PUPIL PREMIUM (PP) STRATEGY STATEMENT
NORTHAMPTON INTERNATIONAL ACADEMY 2025-2028

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	1761
Number of Primary phase pupils	334
Number of Secondary phase pupils	1427
Proportion (%) of pupil premium eligible learners (above a*verage*)	469 (26.6%)
Pupil base and school location deprivation	Above average
School % stability	Well below average 79%
Academic year/years that our current pupil premium strategy plan covers 2025-2028	2025-2028
Date this statement was published	28th November 2025
Date on which it will be reviewed	1st December 2026
Statement authorised by	Martin Serráo EHT
Learner premium lead	Danni Climie
Governor / Trustee lead	Raph Brown

FUNDING OVERVIEW

Detail	Amount
Pupil Premium Funding allocation academic year 25/26	£569,069
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	£569,069

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 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, low average household income, qualification levels, and general health. Our percentage of pupils entitled to the Pupil Premium is around the national average, although this does fluctuate between year groups, with 23% of primary pupils eligible and 26.5% of secondary pupils. 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 but do experience financial hardship.

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 (64%). With a large proportion of EAL students entitled to the Pupil Premium funding. 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 have identified weaknesses in numeracy, literacy, vocabulary acquisition and application across the curriculum in both the Primary and Secondary phases.
2	Well above average proportions of pupils who are EAL combined with a well below average stability measure contribute to attainment gaps in literacy and numeracy between disadvantaged and non-disadvantaged groups; this has negatively impacted 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	Many pupils experience material deprivation within families, such as 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 have identified that pupils will benefit from the wider opportunities offered to enhance the curriculum such as trips, visits, and visitors, as well as providing essential equipment and resources such as uniform and bus passes.
5	Our observations and attendance analysis tells us that disadvantaged pupils have been impacted by covid 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 in addition to attendance interventions to reduce absence from lessons.

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 for all pupils, with a particular focus on those who are disadvantaged. Accelerated progress in reading and writing for disadvantaged pupils is achieved and sustained.	Observation, book scrutiny, pupil voice and formative and summative assessment information will evidence improved progress across the curriculum. Reading ages will accelerate to eradicate gaps between actual and chronological reading ages for all pupils. Progress scores will be in line with the national average for disadvantaged pupils in reading at KS2. Disadvantaged pupils entering Y3 who have not passed the Y1 phonics will reach the expected standard by the end of the year. All pupils will develop a love of reading. They will read regularly and confidently using a range of well-developed reading skills across the curriculum.
Quality first teaching and intervention for disadvantaged pupils leads to continued progress in all subjects.	Progress scores will be in line with national averages for non- disadvantaged pupils in English and mathematics and, in all subjects, gaps between disadvantaged and non-disadvantaged groups will be reduced.

Intended outcome	Success criteria
Improve the attendance of disadvantaged pupils by overcoming barriers and encouraging participation and engagement. Improve the behaviour and attitudes to learning of disadvantaged pupils, reducing behaviour points and fixed term suspensions.	The attendance of all pupils across all year groups will be in line with national averages. Early intervention reduces persistent absence of disadvantaged pupils and is in line with their non-disadvantaged peers. The behaviour system will be used consistently by staff. A reduction in behaviour points for disadvantage pupils with a positive and productive attitude to learning will enable pupils to make progress in all areas of the curriculum.
Prioritise and sustain improved mental health and wellbeing through effective interventions which support vulnerable pupils.	Sustained high levels of wellbeing will be evidenced by: • An increase in the number of disadvantaged pupils engaging with the wider life in school. • Attendance continuing to improve as pupils are happy coming to school. • Pupil voice and surveys, parent surveys and teacher observations will report that pupils continue to feel happy and confident in school.
Maintain the reduction and low percentage of NEETs for disadvantaged pupils, ensuring all pupils are fully prepared for future employment and education opportunities.	The number of disadvantaged learners accessing extra-curricular activities, trips, careers, and enrichment experiences will match that of non-disadvantaged pupils. Including targeted higher education visits. 100% disadvantaged pupils will be in employment, education or training when they leave NIA.

ACTIVITY IN THIS ACADEMIC YEAR 2025-2026

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: **£232, 135**

Activity	Evidence that supports this approach	Challenge
High quality professional development Leadership structure and accountability measures to embed a robust CPD programme including mentoring and instructional coaching.	Improving the effectiveness of teachers through ongoing, tailored, and targeted professional development is the most impactful way of supporting pupils' progress. Research shows that instructional coaching is the most effective method of CPD in schools: Improving the learning of teachers - Sutton Trust	1 2

Activity	Evidence that supports this approach	Challenge
Literacy across the curriculum Implementing a whole school literacy strategy to develop subject specific terminology and communication. Introduction of reading for pleasure in tutor time and subject specific reading in lessons. Using Accelerated Reader to develop pupils' reading skills and reading for pleasure across the curriculum. Literacy lessons in the KS3 embedded in the curriculum. In line with DFE national focus on reading.	EEF research shows that implementing a robust whole school literacy system will help to enrich disadvantage and non-disadvantaged students across the curriculum, improving understanding of key concepts and improve communication skills in reading, verbal, and written comprehension. Improving Literacy in Key Stage 1	EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2	EEF (educationendowmentfoundation.org.uk) Improving Literacy in Secondary Schools	EEF (educationendowmentfoundation.org.uk) Focus on reading in secondary years to drive up standards - GOV.UK	1 2
High quality teaching and learning Embed the T&L framework, and use of 'WalkThrus' to improve progress, using deliberate practice sessions. In class teaching strategies shared and applied by teaching staff.	EEF research on improving behaviour, specifically for disadvantaged pupils, cites consistent routines and a strong school culture as the most impactful foundations to secure improvements: Improving behaviour in schools Tom Sherrington's Walkthrus programme is an evidence-based approach to staff development and embedding consistency: Teaching WalkThrus	Multi-Platform Teaching Tools & Resources	1 2
Phonics Improve the teaching of phonics and development of literacy using smaller group teaching and Read Write Inc	EEF research states the teaching of phonics improves the accuracy of reading and helps disadvantaged students master the basics of literacy. Phonics	EEF (educationendowmentfoundation.org.uk) Preparing for Literacy	EEF (educationendowmentfoundation.org.uk)	1 2
Improve the teaching of numeracy Improve the teaching of mathematics using Sparx maths platform, reducing group numbers and providing additional maths teaching for disadvantaged pupils. Provide additional maths teaching for disadvantaged and vulnerable pupils.	Improving the teaching of maths, as cited in the EEF guide, helps to link transitional phases for students between each Key stage, to close the gap in mathematics for disadvantaged and non-disadvantaged students. Improving Mathematics in the Early Years and Key Stage 1	EEF (educationendowmentfoundation.org.uk) Improving Mathematics in Key Stages 2 and 3	EEF (educationendowmentfoundation.org.uk)	1 2

Activity	Evidence that supports this approach	Challenge
Ensuring every child has access to calculators and correct equipment.		
Assessment Use of MIS and Pupil progress platform to monitor and analyse attainment and behaviours for early identification of pupils at risk of underachieving. Bespoke action plans created after data entry to support disadvantaged learners. Using attendance data to support tracking and monitoring of assessment, linking to Gaps of knowledge. Embed quality formative and summative assessments and live regarding gaps in knowledge. Conduct baseline tests for all pupils.	EEF research has shown the use of feedback to be an effective and powerful tool in addressing misconceptions. Teacher Feedback to Improve Pupil Learning | EEF (educationendowmentfoundation.org.uk) Link between attendance and attainment - GOV.UK	1 2 3 5
Curriculum development Develop the curriculum from EYFS to KS5 to ensure that all subjects have an ambitious and well sequenced progression map that supports pupils long term learning.	An ambitious curriculum for all pupils will disproportionately accelerate the progress of disadvantaged pupils, enabling them to know and remember more in the long term. Interleaving embeds core knowledge and enables pupils to link prior learning to new knowledge: https://link.springer.com/content/pdf/10.1186/s41235-017-0087-y.pdf	1 2 4 5

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

Budgeted cost: **£86, 500**

Activity	Evidence that supports this approach	Challenge
Provision for SEND pupils SENDCOs deliver high quality intervention sessions based on the needs of varied groups of pupils.	Delivering high quality interventions from trained SEND specialists directly addresses barriers to learning for SEND, disadvantaged and non-disadvantaged students.	1 2

Activity	Evidence that supports this approach	Challenge
Nurture provision provides adapted curriculum including additional and enhanced PSHE curriculum as required to support SEND and DA learners. Inclusion support practitioners (ISP) employed to support all disadvantage learners.	Special Educational Needs in Mainstream Schools	EEF (educationendowmentfoundation.org.uk) SENCO Interventions: Effective Strategies for SEN - SENsible SENCO Ofsted publication	
Literacy intervention 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 ISPs on a 1-1, small group basis.	As cited by the EEF, small group reading intervention has been proven to boost pupil progress. Small group reading intervention shown to boost pupil progress	EEF (educationendowmentfoundation.org.uk)	1 2 5
Phonics intervention ELS programme running for EYFS. Phonics and RWI sessions to run for those pupils with gaps in phonics or who did not pass the Y1 phonics screening. Additional RWI programme for fresh start in KS2	EEF research states the teaching of phonics improves the accuracy of reading and helps disadvantaged students master the basics of literacy. Phonics	EEF (educationendowmentfoundation.org.uk)	1 2 4
English and Maths intervention Nurture provision supporting English and Maths access through functional skills programme. ISP deliver targeted Maths and English intervention using doodle platform. Fill in the gaps, examination KS2	Intensive tuition to support disadvantaged and non-disadvantaged students is proven to ensure effective progress is being made. Small group tuition	EEF (educationendowmentfoundation.org.uk)	1 2 4 5
Alternative Provision Use of alternative curriculums and provision to support pupils to be more successful achieve well at school.	The Centre for Social Justice, along with a group of experienced educators, created the AP Quality Toolkit to provide evidence and research into the most effective methods of offering high quality alternative provision: AP-Quality-Toolkit-2022.pdf (centreforsocialjustice.org.uk)	3 4
Revision intervention Targeted mentoring, revision programme and resources for Years 5, 6, 11 and 13. Nurture group supported by SENDCO/ISP.	Teaching metacognition and self-regulation skills empowers disadvantaged and non-disadvantaged students with a repertoire of strategies in learning. These strategies are particularly effective for low attaining and older students. Behaviour interventions have also shown accelerated academic student progress.	3 4 5

Activity	Evidence that supports this approach	Challenge
	[The EEF toolkit and nurture groups - nurtureuk](#) [Improving Social and Emotional Learning in Primary Schools	EEF (educationendowmentfoundation.org.uk)](#) [Improving Behaviour in Schools	EEF (educationendowmentfoundation.org.uk)](#)	

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

Budgeted cost: **£250, 434**

Activity	Evidence that supports this approach	Challenge
Pastoral support Heads and Pastoral Leaders of Year provide pastoral support and enable wellbeing and behaviour interventions for pupils to help them manage their self-regulation, social and emotional skills.	Extensive research cites the importance of strong pastoral support underpinned by a robust and cohesive school culture in ensuring that all disadvantaged pupils belong to the whole school community and all pupils' needs are addressed: [Disadvantaged learners in our schools are not…	Unity Research 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	3 4 5
Emotional literacy Training on supporting emotional literacy for ISP' Pastoral leaders support with delivery of Bloom programme. Mental health support provided through qualified trained BACP registered school councillors.	The EEF guide on Improving Emotional Literacy cites that there is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. https://www.elsanetwork.org/elsa-network/other-research/ [Improving Behaviour in Schools	EEF (educationendowmentfoundation.org.uk)](#)	3 5
Improving attendance Improving attendance and readiness to learn for the most disadvantaged pupils.	The Department for Education (DfE) has implemented significant updates to school attendance guidance, aimed at enhancing student engagement and reducing absenteeism. The new guidance titled 'Working together to improve school attendance' came into force on 19th August 2024. Ensuring disadvantage and non-disadvantage receive quality education. https://cpag.org.uk/policy-and-campaigns/report/turning-page-poverty-new-resource-teachers-and-school-staff	1 2 3 4

	Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk)

Improving Social and Emotional Learning in Primary Schools | EEF (educationendowmentfoundation.org.uk) | |
| **Home learning**

Access to portable ICT hardware and software for all pupils to facilitate access to home learning activities.

Homework extended to online platforms to generate accessibility, including homework clubs. | Research has shown that home learning and homework clubs cement learning taken place in the classroom and address misconceptions. Surveys conducted across England have suggested disadvantaged pupils may not have a quite space to work, slow internet connection and a lack of parental engagement.

Homework | EEF (educationendowmentfoundation.org.uk) | 4
5 |
| **Tuition**

Instrumental tuition after school for disadvantaged pupils to be provided for those who wish to take part. | Reducing financial barriers to participation enables more pupils to have access to the arts, as demonstrated in the EEF toolkit.

Arts participation | EEF (educationendowmentfoundation.org.uk) | 4
5 |
| **Extra-curricular activities**

School trips, visits and extra-curricular activities to be subsidised to allow access for all pupils. | The DfE report of 2018 cites that removal of financial barriers is one of the key principles is addressing barriers to participation for disadvantaged pupils:

Arts participation | EEF (educationendowmentfoundation.org.uk)

Physical activity | EEF (educationendowmentfoundation.org.uk)

https://cpag.org.uk/policy-and-campaigns/report/turning-page-poverty-new-resource-teachers-and-school-staff | 3
4
5 |
| **Careers information and guidance**

Improve access to CEIAG for disadvantaged pupils, providing a programme of activities and advice for pupils in all key stages. | The Social Mobility Commission report of 2021 explains the research behind improving careers advice for disadvantaged pupils and suggested interventions:

For Publish - Pathway to sucess.docx (socialmobility.independent-commission.uk) | 3
4
5 |
| **Additional equipment and resources**

Provide uniform and bus passes for families experiencing financial hardship. | The Education Policy Institute report of 2018 cites a 10 point increase in GCSE outcomes where pupils were provided with resources such as home internet access. Addressing barriers such as lack of uniform and transport increases attendance and therefore the likelihood of improved outcomes for disadvantaged pupils.

EPI-Annual-Report-2018-Lit-review.pdf | 3
4
5 |

Breakfast provision Supplied by the National school breakfast club programme.	Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour. National school breakfast club programme - GOV.UK	1 2 3 4 5

PART B: REVIEW OF THE IMPACT OF PUPIL PREMIUM FUNDING IN 2024-2025

OUTCOMES FOR DISADVANTAGED PUPILS

The current document runs from 2025-2028 and we acknowledge that there has been progress. However, this is a 3-year strategy to improve outcomes which will be reviewed annually.

Primary outcomes summer 2025

EYFS PROFILE RESULTS	% All	% Non-DA	% DA
GLD	60	67	33

Cohort Numbers:
EYFS: 48 learners, 9 Pupil Premium

KS1 PHONICS RESULTS	% All *(Nat)*	% Non-DA *(Nat)*	% DA *(Nat)*
Year 1	90 *(80)*	88 *(84)*	100 *(68)*
Year 2	98 *(89)*	97 *(92)*	100 *(82)*

Cohort numbers:
Year 1: 51 learners, 10 Pupil Premium
Year 2: 40 learners, 5 Pupil Premium

KS2 HEADLINE RESULTS	% All *(Nat)*	% Non-DA *(Nat)*	% DA *(Nat)*
Reading (expected +)	58 *(75)*	62 *(80)*	47 *(62)*
Writing (expected +)	59 *(72)*	62 *(78)*	53 *(58)*
Maths (expected +)	59 *(74)*	64 *(79)*	47 *(59)*

Cohort numbers:
Year 6: 59 learners, 17 Pupil Premium

Secondary Phase outcomes

KS4 HEADLINE RESULTS	2024	2025
Disadvantaged A8 Score	31.11	28.65
Non-Disadvantaged A8 Score	38.04	38.58

Disadvantaged 4+ Score	41%	43%
Non-Disadvantaged 4+ Score	52%	55%

SUBJECT A8/SPI HEADLINE RESULTS	2024	2025
ENGLISH LANGUAGE: Disadvantaged students	32.60	30.78
ENGLISH LANGUAGE: Non-disadvantaged students	39.36	40.38
MATHS: Disadvantaged P8 Score	32.98	30.76
MATHS: Non-disadvantaged P8	39.21	40.49
SCIENCE: Disadvantaged students	28.1	50.07
SCIENCE: Non-disadvantaged students	33.8	50.83

SUBJECT APS HEADLINE RESULTS	2024	2025
ENGLISH LANGUAGE: Disadvantaged students	3.63	4.33
ENGLISH LANGUAGE: Non-disadvantaged students	4.00	4.13
MATHS: Disadvantaged P8 Score	3.28	2.96
MATHS: Non-disadvantaged P8	4.01	3.94
SCIENCE: Disadvantaged students	3.28	4.36
SCIENCE: Non-disadvantaged students	3.95	5.96

SUBJECT 4+ HEADLINE RESULTS	2024	2025
ENGLISH LANGUAGE: Disadvantaged students	52%	38%
ENGLISH LANGUAGE: Non-disadvantaged students	58%	57%
MATHS: Disadvantaged students	47%	42%
MATHS: Non-disadvantaged Students	58%	60%
SCIENCE: Disadvantaged students	39%	61%
SCIENCE: Non-disadvantaged students	50%	77%

Attendance impact

PP 23/24	Non-PP 23/24	PP 24/25	Non-PP 24/25
86.2	92.7	88.2	92.11

Pupil premium attendance - Primary phase			
PP 23/24	Non-PP 23/24	PP 24/25	Non-PP 24/25
93.1	93.7	94.41	94.32

Pupil premium attendance Secondary			
PP 23/24	Non-PP 23/24	PP 24/25	Non-PP 24/25
86.3	92.6	86.89	91.7

HEADLINES:

Pupil premium students have increased across all phases of the academy in comparison to last academic 23/24 year by +2%

Primary Pupil premium attendance is higher than NON-PP learners this academic year.

Whole school:

Pupils' premium attendance has increased by +2%
Whole school attendance has increased by 0.6%

Primary Phase:

Pupil premium, attendance increased by 1.3%.
Primary phase attendance increased by 0.62%.

Secondary Phase:

Pupil premium attendance increased by 0.59% in line with secondary phase
Secondary attendance increased by 0.6%

LITERACY IMPACT

Star reader programme generated baseline data for Year 7 & 8.
In addition, Y7-9 have literacy curriculum lesson (1 lesson every 2 weeks)

Impact Data:

Year 8 learners with increase of 7 months.
Year 7 made smaller progress of 2 months.

AGE RELATED READING		
	year 7	year 8
23/24	9y 2m	9y 1m
24/25	9y 4m	9y 8m
diff	+0y 2m	+0y 7m

Support with Careers
NEET data tracked and reduced compared to 23/24.

8 referrals made 24/25 with only 3 Pupil premium learners identified as NEET.

NEET DATA			
	No. NEET	No. On roll	PP NEET
23/24	8	356	5 (1.4%)
24/25	8	359	3 (0.8%)

12 NEET referrals submitted in total to Shaw Trust. All received support from the Local Authority.

An additional 4 referrals have been completed for learners with offers in place to secure post 16 provision.