



Nova Hreod Academy

The best in everyone™

Part of United Learning

Pupil Premium Strategy Statement 2025-2028

Date: November 2025

Review Date: December 2026

Person Responsible for Review: Principal (James Harding-Mbogo)

Pupil premium strategy statement – Nova Hreod Academy

This statement details our school's use of pupil 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	1052
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	18.12.2025
Date on which it will be reviewed	01.09.2026
Statement authorised by	J.Harding-Mbogo
Pupil premium lead	S.Unwin
Governor / Trustee lead	K. Logan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 316,836
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£316,836

Part A: Pupil premium strategy plan

Statement of intent

At Nova we want our students to have a better chance of success than if they attended any other school in the country – this is our mission statement as a school. This statement is not about wanting the average scores to be higher, but for every individual to succeed. This includes our PP students, and we are clear that in order for this to become a reality – a clearly considered strategy to raise attainment for our PP students is required.

In order for our PP students to have the best life chances, it is essential that they:

1. Attend school every day
2. Rapidly improve literacy levels where gaps have occurred
3. Have access to excellent lessons delivered through a carefully considered, knowledge rich curriculum to build a feeling of success and inclusion in the classroom.

Data shows that students who attend poorly have a significantly lower chance of attaining at the expected level or above. In order to improve outcomes for PP students, they have to be physically present in school and be in their lessons learning, to go on to have the best chance of getting the best possible outcomes they can.

PP students arrive on average with lower literacy levels than non-PP students. Those who arrive at secondary not having met literacy standards in primary have a 1/10 chance of achieving a grade 4 or above in English when they leave secondary. Therefore it is essential that we close the literacy gap as quickly as possible on arrival at secondary school. This in turns allows them to better access the curriculum and improves engagement in learning. Therefore closing that gap is critical in helping them engage positively in their learning in the classroom.

By addressing gaps in attendance and literacy, that lays the foundations for students to be able to excel when they are in the classroom when they are in front of excellent teachers delivering a carefully considered knowledge rich curriculum. We also know that excellent teaching accelerates progress for PP students more rapidly than for their non-PP peers. Therefore improving the quality of teaching and learning to be consistently excellent across Nova Hreod Academy is going to be the biggest lever we can pull to improve life chances for our students. This will include a combination of an ambitious carefully considered curriculum, strong pedagogical understanding from teachers but also staff who carefully consider how to build strong relationships with PP students to build a sense of belonging in the classroom. This in turn will support raising academic outcomes.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data last year outlines that the gap between PP and non-PP attendance was 10.9% with a headline figure for attendance of 80.2% for PP students. Students who were both PP and SEND had an average attendance of 66.5%. This is the lowest subgroup for attendance across the school. Persistent absence for PP students last year was 51.4% meaning over half of our PP cohort were regularly missing school. Y11 attendance for PP students was 78.1% last academic year. This leaves critical knowledge gaps that are essential to be successful in their GCSEs. Lower attendance has a negative impact on students' attainment and therefore life chances.
2	Pupil premium students enter Nova with significantly lower literacy levels than non-PP (for example, year 7 last year PP SAS = 95.6 and non-PP = 101.5). The initial gap for our new year 7 cohort is a gap of SAS of 6.1 and Stanine of 0.8 Literacy levels are the most accurate indicator for academic success, so we want to do everything we can to close this gap on entry as well as historic gaps for older students that have not previously been closed.
3	PP students at Nova Hreod do not have consistently excellent teaching in every lesson. For this to happen we need: - A carefully considered curriculum - Teachers with excellent pedagogical knowledge - Teachers who build strong relationships with pupils, particularly those with barriers to learning. High quality teaching results in a greater improvement in outcomes for PP students than non-PP students so this would support closing the attainment and progress gaps. This is particularly an issue in English where staffing has been inconsistent. The gap for English in those predicted to not get 4+/5+ at the end of their GCSEs in 2026 is 8/10% larger than Maths at -31/38%. In the results last year, the overall PP gap for those achieving 4+ and 5+ crossover for English and Maths was -22/28%

	In English the 4+ gap was -22.5%, in maths -18% and in combined science -20% (with no gap in the separate sciences) In English the 5+ gap was -20%, in maths -26% and in combined science -30% (with no gap on average in the separate sciences). At KS3, PP gaps in attainment appear in all subjects but to varying degrees in different year groups. There is no stand out subject or year group where consistently the PP gap is noticeably worse or better than others.
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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
Attendance for PP students improves meaning they have fewer gaps in knowledge. Persistent absence for PP students is tackled rapidly. Attendance for students who are both PP and SEND improves in line with those who are non-PP and SEND. Year 11 attendance improves rapidly ensuring they are in lessons as much as possible.	88% attendance for PP students by end of year 1, 90% by the end of year 2 and 91% by the end of year 3. The PP gap halves year on year. For PA reduce PA by 15% by the end of year 1 for PP students resulting in a PA of 35%. Reduce PA to below 25% by the end of year 3. For students who are PP and SEND, raise attendance to be in line with those who are non-PP and SEND by the end of year 1. Year 11 PP attendance rises to 91% by the end of year 1 and is then in line with improvements across the rest of the school
Literacy gaps are identified early and closed in Y7. Literacy gaps for Y8 and 9 are rapidly closed where this has not been done in Y7.	In year 1, reduce the SAS gap by 3.0 and the stanine gap by 0.3 for our Y7 cohort. Our Y8 gaps decrease from SAS 4.3 to 2.0 and stanine 0.6 to 0.3. By the end of Y9 the gaps in SAS and stanines are closed. In year 3, all gaps are closed by the end of Y7.
Quality of teaching and learning across all subjects is consistently good or better.	Observations show teachers who consistently deliver excellent lessons as demonstrated by: • Using core routines consistently • Delivering clear explanations breaking down new information into small

	named steps and providing examples that are modelled live to the students • Using variation in tone and intonation to ensure delivery is engaging along with storytelling, analogy and mnemonic to make learning memorable • Ensuring there is a high thinking and participation ratio throughout the lesson • Effectively checking for understanding to ensure that students understanding is sufficiently secure to move on to independent practice • Independent work is produced by students that is a product of their own thought every lesson. • Teachers use a 'route to success' on their seating plans to prioritise checking learning of PP students.
Due to improved quality of teaching and learning, PP gaps in outcomes reduce in all subjects but particularly English.	The English/Maths crossover gap for PP students reduces by 5% in year 1 and closes by year 3. Individual subjects close their gaps at 4 and 5+ by half in year 1 and fully by year 3.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £256,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Instructional Coaching using StepLab including intensive coaching for new staff when they join</i>	Boguslav, A. & Goodrich, J. (2022). The Evidence and Rationale Behind Steplab - Steplab's Evidence-Based Coaching Explained	3
<i>Whole school CPD programme through weekly 30 minute after school sessions and morning rehearsal sessions including:</i>	Our CPD programmes follow the guidance found here: Effective Professional Development EEF	3

• Regularly revisiting prior learning • Delivered in small chunks weekly to manage cognitive load • Providing models of excellence • Rehearsal • Goal setting • Providing feedback through drop ins and whole staff feedback Initially this will focus on embedding a set of core routines to enable consistent means of participation. This will develop over time to include strategies to develop thinking ratio.		
Enhanced support for teachers who need to make rapid improvement through our “getting better faster” programme	Our CPD programmes follow the guidance found here: Effective Professional Development EEF	
Investment in ML CPD to improve quality of curriculum resources to ensure a knowledge rich curriculum. These resources will also explicitly identify disciplinary vocabulary and how to explicitly teach this. Longer term, we will introduce core readers in each subject to support students in learning to read complex academic texts.	EEF Teacher toolkit suggests the impact of mastery curriculum varies but on average can improve progress by +5 months. The ‘Improving Literacy in Secondary Schools’ guidance report – recommendations 1,2 and 3.	2, 3
Extended school day for Y11 – this allows for an extra lesson of English, Maths and Science per week with our strongest teachers. This is compulsory and the	EEF Teacher toolkit suggests that extending the school day can improve progress by +2 months for secondary schools.	3

<i>lessons are planned and sequenced as part of the curriculum.</i>		
<i>Additional capacity for experienced teachers to support trainee and ECTs through double staffing of the timetable to support minimising disruption in the classroom, which is often an issue for new teachers</i>	<u>Positive teacher-student relationships boost good behaviour in teenagers for up to four years University of Cambridge</u>	3

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

Budgeted cost: £51,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>NGRT reading assessments in Y7,8 and 9</i>	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	2
<i>Lexonic Leap literacy intervention</i>	EEF Teacher toolkit suggests that implementing phonics can improve progress by +5 months for students lacking those skills in secondary schools. The 'Improving Literacy in Secondary Schools' guidance report – recommendation 7.	2
<i>Lexonic advance intervention</i>	EEF Teacher toolkit suggests that implementing reading comprehension strategies can improve progress by +7 months. The 'Improving Literacy in Secondary Schools' guidance report – recommendation 7.	2
<i>Lexia literacy intervention</i>	EEF Teacher toolkit suggests that implementing reading comprehension strategies can improve progress by +7 months.	2

	The 'Improving Literacy in Secondary Schools' guidance report – recommendation 7.	
<i>Reciprocal reading intervention</i>	The 'Improving Literacy in Secondary Schools' guidance report – recommendation 7. EEF Teacher toolkit suggests that implementing reading comprehension strategies can improve progress by +7 months. FFT reciprocal reading is listed in the EEF's promising programmes and is currently showing an impact of +2 months.	2
<i>Whole school reading programme</i>	'Now the whole school is reading': supporting struggling readers in secondary school - GOV.UK	2

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Investment in improving timetable construction – initially more time for senior leaders to construct the timetable considering carefully which PP students are placed with the most suitable teacher for them and in further years, purchasing and training on new TT software to further improve the ability to get the right students in front of the right teachers</i>	The surprising impact of the school timetable on student engagement Tes	3
<i>A Star Attendance – system to support monitoring attendance.</i>	A number of case studies demonstrating impact have been carried out: Case Studies - A Star Attendance	1

	Platform reduces administrative burden to allow the attendance team to focus on the actions.	
<i>Increased capacity in the attendance team (attendance officer, 2 attendance administrators and an assistant headteacher leading on attendance) to embed the DfE's guidance on working together to improve school attendance and the guidance from United Learning. As part of this PP are prioritised for attendance calls and home visits.</i>	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Working with parents to support children's learning – recommendation 3 EEF Parental Engagement Guidance Report.pdf	1
<i>Rewards/competitions to incentivise attendance.</i>	Our student voice reflected that students wanted to be recognised for strong and improved attendance and they felt it improved belonging. Early test runs of 'attendance competition' weeks have shown positive impact in our context on our attendance data.	
<i>PP Students provided with revision resources, laptops, uniform and equipment as needed. This removes a barrier for attending school due to not having completed homework/lack of uniform or equipment and supports improving outcomes.</i>		1,3
<i>PP students have trips subsidised or free of charge to support accessing the full curriculum offer and encouraging attendance.</i>	Historic experience tells us that PP students are more likely to engage with trips if they are subsidised. We also know students who are not on a trip are less likely to attend school that day.	1

Total budgeted cost: £317,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This review marks the end of a 3 year Pupil Premium strategy so this evaluation will review how well each intended outcome has been met.

Our first intended outcome was to improve attainment for disadvantaged students – specifically narrowing the gap for A8 and English and Maths crossover metrics. Our A8 improved by 7.36 for PP students and the gap narrowed by 4.04. The % of students achieving English and maths at grade 4+ increased by 12% for PP students whilst the gap narrowed by 12%. At 5+, PP students had a 14% increasing with the gap narrowing by 2%. The PP gap at 7+ halved from 8 to 4%. On all metrics, our PP students did better than the year prior and gaps narrowed. We are pleased that prioritising quality first teaching has impact on obtaining qualifications that will improve students life chances. We now aim to go further and eliminate gaps wherever possible.

The Y10 PP gap for A8 as students moved up into Y11 was also closed by 3.71. There have been some big successes in closing the gap for PP students in Y9. In Y9 24% more PP students moved up a quintile (based on the full UL data collection) in maths than non-PP students with 33% of all PP students moving up. In Y9 English 30% of PP students moved up a quintile which was 5% more than non-PP students. There was also evidence of closing gaps in Y9 History, French and RS. The closing of the gap was not so pronounced in Y8.

When forming literacy intervention groups, we positively discriminate in support of PP students - for example by prioritising them when there are students of similar ability levels, and in the formation of our reciprocal reading intervention where a higher proportion of pupil premium students were selected. Preliminary data from our first year of our new literacy intervention shows that this is making a positive impact on closing this gap. For example, NGRT overall stanine A to C progress for all students was 0.2 but this was 0.6 for our PP students in the intervention groups.

We aimed to close our attendance gap with this strategy. This has not been realised but the gap has narrowed. Our PP attendance has increased 0.4% compared to the previous academic year. The attendance gap decreased by 0.8% showing more rapid improvement for our PP students. The big focus on Y11 attendance resulted in an 8.3% increase in attendance. However, attendance for the school overall is a firm priority moving into next academic year and the attendance gap of 10.9% for PP students is still too wide and this will be a key part of the next PP strategy.

The school had a behaviour reset with new leadership in this academic year. Whilst standards were reset, reflections and suspensions increased and this affected PP students disproportionately. Towards the end of the academic year, suspensions

significantly decreased but the gap remained. Next year, we intend to focus on improving quality of teaching and learning to support all students in remaining in the classroom.

The tracking of the extra-curricular data was not secure enough to form valid judgements on whether we achieved our intended outcome of increasing participation for PP students. However, we did run some targeted clubs including archery tag and trampolining with a focus on prioritising PP students, which PP students enjoyed and felt positive about.

Overall, we have had great success with improving outcomes for our Pupil Premium students in terms of their results and their literacy. We will continue to work to improve these further as these will open doors for our students and give them better life chances.