

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	South Nottinghamshire Academy
Number of pupils in school	893
Proportion (%) of pupil premium eligible pupils	19.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 2023-24 2024-25
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Mr D Philpotts (Headteacher)
Pupil premium lead	Mrs L Sharpe (Assistant Headteacher)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,459
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	£190,459

Part A: Pupil premium strategy plan

Statement of intent

While creating our PP Strategy, we recognise the importance of considering the context of South Nottinghamshire Academy and the subsequent challenges faced. We will use research conducted by the EEF and recognised literature (such as 'Addressing Educational Disadvantage by Marc Rowland) to support decisions made around the usefulness and implementation of different strategies.

Common barriers to learning for disadvantaged students can include weak language and communication skills, lack of confidence, attendance and punctuation issues and more frequent behaviour issues. There may be complex situations that prevent children from flourishing. We recognise that the challenges are varied and there is no 'one size fits all'. As recognised by the EEF we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students' and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers and strong recruitment processes.

The key principles of our strategy:

- Promote an ethos of **high expectations** for all with no ceiling on achievement
- **Quality First teaching** at the core of our approach
- **Building strong relationships across the school** – both staff-student and student-student
- **Individualised approach** to address barriers – rather than access to generic support and focusing on students nearing end of KS4
- Focus on improving **outcomes for individuals** – rather than on just providing strategies
- Relentless focus on **language** – with reading, writing and oracy skills at the heart of our strategy
- **Clear, responsive leadership** – setting high aspirations and responsibility for raising attainment to all staff.

Whilst our strategy adopts the recommended EEF tiered approach, we recognise that many elements of the strategy will overlap categories and that the balance of the approach will vary from year to year as the school and student priorities change. We also ensure that in order to make the biggest difference we focus on a small number of strategies.

Our ultimate objectives are:

- To narrow the attainment gap between pupil and non-disadvantaged students.

- For all disadvantaged students to make or exceed nationally expected progress rates (P8 =0)
- For all disadvantaged students to have attendance of around national average of all students (94.4%)
- To provide opportunities to ensure that all disadvantaged students engage in the wider curriculum.

Challenges

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

Challenge number	Detail of challenge
1	To improve the progress of Pupil Premium students – in particular boys. Closing the gap between boys and girls attainment will remain a focus over the three years of this strategy.
2	To improve reading ability levels of PP students - especially at Key stage 3 to ensure all students are 'GCSE ready' at the end of year 9. Some PP students have below chronological reading ages with some significantly below.
3	To continue to improve engagement and participation of some students within lessons - reducing behaviour incidents for PP and the number of exclusions. This will be done by addressing gaps in needs at lower levels of Maslow's hierarchy of needs such as safety or physiological to ensure students are "ready to learn".
4	To improve attendance of PP students and reduce the number of persistent absentees. Helping to remove barriers to attendance, early intervention and working closely with families to ensure attendance of PP students is in line with non-PP students.
5	To provide additional support for PP SEN students in order to support and increase progress. SEN students achieve very well at SNA but a small progress gap continues between PP and non-PP SEN students.
6	To provide a broad, rich curriculum and wider curriculum experiences to PP students to improve cultural capital where financial means are not a barrier to participation.
7	To raise career aspirations for all PP students and offer support in securing their next stage of employment or education. Increase the number of PP students continuing into further education and high-quality work based training. Support for PP in raising aspirations for PL starts from year 7s through to year 13.

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
1) To improve the progress of PP students – in particular boys	<ul style="list-style-type: none"> • Pupil Premium Progress 8 is ZERO or POSITIVE meaning PP students at SNA achieve in line with other students nationally. • Value added at year 13 is ZERO or POSITIVE for PP students • Where progress is negative, students have been closely monitored and placed on appropriate support plans to address individual needs. Additional support and intervention is used to effectively remove barriers for attainment. • All PP students in year 11 have academic mentoring each week with a member of the senior team • All underachieving PP students (particularly boys) are identified and mentoring programmes used to support • All PP students participate in the SuperLearner programme at tutor time within school • All staff receive CPD on improving progress of PP students and regular CPD to improve teaching and learning within the classroom. • Regular leadership progress meetings (ZORBA) to monitor the progress of key PP students throughout year
2) The reading ages of PP students increases	<ul style="list-style-type: none"> • Reading ages of PP students improve to be at least in line with chronological age. • All PP students in years 7 and 8 have a weekly accelerated reading lesson • All PP in years 7-9 students have daily Drop Everything and Read • Reading ages of all PP students are shared with staff • Staff receive CPD training in improving reading in the classroom • Reading intervention programmes are used to support PP learners who are below chronological reading age • In students where reading is significantly below chronological age, the progress in reading is accelerating through catch up programmes.
3) Levels of engagement and participation in lessons increase	<ul style="list-style-type: none"> • High expectations of the conduct of all students in lessons and around school • High quality teaching promotes high levels of engagement • Praise is widely used to encourage and motivate PP students • A schoolwide focus on the importance of positive staff-student and peer-to-peer relationships are embedded and reinforced across school • School behaviour policy is used consistently by staff across school. • Average numbers of behaviour incidents for PP students reduce year on year – students with high behaviour incidents are placed on Behaviour Support Plans in consultation with families. • Post-exclusion provision is comprehensive and purposeful and reduces re-offences

	<ul style="list-style-type: none"> • For students with additional needs, a Behaviour Support plan is created which is reviewed regularly with SLT and inclusion staff • For students with significant SEMH needs, a bespoke provision map is created, often with the support of external agencies to remove barriers to learning and meet individual needs. • PP students without correct equipment or uniform are provided for. • Breakfast clubs and school dinner provision ensure no students enter classroom environment hungry.
4) Improved attendance of PP	<ul style="list-style-type: none"> • Attendance of PP students is in line with or above national average • School attendance policy is followed consistently • First day calls are made promptly and attendance of PP students is prioritised • Close home-school links are formed with families where attendance is a concern • For PP students with poor attendance, early intervention plans supported by both pastoral and attendance teams identifying barriers to attendance and seeking to remove them • Attendance and safeguarding/pastoral teams work closely together abs attendance of PP students are monitored closely
5) PP SEN students make good progress in school	<ul style="list-style-type: none"> • All SEN students have a Pen Portrait that is shared with teaching staff • The curriculum is fully inclusive and is not narrowed for any PP student • PP students are appropriately grouped within the curriculum and curriculum pathways and options processes are supported. • The progress of SEN students is closely monitored by the SENCO and House Teams
6) Provide a broad, rich curriculum and wider curriculum experiences to PP students to improve cultural capital where financial means is not a barrier to participation	<ul style="list-style-type: none"> • PP students have a full curriculum offer that is not narrowed in any year group • PP students are guided onto appropriate challenging pathways for KS4 study • Participation of PP students in all school events, clubs and experiences outside of the classroom is representative of school demographic at least between 20-23% depending on year group. • PP students are targeted and invited to attended extra-curricular provision – attendance to these are monitored • Themed weeks widen the experiences and provision for students across the school. PP students are subsidised so are able to participate fully in every event including trips. • PP students are supported in finding suitable work experience places • Departments have fully mapped the wider curriculum provision and consider how their subjects support building ‘cultural capital’
7) To raise aspiration levels and support for	<ul style="list-style-type: none"> • All PP students take part in the SNA SuperLearner programme – a bespoke tutor time programme designed to increase aspiration and improve metacognition and other learning skills.

<p>all PP students in securing their next stage of employment or education</p>	<ul style="list-style-type: none">• All PP students in year 11 have academic mentoring with a senior member of staff• All year 9-10 PP students visit a university• Careers skills are linked across the curriculum – all departments map how they prepare students for life beyond school.• Themed weeks increase student awareness of careers and teach work related learning skills.• Tutor time programme includes a career focus.• Careers events are organised that support students in all year groups understand the opportunities that are available for them beyond school• All PP learners are supported into further education or training during year 11• Increasing numbers of PP students are recruited into Sixth form.• PP students who complete A-levels are successful in applying to university or high quality work-based training.
--	--

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: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased curriculum staffing at KS3 to allow for six form entry (for 180 students). Also allows for smaller class sizes – especially for LA students in core subject (<15).	<p>Reduced class sizes to better support HA and LA learners – in particular SEN students.</p> <p>Allows for more teacher-student interaction to develop relationships</p> <p>Reduced class sizes for practical subjects improving curriculum access.</p> <p>Reducing class size has a small positive impact of +2 month, on average.</p> <p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations.</p>	1, 3, 5
Extensive CPD programme for all staff on Pupil Premium, Teaching and learning strategies, addressing the disadvantaged gap and metacognition and self regulation	Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. 7 months (EEF)	1, 3
CPD on explicit teaching of reading comprehension strategies	Reading comprehension strategies are high impact on average (+6 months) (EEF)	2
“Let’s think in English” lessons for all year 7 and 8 students	Reading comprehension strategies are high impact on average (+6 months) including metacognitive talk to model strategies	1, 2, 3
Purchase of reading materials for the library	Reading comprehension strategies are high impact on average (+6 months)	2
Daily Drop Everything and Read each day	Reading comprehension strategies are high impact on average (+6 months)	1, 2
Focus on Oracy across the curriculum including dedicated oracy time during weekly tutor time slots	On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.	1, 2, 5
Rich curriculum experiences All PP students have access to a broad and rich curriculum	Arts participation adds +3 months of progress Physical Activity add +1 month of progress	1, 3, 6

<p>across the school. The curriculum delivery is supported by opportunities for trips and experiences to build cultural capital especially for the most disadvantaged. Fully funded Themed weeks for all FSM students across years 7-10. Compulsory school trips are funded for FSM (and PP where possible)</p> <p>Residential trips for all PP students are heavily subsidised.</p>		
--	--	--

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading support programmes for PP learners	Reading comprehension strategies are high impact on average (+6 months)	2, 5
Period 6 Programme and Holiday Revisions	Extending school time + 3 months impact EEF Toolkit –	1, 3, 7
Superlearner programme – a tutor time initiative to provide all PP students with additional support in terms of learning skills, metacognition and careers and aspirations		

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

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-funded bus at 4pm every day for Cotgrave students to support attendance to afterschool provision, clubs and detentions	EEF Toolkit – Arts participation + 3 months impact EEF Toolkit – Extending school time + 3 months impact EEF Toolkit – Physical activity +1 month	1, 3, 4, 5, 6, 7

	impact EEF Toolkit - Small group tuition + 4 months impact	
Minibus transport available for all parent events in school	Parental Engagement +4 months (EEF)	1, 3, 7
Intensive support for families in crisis including breakfast club, mentoring, uniform support, home-school liaison and involvement with external agencies.	Parental Engagement +4 months (EEF)	1, 3, 4
Increased staffing in Attendance team through improved home-school relationships from Attendance team and mentoring and support provided by House Progress Co-ordinators (HPC)	EEF Toolkit – Parental Engagement – +4 months impact	1, 4
Increased staffing in Curriculum Support Unit (including mentoring support for PP students and liaison with wider agencies)	Behaviour interventions +4 months (EEF)	1, 3, 4
Wellbeing lead appointed within staff to promote wellbeing strategies for students and staff.		1, 3, 4

Total budgeted cost: £ 265,000

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.

Progress 8 for PP students in 2024 is -0.31, showing a +0.2 increase since 2023. This improvement highlights the positive impact of sustained interventions across the school on student outcomes. The school PP progress has now moves to be higher than the national average which is extremely encouraging. The gap between PP and non-PP is closing in 2024 as well.

	Whole School	Pupil Premium	Non-PP	PP National Average
2024	+0.18	-0.31	+0.28	-0.57
2023	+0.36	-0.51	+0.58	-0.57

English and Maths Basics

The data below shows significant improvements in the number of PP students securing passes in English and Maths compared to 2023. The pupil premium gap remains a focus, with ongoing efforts to bridge achievement gaps and ensure all students secure these life-enhancing qualifications.

	2024	2023
Basics 4+	65% PP (83% whole school)	43% PP (72% whole school)
Basics 5+	30% PP (62% whole school)	14% PP (43% whole school)

Teaching and Learning

Based on subject and whole-school quality assurance activities, the vast majority of SNA teaching staff consistently deliver effective lessons in line with their career stage. Evidence from faculty reviews and Trust Short Notice Reviews demonstrates that staff have raised expectations regarding lesson outcomes, high-quality retrieval starters, and engaging, purposeful teaching activities across all subjects. SNA students have responded positively to these improvements. Work scrutiny focusing on literacy, led by our Literacy Coordinator, shows that staff are providing increased opportunities for students to engage in extended writing within lessons.

Three Areas of Effective Teaching and Learning Practice:

1. Effective teaching and learning are observed across all subject areas.
2. Routines are well established in classrooms.

3. Teachers know their students well, resulting in effective pitch and challenge across subjects.

Continuing to embed Quality First teaching across the school continues to be a priority for the school and a focus in all CPD sessions.

Curriculum Leaders and Heads of House

Curriculum Leaders and Heads of House regularly identify, monitor, and evaluate the impact of interventions for key students. These discussions occur in various meetings, such as ZORBA, many of which involve SLT. Curriculum Leaders ensure high standards of teaching and learning in their areas, while Heads of House maintain parental engagement within their House.

Targeted Reading Interventions

Year 7 and 8 Pupil Premium (PP) students made greater progress in their reading age than the average for the year group, with improvements of 19.1 months over a 10-month period and 21.3 months over an 18-month period, respectively. Year 9 PP students also showed significant progress, with an increase of 38 months over a 34-month period. All PP students follow our reading recovery programme, which includes tailored reading interventions to accelerate their reading progress. The interventions begin with improving students' phonological awareness and understanding through the No Nonsense Phonics programme, conducted for an hour per week by a teacher or teaching assistant. As reading ages improve, students transition to different reading interventions to ensure they become confident readers by the end of the programme. The 2023-24 data suggests that the recovery programme effectively accelerates the reading progress of PP students across Years 7-9.

Wider Strategies

Extra-Curricular Activities: The SNA+ offer provides a comprehensive range of activities beyond the regular school curriculum. This year, the late bus service was provided free of charge to ensure all students could attend after-school clubs and provisions. We offer an extensive trip programme, with all trips either free for students in receipt of free school meals (FSM) or heavily subsidised for residential trips. Pupil Premium students greatly benefit from this increased access, and we have removed many barriers to participation. All curriculum trips in 2023-24 had 100% attendance from FSM students, and residential trips showed an 80% attendance rate. The SNA+ offer and trips will continue into 2024-25, with a focus on increasing sustained attendance at clubs to more than 10 times, rather than just one-off visits.

The biometrics system enables a cashless academy, leading to an increased uptake of FSM by eligible pupils. In cases of extreme hardship, we have supported young people and their families to access the full curriculum and extra-curricular activities. The breakfast club continues to offer free breakfasts for FSM families, with an SLT referral.

Independent Study/Homework

The school continues to invest in Class Charts as the main tool for setting and monitoring homework consistently across the school. The introduction of academic catch-up sessions during tutor time allows tutors to help students access their homework on school devices, particularly benefiting our more vulnerable PP students. The homework club runs every evening after school until 4 pm, providing computer access and a quiet space for students to complete their homework.

A PP specific homework club is planned for introduction in 2024-25 to support Key Stage 3 students in completing more complex projects and provide resources to support students.

Careers

Careers research, advice, and guidance start in Year 7 at SNA and continue through to Year 13 and beyond via our Alumni network. Our aim is to ensure that students develop the skills, qualities, and capabilities required by the UK and global labour markets. Our careers programme aligns with the 8 Gatsby Benchmarks, ensuring that our students become “well-rounded” individuals who stand out and make the most of available opportunities. We help students understand labour market information and what they need for academic success, with a strong focus on transferable skills and the qualifications needed to fulfil their ambitions.

All students from Years 7 to 13 have access to high-quality, impartial advice on career opportunities, ensuring they progress to appropriate sixth forms, further education colleges, apprenticeships, or traineeships. Upon leaving SNA, all students will have a clear plan for their Post-16 and Post-18 destinations.

Careers education and guidance are essential for enabling students to learn, achieve, and ultimately realize their ambitions. Our team collaborates to ensure that career understanding and skills are embedded in the curriculum. This approach helps students make well-informed decisions in Year 8 regarding academic and vocational options, in Year 11 for transitioning to Post-16 education, and at the end of Year 13 for Post-18 destinations. We provide impartial, independent information and guidance on various career pathways and take pride in our students’ successes in apprenticeships, further education, and university pathways.

Our school leavers work closely with our Careers Adviser to develop their career management skills and identify realistic pathways. We prioritize social mobility, giving special attention to our PP students based on a Risk of NEET (Not in Education, Employment, or Training) weighting criteria. Our NEET figures are consistently low, with most students progressing to positive next steps in their career journeys. We also maintain an active Alumni program, keeping in touch with former students who are eager to share their journeys and inspire others.

At the heart of our Academy is a strong connection to the world of work. We collaborate with a range of large and small enterprises, universities, and charities. This commitment was recognized when we won the Chamber of Commerce Education and Business Partnership Award in 2019. This award highlights our dedication to lifelong

education, embedding a whole-school careers culture, and creating sustainable business partnerships across the region and beyond. We support local charities annually, and in 2020, our Enactus Next Gen Leaders team became Regional Winners for their SNAid project, which closely aligned with employers, the community, and two charitable organizations. Our long-term vision is to obtain the Career Mark Award, showcasing our commitment to preparing students for life beyond school.

Careers education is featured each term in our school newsletter and regularly on our social media and website. This ensures that parents and other stakeholders are kept up to date with careers learning, themed weeks, and other career-focused events throughout the year.

From Years 9 to 11, PP students receive at least two careers guidance meetings to discuss next steps and aspirations. Students receive action plans at each key stage, encouraging them to build their career management skills. Those considering college and apprenticeship pathways receive individual support with applications, CVs, and interview preparation. Additional support is available for those who need it, including identifying skills and qualities for apprenticeship roles and application assistance.

From Year 8 to Year 11, all PP students participate in two university visits and two visits to prestigious employers to raise aspirations and provide insights into top local employers.

For the 2024/25 academic year, 27 Year 9 students will receive aspirations meetings, and 27 students will be prioritized for Year 11 careers meetings. Additionally, 9 Year 12 students will be supported in accessing quality work experiences aligned with their subject learning and career ideas. In the 2023/24 academic year, 4 PP Year 12 students accessed quality work experience.

Case Studies

- A Year 13 PP student aspiring to medicine completed two relevant work experiences: one with a science education charity and another in Vascular Surgery with the NHS. The student was also introduced to a top Gastro Surgeon who supports the school with inspirational talks.
- A recent Year 11 Ukraine PP leaver undertook quality work experience with an architecture employer, which significantly contributed to their career development.

Curriculum Support Unit

The Curriculum Support Unit played a crucial role in helping students overcome potential barriers to learning, progress, and achievement. In the 2023-24 academic year, PP (Pupil Premium) students across all key stages accessed regular support from the Inclusion team. This support included social, emotional, and behavioural interventions. For example, 'Behaviour Support' provided a range of interventions such as anger management, stress-release and calming techniques, friendship/bullying work, and mediation. Bespoke interventions were also available for more serious issues. Feedback from students has been overwhelmingly positive, with many reporting that they feel better equipped for the future after receiving support and learning new techniques. Last year, PP students across KS3 and KS4 benefited significantly from this in-depth support.

Reintegration

The Redhill Trust Reintegration Centre aims to re-educate, re-focus, and reintegrate students who have previously made poor behaviour choices within the Nottinghamshire Hub of the Redhill Academy Trust. The Centre's goal is to reduce fixed-term and permanent exclusions by providing intervention, support, mentoring, and skills to empower students. Our records show that a significant number of days of Pupil Premium FTE (Full-Time Equivalent) have been saved by referring students to the RIC instead of excluding them to home, ensuring that educational provision continues, albeit not in a mainstream setting. Students referred to the Centre from SNA complete work in various areas, including:

- Curriculum-based/Thematic Booklets
- Solution-Focused Brief Therapy 1:1 discussions
- Intervention work based on Anger Gremlins
- Intervention work based on Anxiety Gremlins
- Investigative work around aspirations and future career pathways

This comprehensive support helps students reflect, assess their mindset, and reintegrate into the mainstream setting more effectively.

Attendance

In the 2023-24 academic year, regular data was produced, and attendance was closely tracked to target key students and close any gaps. Notable successes were seen in Years 7 and 8, with attendance figures above the National Average. Our focus last year was on Year 10 students, where attendance was identified as a concern. Strategies to support these students included weekly attendance mentoring with a member of the attendance team, home visits to identify and address barriers, and the use of the Attend Framework to pinpoint key struggles and ensure timely completion of actions. Additionally, our Golden Ticket incentive celebrated success, with some Pupil Premium students achieving 100% attendance for the entire year. Overall, our Pupil Premium cohort's attendance sat just below the National Average, showing an improving trend. We have also established new relationships with the Education Welfare Services, providing vulnerable families with additional support to improve attendance.

Wellbeing

Over the past year, we have increased our support offerings, and staff have undertaken CPD (Continuing Professional Development) to enhance this support. More than half of the students who accessed Pastoral support were in receipt of Pupil Premium. Our internal support includes:

- Check-ins with the team
- Intervention Groups
- Mentoring
- Break and Lunch Provision
- In-Class Support
- Key Worker
- Vulnerable student home visits

Regular groups offered include:

- Behaviour Intervention
- Managing Emotions
- Transition
- Wellbeing
- Resilience

Pupil Premium students have also accessed external support, including the school counsellor and the Mental Health Support Team. We have seen an increase in referrals for wider family support, and staff have regularly attended multi-agency collaboration meetings to contribute to comprehensive support plans.

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