

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	684
Proportion (%) of pupil premium eligible pupils	41% PP (30.1% FSM, 9.2% Service)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mr M Woodhouse Principal
Pupil premium lead	Miss E Thomason Vice Principal
Governor / Trustee lead	Sarah Oakley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£211,050
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£211,050

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
6. Support the positive mental health 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, including plans to support the positive mental health of PP students, 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 enable students with poor attendance at school to catch up with their peers.

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 continues to be below that of Non-PP students.</p> <p>Pupil Premium attendance for 2023/24 was 84.4% (Overall 87.4%)</p> <p>Pupil premium persistent absence was 47%. (Overall 38.05%)</p>
2	<p>Ensure behaviour of PP students allows all to access lessons- reduce low level disruption in lessons, continue to reduce FEX and PEX of PP students.</p> <p>In 2023/4 49% of students with a FEX were PP (a reduction from 2022/3. However, 2 students were FEX. Both of these students were PP students.</p>
3	<p>Overall performance of PP students is lower than that of NPP students and the gap is increasing. This may be attributed to lower attendance and gaps in knowledge at KS2/3 following Covid.</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> <p>2023 GCSE results, P8 score of PP students was -0.73 compared to -0.51 for Non-PP students. (Gap -0.22)</p> <p>2024 GCSE results, P8 score of PP students was -0.71 compared to -0.11 for NPP students. (Gap -0.6)</p>
4	<p>SEND PP students do less well than their non-send, non-PP peers. SEND PP students also show</p> <p>The 2024 GCSE exam results show that SEND PP students achieved a P8 score of -0.84, this is significantly below, PP and NPP.</p>
5	<p>KS2 SATS/ recent NGRT tests suggest that reading, comprehension and vocabulary of PP students are below expected levels in KS3.</p>

	NGRT A tests suggest that 46% of Year 7 students arrived at the academy with reading ages below expected levels.
6	Since school closures during COVID, an increasing number of PP students have suffered from mental health issues and anxiety. This has had a big impact on attendance (see data in 1) and progress.

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 7,8,9 students to reach their chronological age in reading by the end of KS3.</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>

<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"> • Reduced number of referrals to pastoral team/ other agencies for mental health concerns. • Student voice surveys show high levels of engagement in the academy, rating wellbeing highly. • Increased numbers of PP students engaging in extra-curricular activities and opportunities.

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: £ 141,000.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching/ Support staff £129,000	<p>The Sandringham Research School and Marc Rowland (see podcasts) 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>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>https://podcasts.apple.com/gb/podcast/pupilpremiumwithmarcrowland/id1448601060?i=1000454840382</p>	1,2,3,4, 6
CPD- quality first teaching £2000	<p>Using the EEF Teaching and learning toolkit we have identified strategies with high impact on learning and progress (Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)).</p> <p>The T&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 (researchschool.org.uk) and will be included in the work of the T&L group over the next 5 terms.</p>	1,2,3,6

Purchase of diagnostic assessments in literacy, numeracy and reading. £10,000	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF Alongside this, we will need staff training to ensure assessments are accurately carried out and interventions put in place. Staff CPD will be offered.	3,4,5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 32,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring/ Small group work with a focus on meeting mental health/ wellbeing needs £15,000	Ellis and Tod's model is adapted from a previous framework from Powell and Tod in 2004 ²² , shown in Figure 3. In this model, a single learning behaviour (from those detailed below) is placed at the centre of the model. The triangle surrounding this behaviour is the 'triangle of influence' representing the behaviour being influenced by emotional, social, and cognitive factors. These factors and the learning behaviour itself can be addressed through the three relationships (with self, others, and the curriculum) experienced by the individual in the classroom. Changing a learning behaviour is a dynamic process with reciprocal influences, as represented by the arrows. The circle, and terms inside this, show the influence of context. There is a need to deliver Emotional learning behaviours such as: inner voice, mental well-being, dealing with setbacks; and self-esteem, self-worth, and self-competence. (Taken from the EEF Secondary School Behaviour guidance)	1,2,6

<p>Breakfast/ afterschool club</p> <p>£5,500</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>Breakfast clubs programme 2021-2023 - GOV.UK (www.gov.uk)</p> <p>Why we are needed Magic Breakfast</p> <p>National School Breakfast Programme - Family Action (family-action.org.uk)</p> <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.</p>	<p>1,4,6</p>
<p>Behaviour strategies</p> <p>£2,000</p>	<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>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p>Reading interventions (inc. Sparx reader)</p> <p>£10,000</p>	<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</p>	<p>3,4,5</p>

	<p>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>Improving literacy in secondary schools.pdf (publishing.service.gov.uk)</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p> <p>Improving Literacy in Secondary Schools: 7 recommendation in... EEF (educationendowmentfoundation.org.uk)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchasing uniform for students/ resources for lessons to include art materials, cookery ingredients, revision guides and reading books.</p> <p>£10,000</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>	1,2,3,6
<p>Extra curricular activities such as cultural visits, sports activities, STEM clubs, intervention and</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>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	1,2,6

revision activities. £10,000	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.	
BFL/ self regulation of students. £5,000	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. https://www.thehighlyeffectiveteacher.com/how-to-develop-self-regulation-in-your-students/ 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.	2
Wellbeing/ mental health self-help to assist students during the exam period. £5,000	Observations in the academy have shown that an increasing number of students, especially after the lockdown, have struggled with their 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. https://ofqual.blog.gov.uk/2019/03/15/what-can-schools-do-about-examination-and-test-anxiety/	All
Embedding good attendance in the academy and reducing persistent absence. £4,000	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. 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. PP attendance has yet to recover following Covid. Attendance incentives and a new rewards programme are in place for 2023-24 to help raise the profile of attendance and encourage good practice.	1

Contingency fund. £4,000.	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.	All
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Total budgeted cost: £ 211,500.

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 2023 to 2024 academic year.

Overall PP performance in Year 11 improved in 2023/4. A small improvement in attendance was also seen. Most significantly, an improvement in low level behaviour issues, and a reduction in FEX's has enabled PP students to focus in class and improve outcomes.

Outcomes in reading/ literacy at KS3 remains good (data below), and PP student's participation in extra-curricular activities has continued to increase.

Teaching (for example, CPD, recruitment and retention)

£162,000.

Activity/Challenge	Impact of this approach	Actual Spend
Teaching/ Support staff	Teaching and learning priorities and CPD opportunities have improved overall student performance. Smaller groups in English has impacted reading and English outcomes. (See data below)	£148 000
CPD- quality first teaching	PD opportunities for staff have increased. Using the ATTI (The trust institute for PD) staff have been involved in a variety of PD sessions including collaborative planning, NPQ's and one off training sessions.	£2000

Purchase of diagnostic assessments in literacy, numeracy and reading.	Use of GLS assessments has enabled interventions to be more focussed. NGRT (Reading tests) are used to identify students needing early intervention in literacy. (See reading interventions below). Additional interventions such as Nessy reading (phonics) and Lego therapy have also supported students.	£12,000
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

£34,000

Activity	Impact of this approach	Actual Spend
Tuition partners	Having previously used MyTutor as a tuition partner, with disappointing results, the academy looked at alternative strategies this year. Identifying English as an area for development, we invested in the PET-XI English programme for a small group of Year 11 students. In total, 48 students participated (35% PP). Overall, English results in 2024 improved slightly. English P8 in 2023/4 for PP students was -0.97 compared to -1.07 in 2022/3.	£13,000 towards PET Xi and cover.
Breakfast/ afterschool club	Food, sundries and staffing of the school breakfast club. In school data shows that 20+ students are regularly using the school breakfast club each day. Of these, approx. 43% are PP students, and 65% are SEND students. Student's report feeling more settled and ready to learn having used the breakfast club. In addition, the school LRC remains open 3 evenings a week to support students reading and homework. This is staffed by the LRC co-ordinator. Art and craft activities are also available to support wellbeing.	£6,500 for breakfast resources and staffing of club.

Behaviour strategies	<p>Anecdotal evidence from lesson drop ins, and visitors to the academy suggests that behaviour has improved. Less disruption in lessons is seen and corridors remain calm. Behaviour data shows a reduction in FEX of PP students.</p> <p>In 2023/4 49% of students with a FEX were PP (reduced from 56% last year).</p>	£2500 for staff PD around behaviour and rewards for behaviour systems.
Reading interventions (inc. Sparx reader)	<p>NGRT tests carried out at the start and end of Year 7,8,9 show significant improvements in reading ages of PP students.</p> <p>In Year 7, PP students the reading ages of students improved, on average, by 9.47 months between September and June.</p> <p>In Year 8, PP students the reading ages of students improved, on average, by 9.83 months between September and June.</p> <p>In Year 9, PP students the reading ages of students improved, on average, by 15.52 months between September and June.</p> <p>Sparx reader encouraged reading outside of classrooms, with approx. 60% of Year 7 and 50% of Year 8 completing regular reading.</p> <p>SEND PP progress in reading was also improved (by 20.7 months in Year 7, 13.2 months in Year 8, and 3.2 months in Year 9).</p>	£12,000 towards GLS assessment package and literacy testing tests.

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

£50,800

Activity	Impact of this approach	Actual Spend
Purchasing uniform for students/ resources for lessons to include art materials, cookery ingredients, revision guides and reading books.	<p>The decision was made to invest money into the LRC. Buying books for the TNHA library (LRC) meant that all PP students could access reading books, at a variety of topics and reading levels.</p> <p>There has been an increase in the number of students using the LRC in lessons, at breaktimes and lunches.</p> <p>Money was also spent providing PP students with learning resources such as art materials, cooking ingredients, and revision books. PP students in Sport studies, Geography, Music, also had contribution made towards required trips/ practical activities.</p>	£11,550
Extra-curricular activities such as cultural visits, sports activities, STEM clubs, intervention and revision activities.	<p>"I have really enjoyed Music GCSE and was lucky that the school helped me to get extra music lessons. This has helped me to improve my guitar playing". (GCSE student)</p> <p>"I have really enjoyed the theatre trips this year- I especially liked the Panto trip at Christmas. It was great to go and see the Panto with all my friends". (KS3 student)</p> <p>Money from the PP fund was used to support students in extra-curricular trips. In 2023/4, 70 students attended one or more creative arts trip. The music department also funded music lessons for 9 students (40% of the GCSE Music cohort)</p> <p>KS4 Sports Studies and Geography classes also funded extra-curricular trips to support GCSE courses.</p>	£19,750

	An afterschool bus has also been provided 3 times a week to ensure students can access afterschool clubs and interventions.	
BFL/ self-regulation of students.	Improvements in student behaviour (reduction in FEX data above) are a result of improved rewards systems, INSET around Behaviour for learning and the use of Bromcom to monitor and analyse student behaviour.	£4000
Wellbeing/ mental health self-help to assist students during the exam period.	To support mental health of students, additional training is in place for support staff to address these issues. External agencies have also been used to support students during curriculum days- this includes:- St Gile's Trust Paula Devaux Positively You Tender Education Jon Egging Trust	£5000
Embedding good attendance in the academy and reducing persistent absence.	Staffing attendance monitoring, alongside rewards. We have developed safeguarding practices around vulnerable students (Inc. PP) and carry out regular home visits and monitoring if students are absent from school. Rewards strategies to encourage good attendance. Attendance of PP students for 2023/4: Overall PP attendance declined slightly from 88.45% in 2022/3 to 85.9% (All students 88.7%)	£5,000

	PP Persistent Absence has improved however from 53% in 2022/3 to 40.8% (All students 31.8%)	
Contingency fund.	Additional funds were used to support students needing school meals, additional uniform and equipment, trips and interventions (inc. the late bus).	£5500

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Using Catch up funding from the DfE we invested in GCSE English interventions from PET Xi.	PET Xi

Service pupil premium funding (optional)

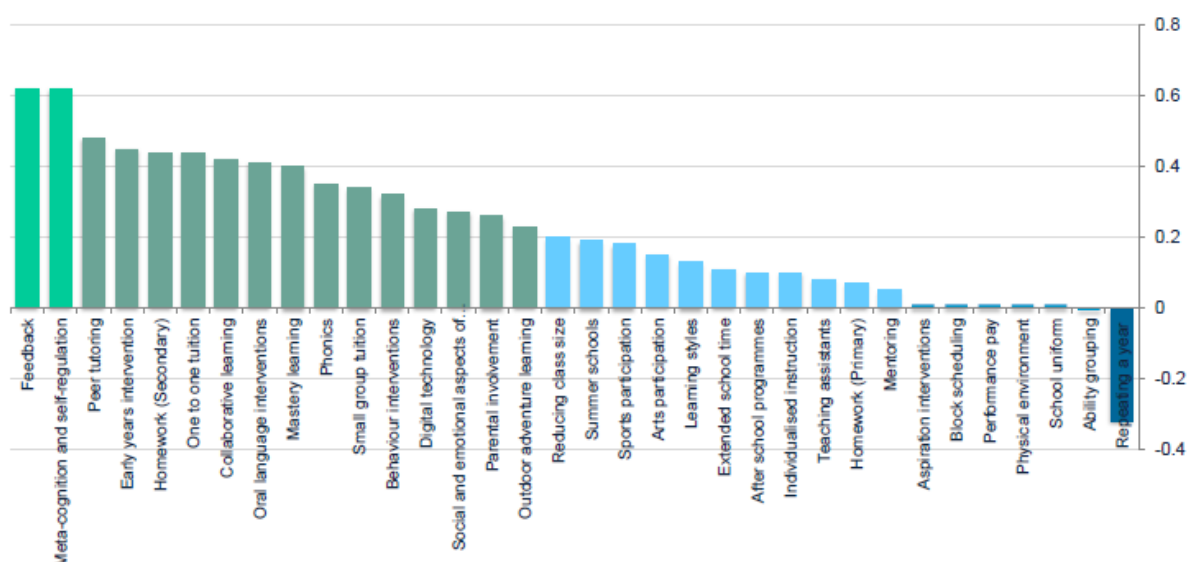
For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service PP grant used to fund afterschool bus 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 NTP programme) and revision guides also made available.
What was the impact of that spending on service pupil premium eligible pupils?	Service students achieved well and make good progress. The P8 score for service students was -0.15 (Up from -0.39 last year). A8 was 47.19 (up from 40.34 in 2022/23)

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://educationendowmentfoundation.org.uk). 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