

Nova Hreod Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged scholars.

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	Nova Hreod Academy
Number of pupils in school	1105
Proportion (%) of pupil premium eligible pupils	28%
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	TBC
Date on which it will be reviewed	Sept 2025
Statement authorised by	James Harding-Mbogo Headteacher
Pupil premium lead	Sonja Unwin Senior Vice Principal
Governor / Trustee lead	Kevin Logan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£308,208
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	£308,208

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium strategy at Nova Hreod Academy has been developed to ensure that our scholars from disadvantaged backgrounds receive the best possible academic, and character education and are supported academically and pastorally to give them the opportunities in life that they deserve. The strategy aims to ensure that the curriculum at Nova is accessible to all scholars, is delivered by some of the most effective educators available, using research-informed methods, and that all PP scholars have a wealth of support from a highly skilled team to nurture them on their journey throughout their time at Nova. We have seen over the past five years that, with the correct strategies in place, alongside the focus on high quality challenge and support, closing the gap is possible. However, we are aware of the risks facing our PP scholars, perpetuated by national lockdowns that will always impact on our most vulnerable in a disproportionate way. This means having to constantly review which specific areas of our strategy may need to be altered on a yearly basis, if not more frequently.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment and progress</p> <p>Our analysis of assessments taken in school show that there is a progress gap across the curriculum between PP and non-PP scholars which may widen without intervention. We must make sure that PP scholars make at least the same progress as their non-PP counterparts.</p> <p>In some year groups, including current Y11, there is a disproportionate number of PP students who are also lower prior attainers, which may make access to the curriculum more challenging. It is essential that learners are supported to fully access the curriculum.</p>
2	<p>Literacy</p> <p>It is essential that PP scholars reading ages, vocabulary, and oracy levels improve to ensure outstanding progress across the curriculum. PP scholars have lower reading ages than non-PP in all year groups. This is a particular issue in Y10.</p>
4	Attendance

	<p>Attendance for our PP cohort is improving but is still lower than its non-PP counterpart. Persistent absence is also higher amongst our PP students. It is important that all scholars, especially disadvantaged scholars attend every day to secure better progress, attainment improved employability and better social, emotional, and mental health. Nova is building capacity in the attendance team to ensure scholars and families are supported to be in school.</p>
5	<p>Behaviour, welfare and SEMH</p> <p>There are more behavioural and pastoral issues amongst our PP scholars, especially in the post covid era. Disruption free learning is prioritised at Nova through our behaviour system and through the Pastoral support provided at Nova; there are 5 non-teaching year managers, 4 full time members of the safeguarding team and a family and attendance support officer all working to support our most vulnerable scholars.</p>
6	<p>Quality of Teaching</p> <p>The school has appointed new staff, including ECTs and trainee teachers. It is essential that new colleagues are inducted quickly and are empowered to teach high quality lessons that challenge and are adaptive to learners and will lead to the rapid progress of all scholars, especially the most disadvantaged. At Nova we follow 'Rosenshine's Principles of Instruction' and Lemov's 'TLaC' strategies to ensure consistency of excellence for our learners driven through the use of core routines. Ensure staff have a knowledge of who our PP students are as individuals.</p>

****NB It is not assumed that all scholars eligible for PP funding will need some or all this support. There will be PP scholars making excellent progress already who will need minimal support. Each scholar has individual needs and therefore maybe supported by initiatives targeting any of the 3 focus areas.**

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 - Our PP scholars achieve better than non-PP scholars nationally.	- The gap between PP and non-PP students decreases on the A8 and English/Maths crossover measures.

Our teaching staff, especially those who work with groups with the largest numbers of PP scholars, are upskilled and supported to deliver their lessons in ways that maximise learning opportunities for our PP scholars.	<ul style="list-style-type: none"> - Y8-10 progress gap as identified by BiE assessments is reduced. - In Y9 the maths and EBAC gap reduces to below half a grade - In Y10 the EBAC and open bucket gap reduced to below half a grade.
All our lowest-attaining scholars can access a curriculum which is pitched at the right level to them and any support to access the curriculum is provided.	<ul style="list-style-type: none"> - A clear curriculum that has a 'foundation knowledge' thread running through it. - Literacy gaps eliminated early in Y7 and 8 through Lexia and Lexonic. Literacy gaps reduced in Y9 and 10.
The attendance of our PP scholars improves rapidly and sustainably.	<ul style="list-style-type: none"> - PP attendance compares favourably to national PP data and the gap closes with non-PP attendance data.
Our PP scholars behaviour reflects the values that we promote and the culture that ensues at Nova.	<ul style="list-style-type: none"> - The gap between PP and non-PP in lost learning time due to reflections and exclusions is closed. - Participation in our wider curriculum and Super Nova that is proportionately represented by PP scholars. - Clear proportionate representation of PP in our rewards.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the progress of disadvantaged scholars through quality first teaching and ongoing CPD to include:</p> <ul style="list-style-type: none"> - Resourcing and training on key teaching and learning strategies for Nova- TLaC (including Nova core routines), Rosenshine, Nova Teaching model Connect-I-We-You. 	<p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	1, 2

<ul style="list-style-type: none"> - Training programme for ECTs and trainees-going above the statutory CPD requirements for this group of staff through an additional CPD session - NPQ pathways for colleagues at different levels of professional development. - Re-launch of the Nova “Getting Better Faster” CPD support programme for staff who require it. - Regular learning walks carried out by SLT and middle leaders where developmental feedback is provided. - The use of Provision map to improve support of SEND scholars, including PP SEND scholars (41% of SEND scholars are also PP compared to 28% of main cohort). - Providing capacity for experienced members of staff to coach teachers to improve outcomes with their classes. - Appointment of lead practitioners in English and Maths to raise the quality of teaching and learning in these subjects to reduce the gap in those achieving neither or only one of these at GCSE 4/5+. - Using MidYis testing for scholars to ensure they are placed in the most suitable teaching groups to maximise learning. - Faculty leaders for English and Maths to track PP cohort completion of home study and take action to reduce the gaps. Working with other platform providers to be able to access this data easily on a weekly basis. 	<p>2. Pupil Premium: General and targeted interventions (sec-ed.co.uk)</p> <p>3. Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the literacy skills of disadvantaged scholars-</p> <ul style="list-style-type: none"> - Literacy strategy review and development underway with the Assistant Principal for Literacy as well as the MAT literacy advisor. 	<ol style="list-style-type: none"> 1. Using pupil premium EEF (educationendowmentfoundation.org.uk) 2. 45 Pupil Premium 	<p>1, 2, 4</p>

<ul style="list-style-type: none"> - The continuation of word of the week- to help scholars, especially those disadvantaged to become more secure with tier 2 vocabulary. - Personalised literacy instruction through Lexonix and Lexia during tutor sessions with trained specialists. - Continued development of whole school reading culture to improve reading ages and inference skills. - Age-appropriate and ambitious canon of literature forming part of an extended academy day and ensuring that every scholar engages in reading, develops their vocabulary, comprehension skills and cultural literacy with the introduction of 'Oracy Friday' allow scholars, especially the most disadvantaged to develop their oracy skills. 	<p>Strategies for Best Impact in Schools (2021) (thirdspacelearning.com)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	
<p>Staff employed to provide targeted support to scholars most in need</p> <ul style="list-style-type: none"> - KS4 after school intervention has been replaced with a compulsory additional lesson Tues-Thurs meaning all Y11 students get 1 additional lesson in each subject per fortnight. This was implemented due to poor attendance to after school intervention by PP students. - Y11 have 3x 30 minute intervention sessions in Maths and English in the mornings. - 2:1 maths tuition for those identified as high performing in primary but not in secondary (funded by Maths Excellence Fund) - Tassomai PP boost activated to accelerate PP outcomes in science. - Study base provision for PP students to have access to devices and a quiet space to complete home study. 	<p>Supp-SecEdNFER23.pdf (markallengroup.com)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 5
<p>Higher-level support for our most vulnerable scholars and those at risk of disengaging completely from education</p> <ul style="list-style-type: none"> - PGL maths revision weekend; PP scholars targeted and subsidised. - High pastoral staffing levels with a non-teaching year manager for each year group. - Extra-curricular clubs with PP prioritisation. - Introduction of a short term internal alternate provision for those PP students who are getting multiple repeat suspensions with the aim of 	<p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>Adolescent mental health: A systematic</p>	4, 5

<p>getting them successfully back into mainstream within 6-12 weeks. Staffed by qualified teachers with a focus on closing academic gaps and building skills to be successful in mainstream.</p>	<p><u>review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</u></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 210,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff capacity to work with disadvantaged scholars to support their behaviour and promote improved attendance</p> <ul style="list-style-type: none"> - The expansion/reorganisation of Senior Leadership Team; this has included the appointment of a new Senior Vice Principal for culture and an Assistant Principal for raising standards and attendance as well as KS3 and KS4 Assistant Principal leads. - Year Manager team of non-teaching staff who support with all pastoral issues including behaviour, attendance, and mental wellbeing. - Continued training for all those who work with scholars to support their behaviour and attendance. - Individualised support plans, where appropriate, in conjunction with Early help partners for scholars who are being sanctioned regularly under Nova’s behaviour system. - NEST – In school alternative provision. 1-2 staff members working with an identified caseload of scholars who are struggling to access education, supporting and challenging them to overcome barriers to learning related to anxiety - ELSA intervention for those needing emotional regulation support. 	<p>Missing Talent - Sutton Trust</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	
<p>Strategic capacity developed so that attendance, especially of our disadvantaged scholars is at the forefront of strategic thinking.</p> <ul style="list-style-type: none"> - AP timetable cleared during P1 to strategically lead the attendance team at raising attendance for all with PP as top priority. - Training for all members of the attendance team as well as support from the United Learning lead for attendance to improve strategy. - Attendance and Family Support Officer employed – To work with scholars, parents, carers and other agencies to reduce persistent absence, 	<p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>Using the Pupil Premium to raise school attendance -</p>	

improve attendance, social/educational inclusion and behaviour.	Attendance Matters Magazine (attendancemattersmagazine.com)	
Revision guides purchased for all PP students in Y11. Partial funding of trips to enhance cultural capital.		

Total budgeted cost: £308,000

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.

We have analysed the performance of our school's disadvantaged scholars during the 2023/24 academic year using key stage 4 performance data and our own internal assessments.

As shown in the data nationally, there continues to be a gap between the progress of PP and non-PP scholars. Key stage 4 data and our internal assessments show some strong individual performances but the progress and attainment of the school's disadvantaged scholars in 2023/24 did not improve. We partially attribute this to a poor uptake of the optional after school interventions that were successful for those who attended. However, very few PP students attended even though they were targeted. To overcome this, we have introduced three extra lessons a week that are compulsory for all Y11 students to overcome the opt out barrier. The number of PP students leaving Nova with strong passes in English and Maths was not high enough. To address this we are introducing lead practitioners in both English and Maths to support the Faculty Leaders in raising standards in these critical subjects. We continue to strive to close the gap between PP and non-PP students.

Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged scholars. The 2023-24 cohort of Y11 students were certainly impacted by the school closures during their KS3 years.

As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged scholars, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended.

Our commitment to narrowing the digital divide continues and progress towards this is being sustained. Study base (an optional yet targeted homework club) had on average 40% of attendees who are pupil premium, which shows the support provided is wanted and needed by our pupil premium scholars. We also had strong success with the work we have been doing on targeting Y11 PP students to attend our after school provision with 54% of Y11s who attended being PP.

Absence among disadvantaged scholars was higher than their peers in 2023/24. We recognise scholars with strong attendance make the best progress, which is why raising the attendance of our disadvantaged scholars is a focus of our current plan.

Our assessments demonstrated that scholar behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged scholars has been particularly acute. Nova's commitment to delivering outstanding pastoral care remains unwavering as detailed in the above plan. We are going further than ever before by introducing a new alternative provision to support those PP students who are at risk of permanent exclusion.

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
NGRT- Reading assessments	New Group Reading Test - GL Assessment (gl-assessment.co.uk)
MidYIS testing for cognitive ability	MidYIS for ages 11-14 (Secondary school assessment) (cem.org)
Bedrock- vocabulary	The Online Vocabulary Curriculum For Schools Bedrock Learning
Hegarty Maths	HegartyMaths
Sparx Maths	Sparx Maths
Languagenut	www.languagenut.com
Seneca	Free Homework & Revision for A Level, GCSE, KS3 & KS2
Tassomai	Tassomai The learning program
Lexonic	Literacy Intervention Programmes That Empower Learning - Lexonik
Pearson Revise	GCSE revision Pearson UK