

Pupil premium strategy statement – NUSA

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	847
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	31/12/2022
Date on which it will be reviewed	02/12/2023
Statement authorised by	Emma Howard
Pupil premium lead	Claire Backhouse
Governor / Trustee lead	Michael Sanderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£398,301
Recovery premium funding allocation this academic year	£111,320
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£509,621

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, regardless of background or the challenges presented to them, have access to a broad and balanced curriculum which allows them to achieve grades that allow them to go in to their desired career field.

Our curriculum is designed to allow students to 'write their own life story' and our focus on both careers and literacy across all subjects, ensures that students are given the best chances to leave our school to further education, apprenticeships or employment.

Quality first teaching is at the centre of all that we do at NUSA. We aim to provide lessons that challenge all students, regardless of ability.

NUSA uses the EEF tiered approach. [EEF's pupil premium guide](#):

1. High Quality Teaching
2. Targeted Academic Support
3. Wider Strategies relating to significant non-academic barriers including attendance, behaviour and Social and Emotional Learning/support, alongside utilising the provision issued through the National Tutoring Programme.

The tiered approach is outlined within this plan, with clear strategies for our school in each area; underpinning the tiered approach all teachers at NUSA must know all of their Pupil Premium students and ensure effective teaching supports those students.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve the goal set out above. We will consider all of the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

Whilst this strategy outlines how funding is used specifically to support pupils in receipt of pupil premium funding, it is very much aimed at ensuring that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for pupils in receipt of pupil premium funding.

Challenges

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

Challenge number	Detail of challenge
1 Literacy	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last two years, a number of our disadvantaged pupils arrive below age-related expectations for reading (NGRT) compared to their peers.</p>
2 Attendance	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 4.6-5% lower than for non-disadvantaged pupils.</p> <p>Whole school attendance figures have shown over the last two years that a proportion of the school population have been deemed to be 'persistently absent' (10% absence). Of those whole school figures, a large number of persistent absences have been disadvantaged pupils. Although our persistent absence figure was lower pre-pandemic, persistent absence figures for our disadvantaged pupils has remained largely the same. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
3 Attainment of key groups	<p>The attainment of disadvantaged pupils is generally lower than that of their peers. Upon exit at KS4, data has shown disadvantaged pupils progress 8 figure to be behind that of non-disadvantaged pupils.</p> <p>Assessments on entry to year 7 in the last 2 years indicate that a number of our disadvantaged pupils arrive below age-related expectations compared to their peers.</p>
4 Exclusions	<p>Our data indicates that whilst disadvantaged students are no more likely to be exclusions when compared to non-disadvantaged students. There has been a trend over the previous 3 years to indicate that disadvantaged students are more likely to receive a repeat exclusion. This level of exclusion has negatively impacted the level of attendance for this group of learners.</p>
5 Independent learning	<p>The impact of the pandemic exacerbated the knowledge gap between disadvantaged and non-disadvantaged students. This is, in part, due to clear evidence that disadvantaged students are more likely to lack the infrastructure and resources at home to learn independently. The time away from supervised study has, therefore, impacted disadvantaged students more than non-disadvantaged ones.</p>
6 Mental health and wellbeing	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in Maths and English.</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
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Improved reading comprehension among disadvantaged pupils across KS3	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance by 2023/24 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0% the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4	By the end of our current plan in 2023/24, 20% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). 2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> an average Attainment 8 score of 49
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations. a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. STEER tracking demonstrates a reduction in the number of students who are identified as 'red flags' over the course the academic year
To reduce the number of fixed term exclusions, whilst still improving the culture of the school and the level of expectation of all students	Sustained low exclusions by 2023/24 demonstrated by: <ul style="list-style-type: none"> the overall exclusion rate for all pupils being no more than 5%, and the gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0%
Improved self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by independent study completion rates across all classes and subjects.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of a new reading programme to encompass reading for all in tutor time sessions, alongside an increased focus on opportunities to read in all curriculum areas	According to the Education Endowment Fund and Ofsted research, it is clear that there is a link between literacy levels and educational outcomes. By focusing upon a whole school reading programme, with effective PD and school wide strategies for the teaching of reading we will be able to improve the exposure of pupils to higher level texts, increase their vocabulary and, therefore, help to close achievement gaps between disadvantaged and non-disadvantaged learners.	1/3/5
Focus on oral comprehension and oracy embed throughout school (providing opportunities for structured purposeful talk: EEF Literacy guidance reports)	The core skills linked to oracy and effective oral comprehension are closely linked to improved academic outcomes: word-gap.pdf (oup.com.cn) There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing speech and language which will impact upon their achievement. The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Other benefits include improved culture and behaviour inside and outside of lessons: EEF Oral Language Interventions	1/5
Enhancement of current curriculum planning.	The best interventions for student outcomes is great teaching. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them: EEF High Quality Teaching . The development of an effective curriculum offer will impact all students, particularly those with a disadvantaged background.	1/3
Develop Instructional cycle with sustained CPD, to develop Quality First Teaching and embed the NUSA way.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil outcomes. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among: EEF High Quality Teaching	1/3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers</p>	<p>The studies carried out by the EEF as part of the teaching and learning toolkit consistently find that tutoring is associated with significant learning gains. By focusing upon effective one-to-one tuition via the use of Mytutor we will be able to focus tuition on pupils areas of need. The provision will be in groups of 1:3 where at least 1 of the targeted pupils will be in receipt of Pupil Premium funding. The focus of all of the tuition will be upon ensuring gaps identified in assessments are filled. EEF evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. In terms of small group tuition evidence suggest this is effective however, as a rule of thumb, the smaller the group the better.</p>	<p>3/5</p>
<p>Develop an intervention strategy in order to target key students, particularly disadvantaged students, and ensure that learning gaps are closed.</p>	<p>According to Hawthorn, 2021, interventions can be an incredibly beneficial aspect of school life. Using a structured intervention, teachers can swiftly close progress or attainment gaps in a key area. They can also see the demonstrable impact of their practice and share it with the child and their parents or carers. These will focus initially upon year 11 and 13, but will shift to year 10 and 12 where appropriate.</p>	<p>3/5</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers across all year groups.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p>
<p>Increase the use of data driven instruction and tutor led learning.</p>	<p>Develop the use and effectiveness of QLA, regular assessments and then effective feedback in order to pinpoint areas of weakness and key knowledge gaps. Use tutor time, effective teaching and homework in order to close gaps at source.</p>	<p>1/3</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of an enhanced enrichment programme for after school activities which allow increased pupil participation, whilst allowing staff to attend CPD</p>	<p>Enrichment programmes support the development of students wellbeing. We know that we have a clear connection between healthy mental wellbeing and attendance and exclusion figures.</p> <p>The evidence from the Education Endowment Foundation shows that a focus on Arts participation and sporting participation can have a positive impact on a pupil</p>	<p>2/4/6</p>
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Engagement with a school-based Family Support Officer.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels: Rapid Evidence Assessment on Attendance and Interventions for School-Aged Pupils</p>	<p>2/4/6</p>
<p>Develop behaviour interventions for specific pupils who require extra support with regulating their behaviour.</p> <p>This includes training for school staff, as mental health practitioners.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	<p>2/4/6</p>
<p>Develop and embed the wider cultural and social curriculum to support social and emotional learning, targeting specific aspects of mental wellbeing such as resilience and empathy integrating them into everyday classroom practice.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social, emotional learning (SEL) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment: Social and Emotional Learning EEF</p>	<p>1/2/4/6</p>

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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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
Future me	Think Forward
Online tuition	Better Education

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will be in school and also readily available on-line.
- utilising support from local mental health charities and Trust-wide mental health strategies.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. This will also include an extended school day provision to target students who are most in need.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review in March 2022 to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school like ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at several studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for students.