Pupil premium strategy statement – Neale Wade 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	1259 on roll
Proportion (%) of pupil premium eligible pupils	37% 469 pupils
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024-2025 2025-2026 2026-2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Graham Horn
Pupil premium lead	Imogen Newell
Governor / Trustee lead	Katherine Nightingale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£465,675.00
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*	£465,675.00

Part A: Pupil premium strategy plan

Statement of intent – Neale Wade Academy

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in English and Maths and the Ebacc. subjects.

The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our school improvement plan also identifies reading as a key factor in dictating success as well as a focus on improving behaviour. This, alongside giving our students access to cultural, careers and enrichment opportunities, particularly those that are disadvantaged, will lead to improved confidence and therefore pride in their achievements. We are a Priority Area school, and we are aware of the challenges this brings to families living within Fenland.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

• ensure disadvantaged pupils are challenged in the work that they are set • act early to intervene at the point need is identified

 • adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

In summary, our strategy identifies 5 priorities:
1. Reading – Improving reading ages to expected chronological age
2. Progress - All KS3 students to achieve in line with age related expectations by the end of KS3 and KS4 students to have an A8 of 4.0 by end August 2025

3. Behaviour and Attitudes– There is no difference in behaviour between pupil premium and non-pupil premium students
4. Attendance - Close the gap between pupil premium and non-pupil premium for attendance and persistence absence. PA to reduce to national (15%)
5. Enrichment –Increase the % of students attending enrichment activities, careers events and other opportunities

Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium students have readings ages of slightly over one year (-1.28) below their expected chronological reading ages on average. This suggests that many lower attaining students lack the ability to access reading materials and content in lessons resulting in significant knowledge gaps. On entry to year 7 in the last three years, our pupil premium students arrive with below age-related reading expectations compared to their peers.
2	Pupil premium students on average have lower attainment than non-pupil premium students across all subject areas including English and Maths. In July 2024 PP students achieved a A8 score of 2.32 as opposed to non-PP students who achieved a score of 3.98 which is a gap of -1.02. The whole school score was 3. The Progress 8 score for PP was -0.97 as opposed to a non-PP P8 score of -0.67 which is a gap of -0.35. This is an improvement on last year by 0.27. The whole school score was -0.56.
3	Over the last four years, Pupil Premium students have had lower school attendance than non-Pupil Premium students. The gap in attendance has increased from 8.17% in 2020/21 to 8.7% in 2023/24. The last four academic years attendance data is below. <table><tr><td></td><td>Attendance 2023/24</td><td>Attendance 2022/23</td><td>Attendance 2021/22</td><td>Attendance 2020/21</td></tr><tr><td>PP</td><td>81.41%</td><td>79.8%</td><td>80.51%</td><td>83.52%</td></tr><tr><td>Non-PP</td><td>90.11%</td><td>88.2%</td><td>88.65%</td><td>91.69%</td></tr><tr><td>Difference</td><td>8.7</td><td>8.4</td><td>8.14</td><td>8.17</td></tr></table>
4	Neale Wade Academy moved to a new behaviour system at the start of the summer term during the academic year 2023/2024.

	The current data shows that the average points score across the school sits at -0.52 per student based on the accumulation of achievement and behaviour points awarded through the current MIS. As a comparison, non-PP students have an average point score of 0.24 each, whereas PP students have an average point score of -1.76 per student. This clearly shows that PP students are awarded more behaviour points than achievement points. Careful analysis has shown that students who have PP and SEND tend to have more moves and removes than any other demographic in the academy, especially amongst boys, who make up 8 of the top 10 students in the school with the highest number of moves and removes. 25 of the 33 suspensions so far this year have been with PP students.
5	Our observations and assessments identify that pupil premium boys have greater challenges than pupil premium girls across all measures.

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
Literacy - improving literacy across the school so that students reading age are in line with their chronological age.	The reading age is reduced to less than 0.1 year by the end of Year 9.
Attendance - to improve PP attendance so it is in line with their non-PP peers	The difference between pupil premium and non-pupil premium attendance is less than 0.5%
Behaviour - to improve PP behaviour so it is in line with their non-PP peers	That there is no difference in the move/remove/suspension data between pupil premium and non-pupil premium
Aspirations - Increase the % of students attending enrichment activities, career events and other opportunities	That pupil premium will make up at least 40% of the participants of enrichment activities as well as 100% of pupil premium students attend work experience.
Parental engagement - To support parents in furthering opportunities for themselves, in turn supporting the development of their students as well as increasing the % of parents attending key events.	That attendance to events increases and that parent specific events are held with a at least 80% attendance of invitees.

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: £35,270.82

Activity	Evidence that supports this approach	Challenge number(s) addressed
Upskilling staff with research based CPD programme	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. There is a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2
Specific adaptation CPD	This guidance challenges the notion that literacy in secondary school is solely the preserve of English teachers, or literacy coordinators. The emphasis on disciplinary literacy makes clear that every teacher communicates their subject through academic language, and that reading, writing, speaking and listening are at the heart of knowing and doing. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1,2
Ensuring checking for understanding is implemented	All school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap	1,2

effectively in classrooms	between where a pupil is and where the teacher wants them to be. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	
Learning behaviours in the classroom including teacher class profiles	Behaviour interventions have an impact through increasing the time that pupils have for learning. In most schools, a combination of universal and targeted approaches will be most appropriate: Universal approaches to classroom management can help prevent disruption. Targeted approaches that are tailored to pupils' needs may be appropriate where pupils are struggling with behaviour. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1,2,4

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

Budgeted cost: *£114,662.29*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raising standards KS4	Retrieval Practice and cognitive science https://educationendowmentfoundation.org.uk/news/new-eef-podcast-retrieval-practice?utm_source=/news/new-eef-podcast-retrieval-practice&utm_medium=search&utm_campaign=site_search&search_term=retrieval	2
Revision guides	Retrieval Practice and cognitive science https://educationendowmentfoundation.org.uk/news/new-eef-podcast-retrieval-practice?utm_source=/news/new-eef-podcast-retrieval-practice&utm_medium=search&utm_campaign=site_search&search_term=retrieval	2
Thinking Reading and	Reading comprehension strategies are high impact on average (+6 months).	1

corrective reading comprehension	It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm_medium=search&utm_campaign=site_search&search_term=reading%20interv	

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

Budgeted cost: *£78,319.86*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging parents in academy events as well as creating events specifically for parents in order to support their children	Parental engagement has a positive impact on average of 4 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement There is some evidence of promise for parental engagement approaches and responsive interventions that meet the individual needs of the pupils. https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils?utm_source=/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils&utm_medium=search&utm_campaign=site_search&search_term=attendance%20and%20pupil%20premium	1,2,3
Attendance	Persistent absence is an immediate issue facing schools across the country. According to the most recent data, almost one in four pupils missed more than 10 per cent of sessions in the autumn term of	3

2021, and 1.4 per cent of pupils missed at least 50 per cent of sessions.

We know these pupils are disproportionately more like to come from socio-economically disadvantaged backgrounds. So tackling persistent absence is an important part of improving education outcomes for this group.

https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils?utm_source=/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils&utm_medium=search&utm_campaign=site_search&search_term=attendance%20and%20pupil%20premium

Total budgeted cost: £ *228,252.97*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Performance data 2023/2024:

	English				Maths				English & Maths		Overall	
	% 5>	%>4	APS	P8 (est)	% 5>	%>4	APS	P8 (est)	%5>	%4>	APS	P8
All	36.03%	53.40%	3.75	-0.6	37%	59.50%	3.73	-0.2	27.10%	46.50%	3	-0.56
PP (31%)	25%	39%	3	-1	22%	38%	2.81	-0.62	16%	29%	2.32	-0.97
Non PP (69%)	41%	60%	4.09	-0.72	43%	69%	4.14	-0.2	32%	54%	3.3	-0.67

PP

31% of Year 11 were PP - broadly in line with National (25%)

5+ figure for Eng/Maths for PP students is 13% below National Figure for PP students at 29%

4+ figure for Eng/Maths for PP students is 19% below National Figure for PP students at 48%

In school attainment gap shows an attainment gap of approximately 1 grade per subject. This is not too dissimilar to the National Disadvantaged gap which for 2024 is 0.85 in English and 1.1 in Maths.

Progress gap between PP/Non-PP is less significant at 0.3 (less than a third of a grade per subject)

Note: National Data sourced from FFT Sept 2024

Thinking Reading interventions:

2023/2024:

33% of cohort were PP, they gained on average an additional 2.75 years from their original starting points, non-PP students gained an additional 2.8 years on average.

2022/2023:

16% of the cohort were PP, they gained on average an additional 3.25 years from their original starting points, non-PP students gained an additional 1,9 years on average.

Correcting Reading Comprehension Intervention:

Had a 100% success rate but the intervention targeted a very limited number of PP students.