

Pupil premium strategy statement



2025 - 2028

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
School name	Nene Valley
Number of pupils in school	34 total, 22 PP
Proportion (%) of pupil premium eligible pupils	65%
Academy year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	Nov 2025
Date on which it will be reviewed	Nov 2026
Statement authorised by	David Saunders, Head of Academy
Pupil premium lead	Daniel Hobbs, Senior Deputy Headteacher
Governor / Trustee lead	Huw Derrick, Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,356.51
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>	£24,356.51

Part A: Pupil premium strategy plan

Statement of intent

In Cambridgeshire, the local authority requires that all students are dual registered with the referring school as the main provider and the alternative provision as a subsidiary provider. As a result of this, we do not directly receive the pupil premium funding for our students, this is built into the SLAs from the referring schools.

At Olive – Nene Valley, we are dedicated to supporting every student in reaching their full potential, regardless of their background or personal circumstances. Our primary goal for disadvantaged students is to recognise and address any barriers they may face, ensuring we provide targeted support and resources to level the playing field. Through our Pupil Premium funding, we strive to offer opportunities that disadvantaged students may otherwise miss, enabling them to thrive academically, socially, and personally. We are committed to fostering an inclusive, supportive learning environment where all children are empowered to succeed and are provided with the means to fulfil their potential.

Our approach to supporting disadvantaged students through the Pupil Premium funding is guided by a commitment to provide targeted, comprehensive, researched strategies that align with our school's core objectives. We aim to foster an equitable learning environment where every child can thrive. By focusing on raising attendance, we address one of the fundamental aspects of educational success—ensuring students are present and ready to learn. Increasing parental engagement further reinforces the support network surrounding each student, creating a home-school partnership that empowers families to engage actively in their children's educational journey.

Our strategy also includes subject-specific support to address individual learning needs, allowing disadvantaged students to receive tailored assistance that boosts their academic confidence and achievement. We encourage participation in extracurricular activities, broadening pupils' experiences, building their skills, and enhancing their sense of belonging within the school community.

Importantly, our Olive strategy is to recognise that all of our students, but particularly disadvantaged, benefit from good teaching practices, help to develop character and exposure to extra-curricular/offsite activities.

Together, these strategies work cohesively to remove barriers, raise aspirations, and provide our disadvantaged students with the opportunities, skills, and support they need to realise their full potential and succeed in their education and future endeavours.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Attendance data shows that the attendance of disadvantaged students is below that of non-disadvantaged students. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress. We also see that, particularly, as the students reach KS4 their attendance is negatively impacted. This is reflected nationally with Pupil Premium students twice as likely as non-Pupil Premium students, to miss 10% or more of lessons.</p>
2	<p>Parental Engagement</p> <p>Parental participation is an on-going challenge for Alternative provision providers. This was heightened by the pandemic. We will continue to build parental participation and engagement particularly in reference to school events such as parent forums and IAEP days.</p>
3	<p>Literacy</p> <p>Historically, nationally disadvantaged students join Year 7 with a literacy deficit indicating that a literacy gap already exists. For example, students reaching the national standard for reading at the end of KS2 results show 62% of disadvantaged students compared to 75% of non-disadvantaged met expected standard. Nationally by the end of KS4 this gap grows with disadvantaged students half as likely to achieve a grade 5 in English (and Maths).</p>
4	<p>Aspiration</p> <p>Career and futures surveys along with student voice questionnaires show that disadvantaged students have less clarity on what their future career options are and thus are more likely to aim low.</p>
5	<p>Study, Metacognitive and Attitude Towards Learning skills</p> <p>Teacher voice and classroom observations evidence that lower attaining and disadvantaged students do not have clear and embedded strategies for learning at their disposal. Although retrieval strategies are now embedded in the curriculum, they are not always used independently by the students. Student voice and teacher observation suggests that confidence and positivity, in part in lessons, but predominantly towards assessments have been a barrier towards learning.</p> <p>Engagement – Not in/leaving lesson 233 points – PP 65% 108 points – not PP</p> <p>Engagement data shows that disadvantaged students typically disengage from core lessons more frequently than those who are non-disadvantaged. It is important that students who have disengaged from education and attend Nene Valley with significant gaps, are given the opportunity to access an ambitious curriculum but with appropriate scaffolds to support missed learning.</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
Attendance Attendance gaps between pupil premium and non-pupil premium students to improve.	Attendance gaps between pupil premium and non-pupil premium students to be in line or better than national averages.
Parental Engagement Greater number of Disadvantaged parents attending events.	Event (parent forum, IAEP day) attendance figures show at least equal engagement between PP and Non-PP families.
Literacy All students have access to the curriculum, particularly from a Literacy perspective.	YARC tests, formative assessments, topic test data. Test data show progress towards equity in outcomes.
Aspiration Students to be aware of and actively engaged in planning for their next step towards their first-choice future.	Careers course undertaken and tracked. Careers events attended. Applications made in year 11. No NEET.
Study, Metacognitive and attitude towards learning skills Students to plan and participate in assessments throughout the year with a positive 'growth mindset'.	Learning sessions attended. Teacher voice throughout assessment times.

Activity in this academic year

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

Teaching

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject specific staff development time and training. This is in relation to assessments, subject developments, support for subgroups and pedagogy.	The Education Policy Institute (EPI) – “Providing teachers with a right to high quality training and development would boost student attainment and earnings, and may tackle retention problems in the profession, a cost-benefit analysis study from the Education Policy Institute (EPI).”	1, 3, 5

	<p>EPI High Quality Training</p> <p>Education Endowment Foundation (EEF) – “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 students from disadvantaged backgrounds. Evidence suggests schools who create additional time to prioritise professional development such as regular sequential sessions have seen exceptional outcomes for disadvantaged students. Improving teaching raises outcomes for all but is disproportionately beneficial for the most disadvantaged. In the EEF Attainment Gap 2017 report, it states that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater Improvement. There is particularly good evidence around the potential impact of teacher professional development.”</p> <p>The attainment gap. EEF</p>	
Early career staff support and professional development.	<p>Key lessons learned in the EEF’s research show that the number one factor in improving academic progress for all, but in particular for disadvantaged is that what happens in the classroom makes the biggest difference. Supporting and developing early career teachers is vital.</p> <p>EEF – Four things we have learned about supporting early career teachers</p> <p>Early Career Framework. GOV (ECF) – “During induction, it is essential that early career teachers are able to develop the knowledge, practices and working habits that set them up for a fulfilling and successful career in teaching. However, too often, new teachers have not enjoyed the support they need to thrive, nor have they had adequate time to devote to their professional development. The Early Career Framework (ECF) underpins an entitlement to a fully-funded, two-year package of structured training and support for early career teachers linked to the best available research evidence. The package of reforms will ensure new teachers have dedicated time set aside to focus on their development</p> <p>Early Careers Framework</p>	1, 2, 3, 4, 5
Staff responsibility and TLR’s. Strategic and operational roles to support both students and staff. This includes Leadership, Pupil Premium, Assessments, Literacy,	<p>Making best use of TA’s - EEF</p> <p>Improving Literacy in Secondary schools - EEF</p> <p>Metacognition and self-regulation - EEF</p>	1, 2, 3, 4, 5

small group intervention, ELSA provision and our Therapeutic Thinking provision.		
Recruitment and retention.	<p>EEF – Takeaway from 2023 research and submission to Education Select Committee.</p> <p>“Access to high-quality teaching is the most powerful lever we have for improving education outcomes, particularly for students from socio-economically disadvantaged backgrounds.”</p> <p>“But the data is clear that schools with higher levels of disadvantaged students face the biggest recruitment and retention challenges. These schools, on average, have higher levels of staff turnover, as well as more unfilled vacancies and fewer subject-specialist teachers.”</p> <p>Improved teacher recruitment - EEF</p> <p>The attainment Gap - EEF</p>	1, 3, 5

Targeted academic support

Budgeted cost: £7356.51

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide one-to-one intervention with academic mentors, during the school day, for students with a specific focus (Academic, emotional literacy, regulation).	<p>Improved Academic Performance Research by the Education Endowment Foundation (EEF) has shown that small group tuition can result in an average of 4 months' additional progress over the course of a year.</p> <p>One-to-one tuition - EEF</p> <p>Small group tuition - EEF</p>	1, 3, 4, 5
Teacher Assistants, learning and academic mentors training / small group work.	<p>“The positive impacts of TAs in terms of improving students’ behaviour and engagement in the classroom and improving academic progress are universally recognised by leaders irrespective of school setting.” – Gov.uk</p> <p>Use of teachers assistants in schools - .Gov</p> <p>Best use of TA's - EEF</p>	1, 3, 4, 5

Wider strategies

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ staff with specific focus on interventions, both from an academic and emotional wellbeing regard.	<p>Unity Research school –</p> <p>“The most effective strategies for supporting disadvantaged learners focus on giving teachers and wider staff the capacity, expertise and development to meet the needs of their learners. To improve them as learners and help them to thrive in wider school life. Teacher and wider staff agency and buy-in are fundamental to success.”</p> <p>Unity research</p>	1, 3, 5
Employ staff to focus on therapy / counselling of students both within our school but also, eventually for outreach focussing on students within our referring schools.	<p>The National Audit Office research identifies Family and Home Environment, Health and Wellbeing and Attitudes and Behaviours as some of the factors impacting disadvantaged students’ attainment at school.</p> <p>NAO Research</p>	1, 2, 3, 4, 5
Provide a high-quality curriculum with good formative assessment that addresses gaps that may have developed through lesson time.	<p>EEF Research –</p> <p>“Three quarters of schools in England say poor attendance and low reading levels are the biggest challenges effecting socioeconomically disadvantaged students’ academic achievements.”</p> <p>Attendance and reading - EEF</p> <p>Literacy and Life expectancy – National Literacy Trust</p> <p>LKMco Research</p>	1, 3, 4, 5
Provide Breakfast. Ensure the opportunity is given to students to eat breakfast on arrival to school.	<p>National Institutes of Health (NIH).</p> <p>Gov “Breakfast skipping and cognitive and emotional engagement at school”</p> <p>National Library of medicine</p> <p>National School Breakfast Club Programme. Gov</p> <p>“It is important for students to start the day with a nutritious breakfast. 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.”</p> <p>NSBC - Gov</p>	1, 5

Total budgeted cost: £24,356.51

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 students in the 2024 - 2025 academic year.

- The attendance for PP students (45 students across the academic year) in 24/25 was 71.6%. The attendance of the non-PP students (21 across the academic year) was 69.24%
- In 2024, 74% of year 11 students were pupil premium eligible, this is 8 more students than last year.
- Of those students, 30% achieved at least one scaffolded English qualification, and 88% achieving GCSE English Language. This is a 10% increase from the previous year.
- Out of the 17 pupil premium students in year 11, 71% gained grades 1 – 3 in their GCSE maths, English **and** combined science. This was an increase of 4% from last year.
- 100% of PP students entered, gained BTEC Level 2 in Home Cooking Level 2.
- 94% of PP students gained at least 1 Level 1 BTEC, including public services, hospitality and tourism, sport and motor vehicle (Gauntlet).
- One PP student achieved 17 qualifications, the most in the cohort.
- The student who achieved the highest GCSE grades, (grade 3 in English, maths and Science) was a PP student.
- Destinations of our previous cohort show that of the 17 PP students 4 are currently NEET, OA-NV staff and the LA continue to provide support to these students to try and ensure they move into education or employment. One has completed a CV this week and one has had a NEET referral completed. Two have requested that we do not keep in contact.

Externally provided programmes

Programme	Provider
N/A	-