Pupil Premium Strategy Statement

This document reflects Year 1 of a new three-year strategy.

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	Noel-Baker Academy
Number of pupils in school	1255
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers	2024/25 – 2026/27 (Year 1)
Date this statement was published	November 2024
Date on which it will be reviewed	October 2024
Statement authorised by	Kate Richardson Head of School
Pupil premium lead	Sarah Leach Deputy Headteacher
Governor / Trustee lead	Carolyn Marriott, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£591,754
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	£591,754

Part A: Pupil premium strategy plan

Statement of intent

At Noel-Baker Academy, we believe that all children are entitled to the very best breadth and depth of provision irrespective of their background and are supported to make excellent progress.

All students follow an ambitious and coherently planned knowledge rich curriculum that is well sequenced and supported by a varied and rich co-curricular offer, which together provides them with the knowledge and cultural capital they need to succeed in life.

Our ultimate objective is that no child is left behind socially or academically because of disadvantage. We strive to remove barriers to learning while raising lifelong aspirations and narrowing the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts.

We believe educational disadvantage includes all pupils whose achievement is at risk because of the impact of their social and economic circumstances. These circumstances can include factors such as aspiration, parental engagement, the development of language skill and cultural knowledge, as well as health and welfare considerations like diet, emotional support and living conditions. We therefore take educational disadvantage to incorporate all pupils who are vulnerable, including children with social workers and young carers, whether or not they are in receipt of the Pupil Premium (PP), and whether or not they are classified as high or low prior attaining.

Our Pupil Premium Strategy aims to address the main barriers our students face and through rigorous tracking, careful planning and targeted support and intervention, provide all students the access and opportunities to enjoy academic success and more.

To achieve this, it is important that all of our teaching, pastoral and support staff understand the challenges that some of our students face, and they recognise their responsibility in addressing them.

To achieve our objectives, we will focus on the following –

- Provide all teachers with high quality personalised continuous professional development (CPD) to ensure that all pupils access effective quality first teaching across the academy. Research suggests that teaching is the greatest lever in improving outcomes.

- Provide targeted intervention and support to quickly address identified gaps in learning, especially in addressing low literacy levels which is a limiting factor on students being able to access the curriculum.

- Provide opportunities for all pupils to participate in enrichment activities.

- Provide appropriate social, emotional and mental health support to enable pupils to access learning within and beyond the classroom and to develop resilience and ability to look after their own mental health and well-being (MHWB).

Challenges

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

Challenge number	Detail of challenge
1	**Low levels of literacy** Baseline assessments, learning walks, observations and discussions with pupils, indicates that disadvantaged pupils continue to have lower levels of literacy than their peers. Standardised reading and baseline assessments, observational data from classroom visits and discussions with pupils indicate that disadvantaged pupils' reading ability and comprehension is significantly weaker than their non-disadvantaged peers. New Group Reading Tests (NGRT) results in 2024 suggests that 33% of disadvantaged students are below chronological age in reading compared to 26% of non-disadvantaged students.
2	**Low attendance of PP pupils** Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils is below that of their peers and that there is a declining picture. This picture is the case across all year groups as shown below –

	21/22	22/23	23/24
PP Attendance	87.89%	86.39%	83.60%
Whole School Attendance	91.40%	90.11%	87.97%

	7	8	9	10	11	Total
Pupil Premium	89.55%	85.58%	81.60%	80.22%	84.58%	**84.79%**
Non-PP	94.70%	91.94%	90.26%	91.41%	92.70%	**92.21%**

3	**Lower Self-Study Completion rates** Disadvantaged pupils are now completing more self-study than they have for many years. All students have access to weekly self-study tasks to retrieve knowledge. However, there is still a gap between disadvantaged pupils and their non-disadvantaged peers. Self-study completion rates across all year groups show that a higher number of disadvantaged pupils fail to complete tasks by the required deadline. Reflections from staff, pupils and families suggest that challenges of physical space, cognitive ability and independent study habits prevent them from completing work on a regular basis and to a high enough standard to actually improve their learning.

4	**High levels of Social, Emotional, and Mental Health (SEMH)**
	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety and low self-esteem.
	Internal data, including behaviour and attendance data, data on exclusion rates, wellbeing survey data and the numbers of teacher and pupil self-referrals, point to a rise in social and emotional issues for a significant minority of pupils, in particular around mental health issues of anxiety and low self-esteem.
	These challenges particularly affect disadvantaged pupils and are having an impact on their levels of academic attainment which results in lesson avoidance (on-site truancy) and further disruptions to their learning.
5	**Underachievement at Key Stage 4 (KS4)**
	Overall, attainment and progress data is lower for disadvantaged pupils than for non-disadvantaged pupils in most subjects.
	<table><tr><td></td><td colspan="4">Gap comparison</td></tr><tr><td></td><td>2019</td><td>2022</td><td>2023</td><td>2024</td></tr><tr><td>PP</td><td>-0.6</td><td>-0.3</td><td>-0.4</td><td>-0.4</td></tr></table>
	Over the last 3 years the gap between disadvantaged pupils and their non-disadvantaged peers for attainment 8 has narrowed. It has continued to do so this year with a gap of -1.1.
	Engagement and motivation concerns
	Observations from lesson and tutor group visits highlights an issue with some disadvantaged pupils not fully participating in their learning, such as taking longer to settle to activities, having pride in their work and leaving some work incomplete and giving up a little too easily when asked questions or set tasks.
	This observational and quantitative evidence suggests that keeping all our pupils focused on their learning is a top priority for our professional development.

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
Improve literacy levels (reading, writing and oracy) so that pupils are able to access the whole curriculum.	**24/25 evidence on independent learning to include:** • reading assessments demonstrate that the percentage of students reading below their chronological age will continue to decrease. • the attainment gap between disadvantaged and non-disadvantaged closes year on year. • only a small disparity between the attainment of disadvantaged pupils and non-disadvantaged pupils on standardised reading assessments. • attainment for disadvantaged pupils in GCSE English Language is in line with non-disadvantaged pupils.
Improve attendance levels and to ensure that attendance of disadvantaged students is in line with non-disadvantaged students.	**24/25 evidence on independent learning to include:** • disadvantaged students will achieve, or exceed, attendance percentages in line with national averages. • the attendance gap between disadvantaged pupils and their non-disadvantaged peers will close. • persistent absence among disadvantaged pupils no more than 20% • severe absence rates among disadvantaged pupils no more than 3%
Provide meaningful support to pupils with Social Emotional Mental Health problems and achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	**24/25 evidence on independent learning to include:** • qualitative data from pupil voice, pupil and parent surveys and teacher observations focusing on inclusion and a sense of belonging. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
High level of participation in learning in all lessons across the academy.	**24/25 evidence on independent learning to include:** • quantitative data from lesson observations • survey results from pupils and staff

	• book reviews, semi-structured pupil interviews
High levels of independent learning through self-study	**24/25 evidence on independent learning to include:** • quantitative data homework completion • survey data about all pupils' study habits
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4,	**24/25 evidence on independent learning to include:** • the gap between disadvantaged and non-disadvantaged will close year on year. • progress and attainment increasing each year for disadvantaged students (when progress measure become available).

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

Budgeted cost: £205,602

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all teaching and pastoral staff understand the challenges of educational disadvantage and how to meet them in their role. Provide training so all staff understand the challenges and the school's strategy.	Evidence from the EEF Implementation Guidance Report and behavioural science suggests underlying values and beliefs need changing to make sustained changes to human behaviour, in this case to teachers' practice in the classroom.	1,2,3,4,5,6

Personalised CPD for teaching staff through Instructional coaching. We will use regular observation and feedback cycles based on instructional coaching to develop teachers' ability to present new material effectively, model and guide high quality independent practice.	EEF research suggests improved feedback may lead to pupil progress gains of up to 8 months. Sutton Trust 2011 report states that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.	1 and 4
Monitor, develop and improve the quality of teaching and learning to ensure CPD is targeted to meet the needs of staff through whole-school and faculty-based CPD.	Evidence that focusing on professional development makes an impact on outcomes is provided by the EEF Guidance Report on Effective Professional Development.	5 and 6
Develop and improve staff understanding of social, emotional and mental health issues	Research suggests teachers want training on how to identify and provide early support for students who are struggling, without taking on the perceived role of a therapist. It also suggests the strong need for practical, interactive and expert-led training that provides resources that can be adapted to individual settings. Lucas Shelemy, Kate Harvey & Polly Waite (2019) Supporting students' mental health in schools: what do teachers want and need? Emotional and Behavioural Difficulties, 24:1, 100-116, DOI: 10.1080/13632752.2019.1582742 (https://www.tandfonline.com/doi/abs/10.1080/13632752.2019.1582742)	4

Introduce whole school strategies and improve the subject-specific teaching and support of reading, writing and oracy in all lessons. We will focus on the development of oracy and the teaching of reading and vocabulary first. We will use professional development time to develop teachers' knowledge and skills.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: [Improving Literacy in Secondary Schools](#) There is significant evidence that improving pupils' reading comprehension and vocabulary skills impacts attainment at GCSE. EEF recommends that teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.	1,2,3,4,5.6
Purchase of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: [Standardised tests	Assessing and Monitoring Pupil Progress	Education Endowment Foundation	EEF](#)	1,4,5,6
SIMS/Go4Schools/SISRA	Data platform allows all stakeholders to engage in students' data having it all in one place to support teachers to identify trends/patterns to support the children they teach.	5
All pupils in Years 7-10 experience high quality reading in tutor time to develop their vocabulary knowledge and improve their reading ability	Improving reading comprehension, vocabulary development and fluent reading are strongly correlated to attainment outcomes at GCSE.	1,5,6

Targeted academic support

Budgeted cost: £145,437

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy interventions for low attaining disadvantaged pupils.	EEF research indicates that the average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. EEF research indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.	1, 2 and 4
Recruitment of an Associate Assistant Headteacher with sole responsibility for leading and developing Literacy across the academy.	National Literacy Trust - Secondary School Literacy Research and Policy Guide	1,2 and 4
Set up targeted Direct Instruction intervention groups for English in years 7. This is an intense programme that focuses on developing pupils' basic knowledge and fluency so that pupils can access the main curriculums in English.	Internal evidence that DI groups develop core knowledge and skills. Regular feedback each lesson is a key feature of this intervention. See evidence in the EEF Toolkit Feedback about the impact of regular feedback on pupil learning.	1,5 and 6

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

Budgeted cost: £240,715

Activity	Evidence that supports this approach	Challenge number(s) addressed
ACE Centre - Alternate provision supports academic progress as well as SEMH support.	Disadvantaged students are 4 x more likely to be excluded (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference: 23/3/2018) Keeping them in alternate provision and shaping the curriculum to meet their needs will avoid this.	1,2,4,5 and 6
Appointment of an ACE Manager to support with the day to day running of the provision.		1,2,4,5 and 6
Increased pastoral team with two additional pastoral assistants.		2 and 4
Offer bespoke SEMH interventions by the school counsellor, MHWB Team and the Inclusion Team. Senior leader in place to lead on MHWB and a counsellor onsite three days a week.	Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic. EEF Toolkit Social and Emotional Learning +4 months	3
Careers Package – Unifrog	All pupils are entitled to careers support and help guide students to their next destinations. Pupils who have a plan for their future are more likely to engage in their learning.	4

Contingency fund for issues that occur throughout the year.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs.	1,2,3 and 4
Assistant Headteacher with sole responsibility for improving attendance as well as increased attendance team to work with Emotional Based School Avoidance pupils e.g. home visits, 1-2-1 personal interventions, family support and weekly check-ins for pupils with 5+ days absence.	Evidence from trials of intervention workshops showed a positive impact on targeted absence. Embedding principles of good practice set out in EEF Guidance Report on Working with Parents. The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	2
Ensure adequate provision and support for the successful completion of self-study for all pupils, particularly those from a disadvantaged background.	Evidence from the EEF Toolkit suggests that, under the right conditions, regular completion of homework can have a positive impact on pupil learning.	3 and 5

Total budgeted cost:

	Budgeted cost
Teaching	£205,602
Targeted academic support	£145,437
Wider strategies	£240,715
Total budgeted cost	£591,754

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Summary of PP / Non PP gaps for Year 11 headline measures

		Progress					Attainment					Basics			Maths			English		
		P8	P8 Eng	P8 Maths	P8 Ebacc	P8 Open	A8	A8 Eng	A8 Maths	A8 Ebacc	A8 Open	≥4	≥5	≥7	≥4	≥5	≥7	≥4	≥5	≥7
Act	2024 actual	-0.8	-0.7	-0.7	-0.8	-1	3.4	3.9	3.5	3.3	3.2	35%	22.90%	3.60%	43.60%	28.60%	3.90%	56.40%	40.00%	8.60%
Pupil Premium	PP	-1.1	-0.9	-0.9	-1	-1.3	2.9	3.4	3	2.8	2.7	20%	14.30%	1.40%	31.40%	22.90%	4.30%	44.30%	25.70%	5.70%
	Non PP	-0.6	-0.4	-0.5	-0.6	-0.7	4	4.5	4	3.7	3.8	50%	31.40%	5.70%	55.70%	34.30%	11.40%	68.60%	54.30%	11.40%
	Gap	-0.5	-0.5	-0.4	-0.4	-0.6	-1.1	-1.1	-1	-0.9	-1.1	-0.3	-0.171	-0.043	-0.243	-0.114	-0.071	-0.243	-0.286	-0.057

Progress: The PP gap was -0.4. This has remained the same as the previous year. FFT target for P8 was +0.3 and PP students got -1.1, which is of significant concern.

Attainment 8; FFT target was 4.4 and our PP students got an A8 score of 3.0. There was also a gap of -1.0.

This cohort continued to be significantly affected by the impact of the COVID-19 pandemic, and we anticipate that the impact of the pandemic will continue for several years.

KS3

The school's internal assessment policy was updated to ensure a more consistent approach to assessment across key stage 3 for all subjects.

Year 7

		Count	Expected Grade	Current Grade	Actual
Grade 3 - Meeting Expectations or above in English	All students	276	96.4%	47.8%	0%
	Demographic: Pupil Premium Indicator : No	141	97.2%	55.3%	0%
	Demographic: Pupil Premium Indicator : Yes	135	95.6%	40.0%	0%
	Gap	-	1.6%	15.3%	0%

		Count	Expected Grade	Current Grade	Actual
Grade 3 - Meeting Expectations or above in Maths	All students	276	96.4%	42.4%	0%
	Demographic: Pupil Premium Indicator : No	141	97.2%	51.1%	0%
	Demographic: Pupil Premium Indicator : Yes	135	95.6%	33.3%	0%
	Gap	-	1.6%	17.7%	0%

Year 8

		Count	Expected Grade	Current Grade	Actual
Grade 3 - Meeting Expectations or above in English	All students	268	96.3%	36.2%	0%
	Demographic: Pupil Premium Indicator : No	126	98.4%	46.0%	0%
	Demographic: Pupil Premium Indicator : Yes	142	94.4%	27.5%	0%
	Gap	-	4.0%	18.6%	0%

		Count	Expected Grade	Current Grade	Actual
Grade 3 - Meeting Expectations or above in Maths	All students	268	96.3%	29.1%	0%
	Demographic: Pupil Premium Indicator : No	126	98.4%	42.1%	0%
	Demographic: Pupil Premium Indicator : Yes	142	94.4%	17.6%	0%
	Gap	-	4.0%	24.5%	0%

Year 9

		Count	Expected Grade	Current Grade	Actual
Grade 3 - Meeting Expectations or above in English	All students	242	94.2%	54.1%	0%
	Demographic: Pupil Premium Indicator : No	127	96.1%	61.4%	0%
	Demographic: Pupil Premium Indicator : Yes	115	92.2%	46.1%	0%
	Gap	-	3.9%	15.3%	0%

Grade 3 - Meeting Expectations or above in Maths	All students	242	94.2%	26.0%	0%
	Demographic: Pupil Premium Indicator : No	127	96.1%	33.1%	0%
	Demographic: Pupil Premium Indicator : Yes	115	92.2%	18.3%	0%
	Gap	-	3.9%	14.8%	0%

Fewer disadvantaged students are knowing more and remembering more of the curriculum in English and maths across Years 7 to 9.

Year 8 disadvantaged students continue to make less progress than disadvantaged students in other year groups. We hypothesise that this is because of the impact of the impact of the COVID-19 pandemic in their formative years. This continues to be the picture for this year group as they made less progress than other year groups when they were in Year 7. Maths is identified as an area of weakness for Year 8.

Reading Age (RA) data

Disadvantaged students are further behind their chronological reading age when compared to their non- disadvantaged peers.

All pupils have access to NBA Reads within the timetable.

Students who received Direct Instruction (literacy intervention) made an average of 18 months RA progress over a 10-month period. Of this group, 60% are PP.

Quality of teaching learning and feedback in lessons.

Almost all staff have received appropriate training, which has contributed towards the development of their subject specific curricula within faculty meetings and through whole school CPD. Sequences of learning documentation have continued to be updated. This includes specific training on the importance of these documents and how to complete them effectively.

Quality assurance (QA) has taken place by the trust to ensure effectiveness. All students are now being taught an improved curriculum offer which has entitlement as its driving force. Some inconsistencies remain within the implementation of the curriculum, and we are currently in the process at aligning all/parts of the curriculum across each of the secondary schools within the trust.

We want teachers to consider the pedagogical choices more carefully to ensure that knowledge can be applied and remembered more effectively. To support with QA and the identification of training needs we will be introducing the 'Teaching Excellence Framework'. This framework will help provide teaching staff with personalised feedback in a precise and timely manner.

Teacher development

Teacher professional development has improved during 2023-24 using instructional coaching. A number of teaching staff have been provided with a coach throughout the academic year to support their ongoing pedagogical development. Teachers are given time within faculty meetings to review the curriculum and teaching and learning strategies that have been deemed most effective through QA processes.

Development of knowledge rich curriculum

All staff have contributed towards the development of their subject specific curricula. Sequences of learning and supporting resources have been and continue to be developed as the curriculum is never finished.

Curriculum intent maps have been revised and introduced. These maps clearly identify what information should be taught and when.

Sequence of learning documentation has been updated to ensure a consistent approach across the academy and the trust. These sequences are much more detailed in their approach and identification of the appropriate choice of content and sequencing had been considered.

Students are now being taught an improved curriculum offer which has entitlement as its driving force. Some inconsistencies remain with the implementation of the curriculum. Moving forward, we want teachers to consider the pedagogical choices they make more carefully so that knowledge can be applied and remembered more effectively by students.

Some subjects are further ahead than others (inevitably so). Subject Reviews took place to assess subject areas individually and provide personalised targets to improve faculty areas.

The increase in designated faculty development time for curriculum development through Trust curriculum alignment meetings will continue to provide the climate for further curriculum improvements next year.

Data and assessment

A new and updated data and assessment tracking system was set up at the start of the year, which is used to accurately gauge the performance of pupils and groups of pupils.

The system includes an Attitude to Learning (ATL) score for all students in addition to a score for their progress.

Assessment specific CPD was delivered to all staff with a move to synoptic assessments that support the curriculum as the progression model. This will continue to be a priority for the next academic year.

Self-study

Self-study was completed by all year groups throughout the year, with a completion rate of 89%. This is a stark improvement on previous years.

Satchel: One was the new package that we introduced to support all stakeholders with the setting, completion and tracking of self-study tasks. We have renewed this programme to continue building on the success from this year.

An increased amount of support through co-curricular and providing resources was provided. Self-study continues to be a focus for the year ahead with further adaptions

made to the policy to ensure all students complete all tasks on a weekly basis to develop independence.

Parental engagement

Efforts have been made to enhance attendance at parent evenings by rebranding them as 'Parent Partnership Evenings.' This has been supported by improved communication beforehand and the inclusion of valuable resources during the events, such as guidance on supporting self-study and assessment information. Additionally, the provision of food and opportunities to meet with pastoral staff have contributed to the increased attendance and engagement.

Attendance

Our attendance data over the last three years shows that attendance among disadvantaged pupils is below that of their peers and that there is a declining picture across the academy.

	21/22	22/23	23/24
PP Attendance	87.89%	86.39%	83.6%
Whole School Attendance	91.4%	90.11%	87.97%

While this reflects the national picture, attendance continues to be a driving factor for overall Academy strategy and the importance of students attending school. Work is being done with the community and specific families to minimise persistent absence and to get pupils into school, including strategies such as nudge texts.

Supporting the wellbeing of students

There was a decrease in the number of pupil premium students receiving counselling from 44% to 29% of 1-1 councillor sessions. There was also a decrease of students receiving support from the mental health team from 50% to 18%.

Support

Breakfast clubs were in operation with 65% of pupils attending Breakfast Club being PP.