PUPIL PREMIUM (PP) STRATEGY STATEMENT
NORTHAMPTON INTERNATIONAL ACADEMY 2022-2025

This statement details our Northampton International Academy's use of Pupil Premium (PP) funding to help improve the attainment of our disadvantaged learners.

It outlines our PP Strategy, how we intend to spend the funding in this academic year, and reports on outcomes for disadvantaged learners last academic year.

SCHOOL OVERVIEW

Detail	Data
Total Number of pupils in school	2004
Number of Primary phase pupils	397
Number of Secondary phase pupils	1607
Proportion (%) of pupil premium eligible learners (*Close to average*)	498 (24.8%)
Pupil base and school location deprivation	Above average
School % stability	Well below average
Academic year/years that our current pupil premium strategy plan covers 2022-2025	2022-2025
Date this statement was published	1st December 2023
Date on which it will be reviewed	1st November 2024
Statement authorised by	Martin Serráo EHT
Learner premium lead	Andy White AHT
Governor / Trustee lead	Russell Norton Kate Whittlesey

FUNDING OVERVIEW

Detail	Amount
Pupil Premium Funding allocation this academic year	£591,880
Recovery Premium Funding allocation this academic year	£0
Pupil Premium funding carried forward from previous years (*enter £0 if not applicable*)	£0
Total budget for this academic year	**£591,880**

PART A: PUPIL PREMIUM STRATEGY PLAN

STATEMENT OF INTENT
NIA is the largest Free school in the country and our objectives for the Pupil Premium Strategy are;
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all pupils in school to make accelerated progress to ensure they are meeting national expectations.
- To support our pupils health and wellbeing to enable them to access learning at an appropriate level.
- To give all pupils a thirst for lifelong learning to assist them in the wider world.

AIMS
- Ensuring that all pupils receive high quality teaching and learning opportunities across the curriculum that meet their needs.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed through challenge and high-quality intervention.
- Ensuring that there is provision for wider strategies to address the holistic and educational needs of the pupils in school that benefit everyone and in particular, those in vulnerable or disadvantaged groups.

KEY PRINCIPLES
- When making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged and through strategic planning we set out to use the PP funding to benefit all pupils where appropriate.
- We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We plan to allocate the PP funding to support any pupil or groups of pupils the school has identified as being disadvantaged.
- We will adapt a whole school approach in which all staff are involved in raising the expectations of what can be achieved by pupils who are disadvantaged.

CONTEXT AND CHALLENGES
Understanding the unique context of our school and local community drives our approach to the use of PP funding to effectively narrow gaps in attainment and wider educational development for our disadvantaged and most vulnerable learners. Northampton has a disproportionately high level of unemployment and poverty, and the lowest average household income, qualification levels and general health. Pupils eligible for free school meals at any time during the past 6 years, 30.7%, remains above the national average of 26.9%. Nationally, 23.8% of pupils are eligible for free school meals, up from 22.5% in 2022. At NiA we are aware that many families are reluctant to apply for FSM due to a perceived stigma and therefore we believe that there is a higher number of pupils within the school who are not identified as such due to families not applying for the entitlement.

There has been a long history of immigration to Northampton leading to the rich variety of cultures, faiths and ethnicities that make up our local and school community. Historically, we have seen the growth of an African and Bangladeshi community and more recently communities from Eastern Europe. NIA has well above average proportions of pupils who speak English as an additional language and our measures for stability are well below that seen nationally.

This section details the key challenges to achievement that we have identify among our disadvantaged learners.

Challenge	Detail of challenge
1	From assessments, outcomes, observations by staff and discussions with pupils we identify weaknesses in numeracy, literacy, vocabulary understanding and application across the curriculum in both Primary and Secondary phases. This is a whole school issue which informs the school improvement plan.
2	Well above average proportions of pupils who are EAL combined with a well below average stability measure contribute to attainment gaps literacy and numeracy between disadvantaged and non-disadvantaged groups which has negatively impacted on progress across the curriculum.
3	Pupil surveys, discussions with parents and staff have identified an increased need for Social, Emotional and Mental Health (SEMH) support for pupils, particularly those who are disadvantaged. For some pupils, there is a continuing legacy of C19. This has an impact on attendance, attainment, and progress.
4	Material deprivation, within families sharing uniform and devices. Many parents and carers hold several jobs or have large families resulting in limited time to support their children's learning at home. Some of our poorer families do not claim benefits whilst remaining in poverty. Our assessments, including surveys, Summer Term 2023, identified that pupils will benefit from the wider opportunities offered to enhance the curriculum such as trips, visits, and visitors.
5	Our observations and attendance analysis tells us that disadvantaged pupils have been impacted to a greater extent than their non-disadvantaged peers. Through assessments we have identified many pupils' significant knowledge gaps and the need for individual and group interventions to help pupils make accelerated progress.

INTENDED OUTCOMES

This section details the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure they have been achieved.

Intended outcome	Success criteria
Improved progress in literacy and numeracy for all pupils in school with a particular focus on those who are disadvantaged.	Observation, book scrutiny, student voice, formative, summative assessment, will evidence improved progress across the curriculum.
Accelerated progress in reading and writing for disadvantaged pupils is achieved and sustained.	Progress scores in line with the national average for disadvantaged pupils in reading. Disadvantaged pupils entering Y3 who have not passed the Y1 phonics reach the expected standard by the end of the year. Pupils develop a love of reading. They regularly read to an adult in school and are encouraged to read at home.
Quality first teaching and intervention for disadvantaged pupils leads to continued progress in literacy and numeracy	Progress scores are in line with national averages for disadvantaged pupils in English and mathematics and gaps between non-disadvantaged groups are reduced.
Improve the attendance of disadvantaged pupils by overcoming barriers and encouraging participation and engagement. Disadvantaged pupils, parents and carers receive high quality CIAG.	Attendance of all pupils across all year groups is in line with national averages. Early intervention reduces persistent absence of disadvantaged pupils and is in line with their non-disadvantaged peers. Increasing the number of disadvantaged learners accessing extra-curricular activities, trips, careers, and enrichment experiences.
Prioritise and sustain improved mental health and well-being through effective interventions which support vulnerable pupils.	Sustained high levels of wellbeing will be evidenced by: • An increase in the number of disadvantaged students engaging with the wider life in school. • Attendance continuing to improve because students are happy coming to school. • Pupil voice and surveys, parent surveys and teacher observations report that pupils continue to feel happy and safe in school.

ACTIVITY IN THIS ACADEMIC YEAR 2023-2024

This explains how we intend to spend our learner premium (and recovery premium) funding **this academic year** to address the challenges listed above.

TEACHING (*for example, CPD, recruitment and retention*)

Budgeted cost: £132,800

Activity	Evidence that supports this approach	Challenge
Leadership structure and accountability measures. Ongoing staff CPD using instructional coaching, NTP, EMAT/ECT programme support and peer group networks. Staff meetings used to share /improve pedagogical knowledge and meta cognition strategies.	EEF guide to pupil premium, tiered approach, teaching and instructional coaching are priorities. Support Curriculum leaders to enhance their leadership and pedagogical subject knowledge to support staff and improve the teaching and progression in their subject. Introduction of additional non-contact time to facilitate coaching.	1 4
Embed the changes from our Literacy Strategy, T&L framework, and use of 'WalkThrus' to improve progress.	Teacher formative, summative assessment, and pupils voice, in Summer Term 2024 will demonstrate improved literacy and numeracy. Reduced progress gap between disadvantaged pupils and their peers.	1 2
Introduction of RWI Spelling, Accelerated Reader and Sparks Maths platforms. Introduction of reading for pleasure in tutor time and subject specific reading in lessons. Smaller group teaching for phonics. Expanding group numbers for Maths and English to enable smaller groups at Y10 and Y11. Provide additional maths and English teaching for disadvantaged and vulnerable pupils in Y9 and Y11.	Additional staffing capacity in Core subjects. Summer Term 2023 demonstrates a high number of disadvantaged students and their peers working below age related expectations. Discussions with teachers and analysis of summative assessments identify literacy and numeracy as an area of development.	2
Use of MIS to monitor and analyse attainment and behaviours for early identification of pupils at risk of underachieving. Embed quality formative and summative assessments and live regarding gaps in knowledge. Conduct baseline tests for all pupils.	Teacher analysis in Summer Term 2023 identified that disadvantaged pupils working below age related expectations where not having their curriculum adapted to improve their ability to know more and remember more. Gaps in prior attainment records due to well below average rate of stability.	3 5
Pastoral support in place for to enable wellbeing and behaviour interventions for pupils to help them manage their self-regulation, social and emotional skills. Use of alternative curriculums and provision to support pupils to be more successful achieve well at school.	EEF and school evidence, summer 2023, shows that pupils need support to develop resilience. NFER and school research, summer 2023, demonstrates that effective behaviour for learning strategies support the development of positive attitudes to learning and resilience when the lesson is challenging. Targeted interventions matched to specific pupils can be	4 5

	very effective at promoting well-being and improving attainment.	

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

Budgeted cost: £280,000

Activity	Evidence that supports this approach	Challenge
SENDCO's without full time teaching commitment deliver high quality intervention sessions based on the needs of varied groups of students.	EEF toolkit- small group tuition	1 2
Regularly assess reading ages and use recognised reading programmes to improve reading ages. Catch Up Literacy and Numeracy sessions to be delivered by SENDCO and trained TAs on a 1-1, small group basis. ELSA across all phases.	Teacher assessment and observation identified students who needed 1-1 support to catch up to their peers and make accelerated progress to ensure they are working at age related expectations.	3 5
Developing staff in their delivery of literacy and reading in the classroom, including use of DEAR time at KS3. RWI sessions to run for those pupils with gaps in phonics or who did not pass the Y1 phonics screening.	Literacy lead has identified those pupils who did not pass their phonics check or struggle with their phonics. Secondary students below reading age identified.	1 4
Targeted small group and 1:1 well-being academic support sessions using National Tutor Programme.	https://www.elsanetwork.org/elsa-network/other-research/ EEF toolkit- Social and Emotional Learning	1 4
Targeted mentoring, revision programme and resources for Years 5, 6, 11 and 13. Nurture group supported by SENDCO/TA.	https://www.nurtureuk.org/what-we-do/research-and-evidence/impact-and-evidence/eef-toolkit-and-nurture-groups EEF toolkit- Social and Emotional Learning EEF toolkit- Behaviour interventions	3 5

WIDER STRATEGIES (*for example, related to attendance, behaviour, wellbeing*)

Budgeted cost: £179,080

Activity	Evidence that supports this approach	Challenge
Pastoral care team to lead Nurture group, social and emotional groups and wellbeing sessions for individuals/groups across school.	https://www.nurtureuk.org/what-we-do/research-and-evidence/impact-and-evidence/eef-toolkit-and-nurture-groups https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Extensive evidence from the EFF and EEF toolkit-Social and Emotional Learning	3 5
Training for HLTA's and LSAs	https://www.elsanetwork.org/elsa-network/other-research/ EEF toolkit- Social and Emotional Learning	3 5
SLT Inclusion and PP TLR holder, leading on attendance with specific focus on disadvantaged pupils. Focus on reducing stigma around poverty to have a positive impact on pupil achievement and life outcomes. Improving attendance and readiness to learn for the most disadvantaged pupils. Staff employed to run breakfast and after school clubs.	https://cpag.org.uk/policy-and-campaigns/report/turning-page-poverty-new-resource-teachers-and-school-staff Discussions with parents and staff observations found that for a group of disadvantaged pupils, readiness to learn was significantly improved through providing settling-in time during breakfast club. This ensured a smoother transition from home to school for those pupils. EEF toolkit- Homework EEF toolkit- Social and Emotional Learning	1 2
Access to portable ICT hardware and software for all students to facilitate access to remote learning materials and home learning activities.	Staff observations during periods of partial school closure identified a small group of pupils struggling to engage with homework due to technology issues. EEF toolkit- Homework	5
Instrumental tuition after school for disadvantaged pupils to be provided for those who wish to take part.	EEF toolkit- Arts Participation	4
School trips, visits and extra-curricular activities to be subsidised to allow access for all pupils.	Reducing stigma around poverty can have a positive impact on pupil achievement and life outcomes. https://cpag.org.uk/policy-and-campaigns/report/turning-page-poverty-new-resource-teachers-and-school-staff EEF toolkit- Social and Emotional Learning	4 5

PART B: REVIEW OF THE IMPACT OF PUPIL PREMIUM FUNDING IN 2022-2023

OUTCOMES FOR DISADVANTAGED PUPILS

The previous Pupil Premium Strategy plan with its intended outcomes ran from 2019-2022. The current document runs from 2022-2025 and we acknowledge that there has been progress. However, this is a 3-year strategy to improve outcomes which will be reviewed annually.

EYFS PROFILE RESULTS	% All	% Non-DA	% DA
GLD	72	71	100

KS1 PHONICS RESULTS	% All (Nat)	% Non-DA (Nat)	% DA (Nat)
Year 1	62 (79)	61 (83)	64 (67)
Year 2	52	47	67

KS1 HEADLINE RESULTS	% All (Nat)	% Non-DA (Nat)	% DA (Nat)
Reading (expected+)	65 (68)	59 (73)	78 (73)
Writing (expected+)	58 (60)	51 (65)	72 (65)
Maths (expected+)	63 (70)	59 (75)	72 (75)

KS2 HEADLINE RESULTS	% All (Nat)	% Non-DA (Nat)	% DA (Nat)
Reading (expected +)	47 (73)	54 (80)	32 (62)
Writing (expected +)	48 (69)	61 (75)	42 (55)
Maths (expected +)	62 (73)	32 (56)	76 (78)

KS4 HEADLINE RESULTS	2022	2023 (Nat)
Disadvantaged P8 Score	-0.43	-1.22 (-0.57)
Non-Disadvantaged P8 Score		-0.51 (0.17)

ATTENDANCE	% Sept 2023 (Nat)
Disadvantaged	14.5 (13.4)
All	90.7 (8.7)

Attendance has remained stable in 2022-23. We have switched to Arbor MIS, and this will enable more in-depth analysis and reporting for 2023-24.

The restructuring of our attendance team in November 2022 has led to a sharper focus on attendance. Further review of the impact of the team will be conducted within 2023-24 and we intend to increase the number of attendance officers within the team to focus on improving the attendance of our disadvantaged pupils.

Newly appointed Child and Family support workers has led to improved school engagement with families. We will further review of the impact of this work during 2023-24.

EXTERNALLY PROVIDED PROGRAMMES

Programme	Provider
GCSE Pod	Access Provider
Accelerated Reader	Renaissance Learning
RWI	Oxford University Press
Sparks	Sparks Learning
Dynamo Maths	JellyJames Publishing Ltd
Mysupercurricular	Pro Academic

FURTHER INFORMATION

We have focused all inset days on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. CLs have been allocated one hour a week to provide training and we have also scheduled the first Tuesday after each half term to focus on pedagogical CPD. The evidence-based classroom approaches are important to develop the practice of teachers; this includes mentoring and coaching, particularly for early career teachers (ECT). We have created a NIA Pedagogy Programme to support UQT's in their career development and strengthened ECT mentoring. The impact on outcomes will be reviewed in our 2023/24 data.

We introduced the use Arbor MIS system to enable CLs to track and monitor pupil data to identify those underachieving and for whom effective interventions will be needed. Staff create classroom profiles where T&L strategies are identified. Outcomes will be reflected in the 2023/24 data.

The SLT structure was reviewed to better focus on raising standards by appointing, for example:
- Targeted Careers Lead
- PHSE lead (from EYFS to KS5)
- AHT for Teaching and learning / PP / Literacy

All appointments take account of the recommendations of the recent Ofsted report and are in line with NIA's Academy Improvement plan. The impact of these appointments will be reflected in the 2023/24 data.

Further actions and strategies:

- Programme for struggling pupils (phonics): this is a focused programme to support pupils across EYFS and KS1 in smaller groups.
- RWInc phonics training for all staff ensures more targeted phonics teaching. The impact of this will be evident in the 2023/24 data.
- 'Accelerated learners' resource. impact will be evident in the 2023/24 data.
- The employment of an external literacy specialist to support the SLT to develop an impactful, sustainable literacy strategy. The impact is targeted particularly for disadvantaged pupils and pupils with SEND or EAL. The strategy will be delivered through curriculum leaders in first wave teaching. The impact of this work will be evident in 2023/24 data.
- Strategic work with T&L team has led to an improvement to the quality of teaching. Staff are better able to support disadvantaged pupils and put appropriate plans in place.
- SEND team structure was reviewed and now includes 5 SENCo's in different areas and an assistant SENCO for the Primary phases. This means the school is more effectively able to identify pupils who have specific needs and create focused Pupil Passports for teachers to use to support pupils in class.
- MHH work has supported pupils with SEMH across the school. Work undertaken in 2022/23 has enabled the reintegration of these pupils from the MHH to lessons.

C3	45% Reduction in C3 lesson removals from Autum 2022 to Autum 2023
C2	55% Reduction in C2 lesson removals from Autumn 2022 to Autum 2023

- Behaviour data above shows a decrease in behaviour points across the academy. Behaviour points are now recorded in Arbor will enable even better analysis of disadvantaged pupils' behaviour in 2023/24.
- Restructuring of the pastoral team, including the employment of a teaching Head of Year and Pastoral Lead in every year group has led to a decrease in behaviour points (see table) and reduced the number of instances of pupils being outside of lessons.
- Alternative Provision placement was made available to 27 disadvantaged pupils. The impact of this has reduced suspensions, pupils remaining in education and gaining meaningful qualifications.
- TLR payment for a PP coordinator has been allocated from 2022.

- Disadvantaged pupils attended a wide range of clubs including sport, STEM and DT and in 2023. An extra-curricular co-ordinator has been appointed to improve this further.
- Uniform was provided to disadvantaged pupils where requested. In 2023/24, vouchers will be issued to reduce the visibility of families needing support. The positive impact of this is that more pupils wear the correct uniform and fewer sanctions are applied.
- Bus passes were issued to families outside the local authority who needed support to enable disadvantaged pupils to travel to school. This helped to improve pupils' attendance and engagement with learning.
- Menstrual support is provided to all pupils who need it was provided to reduce the reluctance of some pupils to attend school.
- Student services provide support for students needing first aid/medical care which has improved pupil attendance.