



NIELDS ACADEMY

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Niels Academy
Number of pupils in school	148 (+ 6 Nursery)
Proportion (%) of pupil premium eligible pupils	27.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Diane Mahon Principal
Pupil premium lead	Diane Mahon (Principal)
Governor / Trustee lead	Andrew Midgely

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,140
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£68,140



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Part A: Pupil premium strategy plan

Statement of intent

Our main objective is to ensure that all disadvantaged children have the same opportunities, experiences and access to a high-quality education. We aim to remove all barriers to learning so that this can happen. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and attain well across all subject areas. 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 so that all children have the same opportunities, experiences and access to the high-quality education which will enhance their life chances socially and economically. All of our children need to be ready for the next phase of their education.

This plan identifies barriers that children may experience and seeks to overcome them, therefore the activities we outline in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first 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 our intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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 ensure that we break down any barriers to disadvantaged children thriving in school and achieving their potential. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility and class teachers are accountable for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Our Key Principles of this policy are:

- To ensure that all disadvantaged children at Niels Academy should reach their potential
- To raise the aspirations of all disadvantaged children and develop the life chances of all disadvantaged children
- To enrich the lives of disadvantaged children by developing their cultural capital and wider curriculum experiences.
- To ensure all children, including those who are disadvantaged, are well-prepared academically, socially and emotionally for the next phase of their education



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Challenges

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

Challenge number	Detail of challenge
1.	<p>Poor language and communication skills on entry to school.</p> <p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>We believe this negatively impacts on our children's ability to become proficient writers, express themselves or self-regulate.</p>
2.	<p>Phonics assessments and tracking suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
3.	<p>Assessment data clearly shows significant gaps between our disadvantaged pupils in their peers in all core subjects.</p>
4.	<p>Attendance and punctuality data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. In addition persistent absenteeism is high for our disadvantaged pupils and punctuality is not as strong</p>
5.	<p>Many of our disadvantaged children display significant SEMH needs; have poor emotional literacy, are not resilient and do not have established learning behaviours. This is seen in behavior data, classroom observations and ultimately in attainment data</p>

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
To improve Quality First Teaching across school so all of our children, particularly those disadvantaged,	<ul style="list-style-type: none"> Targets from FFT 50 (FFT 20 in 26-27) will be met by all children, including our disadvantaged children at the end of Y6 in RWM combined.



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meet age related expectations so they are prepared for the next phase of their education	
To improve oracy levels in school for all children, particularly those that are disadvantaged	<ul style="list-style-type: none"> • Pupils will understand and use Tier 2 and Tier 3 vocabulary accurately. • Pupils will be able to express themselves and thrive
To ensure all children, including those who are disadvantaged, become successful readers and are prepared for the next phase of their education.	<ul style="list-style-type: none"> • GLD will be in line with national • 80%+ children will pass the phonics screening check • Targets in reading in line with FFT 50% will be achieved across every year group (and FFT 20% in 26-27)
To improve school attendance to 96% and reduce persistent absenteeism for our disadvantaged children	<ul style="list-style-type: none"> • School attendance will be at or above 96% • Persistent absenteeism will reduce from 15% to 12% then to 10% and lower • Disadvantaged pupils absenteeism will not be higher than non-disadvantaged pupils
To develop emotional literacy and positive learning behaviours for all children including those who are disadvantaged	<ul style="list-style-type: none"> • Pupils will thrive and engage with learning • Pupils will be more resilient • The number of suspensions and red cards will be reduced



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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are administered correctly.</p> <p>Ensure staff understand how to assess accurately.</p> <p>Regular pupil progress meetings to identify where children are falling behind</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,2,3
<p>To develop a NIELDS Teaching Model which will ensure teaching is at least good and barriers for our disadvantaged pupils are removed. This includes the development of TAs skill sets in supporting disadvantaged children</p>	<p>This model is built upon the EEF Teaching and Learning Toolkit.</p> <p>Overlearning through targeting exposes children to key learning and ensures knowledge is embedded into long term memory. This will be done by support staff who will be well trained using the EEF guidance on the effective use of TAs</p>	1,2,3
<p>To develop a vulnerable pupil audit which clearly identifies all our pupils' vulnerabilities and match teaching and</p>		1,2,3,4,5



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in class interventions to support all children to overcome these barriers		
Develop consistent curriculum experiences which build on speech and language and experiential learning.	EEF Teaching and learning toolkit identifies wider curriculum experiences as enabling plus 3 months and that it has benefits for core academic attainment. EEF Teaching and learning toolkit shows plus 6 months impact through communication and language approaches.	1
Develop a tiered approach to explicitly teaching vocabulary from EYFS to Y6	Research shows that children who achieve well have more vocabulary on entry to school. We will therefore build our children's vocabulary using the academic words that are known to be required for success in primary school and in readiness for high school. Research shows that when children are taught disciplinary vocabulary, they are able to utilise language in more situations.	1



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

Budgeted cost: £40,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions</p> <p>Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence</p> <p>Phonics High impact for very low cost based on very extensive evidence</p> <p>Small group tuition Moderate impact for low cost based on moderate evidence</p>	2,3



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	Phonics Toolkit Strand Education Endowment Foundation EEF	
To implement high quality reading interventions to accelerate progress in reading, particularly with the lowest 20%	<p>Lack of reading and understanding is a significant barrier to achievement for many of our children. Quality first teaching and reading interventions allow activities to be carefully tailored to pupils' reading capabilities and involve activities and texts that provide an effective but not overwhelming challenge</p> <p>Reading comprehension strategies  </p> <p><small>High impact for very low cost, based on extensive evidence.</small></p>	2,3
To maintain a nurture base with a designated learning mentor to provide nurture interventions (Counselling and Play Therapy) for our children with SEMH challenges so they can access the curriculum, build resilience and learn well in the classroom	1-1 support to address the specific needs of pupils using nurture strategies that have been proven to be effective.	2,4,5

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

Budgeted cost: **£8000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4



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attendance/support officers to improve attendance.		
To provide a subsidized Breakfast Club – to support good attendance and punctuality ensuring that children are ready for learning	Supporting parents to address barriers to attendance improves it. Children who attend well, attain better.	4,5
To subsidise pupils' access to residential visits, day trips and visitors from external bodies	Educational experiences broaden and enrich the curriculum across school, providing the cultural capital that our children lack. They improve children's knowledge of the world and provide them with real-life experiences, contextualising their school work. This also deepens their learning and increases enjoyment of the curriculum. Studies show that this impacts on children's self-efficacy, motivation and teamwork.	1,3

Total budgeted cost: £68, 140



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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 2021 to 2022 academic year.

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Pupil Premium strategy outcomes

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Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details



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Further information (optional)

Additional activity