p>	AVP Open 11-19	Personal Development	

NB: Roman numerals are specific to the Disadvantaged plan and Denary number relate to a specific part of the Academy Action Plan. New provisions will be implemented on a needs basis throughout the 2023/24 academic year and for the following two years of the strategy as required. For example, after each data capture and as other relevant information arises, support will be amended across all year groups.