

## 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	Nottingham Girls' Academy
Number of pupils in school	835 CSA
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2025-28
Date this statement was published	31 December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	D Tungate
Pupil premium lead	J Mora
Governor / Trustee lead	Karen Squire

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£350,235
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£350,235

## Part A: Pupil premium strategy plan

### Statement of intent

**Our intent** is that all pupils, irrespective of their background or the challenges they face, make excellent progress, achieving well across the taught curriculum and having access to a rich and varied wider curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve as well as their peers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. We will look closely at the subgroups of students within the disadvantaged banner, in order to better understand how we can support each individual student to achieve as well as their peers.

The activity we have outlined in this statement is 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 the 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 complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils 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 disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1 Achievement	Disadvantaged pupils (particularly those at AP or with significant safeguarding concerns) make less progress than their non-disadvantaged peers in the academy.
2 Achievement	Disadvantaged pupils (particularly from certain ethnic backgrounds) attain less well than their non-disadvantaged peers in the academy.
3 Achievement	Disadvantaged pupils are less likely to study the EBacc
5 Attendance	Disadvantaged pupils attend less well than their non-disadvantaged peers in the academy.
6 Literacy	Disadvantaged pupils are more likely to have reading ages lower than their chronological age when they enter the academy.
7 Wider curriculum	Disadvantaged pupils are less likely to participate in trips and activities that develop cultural capital.
8 Behaviour	Disadvantaged students are more likely to be suspended than their peers

## 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
1	A reduction to the in-school gap between disadvantaged and non-disadvantaged pupils whilst attainment for all has increased.	Attainment 8 is higher than the national average for non-disadvantaged pupils. Attainment 8 for all pupils continues to be above national average.
2	Increased attainment of disadvantaged pupils, including a reduction to the in-school gap between disadvantaged and non-disadvantaged pupils achieving 4+, 5+ and 7+ in both Maths and English.	In school target for all students for 25/26: 75% achieve Basics 4+ 50% achieve Basics 5+ 15% achieve Basics 7+  By 2028, disadvantaged students should achieve these basics targets.

3	An increase the proportion of disadvantaged pupils entered for the EBacc.	Maintain at higher than national average for non-disadvantaged pupils and decrease the in-school gap between disadvantaged and non-disadvantaged peers. All students able to access a home languages exam are supported to do so.
4	All students are able to access the curriculum in line with their peers.	Curriculum plans are reviewed and revised regularly to ensure content is revisited and are explicit about opportunities to build cultural capital. Adaptive teaching is planned for and embedded within the curriculum. Strategies that disproportionately advantage disadvantaged pupils are implemented.
5	A reduction to the in-school gap for attendance between disadvantaged and non-disadvantaged pupils.	Maintain at higher than national average for non-disadvantaged pupils and decrease the in-school gap between disadvantaged and non-disadvantaged peers.
6	Effective intervention and whole school literacy have reduced the number of pupils whose reading age is below their chronological age by the start of KS4.	Reading comprehension tests demonstrate that the proportion of pupils with a reading age of at least their chronological age has increased from entry to the end of KS3. Teachers find that student use of wider and more technical language improves. Regular reading in class across all department leads to a culture of reading. Reading resilience is employed as a targeted intervention.
7	Disadvantaged pupils regularly participate in activities that develop cultural capital.	Equal proportions of disadvantaged and non-disadvantaged pupils participate in activities, trips, and extra-curricular activities. All pupils engage in enrichment opportunities.
8	A reduction to the in-school gap for suspensions between disadvantaged and non-disadvantaged pupils.	An overall reduction in whole school suspensions leads to a reduced gap between suspensions of disadvantaged students and their non-disadvantaged peers.

## 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: £160,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Using data to raise aspiration and improve adaptive teaching, feedback, intervention, and curriculum flexibility in response to assessment.</p> <p>QA activity is informed by data analysis and is responsive to the changing needs of the cohort.</p> <p>Assessment will help identify areas for recovery for individual pupils in individual subjects.</p> <p>Formal assessment and student voice at key stage 3 will help identify students who require access arrangements.</p> <p>Regular home learning both for homework and revision for exams is taught, set and followed up.</p> <p>At key stage 3, all students will complete regular, rigorous homework in core subjects.</p> <p>Pupil voice activity informs the development of inclusive teaching strategies for individuals and groups of students and informs the whole school T&amp;L strategy and quality assurance process.</p>	<p>EEF <a href="#">research</a> provides extensive evidence that high quality feedback can improve progress by up to 6 months.</p> <p>Outcomes over time for disadvantaged students are in line with peers where best T&amp;L practice is employed.</p> <p>Students who are identified for the correct access arrangements before they commence key stage 4 study are less anxious and achieve better outcomes.</p> <p>EEF <a href="#">research</a> provides moderate evidence that regular homework can improve progress by up to 5 months.</p> <p>Trust QA and student voice has highlighted that students who study independently achieve higher grades than their peers.</p> <p>Student voice over time evidences best practice and barriers to learning.</p>	<p>1, 2, 3, 4, 6</p>
<p>Using CPD to develop mastery in the elements of the NGA Way – with</p>	<p>A Sutton trust <a href="#">report</a> states that ‘the most rigorous academic papers</p>	<p>1, 2, 3, 4, 6, 8</p>

<p>particular reference to how it can support the inclusive teaching including pupils with SEN, disadvantaged pupils, HAPs and literacy.</p> <p>The behaviour policy and the NGA way for behaviour enables high quality teaching to be delivered without disruption.</p> <p>Our most disadvantaged and disengaged students have a bespoke programme of</p> <ul style="list-style-type: none"> <li>• social time activities</li> <li>• in class support</li> <li>• support to regulate and return to lesson</li> <li>• whole school leadership opportunities</li> </ul>	<p>find consistent and significant results: having a very effective, rather than an average teacher raises each pupil's attainment by a third of a GCSE grade.</p> <p>Attendance is directly linked to outcomes. Where learning is not disrupted, students make more progress.</p> <p>EEF <a href="#">research</a> provides research that support with regulation and physical exercise have high impact and low cost.</p> <p>EEF <a href="#">research</a> provides evidence that: <i>'Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year.'</i></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£140,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Revision resources will be provided to all disadvantaged students who need them. Targetted support on using these resources effectively will also be provided.</p> <p>Key stage 4 students will receive weekly exam and revision skills workshops.</p> <p>KS4 priority students receive mentoring and 1:1 academic and careers guidance.</p> <p>Summative assessment for all year groups tests knowledge over time, highlighting gaps in knowledge and skill as they arise</p>	<p>Pupils and parents highlighted that support with independent study skills and resources was an area that additional support would be welcome.</p> <p>Pupil voice tells us that regular teaching of revision skills enhances the impact of independent learning.</p> <p>EEF <a href="#">research</a> provides moderate evidence that small group tuition can improve progress by up to 4 months.</p> <p>EEF <a href="#">research</a> provides strong evidence that feedback can</p>	<p>1, 2, 3, 4, 6</p>

<p>for groups and individual students.</p> <p>All year groups receive a detailed programme outlining how and what to revise throughout the year.</p> <p>Summative assessment is used to feedback, re-teach and retrieve prior learning.</p> <p>Homework at key stage 3 will be limited to Ebacc subjects and is monitored rigorously in order to provide clarity, consistency and high expectations through meaningful independent learning tasks.</p> <p>Core VIP students will work with specialist staff to build resilience, leadership skills and belonging.</p>	<p>improve progress by up to 6 months.</p> <p>EEF <u>research</u> provides strong evidence that explicit teaching of learning and self-regulation strategies can improve progress by 7 months.</p>	
<p>Students are entered for their home language GCSE to enable more students to achieve the Ebacc.</p>	<p>63% of students have English as an additional language. Home languages enable more students to achieve the Ebacc at a standard or higher pass and enable more students at the 3/4/5 borderline to gain the number of level 2 passes they need to access level 3 study.</p>	3
<p>Further development of reading comprehension ability at Key Stage 3.</p> <p>Literacy interventions at key stage 3:</p> <ol style="list-style-type: none"> <li>1. Bespoke lessons for those with the weakest literacy skills.</li> <li>2. Development of in-class strategies to support all students whose literacy skills are below national expected levels.</li> <li>3. Individual interventions for any student whose reading age drops or does not improve.</li> </ol>	<p>EEF <u>research</u> provides extensive evidence that reading comprehension strategies can improve progress by up to 6 months.</p> <p>Literacy has been highlighted by students and parents of disadvantaged families as a key area in which they would benefit from additional support.</p>	6

<p>Nurture group at KS3 with a primary literacy specialist teaching the English curriculum in years 8 &amp; 7.</p> <p>Reading resilience intervention programme.</p> <p>Development of an oracy framework as a whole school T&amp;L drive.</p> <p>Training on the NGA Way to promote techniques to explicitly develop reading.</p> <p>Encourage reading for pleasure across the school, clubs and promotions.</p>		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,235

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing current systems (including rewards and sanctions) to target attendance of disadvantaged pupils.</p> <p>Further develop the NGA way for Behaviour aligns behaviour and academic expectations and rigour.</p> <p>Continue to develop the punctuality and attendance strategies.</p>	<p>DfE <u>research</u> found that pupils with no absence are 2.2 times more likely to achieve 5 or more GCSEs or equivalent at grades 9-4 including English and mathematics and 4.7 times more likely to achieve the English Baccalaureate than pupils missing 10-15 per cent of KS4 sessions.</p> <p>Students at NGA who attend 97% of the time or better, outperform students with attendance of 94-96% by half a grade. Students with attendance of less than 94% perform less well again by a further half a grade.</p> <p>Parent voice suggests that rewards will incentivise attendance.</p>	5, 8
<p>Improve opportunities to participate in curriculum enrichment activities and extra-curricular activities for all pupils (with an</p>	<p>EEF <u>research</u> provides moderate evidence that participation in the arts can improve progress by up to 3 months.</p> <p>Parents and pupils of disadvantaged families highlighted the affordability of</p>	7

<p>additional focus on disadvantaged pupils).</p> <p>'Enrichment Fridays' will ensure that all pupils are able to participate in an extra-curricular club at lunch times. Disadvantaged pupils will be given priority choice of the activities that they can select from.</p>	<p>enrichment activities as a barrier to achievement.</p>	
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## Total budgeted cost: £350,235

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 2024 to 2025 academic year.

Despite our disadvantaged students outperforming all students nationally, the disadvantage gap widened this academic year. This is due to a number of factors, in particular, we had a much larger number of disadvantaged students who did not access the full range of qualifications because of their educational setting: our Alternative Curriculum pathway, Alternative Provision, being a school refuser or being permanently excluded.

Our commitment to inclusion and keeping learners with sometimes extreme SEMH and challenging behaviours, very low working-at ages and school refusers on our roll, in order to give them the best life chances moving forwards continues to lower our attainment.

Although overall attendance in 2024/25 was lower than pre-pandemic figures, it was well above the national average for the year and shows a year on year pattern of improvement. Our whole school attendance is in the top 10% of all schools in England. However, persistent absenteeism is 5% higher amongst disadvantaged students and therefore continues to be a priority for us.

Narrowing the disadvantage gap as it appears is crucial to success at key stage 4 and beyond. Discipline around independent study and exam resilience are key differentiators between disadvantaged students and their peers. Systematic planning around building these skills need to be embedded within the curriculum and pastoral systems. The first round of formal whole school summative assessments produced a

significant spike in attendance and engagement in home learning, especially for disadvantaged students. Embedding and developing these systems will continue to be a priority.

The 'VIP' process, identifying our most disadvantaged students in each year group and exploring their successes and barriers through pupil, staff and parent voice has enabled us to target our CPD on behaviour, SEND strategies and general teaching and learning in a way that disproportionately advantages disadvantaged pupils. Staff have a much better understanding of the challenges our students face and the strategies that break down these barriers. Thorough analysis of this process is needed to ensure we learn from and embed best practice and are able to measure the impact of this work on our disadvantaged learners.