

*Nova Hreod Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	1041
Proportion (%) of pupil premium eligible pupils	27.9%
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	17/12/2023
Date on which it will be reviewed	Sept 2024
Statement authorised by	Nick Wells Headteacher
Pupil premium lead	Faye Green Assistant Principal
Governor / Trustee lead	Kevin Logan Swindon Cluster Secondary Committee Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£282 555
Recovery premium funding allocation this academic year	£67 344
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	£349 899

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, 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 some year groups.</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 DISC behaviour system and through the Pastoral support provided at Nova; there are 4 non- teaching house managers, a student welfare coordinator, EBSA lead, engagement mentor, 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.</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 and progress- Our PP scholars achieve better than non-PP scholars nationally.	- 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	- Progress made in all groups is as good as, if not even better in our highest-priority groupings as

supported to deliver their lessons in ways that maximise learning opportunities for our PP scholars.	evidenced by the BiE assessments and any external assessments.
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"> - Use of DI that demonstrates 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>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, Rosenshine, Nova Teaching model Connect-I-We-You. - New staff training programme- TLaC 8 in 8- 4 cultural and 4 academic strategies that all 	<p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>2. Pupil Premium:</p>	1, 2

<p>teachers will have developed for use in their classrooms in 8 weeks.</p> <ul style="list-style-type: none"> - NPQ pathways for colleagues at different levels of professional development. - The expansion of Senior Leadership Team; this has included the appointment of a Vice Principal for teaching and learning, and appointment of assistant principals for literacy and oracy and raising KS3 standards. - Launch of evidence-informed Reciprocal instructional coaching programme. - 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. <p>Ensure attainment and progress is rapid and sustained by:</p> <ul style="list-style-type: none"> - Using MidYis testing for scholars to ensure they are placed in the most suitable teaching groups to maximise learning. - The appointment of additional staff to improve capacity to support scholars. 	<p>General and targeted interventions (sec-ed.co.uk)</p> <p>3. Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</p>	
<p>Improve the literacy skills of disadvantaged scholars-</p> <ul style="list-style-type: none"> - Literacy strategy review and development underway with the appointment of Vice Principal for Teaching and learning and Assistant Principal for Literacy and Oracy. Strategy to include planned CPD on reading, vocabulary, and oracy to support high standards of T&L, scholar language development and comprehension and metacognition and self-regulation. - FASE reading training for English, Humanities and PSHE faculties. - The introduction of word of the week- to help scholars, especially those disadvantaged to become more secure with tier 2 vocabulary. - Personalised literacy instruction through literacy Software learning programmes. - Continued development of whole school reading culture to improve reading ages and inference skills. 	<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) 3. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) 	<p>1, 2, 4</p>

<ul style="list-style-type: none"> - 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. - 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. - CPD around breaking down complex writing tasks. 	ndowmentfoundation.org.uk	
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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
Staff employed to provide targeted support to scholars most in need <ul style="list-style-type: none"> - Employment of support staff (Learning Mentors and engagement mentors) to work with groups, and on a one-to-one basis to support our disadvantaged scholars academically through our study base program and supporting scholars with access to the curriculum, resources, and organisational strategies. - KS4 Intervention sessions in most subjects; scholars are targeted for these sessions and PP scholars prioritised. 	Supp-SecEdNFER23.pdf (markallengroup.com) One to one tuition EEF (educationendowmentfoundation.org.uk)	2, 3, 5
More strategic input and capacity to ensure that targeted support is of the highest quality <ul style="list-style-type: none"> - Appointment of additional Vice Principal for Behaviour and attendance to lead on Raising attendance strategy. - New SLT lead for raising KS3 standards. 	Putting Evidence to Work - A School's Guide to Implementation EEF (educationendowmentfoundation.org.uk)	3, 4, 5

<ul style="list-style-type: none"> - Continued professional development of Head of Year 11 (2nd year in post) to drive the raising standards agenda including closing the gap. 	wmentfoundation.org.uk	
<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. - Extra-curricular clubs with PP prioritisation. - ELSA, attachment and trauma informed intervention, social skills, talk time through art. - Reading interventions, Direct instruction, Lexonik leap and advanced language for behaviour, language of learning - Lego based therapy - Widening of capacity from a safeguarding perspective with use of electronic reporting system and better information sharing on Provision Map 	<p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	4, 5

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. - Continued 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. - Intensive support programme, including individual risk plans in conjunction with Early help partners for scholars who are being sanctioned regularly under Nova's DISC behaviour system. - Classroom ready – In school alternative provision. 1 staff member working with an identified caseload of scholars who are struggling to access education, supporting and challenging 	<p>Missing Talent - Sutton Trust</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	

<p>them to overcome barriers to learning related to anxiety</p> <ul style="list-style-type: none"> - Engagement Mentor - To ensure high levels of educational engagement in lessons from scholars with Social, Emotional and Mental Health needs, enabling learners to make good progress by working with teachers, other support staff, families and external agencies. 		
<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"> - VP- Culture to lead strategically on improving attendance, including the introduction of a daily attendance drop-in clinic. - 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. - Attendance and Family Support Officer – To work with scholars, parents, carers and other agencies to reduce persistent absence, improve attendance, social/educational inclusion and behaviour. 	<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>	
<ul style="list-style-type: none"> - Appointment of a member of the SLT who also oversees the tutor programme. - The enhancement of the tutor time programme, topics and tasks carefully selected to ensure all students can participate. - Tutors informed to develop seating plans to ensure mix of pp/SEND and non-pp/SEND scholars due to heavy focus on oracy to address gaps in tier 2 vocabulary. 		

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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged scholars during the 2022/23 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 and the progress and attainment of the school's disadvantaged scholars in 2022/23 improved, but we still strive to close the gap further between PP scholars and their non-PP peers.

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 2022-23 cohort of Y11 students were certainly impacted by the school closures during their KS4 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) has 35- 44% of attendees who are pupil premium, which shows the support provided is wanted and needed by our pupil premium scholars.

Absence among disadvantaged scholars was higher than their peers in 2022/23. 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.

With a new Assistant Principal responsible for PP in post we will continue to be reflective and ensure the activity outlined in above continues to bring about impact.

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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