

## Pupil premium strategy statement

This statement details our school's use of 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   | The Nicholas Hamond Academy        |
| Number of pupils in school  | 674                                |
| Proportion (%) of pupil premium eligible pupils   | 43% PP (25.96% FSM, 11.7% Service) |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/22 to 2024/25                 |
| Date this statement was published   | December 2022                      |
| Date on which it will be reviewed   | September 2023                     |
| Statement authorised by   | Mr M Woodhouse, Principal          |
| Pupil premium lead  | Miss E Thomason, Vice Principal    |
| Governor / Trustee lead   | TBC                                |

### Funding overview

| Detail  | Amount    |
|---|-----------|
| Pupil premium funding allocation this academic year   | £208,530  |
| Recovery premium funding allocation this academic year  | £50,040   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0        |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £258,570. |

# Part A: Pupil premium strategy plan

## Statement of intent

*The vision for all Pupil Premium (PP) students at TNHA is that they achieve the very best outcomes. This means ensuring that all PP students experience quality first teaching, are supported to be the very best that they can be, participate fully in the cultural experiences TNHA offers (including creative arts and sports opportunities), attend school regularly and are prepared for life outside of education, socially, emotionally and academically. There will be a whole school approach to promote the attainment and progress of PP students.*

*The PP plan is written using research based strategies from the EEF [Using pupil premium | EEF \(educationendowmentfoundation.org.uk\)](https://www.eef.org.uk/using-pupil-premium) and the work of Marc Rowland (Addressing educational disadvantage the Essex way).*

*The TNHA PP strategy will focus on the following areas:*

- 1. Provide students with lessons of the highest standards*
- 2. Identify gaps in learning and support students to make progress*
- 3. Ensure that all students are able to access learning opportunities by improving reading and numeracy levels.*
- 4. Support student behaviour to ensure students are engaged in their learning.*
- 5. Promote good attendance of PP students*

*The key focus of the PP strategy is to provide high quality teaching for all PP students, especially in the areas where greatest support is needed. Teaching and Learning work will be centred around providing outstanding teaching in all lessons, ensuring appropriate challenge for PP students and overcoming barriers caused by lower levels of reading, including improving students' vocabulary, oracy and writing.*

*The PP plan over the next 3 years must a) address gaps in learning caused by absence from school (covid legacy), b) promote good attendance in school and manage incidents where this is not possible, c) support student behaviour and engagement in school, and d) accelerate the progress of those students not at expected levels.*

*To support this work, we will be using the National Tutoring Programme to add to the capacity by employing an Academic Mentor for the school year 2022/23.*

*Any interventions put in place for PP students will be regularly evaluated and their impact considered. This strategy recognises that there is no single intervention that will address the gap between PP and Non-PP achievement, but the success of this*

*strategy is based on a variety of strategies, that happen in all areas of the academy, to ensure that PP students are able to fully access the curriculum (social, emotional and academic) and be successful.*

*“It’s a thousand little moments that lead to great attainment for disadvantaged pupils rather than those big, shiny interventions.” Marc Rowland.*

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <p>Our attendance data shows that the attendance of disadvantaged students is below that of Non PP students.</p> <p>Pupil Premium attendance for 2021/22 was 86.59% (88.97% for NPP)</p> <p>Pupil premium persistent absence was 46.07%. (832.09% for NPP)</p>   |
| 2                | <p>Ensure behaviour of PP students allows all to access lessons- reduce low level disruption in lessons, reduce FEX and PEX of PP students.</p> <p>In 2021/22 the % of FEX that were PP students was 23%</p>   |
| 3                | <p>Teacher observations and data from academy assessments suggest a number of PP students are working below ARE in KS3 and have gaps in their knowledge that need to be addressed.</p> <p>2019 GCSE results, P8 score of PP students was -0.95 compared to -0.02 for Non PP students. (Gap -0.93)</p> <p>2022 GCSE Results, P8 score of PP students was -0.26 compared to -0.05 for Non PP students. (Gap -0.21)</p> |
| 4                | <p>SEND PP students do less well than their non-send, non-PP peers.</p> <p>The 2019 GCSE exam results show that SEND PP students achieved a P8 score of -0.98. In 2019 approx. 60% of PP students had a SEND need.</p> <p>The 2022 GCSE exam results show that SEND PP students achieved a P8 score of -0.89. In 2021 approx. 20% of Year 11 PP students had a SEND need.</p>  |
| 5                | <p>Recent NGRT tests suggest that reading, comprehension and vocabulary are below expected levels in KS3 students.</p> <p>At the start of the academic year, 51 of 137 Year 7 students had a reading age below their chronological age, 11 of these were PP. By the end of the academic year, 42 of 137 students had a reading age below their chronological age, 13 of these were PP.</p>                           |

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|  | <p>At the start of the academic year, 48 of 126 Year 8 students had a reading age below their chronological age, 16 of these were PP. By the end of the academic year, 35 of 126 students had a reading age below their chronological age, 14 of these were PP.</p> <p>At the start of the academic year, 50 of 120 Year 9 students had a reading age below their chronological age, 21 of these are PP. By the end of the academic year, 30 of 120 students had a reading age below their chronological age, 12 of these were PP.</p> |
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## 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   |
|--|--|
| Improved attainment/ progress of PP students across the curriculum at the end of KS4.      | <p>By the end of the current strategy plan, PP students will be performing at the same level as their Non PP peers and will have an attainment in line with the National Average.</p> <p>Academy targets, based on FFT 20, for Summer 2025 are 75% 4+ in English and Maths.</p>  |
| Improved attainment/ progress of PP SEND students across the curriculum at the end of KS4. | <p>By the end of the current strategy plan, SEND PP students will be performing at the same level as their Non PP peers and will have an attainment in line with the National Average.</p> <p>All SEND PP students at KS4 will achieve their target grades at the end of the curriculum.</p>   |
| Improved reading comprehension among PP students in KS3.                                   | <p>Reading comprehensions tests (NGRT) taken twice every year show an improvement in the progress of students reading below their chronological age.</p> <p>Quantitative data shows interventions are effective.</p> <p>We aspire for all current Year 7 students to reach their chronological age in reading by the end of KS3.</p> <p>Students in Year 8 and 9 will show good progress from starting points.</p> |
| To achieve and sustain improved attendance for all students, especially PP students.       | <p>Sustained high attendance in 2024/25.</p> <p>Attendance of PP students matches that of Non PP students and is at least National Average.</p>  |

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|---|---|
| <p>To achieve and sustain improved behaviour for learning of all students, especially PP boys.</p>            | <p>Sustained reduction in behaviour incidents- C3 warnings, FEX and PEX of PP students, especially boys. 2024/25 data shows this is now in line with Non PP peers and has significantly reduced from 2021/22.</p>   |
| <p>To achieve and sustain good mental health and wellbeing for all students especially PP and vulnerable.</p> | <p>Sustained levels of mental health and wellbeing. Measured by:</p> <ul style="list-style-type: none"> <li>• Reduced number of referrals to pastoral team/ other agencies for mental health concerns.</li> <li>• Student voice surveys show high levels of engagement in the academy, rating wellbeing highly.</li> <li>• Increased numbers of PP students engaging in extra-curricular activities and opportunities.</li> </ul> |

## 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: £ 114,000.

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Teaching staff</i>                                  | <p>The Sandringham Research School and Marc Rowland (see podcasts below) highlight the importance of quality teaching in all lessons across key stages as one of the most important factors in the attainment of disadvantaged students.</p> <p><a href="https://podcasts.apple.com/gb/podcast/bestbets/id1516020856">https://podcasts.apple.com/gb/podcast/bestbets/id1516020856</a></p> <p>Relationships and high expectations, along with teacher expertise and subject knowledge are crucial for good progress. Sufficient staffing to provide smaller group sizes, additional mentoring and quality tutoring are all shown to be effective.</p> <p><a href="https://podcasts.apple.com/gb/podcast/pupilpremiumwithmarcrowland/id1448601060?i=1000454840382">https://podcasts.apple.com/gb/podcast/pupilpremiumwithmarcrowland/id1448601060?i=1000454840382</a></p>   | 1,2,3                         |
| <i>CPD- quality first teaching</i>                     | <p>Using the EEF Teaching and learning toolkit we have identified strategies with high impact on learning and progress (<a href="https://www.eef.org.uk/teaching-and-learning-toolkit">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a>).</p> <p>The T&amp;L group, whilst working on academy wide strategies, will include a focus on Feedback, Metacognition and Self-regulation.</p> <p>The EEF research suggests that there is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils.</p> <p>This promotes clear and actionable feedback, using metacognitive strategies, to inform understanding of students' specific strengths and areas for improvement.</p> <p>Inclusive pedagogy including explaining, modelling and questioning are crucial (<a href="https://www.researchschool.org.uk">researchschool.org.uk</a>) and will be included in the work of the T&amp;L group over the next 5 terms.</p> | 1,2                           |
| <i>Purchase of diagnostic assessments in literacy,</i> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>   | 3                             |

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| <p><i>numeracy and reading.</i></p> | <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p><i>Alongside this, we will need staff training to ensure assessments are accurately carried out and interventions put in place. Staff CPD will be offered.</i></p> |  |
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 78,206

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><i>National Tutoring Programme</i></p> <p><i>Academic mentors</i></p> <p>Online tuition</p> | <p>Evidence from the EEF shows that small group tuition is effective, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Academic mentors from the National Tutoring Programme have been sought to work with PP students , 1:3, on core subjects including Maths, English and Science.</p> <p>Online revision programmes- Tassomai, Pixl. Focus on Year 10 and 11 students in English and Science.</p> <p><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> | <p>2,3</p>                    |
| <p><i>Breakfast/ afterschool club</i></p>  | <p>According to the DfE breakfast clubs guidance, evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour. Providing disadvantaged students with a breakfast each day will contribute to academic outcomes, reduce days absent from school and significantly add to student wellbeing.</p> <p><a href="#">Breakfast clubs programme 2021-2023 - GOV.UK (www.gov.uk)</a></p> <p><a href="#">Why we are needed   Magic Breakfast National School Breakfast Programme - Family Action (family-action.org.uk)</a></p>            | <p>4,5</p>                    |

|                              |  |     |
|------------------------------|--|-----|
|                              | Adding to this provision by encouraging students to stay in afterschool clubs, will also reduce incidents of social issues outside of school and will provide disadvantaged students with a safe space outside of the school day.  |     |
| <i>Behaviour strategies</i>  | <p>The average impact of behaviour interventions is four additional months' progress over the course of a year. EEF evidence suggests that behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective. Additional CPD will be provided by the academy to ensure all staff are confident and effective at managing behaviour in the classroom.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>  | 4   |
| <i>Reading interventions</i> | <p>The academy has this year, implemented a 3 year literacy strategy to include vocabulary, reading, oracy and writing. Research from the EEF suggests that reading comprehensions strategies that involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text can add up to 6 months to a student's progress. We also know that, on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. Low levels of literacy on entry to the academy are evident through SAT/ CAT tests.</p> <p><a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612227/Improving_literacy_in_secondary_schools.pdf">Improving literacy in secondary schools.pdf (publishing.service.gov.uk)</a></p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-secondary-schools-7-recommendation-in...">Improving Literacy in Secondary Schools: 7 recommendation in...   EEF (educationendowmentfoundation.org.uk)</a></p> | 2,3 |
|                              |  |     |



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

Budgeted cost: £ 30,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><i>Purchasing uniform for students/ resources for lessons to include art materials, cookery ingredients, revision guides and reading books.</i></p> | <p>Although not proven to add significant value to a student's progress, assisting PP students with costs incurred buying uniform, resources for learning and revision books will enable PP students to participate fully in academy life and join in activities. The EEF states that, wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p> <p>Providing all PP students with a reading book will also enable students to join in with reading activities and practice reading skills following interventions.</p> | <p>5</p>                      |
| <p><i>Extra curricular activities such as cultural visits, sports activities, STEM clubs, intervention and revision activities.</i></p>                | <p>Arts participation, outdoor adventure learning and physical activity have all been identified by the EEF as low cost, moderate impact interventions.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Making funding available to enable PP students to join cultural visits, sporting activities and trips will significantly improve student engagement and as a result their attendance and behaviour in the academy.</p>   | <p>4,5</p>                    |
| <p><i>BFL/ self regulation of students.</i></p>  | <p>Research shows that teaching students how to express their feelings in appropriate ways, to consider the consequences of their actions and how to develop positive relationships is crucial for strong student achievement.</p> <p><a href="https://www.thehighlyeffectiveteacher.com/how-to-develop-self-regulation-in-your-students/">https://www.thehighlyeffectiveteacher.com/how-to-develop-self-regulation-in-your-students/</a></p> <p>The academy is developing a comprehensive rewards system to support behaviour for learning and encourage good behaviours in students. Funding to support this is needed.</p>  | <p>4</p>                      |
| <p><i>Wellbeing/ mental health self-help to assist students</i></p>  | <p>Observations in the academy have shown that an increasing number of students, especially after the lockdown, have struggled with their</p>  | <p>All</p>                    |

|   |   |     |
|---|---|-----|
| <p><i>during the exam period.</i></p>   | <p>mental health and anxiety around examination time. A significant number of students in Years 10 and 11 are struggling with mental health issues. Additional support, using academy staff and external agencies, can be put in place to address these issues.</p> <p><a href="https://ofqual.blog.gov.uk/2019/03/15/what-can-schools-do-about-examination-and-test-anxiety/">https://ofqual.blog.gov.uk/2019/03/15/what-can-schools-do-about-examination-and-test-anxiety/</a></p>  |     |
| <p><i>Embedding good attendance in the academy and reducing persistent absence.</i></p> | <p>Attendance/ pastoral staff receive training and time to develop and implement new procedures. This will include increasing parental engagement of students with poor attendance/ PA, increasing home visits, and better communication of attendance issues.</p> <p>Our attendance data shows that the attendance of Pupil Premium students is below that of Non-Pupil Premium Students. Attendance and Persistent Absence for Pupil Premium students are below National Average.</p> <p>PP attendance has yet to recover following Covid. New attendance incentives/ rewards are in place for 2022-23 to help raise the profile of attendance and encourage good practice.</p> | 5   |
| <p><i>Contingency fund.</i></p>   | <p>Based on our experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>   | All |

**Total budgeted cost: £ 258,570.**

## 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 2021 to 2022 academic year.

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### Externally provided programmes

| Programme   | Provider |
|---|----------|
| Raising attainment of KS4 students in English. Gaps in students' knowledge due to lack of access to materials during lockdown and staffing issues in KS3. | MyTutor. |

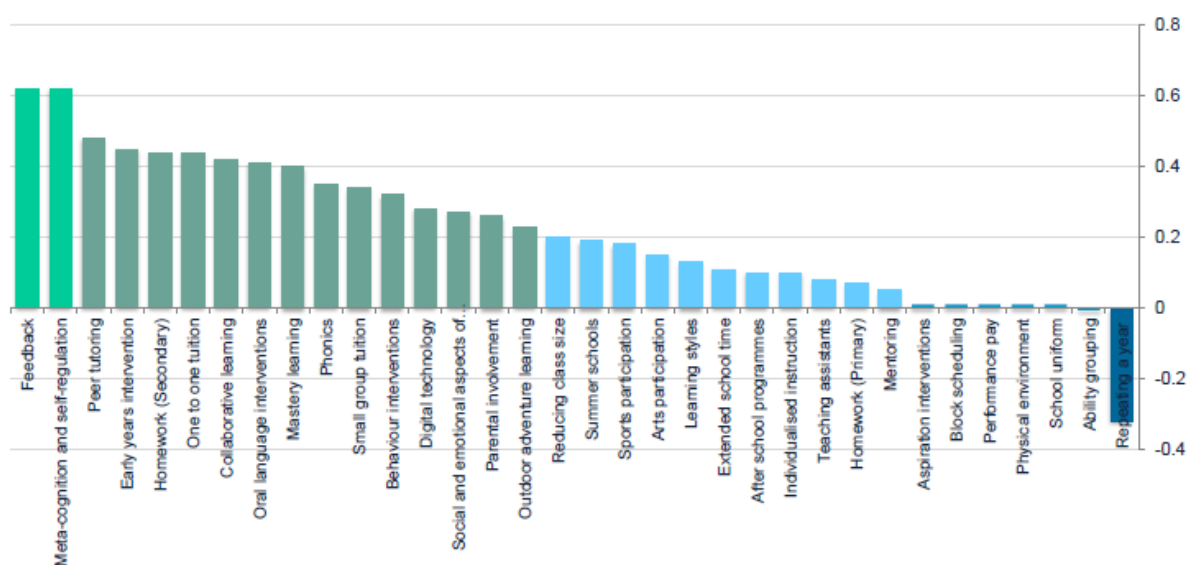
### Service pupil premium funding (optional)

| Measure   | Details   |
|---|---|
| How did you spend your service pupil premium allocation last academic year?<br>What was the impact of that spending on service pupil premium eligible pupils? | Service PP grant used to fund afterschool minibus transportation to ensure students could access after school clubs and interventions. Shift patterns and lack of local transport links make this hard for students from the local RAF base. Monies towards academic mentoring (through MyTutor programme) and revision guides also made available. |

## Further information (optional)

Much of our PP Strategy is based around the research and findings of the EEF. [Teaching and Learning Toolkit | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/Teaching-and-Learning-Toolkit). When planning the new strategy, with a focus this time on a 3 year plan, we spent significant time analysing the performance of students and the interventions in place. 2019 data shows that the previous PP strategies had limited impact on the progress of PP students. A Trust wide strategy to PP, involving meetings and webinars provided much 'food for thought'. Added to this are our concerns about the re-engagement of students following lockdown. Access to technology and in school support meant that the learning of PP students remained effective during the lockdown. A focus for the academy is the engagement in school (attendance and learning) and the social skills needed for students to function effectively as part of a larger community.

Much of the current thinking around PP students focuses on the improvement in the quality of teaching in the academy. The diagram below (taken from the EEF) has informed our planning and helped to prioritise T&L foci.



Alongside the creation of a 3 year PP strategy we are also launching #TNHAreads (our new literacy strategy) and a newly formed Teaching and Learning group. These will follow a similar timescale and, although not exclusively focussed on PP students, will have significant impact on the progress of PP students.

The #TNHAreads strategy looks at vocabulary and reading opportunities in the first 3 terms. This also involves improving diagnostic testing opportunities and interventions. The strategy then moves on to oracy and speaking and language interventions, and finally into writing. This strategy will significantly help the progress of KS3 students who have arrived in Year 7 with gaps in their learning due to Covid 19.

*The academy has also appointed a 'Raising Standard Leader' to manage the progress of groups (including PP) and quality assure the interventions carried out in the academy.*