

Pupil premium strategy statement 2025-26



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	Notton House Academy
Number of pupils in school	52
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	1 Year
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Michelle Reysenn
Pupil premium lead	Linda Hawkey
Governor / Trustee lead	Trystan Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,000
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£35,000

Part A: Pupil premium strategy plan

Statement of intent

At Notton House Academy, we support all of our pupils. We do this by providing high quality teaching, supplemented by interventions, to support vulnerable learners as and when required. The strategic leadership team and governing body, LGB, monitor the impact of all spending and interventions, including Pupil Premium.

The mental health and well-being of our pupils is our top priority. Many of our pupils have experienced high numbers of Adverse Childhood Experiences/ traumas in the past. The Pupil Premium Grant prioritises this area through the use of external provisions and support personnel, to build resilience, relationships, and acceptance of things that have happened in the past, with support to move forward. As many pupils can at times struggle to feel motivated to attempt learning, we have subscriptions to online platforms to promote student engagement.

Challenges

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

Challenge number	Detail of challenge
1	Mental health and well-being issues caused by ACES and past trauma
2	Emotional literacy/ development as identified in Education, Health, and Care Plans
3	Prior attainment - the majority of our disadvantaged pupils are working below age-related expectations, particularly in English, and as a result, they have low self-esteem and poor motivation to engage in learning.

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
Every Pupil will have improved mental health and well-being	Thrive assessment scores will have improved year on year, to and be able to show clear targets for continuing to move the pupil forwards.

To ensure that pupils have as many opportunities to access and engage with learning, using online tools to assist with this.	Pupils will be showing they have made academic progress, particularly in areas of the curriculum with low prior attainment.
Every pupil will be better able to identify the emotions they are feeling, and to be developing strategies to manage their emotions in an appropriate way	There will be less incidents of dysregulation and the need for RPI's will have decreased, as well as damages, and injuries.

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:

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscriptions to online learning platforms; Read, Write Inc, Tassomai, Word Shark	In 2011, The Babson Survey Research Group, in the USA, looked at research carried out into online learning and found that this has been shown to be an effective method of learning since the 1990's. At Notton we find that boys are often more willing to participate with learning on computers and are more motivated and engaged.	3

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

Budgeted cost: £34,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Care Farming/ Farm Therapy	The research of Balluerka et al (2014) showed that teenagers in residential care who have suffered adverse childhood experiences displayed a more secure attachment after undergoing animal assisted therapy. Many of the activities carried out on the Care Farm involve working with the animals closely. Murray et al (2019) carried out research into care farming and found that there was evidence of improvement of depression and anxiety as well as those taking part feeling a sense of achievement, fulfilment and belonging.	1, 2
Cultural mentor	Armitage et al (2020) carried out a review of the body of research into youth mentoring. They found that this can improve outcomes across academic, behavioural, emotional and social areas of young people's lives. ' <i>The impacts are small but nevertheless significant</i> '. It was found that better outcomes occurred when mentors and mentees were carefully matched and this is significant around cultural aspects such as shared values, beliefs and interests.	1,2,3
Sand tray/ Music therapist	Sand play therapy is one of the most widely applied therapy methods used internationally, with considerable evidence for efficacy and effectiveness according to Roeslar, (2019). This article states that working with children with trauma, distress and disabilities is especially applicable.	1,2
Provide uniform for new pupils whose families are in financial hardship	In 2017 Trutex, in association with the Diana Award, conducted research into the wearing of uniforms and found that 7/10 children believe wearing a uniform helps them to fit in at school. The DFE also states that uniforms play a valuable role in contributing to the ethos of a school.	1

Total budgeted cost: £35,000

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 2023 to 2024 academic year.

Improved behaviour, engagement, attendance; attendance 2024-25 is 84% compared to 77% in 2023-24 for PPG students so this has been an improvement in attendance for PPG students.

Students develop resilience, self-confidence and self-esteem to ensure that they can challenge themselves; 100% of pupils in receipt of PPG, educated on site and who access Thrive, have made an increase in their Thrive assessment.

83% of pupils in receipt of PPG and educated on site at Notton house, had regular support from the Sandtray therapist. Due to staff health concerns, only 1 pupil was supported by the Care Farm therapist, however, this pupil is in receipt of PPG.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	