

Nova Hreod Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Nova Hreod Academy
Number of pupils in school	910
Proportion (%) of pupil premium eligible pupils	26%
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	17/12/2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Nick Wells Headteacher
Pupil premium lead	Ryan Nash Vice Principal
Governor / Trustee lead	Kevin Logan Swindon Cluster Secondary Committee Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£219, 650
Recovery premium funding allocation this academic year	£33, 495
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	£253, 145

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>Our internal data, taken from MidYIS testing conducted at the start of the year, shows that the proportion on scholars who are lower ability is significantly higher than in previous years; a band which contains a much higher proportion of PP scholars than the average of the academy.</p> <p>The bottom three sets in Y7, formed using the MidYIS data, contain 50 scholars and 48% of these are eligible for PP funding. In the lowest-ability class we have, this figure rises to 75%.</p>
2	<p>A high proportion of our PP scholars would struggle to access the curriculum due to their low literacy and numeracy levels and have to receive intervention to get them to a level where this will not be the case.</p>
3	<p>Our projections in KS4 based on summative assessments show that gaps may widen without intervention.</p>
4	<p>Attendance for our PP cohort is significantly lower than its non-PP counterpart following the three lockdowns.</p>
5	<p>There are more behavioural and pastoral issues amongst our PP scholars.</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
Our PP scholars achieve better than non-PP scholars nationally.	<ul style="list-style-type: none"> - A P8 score that is better than the national average and hopefully better than then non-PP national average.
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"> - Progress made in all groups is as good as, if not even better in our highest-priority groupings as evidenced by the BiE assessments and any external assessments.
All of 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"> - Use of DI that results in all scholars being ready to receive the English and maths curriculum following the program. - A clear curriculum that has a 'foundation knowledge' thread running through it.
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 falls in line 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"> - A reduction in lost learning time due to reflections and exclusions. - Participation in our wider curriculum and Super Nova that is proportionately represented by PP scholars. - Clear proportionate representation of our PP scholars in DISC points, Star Slips and attendance awards.

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: £30, 688

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff training and support provided so that the curriculum meets the needs of all learners and the implementation is strongest for the most disadvantaged.</p> <ul style="list-style-type: none"> - Resourcing and training on key T&L strategies for Nova (TLaC and Rosenshine). - Training and capacity provided for Direct Instruction to become fundamental part of 'bridging' curriculum. - Curriculum development work led by capacity created by expansion of Senior Leadership Team with Vice Principal leading curriculum development ensuring that the golden threads of curriculum meet the needs of all learners. - Coaching available through support of SLT using research-informed practice - 'Project 8' style group meetings to form a team around the class approach and share best practice with our most vulnerable groups 	<ol style="list-style-type: none"> 1. High-quality teaching EEF (educationendowmentfoundation.org.uk) 2. Pupil Premium: General and targeted interventions (sec-ed.co.uk) 3. Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk) 	1, 2
<p>Obtaining accurate baseline data as well as reading scores so that our scholars are placed in the correct streams based on cognitive ability as oppose to solely using previous academic performance.</p> <ul style="list-style-type: none"> - NGRT testing establishes reading ages and feeds into data analysis to establish if DI is appropriate. - MidYIS gives detailed information about cognitive ability and looks at key areas of learning which enables us to rank scholars to form streams, which feed in to curricular decisions. 	<ol style="list-style-type: none"> 1. Using pupil premium EEF (educationendowmentfoundation.org.uk) 2. 45 Pupil Premium Strategies for Best Impact in Schools (2021) (thirdspacelearning.com) 	1, 2

<p>Reading – Embedding whole school reading and developing a love of reading so that pupils reading ages and inference skills improve.</p> <ul style="list-style-type: none"> - Age-appropriate and ambitious cannon 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. - Additional materials such as reading rulers for tracking each line to encourage all scholars to actively participate in every text to be read, as well as training for staff on how to run reading session 	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £88, 645

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff employed to provide targeted support to those most in need of it</p> <ul style="list-style-type: none"> - Employment of support staff (Learning Mentors) to work with groups, and on a one-to-one basis to support our disadvantaged scholars academically through our study base program, Y11 assertive mentoring and supporting scholars with access to the curriculum, resources and organisational strategies. 	<p>Supp-SecEdNFER23.pdf (markallengroup.com)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 5</p>
<p>More strategic input and capacity to ensure that targeted support is of the highest quality</p> <ul style="list-style-type: none"> - Expansion of SLT to bring in more capacity for Y11 assertive mentoring as a strategy to work with our disadvantaged scholars as a priority group. - Having a newly promoted member of SLT to have strategic ownership of the way that the study base and its staff are deployed to work with those who need the space and academic support to be successful with their home study. - Appointment of a member of the SLT who also oversees Y11 in an academic ‘Head of Year’ capacity and supports the tutoring programme. 	<p>Putting Evidence to Work - A School's Guide to Implementation EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 4, 5</p>
<p>Higher-level support for our most vulnerable scholars and those at risk of disengaging completely from education</p>	<p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	<p>4, 5</p>

<ul style="list-style-type: none"> - Jamie's Farm residential for our scholars who are most at risk of exclusion, either academically, or socially. - CAMHS bought-in support to ensure that we have support for some of our most at-risk scholars - Widening of capacity from a safeguarding perspective with use of electronic reporting system and better information sharing on Provision Map - CBT expert who runs many therapeutic interventions one a one to one or small-group basis. 	Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 133, 667

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"> - House Manager team of non-teaching staff who support with all pastoral issues including behaviour, attendance and mental wellbeing. - Training for all those who work with scholars to support their behaviour and attendance such as Team Teach training and support from SBC from the Educational Welfare team. 	<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"> - Newly appointed VP- Culture to lead strategically on both the implementation of the PP strategy and on improving attendance - Training for new Attendance Officer on new MIS attendance functions, SBC attendance processes and UL support on attendance - Student Support specialist who focuses on our most anxious scholars who might otherwise struggle to get through the door if not for her input. 	<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 - Attendance Matters Magazine (attendancemattersmagonline.co.uk)</p>	

Total budgeted cost: £253, 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 2020 to 2021 academic year.

The KS4 CAG and then subsequent TAG processes over the two year period covered by the previous strategy suggest a widening of the in-school gap between PP and non-PP scholars. In the last set of published GCSE results, considerable progress had been made to both improving progress overall for the academy and our PP cohort, and the gap had closed considerably too.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy, alongside the delivery of both live, and pre-recorded lessons delivered through Microsoft Teams.

Further to this, our endeavour to ensure that as many of our most vulnerable scholars attended school, including positively disproportionate representation from our PP cohort, alongside our commitment to issue our PP scholars with the digital resources required to access online learning ensured that the harmful impact of covid was mitigated even further.

Whilst the attendance at Nova remained roughly in line with the national average at Nova based on the then Covid-related context, gaps also began to emerge here, which was further perpetuated with the flux of staff working in the attendance team. This will, with a new-look attendance team and the support of the hub staff, be a significant priority for this year's strategy with home visits already running and the chasing up of our PP scholars who are persistently absent being high on the attendance team's priority list.

Whilst the academy was open to all of our scholars, our use of techniques and research-based practice ensured high quality implementation of the curriculum. TLAC strategies and techniques using Rosenshine's principles are a mainstay in the general culture of curriculum implementation and will be further enhanced and revisited with the expansion of the Senior Team on the curriculum side and the use of Deliberate Practice as a CPD focus. Alongside this, the new structure of the Senior Team will focus on

groups of disproportionate disadvantage, especially those who have flagged up as behaviourally more challenging during the last two years, to ensure that the strategies we want to implement are even further refined, and when possible, reasonable adjustments made to ensure that we develop our behaviour curriculum for those who need the extra support.

The appointment of four House Managers has been essential through times of such uncertainty, disruption to routines, and emotional distress and having four House Managers who work the frontline, reinforce high standards, and work closely with families and external agencies when necessary, has gone some way to mitigate the negative impact of the current context on our PP scholars. Continuing to upskill this team will have real long-term benefits that will positively impact our PP scholars as much as, if not more, than all of our most vulnerable groups.

Further to this pastoral support from House Managers, the HLTAs we have appointed have worked closely and can show case studies of having an impact on our most vulnerable scholars, many of whom are PP and all of whom are vulnerable and disadvantaged.

One key lesson learnt over the past two years, is how important is it that we make the time and space to fully onboard our new Y7 cohorts when they join Nova and so a prominent feature of this year's strategy will link strongly to using diagnostic testing, creating opportunities for transition events early, ensuring there is an opportunity for new cohorts to spend time within the building and becoming accustomed to the culture, and for our disadvantaged scholars, the chance to be involved in summer programmes. This has started this year with a summer school in which our PP and SEN cohorts filled 88% of spaces.

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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