

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2023 to 2026 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

This is a three year plan, started in 2023-24 and provides an update on both challenges and targets.

### School overview

Detail	Data
School name	NUAST
Number of pupils in school	917 (including KS5)
Proportion (%) of pupil premium eligible pupils	241 pupils 39.2% of KS3 and 4 26.2% of whole school including KS5 53 Ever 6 pupils in Post 16 32.8% of whole school including Post 16 ever 6
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	D Thompson
Pupil premium lead	C Atkin

Governor / Trustee lead	Ben Parry
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## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£241,672
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£241,672

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that:

- All pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.
- We ensure that our teaching and learning meets the needs of all pupils and enables them to reach their full potential.
- We remain dedicated to ensuring that pupils who belong to vulnerable groups receive the appropriate provision to meet their needs whatever their funding.

The pupil premium will be used to provide additional support to improve the progress and raise standards of achievement and progress for these pupils. The funding will be used to remove the gap between the achievement of these pupils and their peers. In addition, it will be used to address social disadvantage and enrich the children's lives.

The leadership teams regularly monitor and evaluate the strategies in place and report to the governing body.

The aim of this strategy is to ensure that pupils who are entitled to PP funding receive the support they are entitled to. In doing so, targeted provision will enable PP pupils to achievement at the same level and have the same or similar experiences as their peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early, in KS3 where possible, to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Have known common strategies for working with PP students

- Ensure staff know who their disadvantaged pupils are and can articulate how they support them lesson by lesson

## Challenges 2023-26 with updates

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

Challenge number	Detail of challenge
1.	The individual needs of pupils eligible for PP and the academic barriers that face them need to be fully identified and catered for, including those PP students who also have SEND.
2.	The quality of teaching needs to be effective to ensure that pupils eligible for pupil premium make at least expected progress.
3.	Pupils eligible for PP are disproportionately more likely to become involved in behaviour incidents leading to internal isolations/fixed term exclusions indicating that their social, emotional and mental health needs are not being sufficiently met.
4.	High Levels of social deprivation mean that some pupils eligible for pupil premium need further support to fully access the wider curriculum and enrichment.
5.	The attendance of PP pupils needs to accelerate so they are in school, learning and engaging.

## 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
<p>Pupils eligible for PP make at least expected progress across all subject areas. (This will be evidenced through data tracking windows in half terms 2,4,6.)</p>	<p>All PP students make accelerated progress in line with their peers which results in them meeting their targets (FFT20).</p> <p>Tracking and results data demonstrate a positive impact with all PP students secure in meeting age related targets.</p> <p>PP students achieve a progress 8 score of at least 0 or better.</p>
<p>All staff are aware of their responsibility for raising the achievement of pupils eligible for PP and are confident in tailoring strategies to meet their needs. (Evidenced through the whole-school QA programme of lesson drop-ins, work samples, staff voice etc.)</p>	<p>Staff voice indicates that they have a clear understanding of how they can support PP students. and this is reflected within the quality assurance and tracking data.</p>
<p>The individual needs of identified pupil premium students are recognised and catered for through a tailored individual PP plans. (Evidenced through the whole-school QA programme of lesson drop-ins, work samples, student voice etc.)</p>	<p>Student voice indicates that students feel safe and supported in all aspects of their learning and know what their next steps in learning are in order to make progress.</p>
<p>All staff develop their expertise with formative and summative assessment to inform effective feedback to PP pupils. This accelerates the progress of PP pupils in the core skills.</p>	<p>QA and student work overtime indicate that feedback to students is effective and that the typicality of teaching and learning enables them to make progress.</p>

<p>(Evidenced through whole-school QA and the analysis of data from tracking windows).</p>	<p>PP pupils make accelerated progress to targets across the Year from their starting points – P8 is at least in line with FFT20.</p> <p>Outcomes and progress at each key stage are at least in line with national expectations.</p>
<p>All pupils who are eligible for PP who are at risk of involvement in persistent or significant poor behaviour, receive the appropriate support through mentoring or counselling.</p>	<p>0 FTE and 0 PEXs and a term on term reduction in internal isolations for PP students.</p> <p>Behaviour data demonstrates a term by term reduction in behaviour incidents and an increase in rewards/recognition points compared to the previous year.</p> <p>Pupil voice and analysis of SEMH scores (baseline, mid-term and end) indicate that students have a positive mindset and are engaging in their learning.</p>
<p>Higher levels of engagement amongst pupils who are eligible for PP demonstrated by increased numbers of rewards and recognition badges, achievement points (compared to 2023/2026 data prior to closure) combined with a reduction in the number of negative behaviour incidents. (Evidenced through consistent analysis of behaviour data, evaluation of pupil voice)</p>	<p>Behaviour data demonstrates a term by term reduction in behaviour incidents and an increase in rewards/recognition points compared to the previous year.</p> <p>Pupil voice and analysis of SEMH scores (baseline, mid-term and end) indicate that students have a positive mindset and are engaging in their learning. SDQ questionnaire.</p>
<p>All pupils who are eligible for PP have access to uniform and the resources required to support their academic progress in lessons. (Evidenced through the whole-school QA programme)</p>	<p>QA checks demonstrate that all PP students wear the correct uniform, the correct equipment and have full equipment for lessons.</p>
<p>Pupils in receipt of PP are supported in accessing a wide variety of curriculum and enrichment based experiences that assist in developing their cultural capital and enhancing their future prospects. (Evidenced through the analysis of attendance to wider enrichment activities and school visits)</p>	<p>All PP students have access to free or subsidised trips</p>

<p>All pupils who are eligible for PP receive high quality CIAG, enabling them to access the progression pathways that are both aspirational and appropriate to their needs. (Evidenced through the analysis of work experience placements, destinations data etc)</p>	<p>100% of PP students access work experience placements.</p> <p>0 PP students are classed as NEETS with all Year 11/13 accessing appropriate career pathways.</p>
<p>Attendance of all PP students is at least in line with the national average. (Evidenced through the weekly analysis of attendance of all PP students)</p>	<p>Attendance of PP students is 93%+ which would be an increase of 1.5% compared to previous year's PP attendance, and above both local authority and national averages. However, we will continue to aspire for our PP students to attend in line with their peers.</p> <p>The proportion of PA students who are PP is less than 30%, a significant reduction compared to 2022-23</p>

## 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: £ 41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Recruitment and retention of teaching staff.	The EEF's 'Effective Professional Development' guidance report.  The DfE's 'Reducing School Workload Collection',	1,2	Quality of teaching staff improves.  Monitored and evaluated – DTH and Leadership
Professional development on evidence-based approaches including Literacy and supporting SEND students  Identifications SCO  Implementation SCO	The EEF has dedicated web pages on effective approaches to support literacy  The EEF guidance report on Special Educational Needs in Mainstream Schools	1,2	Delivery of literacy strategies has impact school wide.  Monitored and evaluated – SRY  Training provided for staff working with SEN students, SEN students receive high quality teaching



			<p>Monitored and evaluated – SCO</p> <p>Ongoing PD needs assessed, identified implemented, Monitored and evaluated – CAT</p>
<p>Mentoring and coaching</p> <p>Teachers are identified by CAT</p> <p>Implementation – coaching team</p>	<p>The EEF guidance on ‘Effective Professional Development’</p>	<p>2</p>	<p>PD is individualised and teachers are well supported at all career stages and ability.</p> <p>Monitored and evaluated – CAT</p>

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

Budgeted cost: £ 100,000.72

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
<p>Interventions to support language development, literacy, and numeracy.</p> <p>Y7 and 8 students are identified through thorough assessment. – NSC</p> <p>Implementation – NSC/SCO</p>	<p>The EEF’s ‘Selecting Interventions’ tool offers evidence-informed guidance to select an apt programme.</p> <p>The EEF has dedicated web pages on effective approaches to support literacy and numeracy.</p>	<p>1,2,4</p>	<p>Reading ages are improved to chronological. Literacy levels are improved in line with age expectations and students are secondary ready.</p> <p>Monitored and evaluated – NSC</p>
<p>Activity and resources to meet the specific needs of disadvantaged pupils with SEND</p> <p>All IEPs for SEN PP students are reviewed and interventions identified – NSC</p> <p>Interventions are implemented by the SEN team and outside agencies as required - NSC</p>	<p>The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence based recommendations to support pupils with SEND.</p>	<p>1,2,4</p>	<p>Progress of all SEN PP students is carefully Monitored and evaluated with a specific focus on the impact of the interventions - NSC</p>

<p>One to one and small group tuition.</p> <p>Y11 students are identified and supported to attend after school interventions – KMO</p> <p>PP students who are identified as being behind their peers are targeted for carefully selected interventions - KMO</p> <p>Interventions are implemented by the SEN team and outside agencies as required – SCO</p>	<p>The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction.</p> <p>The EEF Toolkit has a strand on teaching assistant interventions.</p>	<p>1,2,4</p>	<p>Progress as a result of interventions is Monitored and evaluated – KMO</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 80,031

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
<p>Supporting pupils' social, emotional and behavioural needs</p> <p>Students needing behavioural support are identified by Heads of year and key stage</p> <p>Support is implemented by heads of year, behaviour mentors and outside agencies.</p> <p>Students needing emotional support are identified by the inclusion team.</p> <p>This support is implemented by DSL and outside agencies.</p> <p>Students receive excellent careers advice and</p>	<p>The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly.</p> <p>The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies.</p> <p>The EEF Toolkit has a strand on social and emotional learning and behaviour interventions.</p>	<p>3</p>	<p>Impact of behaviour support Monitored and evaluated – NSC</p> <p>Impact of emotional support Monitored and evaluated – NSC</p> <p>Impact of careers guidance Monitored and evaluated – NSC</p>

<p>guidance within a planned and ad hoc system – students needing the ad hoc support will be identified by tutors and HoY.</p> <p>This will be implemented by NSC</p>			
<p>Supporting attendance</p> <p>Students will be identified by the attendance leader.</p> <p>Support will be implemented in line with the schools graduated response.</p>	<p>The EEF guidance report on ‘Working with Parents to Support Children’s Learning’ includes a focus on offering more intensive support, which can include approaches to support attendance.</p> <p>The DFE Improving school attendance: support for schools and local authorities.</p>	<p>3,4,5</p>	<p>The impact and effectiveness of the response will be Monitored and evaluated - NSC</p>
<p>Extracurricular activities</p> <p>For all activities students will be identified and supported to attend so the proportion of PP students is at least representative.</p>	<p>The EEF Toolkit has a strand on arts participation</p>	<p>3,4,5</p>	<p>The attendance and engagement with extracurricular activities will improve and be Monitored and evaluated - NSC</p>

<p>Tutors, Heads of year and heads of key stage will implement strategies to support attendance at the activities</p>			
<p>Ensure additional barriers are removed on an individual basis.</p> <p>Uniform, equipment and access to other resources will not be a barrier for any PP students.</p> <p>Identification of these students can come from any staff at any time.</p> <p>Implementation will be via review and approval of the PP hardship budget - NSC</p>	<p>From DFE - Schools may be justified in funding items not listed where this is necessary to overcome specific barriers to student attainment, for example to meet acute needs around student equipment to ensure readiness to learn.</p>	<p>All</p>	<p>Ensuring all students have equal access to the full offer of the academy will be Monitored and evaluated - NSC</p>
<p>Communicating with and supporting parents.</p> <p>Identification of communication needs and of</p>	<p>The EEF Toolkit has a strand on parental engagement</p> <p>The EEF guidance report on 'Working with Parents to Support Children's Learning' offers</p>	<p>1, 3, 4, 5</p>	<p>Monitored and evaluated through student and parent voice, monitoring the volume and type of communication and parental</p>

strategies to support and engage parents. NSC  Implementation of strategies to improve parental engagement and communication. Deployment of Family support worker to support disadvantaged families. NSC	practical approaches and insights for communicating and supporting parents		attendance at meetings and events. NSC
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### **Wider strategies (for example, related to attendance, behaviour, wellbeing, including planned and unplanned discretionary spending)**

Budgeted cost: £20,569

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Counselling services	Counselling offered, allotted as needed but PP and SEN students preferentially referred.	4
Uniform support	As part of our new Pupil Progress + service for FSM students - To support Disadvantaged families to meet the uniform requirements	4
Travel support	Via bus cards for FSM students where needed, or taxis in cases where students are particularly vulnerable	4
School trip support	As part of our new Pupil Progress + service for FSM students - In order to ensure students have equal access to opportunities.	1,4

	This includes PP participation in the Y8 Jamies Farm trip for SEN students	
Careers based support	Where careers based opportunities, visits or schemes arise specifically for PP students we will pay for PP students to travel to them.	1,4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £241,672**