

Pupil Premium Strategy Statement – Northampton International Academy 2022-2025

This statement details our school's use of Pupil Premium Funding to help improve the attainment of our disadvantaged learners.

It outlines our Pupil Premium Strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged learners last academic year.

School overview

| Detail | Data |
|---|------------------|
| Number of pupils in school | 2068 |
| Proportion (%) of pupil premium eligible learners | 27.9% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2025 |
| Date this statement was published | 31 December 2022 |
| Date on which it will be reviewed | 1 November 2023 |
| Statement authorised by | Jane Hadlow |
| Learner premium lead | Laura Ward |
| Governor / Trustee lead | Zahro Abdirizag |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil Premium Funding allocation this academic year | £591880 |
| Recovery Premium Funding allocation this academic year | £0 |
| Pupil Premium (and Recovery Premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery Premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery Premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024. | £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> | £591880 |

Part A: Pupil Premium Strategy Plan

Statement of intent

NIA has grown into one of the biggest schools in the country in just 5 years. We are a close-knit, dynamic and unique school community and are proud of:

1. Our diverse community and collegiality
2. The passion our staff have for the education of children
3. Our fundamental and practical belief that education is transformational

We strive to be the school of choice in Northampton, a school that provides a world class education for learners, where children and adults thrive and actively take part in building a community based on high aspirations. NIA's use of Pupil Premium Funding is targeted to overcome any barriers to accessing the curriculum, wider experiences and achieving highly our Disadvantaged learners may face.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged (DA) learners.

Historical Context of our School

NIA opened in 2016 with a single year group and an emphasis on developing regular communication with all homes to support children. Now with children in each year group from EYFS to Year 13, the school has grown extremely rapidly and it has been a challenge to maintain the high level of contact with all families leading to a renewed focus on the systems and procedures of how we do this effectively, particularly around attendance and safeguarding for our most vulnerable children (whose numbers we are seeing rise given the context of our local community and the challenges it faces).

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Engagement and educational experiences in school: Within school self-esteem are key issues for learners in our community, especially those from DA households. Effective high-quality teaching, along with pastoral support, are the keys to challenging learner's confidence, self-perception, and engagement in school. Getting the right staff in front of our learners is vital. |
| 2 | Literacy and numeracy skills in learners and families: Literacy and numeracy within the local community are low, and English is often an additional language. Learners are less exposed to books and maths than those from more affluent areas, and so DA learners and the 'working poor', join NIA with a disadvantage to their wider learning and exposure. |
| 3 | Aspiration: Many parents of learners in the local area have never attended further or higher education or feel that they could afford to send their learners off to university; understanding of further education and the importance of qualifications is low in our community. With some cultural exceptions, our poorest learners have little or no exposure to adults with qualifications that would lead into further education and beyond. |

Community Context

The Index of Multiple Deprivation (2019) for Northampton shows 23.3% of the LSOA's in Northampton were in the highest 20% of deprivation nationally; NIA's catchment is in one of these areas of highest deprivation nationally. In 2016, 16% of dependent children under 20 in Northampton were in low-income families, affecting their education attainment and life changes; again NIA's catchment covers an area which considerably contributes to this statistic.

There has been a long history of immigration to Northampton leading to the variety of cultures, faiths and ethnicities that make up our local and school community. Historically, this has been the growth of an African and Bangladeshi community and more recently a community from Eastern Europe. As of 2015 BAME and ethnic minorities in Northampton were more likely to experience income deprivation.

| Challenge number | Detail of challenge |
|------------------|---|
| 4 | Access to resources and support outside school: Our DA learners are impacted by material deprivation, with learners within families sharing uniform, devices and revision materials for school. Many parents and carers hold several jobs or have large families meaning their time to support their children individually with school is negatively impacted. The cultural background of our families means many will seek to hold multiple jobs to ensure they do not need to claim benefits which can often lift learners above the PP thresholds whilst remaining in poverty so these issues of access to resources and support outside school affect many non-DA learners also. |
| 5 | Attendance to school: Disengagement from school can lead to longer absences and a higher number of persistent absences. There is a gap between DA and Non-DA learners locally for attendance and punctuality to school, decreasing their ability to engage and be successful in schools. |
| 6 | Composite factors: There is a significant overlap between our DA learners and the SEND register and those who are EAL. Other factors such as LAC, Ethnicity and Gender can further impact upon a disadvantaged learner. Identification of specific cohorts, barriers and needs to offer targeted support are crucial in improving the education of these learners. |

Understanding the unique context of our school and local community drives our approach to the use of Pupil Premium funding to effectively narrow gaps in attainment and wider educational development for our Disadvantaged and most vulnerable learners.

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 |
|---|--|
| Outcome A: To improve learner attainment for DA learners through high quality teaching and learning. To effectively use data tracking points to identify DA learners for interventions. | <ul style="list-style-type: none">- Quality assurance of lessons will show effective teaching and learning with evidence of highly effective teaching over time.- Higher expectations of DA learners will show that DA learners are making equivalent or better progress compared to the non-DA peers and have improved ATL scores over time. |
| Outcome B: To improve the literacy and reading scores of DA learners so that the gap diminishes between DA and their non-DA peers. | <ul style="list-style-type: none">- Year 7 and 8 DA learners will show improved reading scores. The gap diminishes between DA and their non-DA peers. |

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| | <ul style="list-style-type: none"> - Quality assurance processes evidence that all teachers consistently model and promote high standards of literacy. |
| Outcome C: To improve attainment for DA learners, learners with SEND and vulnerable learners through targeted interventions. | <ul style="list-style-type: none"> - Effective data analysis will result in interventions being allocated to DA learners that need it the most. - The quality assurance and tracking of interventions will show progress of DA learners, learners with SEND and other vulnerable learners. |
| Outcome D: To focus on developing resilience in learners by creating a positive classroom culture so that learners feel confident in undertaking challenging tasks/facing obstacles and are better equipped to learn from failure and adapt to change. | <ul style="list-style-type: none"> - Behaviour data shows a reduction in the number of behaviour incidents for DA learners and a proportional increase in the number of DA learners accessing rewards. |
| Outcome E: To reduce attendance gap for DA learners. | <ul style="list-style-type: none"> - Improved attendance of DA learners across all year groups. - Persistent absence of DA learners is in line with non-DA peers. - DA learners becoming persistently absent are also minimised with early intervention in place. |
| Outcome F: To reduce barriers to participation in education for DA learners. | <ul style="list-style-type: none"> - DA learners are equipped with the resources and support required to reach their potential following early identification and appropriate actions taken to reduce these barriers. - Proportion of DA learners accessing extra-curricular activities, trips and enrichment experiences increases. - The number of NEETS will continue to drop for NIA and there will be no significant differences in the number of learners engaging in further and higher education between DA and non-DA learners. |

Activity in this academic year

This details 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: £280000

Outcome A: To improve learner attainment for DA learners through high quality teaching and learning. To effectively use data tracking points to identify DA learners for interventions.

Challenge numbers addressed: 1, 2, 3 and 6.

| Activities | Evidence that supports this approach |
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| Employment of key staff to devise the strategy and oversee key areas of implementation, staff training and monitoring of effective practice, including: <ul style="list-style-type: none"> - DHT for Quality of Education | <i>EEF evidence indicates:</i> <ul style="list-style-type: none"> - High quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. |

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| <ul style="list-style-type: none"> - AHT for Teaching and Learning - AHT for Raising Standards - TLR for strategic overview of PP and reducing barriers to learning | <ul style="list-style-type: none"> - Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. - Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers; this includes mentoring and coaching, particularly for early career teachers. - Using technology to enable schools to track and monitor pupil data to identify those underachieving and for whom effective interventions will be needed. |
| <p>Staff training to be focused on high quality teaching for all and adaptive teaching to further close attainment gaps for DA, SEND and vulnerable learners, including:</p> <ul style="list-style-type: none"> - WalkThrus resources and training - Group coaching/Research hubs - Teaching and Learning Coaches - ECT programme and support | |
| <p>Additional staffing capacity in Maths and English to enable:</p> <ul style="list-style-type: none"> - Smaller groups for phonics - Expanding group numbers for Maths and English to enable smaller groups at Year 10 and Year 11. - Enable additional Maths and English teaching for DA and vulnerable learners in Year 9 and 11. | |
| <p>Use of MIS to monitor and track both attainment and behaviours to enable early identification of learners at risk of underachieving.</p> | |
| <p>All areas have in place quality assessments that result in accurate data tracking and provide information regarding gaps in knowledge for DA learners.</p> | |
| <p>Undertake baseline testing for all Year 7 learners to identify those that require additional support in a timely manner.</p> | |

Outcome B: To improve the literacy and reading scores of DA learners so that the gap diminishes between DA and their non-DA peers.

Challenge numbers addressed: 1 and 2

| Activities | Evidence that supports this approach |
|---|---|
| Develop and embed whole school literacy strategy with a particular focus on vocabulary development. | <p><i>EEF evidence indicates:</i></p> <ul style="list-style-type: none"> - There is a direct correlation between a pupil's vocabulary size and their academic progress. - Pupils benefit from a broad and balanced range of literacy approaches. - A vocabulary rich learning environment will accelerate progress with all pupils including DA. |
| Regularly assess reading ages and use recognised reading programmes to improve reading ages. | |
| Developing staff in their delivery of literacy and reading in the classroom, including use of DEAR time at KS3. | |

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

Budgeted cost: £132800

Outcome C: To improve attainment for DA learners, learners with SEND and vulnerable learners through targeted interventions.

Challenge numbers addressed: 1, 2, 4 and 6

| Activities | Evidence that supports this approach |
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| Targeted academic support using National Tutor Programme. | <i>EEF evidence indicates:</i> <ul style="list-style-type: none">- Intensive individual support, either as one to one or as a small group, is most likely to be impactful if provided in addition to and explicitly linked with mainstream lessons.- Pupils may require targeted academic support to assist language development, literacy or numeracy, as well as to address specific learning gaps.- Some studies have found positive impacts of mentoring for learners from disadvantaged backgrounds, both in their academic outcomes and also the non-academic outcomes such as attitudes to school, attendance and behaviour.- EEF Metacognition Impact study shows additional revision has a large impact on attainment related to the costs.- Strategic deployment of TAs ensures they supplement rather than replace high-quality provision from the class teacher, including through providing targeted interventions. |
| Targeted mentoring, revision programme and resources for Years 6, 11 and 13. | |
| Interventions to support literacy and reading. | |
| Interventions including deployment of TAs and flexible groupings (eg Nurture Provision) to meet the specific needs of DA learners and learners with SEND. | |

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

Budgeted cost: £179080

Outcome D: To focus on developing resilience in learners by creating a positive classroom culture so that learners feel confident in undertaking challenging tasks/facing obstacles and are better equipped to learn from failure and adapt to change.

Challenge numbers addressed: 1, 3 and 6

| Activities | Evidence that supports this approach |
|---|--|
| Pastoral support in place for to enable well-being and behaviour interventions for learners to help them manage their self-regulation, social and emotional skills. | <p><i>EEF evidence indicates:</i></p> <ul style="list-style-type: none"> - It is essential that resilience is developed in pupils so that they can be successful and the best version of themselves. <p><i>NFER research indicates:</i></p> <ul style="list-style-type: none"> - Successful schools have effective behaviour strategies but that some pupils need extra support to develop positive attitudes to learning and resilience when the lesson is challenging. Targeted interventions matched to specific pupils with particular needs can be very effective at promoting well-being and improving attainment. |
| Use of alternative provision to support learners to overcome barriers to their success at school. | |

Outcome E: To reduce attendance gap for DA learners.

Challenge numbers addressed: 1 and 5

| Activities | Evidence that supports this approach |
|---|--|
| Enhanced attendance team to prioritise DA learner absence through tracking and monitoring attendance of learners ensuring any absences are followed up quickly. | <p><i>NFER research indicates:</i></p> <ul style="list-style-type: none"> - Addressing attendance is a key factor in improving the attainment of pupils and increased absences can lead to gaps in learning which can accumulate over time. Pupils need to acquire the knowledge and skills they need to be successful. - Rewards and incentives can be useful in breaking persistent resistance to good attendance. School attendance schemes have been successful in improving pupils' motivation and their attitudes to school. |
| Enhanced attendance team with hard to reach learners and their families. | |
| Implementation of a comprehensive reward system to raise the profile of the importance of attending school. | |

Outcome F: To reduce barriers to participation in education for DA learners.

Challenge numbers addressed: 1, 3, 4 and 6

| Activities | Evidence that supports this approach |
|---|---|
| Ensure DA learners have the same access to resources and opportunities as their non-DA peers. | <p><i>EEF evidence indicates:</i></p> <ul style="list-style-type: none"> - Schools should consider the specific barriers to learning faced by pupils and use resources to address these barriers such as access to technology or other academic resources. - Extra-curricular are an important part of education in their own right. Participation in these activities may increase engagement in learning and can be translated into improved teaching and learning. <p>In addition, providing good quality careers advice successfully addresses the barrier of</p> |
| Ensure DA learners are making informed choices about their futures through individual career guidance and advice. | |
| Working with Post 16 DA learners to ensure they have the life skills and strategies to succeed academically at school and beyond. | |

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| | family experience of higher education and lack of knowledge about career paths. The Gatsby Benchmarks are used as the framework for implementing an effective careers programme. |
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Total budgeted cost: £591880

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The previous Pupil Premium Strategy plan with its intended outcomes ran from 2019-2022.

2022 KS1 Headline Results

| | | All Learners | Non-DA Learners | DA Learners |
|----------------------|----------|--------------|-----------------|-------------|
| Reading (expected +) | National | 67% | 72% | 51% |
| | NIA | 62% | 63% | 55% |
| Writing (expected +) | National | 58% | 63% | 41% |
| | NIA | 48% | 49% | 45% |
| Maths (expected +) | National | 68% | 73% | 52% |
| | NIA | 70% | 67% | 82% |

*green denotes where NIA's results for DA learners exceeded National.

2022 KS4 Headline Results

| | National (all) | All Learners at NIA | National (DA) | DA Learners at NIA |
|-------------------------|----------------|---------------------|---------------|--------------------|
| No of pupils | n/a | 208 | n/a | 75 |
| P8 score | -0.03 | -0.13 | 0.15 | -0.44 |
| A8 score | 48.7 | 39.1 | 52.6 | 34.8 |
| English and Maths at 5+ | 50% | 30% | 57% | 23% |
| English and Maths at 4+ | 69% | 53% | 76% | 41% |

| Intended Outcome | Impact |
|---|---|
| Engagement: Quality first teaching will engage learners whilst strong pastoral links and safeguarding will ensure learners are able to maximise their potential at NIA. | Programme to motivate underperforming DA learners within Primary started in October 2021. Learners were given the opportunity to earn a £50 voucher for a venue of their choice, as long as they reached or exceeded their attainment targets by July 2022. Parents were heavily involved in increasing the students engagement. Regular parent meetings/ telephone calls were held to ensure this happened. The overall success rate was high as over 60% of learners did increase their attainment to meet or exceed their targets. |
| Low literacy and numeracy skills in learners and families: NIA has a reading culture that strengthens the skills of the community and the learners within NIA. | In support of the PP reward scheme which was run throughout the Primary phase, the 2 EYFS Teachers held face to face & TEAMS meetings with the EYFS parents in October 2021. This was in order to teach the parents how phonics and basic literacy was being delivered to their children. It was also used to show the parents how they could support the students in increasing their ability and understanding at home. Each family was given a set of Phonics cards to keep at home (purchased using the PP budget). Regular catch-up meetings were held to help increase the low literacy and numeracy skills in learners and families. |
| Aspiration: NIA will expose learners and | Regular career drop down days were held throughout the 2021-2022 academic year with high participation from DA learners. A range of |

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| <p>families to the potentials that successful progression into further and higher education can have, whilst ensuring there are pathways for all learners to continue in education past key stage 4.</p> | <p>external agencies and speakers ran these events within the school environment. Career information was also regularly shared and discussed in PSHCE lessons. However, university trips were put on hold due to the impact of COVID.</p> <p>DA learners were regularly supported financially so they are able to go on educational trips and visits to enrich educational and life experiences. These range from museums, residentials, sea life centres, trips to see plays/dances at the theatre.</p> <p>PP budget was also used to support 2 of DA students to be able to represent Great Britain at Basketball fixtures. They have been supported so they could attend a training session in Manchester, where GB scouts attended. They were then selected to represent GB in 2 different countries across the following year and funding of the trip overseas was supported using the PP budget. Their families could not have funded this without support.</p> |
| <p>Access to support (including non-DA): Learners have barriers to progression identified and removed wherever they are discerned. Strategies seek to support those not identified as pupil premium, but who are disadvantaged due to poverty and families classes as 'working poor'.</p> | <p>Support was always available where needed for school uniform & PE uniform. We maintained a large stock of clothing on site, so students are not made to wait for items to be ordered. The items given out are tracked through Edukey provisions.</p> <p>We have strong links with local food banks and other agencies, which help to support our most needing families. During the school's closure due to COVID, students were still able to access a free school meal should they require one.</p> <p>Menstrual support was offered to all students in need. We were signed up to the scheme run by 'Always', who provide us with regular deliveries of menstrual products which we give to students and their families. During the school's closure due to COVID, students were still able to access free menstrual items. Such items were sent home with the students along with food parcels.</p> |
| <p>Composite factors: Through careful tracking, analysis and observation, learners' needs and barriers will be identified and overcome to ensure that all learners are able to excel in school.</p> | <p>See 2022 Headline results above.</p> <p>At KS1, learners with SEND exceeded National average for SEND in reading, writing and maths.</p> |
| <p>Barriers to engaging stakeholders: Stakeholders from our families will be well informed and their voices and opinions will ensure that the school continues to represent the challenges that we face as a community.</p> | |

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| <p>Attendance to school: Learners will attend well so that they can fully engage in school life and make the most of their potential.</p> | |
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