

## **Pupil Premium Strategy Statement**

This statement details Nore Academies use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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.

**Note:**

**The Pupil Premium is additional funding from the Government to help schools close the attainment gap between disadvantaged children and their peers. The funding is allocated to schools for children from Reception to year 11 who have registered for free school meals in the last 6 years, are in care or have parents in the Armed Forces.**

**In 2024 – 2025 the funding allocation is £1,050 per child.**

**In 2025 – 2026 the funding allocation is £1075 per child.**

**Nore Academy commits to ensuring that every child or young person who would usually be entitled to this additional funding receives additional support, bespoke to their needs during their stay at our school.**

**Nore Academy is committed to closing the gap between the progress of pupils who receive the funding and those considered to not be disadvantaged.**

## School overview

Detail	Data
School name	Nore Academy
Number of pupils in school	61 <i>Note: This number is growing constantly throughout the year. Nore are commissioned for 72 pupils for the academic year 2025-26.</i>
Proportion (%) of pupil premium eligible pupils	39% (24 students) <i>Note: This number will fluctuate as pupil number increase</i>
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2025-2026 Nore Academy received first pupils in February 2025.
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Danielle Thurlow Headteacher
Pupil Premium lead	Robin Beer Deputy Headteacher
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,800
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	£25,800
<b>We are committed to addressing the attainment gap for pupils who receive the funding and those considered to not be disadvantaged, therefore as a school we allocate additional funding to our pupil premium strategy. The recovery funding is therefore</b>	

**split between the three areas but all aspects of the plan are supported through careful budget planning.**

## Part A: Pupil Premium Strategy Plan

### Statement of intent

As a specialist SEMH provision on the Isle of Sheppey, Nore Academy supports a number of pupils from a disadvantaged socio-economic background, the challenges of which are compounded by a range of special educational needs and/or disabilities. The school's aim is to utilise pupil premium funding to achieve and sustain positive outcomes for our disadvantaged pupils, many of whom have little experience of positivity related to their education.

Our pupil premium strategy revolves around 3 key areas to ensure positive outcomes for our disadvantaged pupils.

Firstly, a focus on high-quality teaching enables our disadvantaged pupils to access our broad curriculum and to achieve success in a school environment. This also ensures that teachers are able to deliver highly differentiated, and often bespoke, support to meet pupils' cognition & learning; communication & interaction; sensory & physical; and social, emotional & mental health needs.

Secondly, the school focuses on providing our disadvantaged pupils with extra-curricular and enriching activities that they may not have had the opportunity to access before. This also gives these pupils the support and environment to develop their life and social skills.

Our third strategy is focused around the knowledge that, whilst high-quality teaching matters, it is also rooted in the wrap-around support we offer our students. We recognise that 'we cannot expect learners with gaps at the bottom of Maslow's hierarchy of needs to be ready to access education' (Menzies and Baars, 2015, p13). Our therapeutic provision, as part of this plan, is therefore significantly more resourced and focused upon that it may be in other contexts. As Taylor (2019) reminds us, the brain is not receptive to learning if it is concerned about safety.

## Challenges

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

Challenge number	Detail of challenge
1	Our current cohort is comprised of a number of pupils who have had negative experiences of school. Many pupils have not had a school placement for months or years, and many more are disillusioned with the education system as a whole. This means pupils can be reluctant to engage with school as a whole and are reluctant to engage with learning when they are in school.
2	Due to a large number of pupils having been out of education for some time prior to attending the school, EHCPs often do not accurately represent the pupil and a range of additional needs and challenges are emerging.
3	Anxiety and Emotional Based School Avoidance
4	Social, Emotional and Mental Health needs can lead to behaviours which are often disruptive, antisocial or uncooperative. Building structure and routine for pupils can lead to frustration, anger and verbal and physical threats / aggression. Emergence of growing trend of PDA profile.
5	A large number of pupils have been identified as needing additional support with social communication skills and speech and language.

## 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
To ensure the support given to pupils matches their individual needs and provides a tailored approach to each student's learning and mental health.	Assessments are chosen to identify gaps in learning academically (reading and Maths) as well as emotionally so that plans are specific to individual students.
	Teachers are provided with continuous professional development so that they are able to utilise accurate data to inform lesson planning to ensure a tailored approach in the classroom.

The school counsellor to have consistent therapeutic sessions with students on a weekly basis (1:1)

Attendance Lead to conduct home visits in order to engage pupil back to school.

Each student has access to a variety of support staff during the school day.

This may include:

TAs who run intervention sessions and work 1:1 with students

TAs who work closely with individuals and small groups

The refocus team support student behaviour presentation by using the PACE model as well as directing to the Inclusion team for more specific support where necessary.

Sensory and movement breaks are provided for students with ADHD and other SEMH needs, as well as sensory circuits and/or access to the sensory room.

Additional literacy, numeracy and SEMH group interventions are in place for selected students to build their mastery experience, relatedness skills and emotional regulation.

1:1 reading support alongside Lexia to rapidly improve reading ages and confidence in reading.

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapy	Students coming into provision have been identified for therapy and funding will provide means to be able to assess and use therapist to train the inclusion team to deliver bespoke interventions particularly around social use of language.	5
ELSA	Emotional Literacy Support Assistance – Supporting social and emotional learning. Training for 2X further ELSAs in school.	2,3,4
<i>SEND focused CPD plan linked to assessment data</i>	Student support in the classroom is individualised, to create this environment and implement effectively staff must be trained in analysing data and implementing strategies within their classrooms to ensure the success of students.	2,4
<i>Utilising the Education People</i>	Support staff with teaching students with SEMH and upskilling.	1,2,3,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Increased focus on the assessment centre</i>	Identifying areas of need and knowledge gaps enables staff to target and tailor support towards individual pupils and narrow the achievement gap.	2
<i>Social skills and/ or building and maintaining friendships</i>	Explicit teaching of relationship skills in small group and 1:1 intervention	4,5

	SEMH sessions identified from Resiliency Scales Assessment and Beck Youth Inventory	
<i>School Counsellors</i>	Alongside 1:1 therapeutic session, counsellor to support inclusion team with strategies as well as provide small group sensory and mindfulness sessions to address high number of students with ADHD and/or anxiety	3,4
<i>Use of SEMH and SEND mentors to provide bespoke support within lessons</i>	Relationships are key for students who have experienced education in a negative way. One the inclusion team have developed a strong relationship with the young person and family they will provide support alongside the classroom teacher to aid integration back into the classroom.	1,3,4

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

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Explicit Teaching of everyday skills</i>	Nore Academy has a high number of students diagnosed with ADHD who suffer from a lack of executive functioning skills. Explicit teaching forms an important part of building these essential skills.	1,5
<i>Positive Rewards Strategy</i>	Students attending Nore Academy have in the main been out of education for significant periods of time. Our Resiliency scales data on entry shows a lack of optimism and self-efficacy. Positive rewards boost confidence and repeatedly rewarding skills shown increase the likeliness of changes in behaviour.	1,3,4
<i>Home visits to disengaged students</i>	Home visits completed by schools decrease chronic absence (Sheldon and Young, 2018 p 25)	1,3
<i>Outreach for students who can reintegrate</i>	Our priority is for students to return to mainstream school, this is a process which should be carefully structured, planned and implemented to ensure successful reintegration to mainstream. This requires staff training, time to implement strategies and work with staff within the home school to ensure continued engagement with learning takes place.	1,3

<i>Outreach Mentors</i>	To address EBSA and enhance attendance for targeted students with barriers to attending school.	1,3
<i>Strengthening Minds</i>	Using the package to support students with bespoke intervention programmes based on building resilience and emotional regulation.	1,3,4

## **Part B: Review of outcomes in the previous academic year**

### **Part B: Review of outcomes in the previous academic year**

As the school opened to a small cohort of pupils in February 2025, we had no pupils in Year 11 for the academic year 2024-25.

#### **Year 11 Attainment:**

As the school opened to a small cohort of pupils in February 2025, we have not yet had a set of exam results for Year 11 pupils.

#### **Key points for the 2025 -2026 plan:**

The following key action points are due to be addressed in the next plan:

- The attendance role working across our Trust locally will ensure that a consistent approach addresses attendance issues for any individual.
- Build students' skills in both academic and everyday life so that they have the ability to work within the local community successfully.
- The School Counsellor will work as part of the inclusion team over the course of this year to ensure that our mental health strategy and SEMH/SEN interventions are established and part of our core offer. This will happen alongside the SENCO.
- Our new TAs who are new to role will be trained to deliver interventions targeting areas of specific need from entry assessment.
- Provision mapping will be shared with parents and our mainstream partners, increasing their involvement in the Bespoke Education Plans for each student.
- Students with undiagnosed or unexplored SEND needs receive the help and support they and their families need to move forward onto a diagnosis/treatment/intervention pathway.
- Community links created to ensure positive working relationships in the local community where students live, and relationships built with apprenticeship providers to ensure 16+ destination.
- Develop the assessment centre to ensure work for students within the centre is purposeful and completely addressed academic and SEMH gaps, and the centre supports students who are struggling to engage with any form of education.

- Build self-esteem and resilience in all young people who attend Estuary Academy Island so that most students can be returned to mainstream or signposted to more appropriate SEND provision in the local area which will ensure their success.
- Curriculum development to enhance the breadth of opportunities and vocational qualifications.
- Focused Maths and English interventions for Year 11 students.

Further to these points of the plan there will also be a greater focus on monitoring PP students' starting points and their attendance. These will allow us to monitor, address and close the gap which has only increased through the impact of the COVID lockdowns and the fractured education they have received prior to joining us.

Finally, additional consideration will need to be given for the support we offer our low starting point PP students following this year's outcomes.