Pupil premium strategy statement – South Nottinghamshire 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	1018
Proportion (%) of pupil premium eligible pupils	20.28%
Years	2025-26 2026-27 2027-28
Date this statement was published	01 November 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mr D Philpotts
Pupil premium lead	Mrs L Sharpe
Governor / Trustee lead	Mrs N Amoabil

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£222,005
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£222,005

Part A: Pupil premium strategy plan

Statement of intent

At South Nottinghamshire Academy, our aim is to ensure that disadvantaged pupils achieve outcomes in line with their non-disadvantaged peers and are well prepared for the next stage of education, employment, or training. Specifically, we aim to:

- Narrow the attainment gap between disadvantaged and non-disadvantaged students across all key stages.
- Secure Progress 8 outcomes of at least at zero or positive for disadvantaged pupils by the end of KS4, ensuring they are in line with national outcomes.
- Ensure disadvantaged pupils in the sixth form achieve value-added outcomes in line with, or exceeding, national averages, supporting successful progression to university, apprenticeships, or high-quality employment.
- Ensure attendance of disadvantaged pupils is in line with or above the national average.
- Provide opportunities that build cultural capital and raise aspirations so that financial circumstances are never a barrier to participation.

Our current strategy continues to draw on Education Endowment Foundation (EEF) evidence, Marc Rowland's Addressing Educational Disadvantage, and national research to inform decision-making. We adopt a tiered approach to ensure resources are targeted effectively:

- Quality First Teaching – strengthening classroom practice through high-quality CPD, recruitment, and curriculum development. Our teaching approach is based on the Redhill Trust Teaching Fundamentals as well as Adaptive Teaching Strategies and the EEF 5-a-day
- Targeted Academic Support – providing structured interventions, including reading recovery, academic mentoring, and small-group tuition, to accelerate progress.
- Wider Strategies – addressing non-academic barriers such as attendance, behaviour, wellbeing, and engagement with enrichment opportunities.

The key principles of our strategy:

- High expectations for all students, with no ceiling on achievement.
- Relentless focus on literacy, language, and oracy as foundations for success across the curriculum.
- Strong, positive relationships between staff, students, and families to ensure effective support.
- An adaptive approach to removing barriers rather than reliance on generic provision.
- Leadership accountability and rigorous monitoring to ensure impact, strategy adaptation where needed, and sustained improvement over time.

This strategy places teaching quality, literacy and attendance at the centre of improvement, ensuring disadvantage never becomes destiny.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. These challenges reflect national patterns and local context. They are not deficits within pupils, but structural barriers the school proactively works to remove.

Challenge No.	Detail of Challenge
1	**National Attainment Gaps Reflected Locally** – Nationally, there remains an attainment and progress gap at KS4 and KS5 between disadvantaged pupils and their peers. This pattern is reflected at South Nottinghamshire Academy, where disadvantaged pupils achieve in line with or above national disadvantaged benchmarks, but outcomes remain below the very high levels achieved by non-disadvantaged pupils within the school.
2	**Literacy Gaps on Entry** – National evidence shows that many disadvantaged pupils begin Year 7 with reading ages below their chronological age. This national pattern is reflected at SNA, where a number of pupils require additional literacy support to ensure full access to a broad and ambitious curriculum.
3	**Behaviour and Engagement Patterns** – Nationally, a small proportion of disadvantaged pupils experience greater challenges with engagement and behaviour. This is reflected at SNA, although the amount of fixed term suspensions and permanent exclusions have decreased. These patterns are frequently linked to SEND, SEMH needs, transition to secondary school and/or wider personal circumstances beyond school.
4	**Attendance Trends** – Disadvantaged pupils nationally are more likely to experience persistent absence. At SNA, attendance for disadvantaged pupils is above national disadvantaged averages, but remains below that of non-disadvantaged pupils within the school. A small cohort accounts for a disproportionate amount of absence, reflecting national patterns linked to health needs, family circumstances and SEND.
5	**SEND and Disadvantage** – National evidence shows that pupils with both SEND and disadvantage face overlapping barriers to learning. This national challenge is reflected locally, where pupils with SEND require enhanced academic, pastoral and specialist support to ensure successful access to learning and strong outcomes.
6	**Cultural Capital and Enrichment** – National evidence highlights that socio-economic factors can reduce access to enrichment, trips and wider cultural experiences. At SNA, targeted funding ensures disadvantaged pupils can access Curriculum+ opportunities and wider personal development activities alongside their peers.
7	**Ambition and Post-16 Progression** – Nationally, progression rates into post-16 education vary by background. At SNA, the ambition is for **all pupils**, including those who are disadvantaged, to progress into sixth form or another high-quality post-16 provider or training. The challenge is to ensure every pupil has the confidence, guidance and exposure needed to access aspirational pathways, including A levels, apprenticeships and further education.

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. Improved progress of disadvantaged students – particularly boys	- Progress 8 for disadvantaged pupils is **≥ 0.00** by the end of KS4, in line with national outcomes. - Sixth form value-added for disadvantaged students is **≥ 0.00**, in line with or exceeding national averages. - 100% of underachieving disadvantaged students in year 11 and 13 are placed on academic mentoring or intervention programmes.
2. Improved reading ability levels of disadvantaged pupils, especially at KS3	- By the end of Year 9, **90% of disadvantaged pupils' reading ages are in line with their chronological age**. - Pupils with reading ages more than 18 months behind make accelerated progress of at least **12 months (over a 9-month period)** through targeted intervention. - Staff use reading and literacy strategies consistently, evidenced through QA and pupil work. See trust policy.
3. Increased engagement and participation in lessons	- Behaviour incidents for disadvantaged pupils reduce by at least **10% year on year**. - Fixed-term suspensions for disadvantaged pupils continue to reduce whilst maintaining high standards and expectations for all students. - Disadvantaged pupils' positive engagement (e.g. house points, recognition awards) increases annually and is at least **proportionate to cohort size (≥ 20%)**.
4. Improved attendance and reduction in persistent absence	- Overall attendance of disadvantaged pupils improves by at least **1**% **over the three years**, reaching or exceeding the **national average for all pupils** by 2027. - Persistent absence for disadvantaged pupils reduces by at least 1**% per year**. - Attendance gap between disadvantaged and non-disadvantaged pupils is ≤ 1**% by 2027**.
5. Disadvantaged pupils with SEND make strong progress	- Disadvantaged SEND pupils achieve Progress 8 of **≥ 0.00**. - 100% of disadvantaged SEND pupils have pen portraits plans reviewed termly. - SEND disadvantaged pupils' attendance and exclusion rates are at least in line with SEND non-disadvantaged peers.
6. Broader access to cultural capital and enrichment opportunities	- At least **20% of participants** in extra-curricular clubs, trips, and wider school events are disadvantaged pupils (reflecting school cohort). - 100% of all curriculum trips are fully funded for disadvantaged students - 100% of disadvantaged pupils access at least one funded/enabled cultural capital experience each year. - No student is prevented from participation due to financial barriers.

7. Raised aspirations and successful progression into further education, training or employment	- 100% of disadvantaged pupils receive individual careers guidance meetings at KS4 and KS5. - **100% of disadvantaged pupils progress into sustained education, employment, or training** (in line with national averages).

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: £ *80,000*

Activity	Evidence that supports this approach (EEF-aligned)	Challenge number(s) addressed
Quality First Teaching in all lessons	The EEF states that **high-quality teaching is the most important lever** for improving outcomes for disadvantaged pupils. The EEF Pupil Premium Guidance Report (2021) and Evidence Based Education confirm that improving teaching quality delivers the greatest impact on attainment and equity. Teaching at South Nottinghamshire Academy is underpinned by the **Redhill Trust Teaching Fundamentals** to ensure consistency in lesson structure, modelling, explanation, checking for understanding, retrieval practice and feedback. Teachers are trained in **adaptive teaching** (scaffolding, flexible grouping and questioning) to meet the needs of disadvantaged pupils and those with SEND. Regular monitoring ensures timely in-class support through teacher-led intervention, focused reteaching and targeted feedback.	**1, 2, 3, 5**
Quality assurance of Quality First Teaching	The EEF Guidance on School Improvement highlights that continuous improvement is driven by **systematic monitoring and evaluation** of teaching quality. Lesson drop-ins, work scrutiny, student voice and assessment analysis ensure Quality First Teaching is embedded consistently. Leaders use evidence from QA to challenge variability, identify strengths and target improvement. This ensures disadvantaged pupils receive consistently high-quality classroom provision.	**1, 2, 3, 5**
Professional Development Programme	The EEF Effective Professional Development Guidance Report (2021) emphasises that professional development must be sustained, practical and linked to classroom practice. All staff at SNA receive ongoing training in Redhill Trust Teaching Fundamentals, adaptive teaching, and responsive use of assessment. The Early Career Framework provides structured mentoring and coaching for ECTs, while leadership development is supported through **NPQ**	**1, 2, 3, 5, 7**

	programmes. The EEF also states that *"ensuring an effective teacher in every classroom is the most powerful strategy for closing gaps"*.	
Trust Fundamentals Programme	The Redhill Trust Fundamentals ensures a shared, evidence-informed model of teaching across the school. This approach aligns with the **EEF Tiered Approach to School Improvement** and the **Great Teaching Toolkit**, embedding high-quality instruction through modelling, questioning, feedback and curriculum coherence. Research shows that a consistent teaching model improves outcomes and reduces variability between classrooms.	**1, 2, 3, 5**
Reducing class sizes in English & Maths (KS3)	The EEF notes that reduced class sizes can be effective **when targeted at disadvantaged pupils** and combined with high-quality teaching. Smaller groups enable increased teacher interaction, more precise feedback and stronger monitoring of learning, particularly for pupils with weaker prior attainment or literacy on entry. This improves engagement and progress in core subjects.	**1, 2, 5**
ECT programme & ITT provision	The EEF highlights that teacher development and retention are critical for long-term improvement. High-quality ITT provision ensures that disadvantaged pupils are taught by well-trained teachers. ECTs receive structured mentoring, instructional coaching and reduced timetables, enabling strong classroom practice from the start of their careers. This improves teaching quality and continuity for disadvantaged pupils.	**1, 2, 3, 5**
Recruitment & retention of high-quality staff	The EEF recognises that stable staffing improves teaching quality, curriculum coherence and pupil relationships. Investment in leadership development, secondments and progression routes strengthens retention. Leaders prioritise retaining strong teachers and leaders in roles and subjects where impact for disadvantaged pupils is greatest, reducing disruption and maintaining consistent quality of provision.	**1, 2, 3, 4, 5**

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

Budgeted cost: £ *107,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
"Let's Think in English" – Years 7 & 8	The EEF identifies reading comprehension strategies as high-impact (+6 months) when pupils are explicitly taught to plan, monitor and evaluate understanding. "Let's Think in English" develops metacognitive talk, inference, analytical reasoning and structured discussion, improving vocabulary, comprehension and extended writing, particularly for disadvantaged pupils who enter secondary school with weaker literacy.	1, 2, 5
Daily Drop Everything and Read (KS3)	The EEF highlights the importance of reading fluency and vocabulary in ensuring access to the wider curriculum. Daily protected reading time increases reading volume, stamina and engagement, particularly for disadvantaged pupils who may have limited reading routines at home. This whole-school approach ensures consistent exposure to texts and strengthens reading habits across KS3.	2, 6
Reading intervention programmes (Toe by Toe,	A graduated intervention model ensures pupils receive support matched to diagnostic assessment. Pupils below RA 7 receive DfE-validated synthetic phonics; those with RA 6.6–9.6, EAL or SEND receive Rapid Plus or Reciprocal Reader. Whole-school Reciprocal Reader strengthens comprehension through predicting,	2, 5

phonics, Rapid Plus, Reciprocal Reader, Accelerated Reader)	questioning, clarifying and summarising. Weekly Accelerated Reader sessions increase reading volume and motivation. All approaches align with EEF guidance on *Improving Literacy in Secondary Schools*.	
Superlearner Programme (tutor-time learning skills & careers)	The EEF guidance on *Metacognition and Self-Regulated Learning* identifies explicit teaching of learning strategies as high impact (+7 months). The Superlearner programme develops goal-setting, organisation, resilience, revision strategies and careers awareness. This strengthens independent learning behaviours and raises aspiration among disadvantaged pupils.	1, 3, 7
Academic Mentoring	The EEF confirms that targeted mentoring improves behaviour, engagement and attendance when used consistently. Academic Mentors support routines, organisation, homework completion and engagement in school. Internal monitoring shows improved attendance, punctuality, behaviour and participation in intervention for pupils receiving mentoring.	1, 3, 4, 5
Holiday Revision Programme (Years 11–13)	The EEF reports that structured holiday provision can deliver +3+ months progress when targeted and well planned. These sessions provide structured academic support, exam preparation and revision skills for disadvantaged pupils preparing for high-stakes assessments.	1, 7
Subsidised revision materials and learning resources	The EEF indicates that homework has positive impact (+5 months) when well supported. Providing revision guides, online access and essential equipment removes financial barriers and ensures equitable access to independent study and exam preparation.	1, 6
Faculty Intervention Meetings & Rapid Improvement Plans (RIP)	EEF guidance on leadership and school improvement highlights the importance of data-informed accountability. Faculty meetings ensure subject leaders are accountable for outcomes and required to evaluate teaching, curriculum and intervention. RIP cycles enable early identification of underperformance, curriculum adaptation and impact review, ensuring leadership action is proactive rather than reactive.	1,5
SISRA Analytics	The EEF emphasises that effective use of assessment data strengthens leadership decisions. SISRA enables leaders to hold subject teams accountable, identify trends by group, challenge variability and target support. This ensures intervention and curriculum decisions are evidence-based and focused on closing gaps.	1,5
ClassCharts	The EEF highlights that strong behaviour culture is driven by consistent systems and data-led leadership. ClassCharts enables monitoring of behaviour patterns, early identification of emerging issues and targeted pastoral response. It also strengthens parental engagement and homework accountability through centralised communication.	3, 4

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

Budgeted cost: £ *67,000*

Activity	Evidence that supports this approach (EEF-aligned)	Challenge numbers addressed
School-funded 4pm transport for	The EEF Toolkit identifies **Extending School Time** as delivering positive impact (+3 months) when it is used for structured academic or enrichment provision. Arts participation and physical activity are also associated with improved engagement and wellbeing (+1–3 months). Removing transport	**1, 3, 4, 5, 6, 7**

Cotgrave pupils	barriers increases access to intervention, clubs and enrichment, improving attendance, consistency in behaviour systems and supervised learning time for disadvantaged pupils.	
Transport for parental events	The EEF toolkit identifies **Parental Engagement** as a high-impact approach (+4 months) when practical barriers such as transport are removed. Improved parental attendance strengthens communication, enhances support for behaviour and homework, and improves post-16 engagement.	**1, 3, 7**
Targeted family support (breakfast, uniform, mentoring, liaison)	The EEF recognises that non-academic barriers (poverty, housing instability, family breakdown) affect readiness to learn. Personalised family support and multi-agency working improve emotional wellbeing, attendance and engagement. Parental engagement strategies show greater impact when support is targeted and sustained (+4 months).	**1, 3, 4**
Trips, residentials & Duke of Edinburgh Award (fully funded for PP)	The EEF highlights the impact of enrichment on engagement, aspiration and personal development. Educational visits and residentials develop resilience, teamwork and confidence. At SNA, curriculum trips are fully funded and residentials subsidised for disadvantaged pupils. The **Duke of Edinburgh Award** is fully funded for Pupil Premium pupils, ensuring equitable access to volunteering, skills development and outdoor education.	**1, 3, 6, 7**
Enhanced Attendance Team capacity	The EEF highlights the effectiveness of parental engagement and targeted attendance strategies. Increased staffing enables home visits, early intervention, rapid follow-up of absence and personalised support. Relationship-based casework is particularly effective for pupils experiencing persistent or complex absence.	**1, 4**
Increased pastoral and inclusion capacity	The EEF guidance *Improving Behaviour in Schools* emphasises the role of consistent systems, positive relationships and targeted pastoral intervention. Behaviour interventions and mentoring have positive impact (+4 months) when focused on routines, emotional regulation and expectations. Enhanced staffing improves agency coordination and prevents escalation.	**1, 3, 4**
Whole-school wellbeing leadership	The EEF guidance on **Social and Emotional Learning** identifies a strong link between wellbeing, behaviour and academic attainment. A whole-school approach improves emotional regulation, resilience and classroom readiness. Evidence highlights the relationship between mental health, attendance and long-term attainment.	**1, 3, 4**
Strengthened safeguarding provision	Safeguarding is essential for learning. Pupils facing neglect, trauma or exploitation require timely intervention to remain engaged in education. Increased staffing allows faster referrals, improved monitoring and stronger multi-agency collaboration, directly supporting attendance and retention.	**1, 3, 4**
Careers programme (Gatsby Benchmarks, employer links, PP interviews)	National evidence shows that high-quality careers education improves aspiration and post-16 outcomes. At SNA, provision is fully aligned with the **Gatsby Benchmarks** and led by the Careers Leader. All disadvantaged pupils receive individual careers interviews and participate in workplace encounters. Employer engagement and education pathway guidance improve confidence and decision-making.	**1, 6, 7**

Total budgeted cost: £ *£238,000*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Impact of Pupil Premium Funding

Disadvantaged pupils' performance

Disadvantaged pupils English and maths GCSE grade 5 or above

Year	This school	National average	Compared with national average
2024/25	25.0%	25.6%	Close to average
2023/24	30.4%	25.8%	Close to average
2022/23	7.7%	25.2%	Below

Disadvantaged pupils' Attainment 8

Year	This school	National average	Compared with national average
2024/25	37.3	34.9	Close to average
2023/24	42.9	34.6	Above
2022/23	31.2	35.0	Close to average

Disadvantaged pupils' Progress 8

Year	This school	National average	Compared with national average
2023/24	-0.31	-0.57	Close to average
2022/23	-0.66	-0.57	Close to average
2021/22	-0.03	-0.55	Above

Impact of Pupil Premium Funding

Measure	National PP	SNA PP
Attainment 8	36.9	**37.3**
Basics 5	27%	25%
Basics 4	46%	**61%**
EBacc APS	3.19	3.14
English APS	8.25	8.10
Maths APS	7.23	**7.60**
Open APS	10.90	**11.10**

In 2025, disadvantaged pupils at South Nottinghamshire Academy achieved an Attainment 8 score of **37.3**, exceeding the national figure for disadvantaged pupils in maintained schools (**36.9**). Outcomes in both English and mathematics were securely in line with national benchmarks, with mathematics performing slightly above national disadvantaged outcomes.

Performance across the wider measures has also been strong, particularly at Basics 4 where **61%** of disadvantaged pupils met the standard compared to **46% nationally**. Open Attainment also exceeded national averages, reflecting the success of curriculum breadth and option pathways.

While the attainment gap within the school remains wider than the national average, this reflects the consistently **very high performance of non-disadvantaged pupils**, who continue to achieve well above national outcomes.

Leaders are therefore ambitious not simply for disadvantaged pupils to achieve national parity, but to **achieve in line with the exceptionally strong outcomes seen within school**.

Progress
Internal analysis shows a sustained improvement in progress outcomes. The percentage of disadvantaged pupils achieving a positive Progress score increased from **37.0% (2023) to 48.1% (2025)**. Progress has strengthened most significantly among lower and middle prior-attainment pupils and reflects the deliberate shift in strategy over the previous cycle. Evidence shows increasing alignment between the progress made by disadvantaged and non-disadvantaged pupils once prior attainment is considered.
This improvement has been driven by sustained investment in:
Curriculum and Teaching

- Clearer KS3 curriculum progression
- Improved assessment-informed planning
- Routine use of retrieval and modelling
- Greater consistency in classroom expectations

Intervention and Support

- Structured mentoring
- Earlier literacy identification
- Managed reintegration after absence or sanction
- Pastoral intervention for vulnerable pupils

Leadership and Systems

- Subject accountability structures
- Faculty Improvement Planning
- Use of SISRA as a leadership tool
- Integration of SEND, attendance, and safeguarding workflows

Culture and Aspiration

- Positive classroom climate
- Improved attendance trends
- Greater participation in enrichment
- Rising aspiration and post-16 readiness

Collectively, these developments demonstrate that SNA is a **school with growing consistency, increasing *well-developed, consistent and embedded* teaching practice, and improving pupil outcomes**, particularly for disadvantaged learners who entered secondary school with lower starting points.

Overall, disadvantaged pupils continue to demonstrate **improving attainment and accelerating progress**. Leaders are encouraged by the increasing alignment between disadvantaged and non-disadvantaged outcomes, particularly when prior attainment is considered.
While a small number of pupils continue to require additional input, underachievement is now increasingly concentrated rather than more widely. This provides leaders with confidence that current systems are working and that the next phase of the strategy should focus on refinement, consistency, and scale.

The curriculum remains **ambitious** and **fully inclusive**. The next stage of the strategy therefore builds on strong foundations by prioritising:

- further improvements in attendance for a small cohort of pupils;
- embedding consistently adaptive teaching practices across all classrooms; and
- strengthening personalised support for pupils facing the most complex barriers.

Leaders are confident that this approach will sustain momentum and secure further improvement.

Quality of Teaching and Learning
Strengthening classroom practice has been the central investment priority.
All staff have received training in:

- Redhill Trust Teaching Fundamentals
- adaptive teaching approaches

Quality assurance demonstrates **growing consistency and confidence** in teaching practice, with improvement in:

- lesson structure
- modelling
- retrieval
- alignment of expectations

Adaptive teaching remains a developmental focus, particularly in refining strategies that support the widest range of learning needs. This is a natural and expected next phase following rapid improvement in instruction and curriculum consistency.

SEND and Disadvantage
Disadvantaged pupils with SEND remain a **core strategic priority**.
The school has invested significantly in:

- increased intervention capacity
- classroom-level provision
- review and planning systems

SEND provision is now more closely integrated with Pupil Premium provision, ensuring pupils benefit from coordinated monitoring, mentoring and intervention.
Leadership accountability continues to strengthen and SEND/PP pupils are now firmly embedded within governance and reporting structures. Leaders are confident that ongoing improvements in teaching quality and system integration will further strengthen outcomes for this group.

Overall Evaluation
Leaders judge the strategy to be secure, evidence-informed and increasingly embedded.
Most significant impact:
✅ Improved literacy
✅ Curriculum quality and ambition
✅ Teaching consistency
✅ Enrichment participation
✅ Engagement and aspiration
Next phase priorities:

- attendance refinement
- adaptive teaching consistency
- gap reduction through performance excellence

Closing the attainment gap remains a priority for all of the staff at South Nottinghamshire Academy

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

SISRA Analytics	Use of SISRA to identify underperformance and direct targeted interventions.
Class Charts.	The system enables us to better track and record behaviour (positive and negative). The system is also used as a means of communicating with parents. All students and their parents have access to a Class Charts app so they can observe some behavioural updates and details of relating to homework
Ed Class and Ed Lounge	Software packages the Academy uses when students are unable to attend for prolonged periods of time.
CPOMS	An online system which allows the Academy to accurately record welfare and safeguarding concerns and actions.