

Pupil premium strategy statement – Nene Park Academy (2025-27)

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 (Yr 7 – 13)	1484
Proportion (%) of pupil premium eligible pupils	28.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 – 27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Robin Grover Headteacher
Pupil premium lead	Emma Weston Assistant Principal
Governor / Trustee lead	Nick Cottingham Academy Council

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£353,675
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£353,675

Part A: Pupil premium strategy plan

Statement of intent

Our objectives for pupils who are in receipt of PP funding are fourfold:

- **To ensure all PP students make academic progress in line with their peers, in all subjects, and above PP students' national average. This will be measured using the basics and average A8 / P8 measures.**

Exceptional teaching is at the heart of ensuring PP students make progress in line with their peers. At Nene Park Academy we will ensure all PP pupils receive the very best teaching in every subject.

To ensure they are effective we will:

- ensure PP students 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 PP student's outcomes and raise expectations of what they can achieve.

All PP students will have access to a form tutor who will ensure the conditions for learning in school and at home do not hinder academic progress or attainment.

- **To ensure a childhood set of positive experiences that allow PP students to leave NPA with confidence and cultural capital to enter an ambitious university or career of the student's choice.**

Nene Park Academy will ensure a memorable set of experiences which support engagement and independent growth. This will be measured by destination data for PP students and their wider curricular participation whilst at the academy.

- **To ensure that PP students' school attendance is at least in line with their non-PP peers and the national average.**

Attendance will be assured through a rigorous attendance strategy partnered with supportive home school dialogue. Every effort will be made at all levels including tutor, house, attendance officer and other agencies, to ensure sustained attendance is achieved.

- **All PP pupils will be supported to improve their confidence as a learner and their ambitions for their future.**

We will target their 'perceived learning capability', 'self-regard as a learner', and 'response to curriculum demands' self-assessed scores on the PASS survey to ensure that they are in-line with their non-PP peers, through assemblies, teaching strategies, extracurricular activities and supportive personalised pastoral care. All PP pupils will take part Careers Information Advice and Guidance activities which broaden knowledge of careers and ensure informed choices as to the next steps of their learning from Year 7. Please refer to this [link](#) for further careers planning and information at NPA.

Challenges

This details the key challenges to achievement that we have identified among our PP students.

Challenge	Detail of challenge
<p>Lower Attendance</p>	<p>The aim is for all students to have an overall attendance of 100% during each academic year. When students fall below 95%, the school has a strong attendance department who work with house teams, students and parents to monitor and intervene where necessary to improve attendance.</p> <p>In the 2022 2023 academic year PP student attendance rates for Year 7 – 11 was 86.0% and the non-PP student attendance rates for Year 7 – 11 was 93.2%.</p> <p>In the 2023 2024 academic year PP student attendance rates for Year 7 – 11 was 88.5% and the non-PP student attendance rates for Year 7 – 11 was 93.9%.</p> <p>In the 2024 2025 academic year PP attendance rates for Year 7-11 was 89.5% and the non-PP student attendance rates for Year 7-11 was 93.9%</p> <p>Whilst it remains a challenge, the gap is closing. We need to continue to be able to identify specific barriers to student’s attendance via the house teams and positively reward those that are attending, valuing this approach and behaviour from students.</p>
<p>Lower levels of literacy</p>	<p>We know that the demands of KS4 assessments require students to have a reading age of 15 years and 7 months on average to access all subjects fully. This means it is essential that all pupils are reading at this age by the time they complete their assessments in Year 11, preferably by the end of Year 10. If students start secondary school with a reading age of less than 10, they may struggle to access the full curriculum.</p> <p>It is evidenced that there is a literacy gap between our PP and non-PP students.</p> <p>NGRT scores for current cohorts (FSM is short for free school meals):</p> <ul style="list-style-type: none"> • Year 7 show a mean SAS of 96.5 for FSM students compared with 103.6 for non FSM students. • Year 8 shows a mean SAS of 91.9 for FSM students compared with 99.5 for non FSM students. • Year 9 show a mean SAS of 100 for FSM students compared with 108.6 for Non-FSM students. • Year 10 show a mean SAS of 102.3 for FSM compared with 105 for Non-FSM students.

	<ul style="list-style-type: none"> Year 11 show a mean SAS of 100 for FSM compared with 105 for Non-FSM students.
Challenges with organisation and completion of homework	<p>The school recognises that PP students may have less access to appropriate study facilities at home. This may be in the form of available space or potentially a lack of resources including electronic resources.</p> <p>A key indicator for this is the large number of consequences that have been handed out to students for a lack of homework. In 2024-2025, the overall average behaviour points received for not completing homework were 30. For PP students it was 51.</p> <p>We have carried out a wide scale survey of students to identify specific barriers to completing homework and found a small minority of students (approx. 5%, of these 57% were PP students) do not have a space to work at home. Current behaviour policy issues a consequence of -5 points for homework not completed. However, this does not always lead to homework being completed and we may need to review how we minimise the gap in learning from homework not completed.</p>
Low self-esteem and a lack of engagement with learning	<p>Through discussions with pupils, families and staff we have identified an increase in the number of vulnerabilities that our PP students are experiencing. This has resulted in an increased number of children and families presenting with social and emotional issues which are sometimes detrimental to learning.</p> <p>The PASS survey demonstrated that PP students assess their 'self regard as a learner', 'attitudes towards attendance', 'feelings about school' and 'perceived learning capability', significantly lower than their non-PP peers.</p> <p>The school has an achievement and behaviour system which allows us to monitor positive engagement in lessons.</p> <p>In 2024 2025, in year 7 – 11 PP students received on average 375 achievement points. For non-PP students, the average was 483.</p> <p>In 2024 2025 in year 7 – 11 Pupil premium students received on average 164 behaviour points. For non-PP students, the average was 97.</p> <p>Behaviour points can often be linked to a lack of engagement, effort and the ability to access their lessons fully.</p>
Lower participation in the wider curriculum or experiences to support their learning and widen their horizons	<p>Due to the high levels of deprivation in the catchment area of NPA, many PP students may be the first generation in their family aspiring for university and a professional career. They may not have the social network links, knowledge and skills of university or professional careers. These students may have fewer</p>

	<p>opportunities to develop cultural capital by attending trips to museums, galleries or other day trips. The school recognises the importance of students' engagement outside of lessons through the facilities available at Nene Park Academy. This could be through engagement with a session 6 club, a trip or representing the school in a competition. Please see details of our CEIAG programme and Meridian Pathways.</p>
<p>Lower parental presence /engagement /competence/positive attitudes towards and for academic support</p>	<p>Attendance at parents evening is low for disadvantaged students which is due to various factors that have proven hard to pinpoint. As an example, in Y9 (2024-25) 40/ 68 (59%) parents of PP students did not book/ attend both parent's evenings last year. We sent them a Microsoft form survey via email to explore why they did not attend, and we only received 9/40 responses. These responses were sent to house teams for follow up. Following that, in the Y10 parents evening in Oct 2025 (same cohort), 48/68 (71%) parents of PP students did not attend. This lack of parental attendance may affect student success and the relationships between home and school.</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
<ul style="list-style-type: none"> To ensure all PP students make academic progress in line with their peers, in all subjects, and above PP students' national average. 	<ul style="list-style-type: none"> A8 / P8 scores in all subjects matches that of their non-PP peers at NPA and is at least in line with National averages The percentage of PP student achieving 4+ and 5+ in Eng and Ma is in line with their non-PP peers, at NPA and is at least in line with national averages. Homework completion will see a reduction in negative behaviour points set and an increase in homework being completed.
<ul style="list-style-type: none"> To ensure a childhood set of positive experiences that allow PP students to leave NPA with confidence and cultural capital to enter an ambitious university or career of the student's choice. 	<ul style="list-style-type: none"> Completion of the Pupil Charter for all PP students including: <ul style="list-style-type: none"> All PP students to attain the Meridian Bronze PLEDGE, at least. Percentage of Y11 students progressing to Level 3 courses, vocational Level 2 courses with a clear career pathway. Percentage of Y13 students progressing to university, good quality employment or apprenticeship.
<ul style="list-style-type: none"> To ensure that PP students' school attendance is at least in line with their non-PP peers and the national average. 	<ul style="list-style-type: none"> Attendance data for all PP pupils in line with their non-PP peers as a minimum, and at, or above national by 2027.
<ul style="list-style-type: none"> All PP pupils will be supported to improve their confidence as a learner and their ambitions for their future. 	<ul style="list-style-type: none"> Pass survey results will improve for PP students especially in: <ul style="list-style-type: none"> Perceived learning capability Self-regard as a learner Response to curriculum demands All PP students have access to a tutor who will ensure the conditions for learning in school and at home do not hinder academic progress or attainment. All PP pupils will take part Careers Information Advice and Guidance activities which broaden knowledge of careers and ensure informed choices as to the next steps of their learning from Year 7.

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: £215,741

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD focus for the year for all teachers: Checking for understanding	<p>A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust's 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.</p> <p>A new report from the Education Policy Institute (2021), commissioned by Wellcome concluded high-quality programmes of professional development for teachers are more effective at boosting pupils' attainment than performance-related pay or lengthening the school day. The study found 35 hours of high-quality continuing professional development (CPD) a year could also improve teacher retention and is almost as effective for improving pupil outcomes as having a teacher with 10 years' experience in the classroom.¹</p> <p>EEF Teaching and Learning tool kit: Meta cognition and self-regulation</p>	2,4
Reading intervention programme used to support students who fall behind with their levels of literacy.	<p>EEF Teaching and Learning tool kit: Oral Language Improving Literacy in Secondary Schools EEF</p> <p>Faster reading project: https://www.sussex.ac.uk/research/centres/centre-for-international-education/projects/fasterread/impact</p>	2
Regular homework is set and completed by all students to improve study skills at KS3 and KS4.	EEF Teaching and Learning tool kit: Homework	3,4
Recruitment, retention and development of key teaching staff.	The EEF Guide to the Pupil Premium states "Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful	1,2,3,4,5

	school and should rightly be a top priority for pupil premium spending”. Crenna-Jennings (2018) states in the Education in England Annual Report titled ‘Key drivers of the disadvantaged gap’ “The most important school-level factor for pupil attainment is teacher effectiveness: evidence shows that the difference between being taught by a good versus bad teacher is equivalent to a whole year of learning for disadvantaged pupils” Equally, “highly trained and stable workforce” addresses individual pupil needs.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £91,955

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure each PP pupil receives <i>at least</i> three 1 to 1 targeted tutor interviews each	EEF Teaching and Learning tool kit: Aspiration Interventions EEF Teaching and Learning tool kit: Behaviour interventions EEF Teaching and Learning tool kit: Oral Language EEF Teaching and Learning tool kit: Mentoring	1,2,3,4,5
Every student across year groups 7 to 11 completes a PASS survey each year to ensure targeted interventions/attitudes to learning and trends in attitudes can be monitored and addressed where necessary	EEF Teaching and Learning tool kit: behaviour interventions EEF Teaching and Learning tool kit: Peer tutoring EEF Teaching and Learning tool kit: social and emotional learning	4
Attendance to school will be a priority for all PP students with individualised support provided where necessary.	EEF Teaching and Learning tool kit: Aspiration Interventions EEF Teaching and Learning tool kit: Behaviour interventions	1

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

Budgeted cost: £45,978

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that every PP student's parent/s attend at least 1 face to face parent evening each year	Grayson (2013) conducted a rapid review into parental engagement in narrowing the gap for disadvantaged children and concluded "parental engagement can improve outcomes for children" EEF Teaching and Learning tool kit: Parental Engagement	1,3
Each student to complete the Meridian Bronze PLEDGE between year 7 and 8 and strive for their silver PLEDGES in year 9.	EEF Teaching and Learning tool kit: Arts Participation EEF Teaching and Learning tool kit: Outdoor Adventure Learning EEF Teaching and Learning tool kit: Sports Participation	1,5
Identified PP students in Year 7 – 11 will be able to access Music tuition either individually or through small group lessons.	EEF Teaching and Learning tool kit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1,5
PP students to receive rewards for academic and pastoral progress throughout the course of the year.	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf	1,4

Total budgeted cost: £353,675

**Part B: Review of the previous academic year
Outcomes for disadvantaged pupils**

Intended outcome	Success criteria	Review
<p>All PP pupils will make academic progress in line with their peers.</p>	<ul style="list-style-type: none"> Outcomes in all subjects matches that of their peers 	<ul style="list-style-type: none"> Overall, there is still a gap between the results of NPA PP students when compared against non PP students. (A8 scores of 50.3 vs 38.6) However, when compared against the national average for PP students, the Attainment 8 score for students nationally in 2025 was 34.9, for NPA the Attainment 8 score was 38.6 Nationally 26% of PP students achieved grade 5 in English and Maths. At NPA, 29% achieved grade 5 in English and Maths. Our results are above national average. However, we still have more work to do in closing the attainment gap internally. We did not have government progress data this year for GCSE but FFT data shows that PP students made -0.44 progress compared with 0.05 for non PP students.
<p>All PP Pupil's attendance will be above or in line with national average attendance.</p>	<ul style="list-style-type: none"> Attendance data for all PP pupils in line with or above national. 	<ul style="list-style-type: none"> The attendance for PP students at NPA was 88.6% which was 2.4% above the national average of 86.2% during the academic year 2024/25.
<p>All pupils will be supported to foster independent learning, greater autonomy and self-directed learning through teaching strategies, extracurricular activities and supportive personalised pastoral care.</p>	<ul style="list-style-type: none"> Staff successfully employing teaching strategies which foster independent learning. PP pupil's participation in extracurricular opportunities, including access to residential trips. PP participation in whole school initiatives such as wider reading schemes and dedicated home school projects. 	<ul style="list-style-type: none"> There was a whole school CPD focus on independent learning. Staff surveys demonstrated that 100% of staff were confident in the techniques explored. This hasn't been tracked as a statistic but the school increased the extracurricular provision in 2024-25 with an increased number of session 6 activities attended by Pupil Premium students along with more than 75 individual trips that were paid for with contributions from the Pupil Premium budget. NGRT reading scores shows excellent progress for PP students in Year 7: Start mean SAS = 94.7 and after the intervention it was 96.5. For Year 8 the

		<p>mean SAS before the intervention was 96.1 and at the end it was 100.</p> <ul style="list-style-type: none"> Students with NGRT SAS of below 75 completed a corrective reading programme and those between 76-90 completed an immersive reading programme.
<p>All PP pupils will take part in a childhood set of activities which broaden pupil outlook and perspectives.</p>	<ul style="list-style-type: none"> All PP students will complete the 41 things to do before you are 12 ¾ . Full access and encouragement, including financial, to attend residential, trips and access all extracurricular opportunities. All PP pupils to attain the Meridian Bronze PLEDGE All PP Pupils to attend at least three off site visits during KS3 	<ul style="list-style-type: none"> This was offered to all students but participation rates were low. <ul style="list-style-type: none"> Letters for all school trips advise of financial assistance available. There was take up from some individuals to access trips. All that requested it were provided with support. 32% of PP students achieved the Meridian Bronze Pledge in 2024-25. This was not tracked.
<p>All PP pupils will take part in C.E.I.A.G. (Careers Information Advice and Guidance) activities which broaden knowledge of careers and ensure informed choices as to the next steps of their learning from year 7.</p>	<ul style="list-style-type: none"> Fully participating in school's KS3 programme of career lessons. Having at least two independent careers interviews at KS4. Completing an aspirational work experience programme at KS4. 	<ul style="list-style-type: none"> The CEIAG programme has really developed over the last few years and the academy has been awarded the National Quality in Careers mark which takes into account the personalised provision for our students and additional measures for pupil premium students. Students received these through a mock interview day and a one to one with a trained careers advisor. All students completed this work experience successfully

Externally provided programmes

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

Programme	Provider
n/a	

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Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Each 'service' pupil received additional academic mentoring and career interview at KS4 to ensure informed choices for future learning. We maintained a full programme of enhanced pastoral support for pupils in need of well-being support. This includes our House and Tutor support and well-being activities.
The impact of that spending on service pupil premium eligible pupils
Each pupil in the Academy normally receives at least one academic mentoring session each term. This is enhanced for the children of service children to include additional interviews and specific interviews which focus on independent careers advice and guidance. Pupils had quicker access to mental health and wellbeing support and wider access to wellbeing activities.

Further information (optional)

As a member of the Meridian Trust the academy follows the Trust Statement of Principles and subscribe to the Trust Pupil Premium Charter. Many of the strategies within this charter are outlined in the strategies for improvements above.

The PP Charter sets of a series of minimum expectations and actions required to ensure the academic, cultural and experiences gap between pupils and their peers narrows in all its schools.

Appendix A

Pupil Premium Data Y7-11 (21.12.25)

Number of PP students Y7-11	380	% of the PP cohort
Number of LAC students	3	0.8
Service Children	2	0.5
Free School Meals	373	98
Number of Ambition students (HPAs)	53	14
Female	172	45
Male	208	55
Attendance 95-100%	174	46
Attendance 90-94.9%	99	26
Attendance 0-89.99%	107	28
SEND students	84	22
EAL students	73	19
Year 7	87	23
Year 8	79	21
Year 9	84	22
Year 10	69	18
Year 11	61	16