

Pupil premium strategy statement – The Herewoode Academy

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
Number of pupils in school	992
Proportion (%) of pupil premium eligible pupils	54% (535)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2028 (with ongoing reviews)
Statement authorised by	Ash Modi (Acting Head Teacher)
Pupil premium lead	Sam Kopicki (ASL)
Governor / Trustee lead	Deborah Rose (Chair of governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£560,075
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>	£560,075

Part A: Pupil premium strategy plan

Statement of intent

*At The Herewoode Academy, our commitment to equity and excellence is rooted in our motto: Together, we C.A.R.E – **Compassion, Aspire, Respect, Engage**. This ethos guides our approach to supporting disadvantaged pupils through our Pupil Premium strategy.*

New Parks falls within the top 3% of low-income areas nationally, with a top 1% deprivation indicator, highlighting significant and long-standing socioeconomic challenges within the community. Levels of unemployment, low household income, and reliance on benefits are markedly higher than national averages, contributing to limited access to educational and cultural capital.

The percentage of single-parent households in the ward (52%) is substantially higher than the national average of 29%, which often places additional financial and emotional strain on families. This can impact students' attendance, punctuality, and ability to access enrichment or home learning opportunities.

Generational factors compound these challenges. There is a persistent pattern of low literacy levels across multiple generations, with many parents and carers having experienced educational disadvantage themselves. This legacy of low reading ages and limited engagement with reading culture has a direct effect on students' vocabulary acquisition, comprehension skills, and confidence in written and spoken language. As a result, pupils often enter secondary education already behind age-related expectations in literacy, which restricts their access to the wider curriculum and their capacity to achieve strong outcomes.

The combination of economic deprivation, family circumstances, and intergenerational low literacy creates a complex barrier to learning and aspiration, requiring a sustained, multi-layered response that supports not only academic progress but also wellbeing, resilience, and community engagement.

We recognise that disadvantage can present significant barriers to learning and achievement. Our strategy is designed to address these challenges by implementing evidence-informed, research-based interventions that promote high-quality teaching, targeted academic support, and wider pastoral care.

Our Pupil Premium Strategy is designed to close attainment gaps and remove barriers to success for disadvantaged pupils, ensuring they have equitable access to high-quality education and enrichment opportunities.

Compassion: We understand the diverse challenges faced by our pupils and their families. Our strategy is built on empathy, providing tailored support that nurtures wellbeing and fosters a sense of belonging.

Aspiration: We believe every pupil should be empowered to dream big and achieve their full potential. Through targeted academic interventions, mentoring, and enrichment, we raise aspirations and open pathways to future success.

Respect: We cultivate a culture of mutual respect where every pupil is valued. Our strategy promotes inclusive practices that celebrate individuality and ensure all voices are heard and respected.

Equity: We are committed to fairness in opportunity and outcome. Our use of Pupil Premium funding is strategic and evidence-informed, ensuring resources are directed where they will have the greatest impact in overcoming disadvantage.

Together, we C.A.R.E — and through this strategy, we strive to ensure that every pupil, regardless of background, can flourish and succeed.

Our aim is to close the attainment gap and ensure every pupil, regardless of background, can thrive academically, socially, and emotionally. We are committed to ongoing evaluation, transparency, and refinement of our strategy.

Challenges

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

Challenge number	Detail of challenge
1	Attendance. Pupil Premium students often have lower attendance rates compared to their peers. Persistent absenteeism can significantly impact attainment, wellbeing, and social development.
2	Literacy levels. Disadvantaged students may enter secondary school with lower reading ages, vocabulary deficits, and weaker writing and comprehension skills.
3	Levels of deprivation. High levels of deprivation can create multiple, interlinked barriers to learning and wellbeing.
4	Engagement in learning, including independent learning, enrichment and aspirations. Pupil Premium students may be less engaged in lessons and enrichment activities and show lower levels of independent learning and aspiration.

5	Parental engagement. Engaging parents and carers of disadvantaged students can be difficult, affecting communication, support with learning, and home-school collaboration.
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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 of PP students to be in line with or better than non-PP. Attendance of PP students to be in line with or better than Leicester. Attendance of PP students to be in line with or better than National.
Raised literacy levels	PP students to be worked at reading ages of their own age or older.
Academic Achievement	Attainment of PP students to be in line with or better than non-PP students.
Improved engagement	PP students to have an overall behaviour / reward ratio of 85% or more positive. To see an increased number of PP students participating in enrichment on offer. To see an increased engagement in Parent's Evening through increased attendance numbers and survey completions to share feedback.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ *TBC*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staffing</i>	To ensure all areas of school (both teaching and non-teaching) are staffed by specialists. Also ensure class sizes are maintained at a level conducive to	1, 2, 3 and 4

	learning. EEF – “Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.”	
<i>Bespoke CPD programme targeting introduction of new ‘The Herewoode Way’ Framework – research and evidence driven with focus on RATIO (Ensure all students actively think hard and participate) EQUITY (Give every student a voice and access to high expectations) SELF-EFFICACY (Build self-belief and independence)</i>	To improve all students by developing metacognitive and self-regulation skills - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation And feedback - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback This will involve ongoing teacher training and support from the QOE team	1, 2, 3 and 4

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

Budgeted cost: £ TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Appointment of a designated strategic leader to oversee PP. All staff to be made aware of their PP pupils and to provide in-class proactive support. Strategic development of the schools PP provision will ensure PP students are proactively supported in class..</i>	Research shows that successful PP leaders include the role on senior teams, working closely across teaching, pastoral, and curriculum areas to build shared ownership The Unity Research School highlights that well-defined job descriptions, frequent high-quality training, and ongoing support are key to systemic success High-quality teaching benefits PP pupils most: EEF states that excellent teaching—including scaffolding, identifying misconceptions, and metacognitive strategies—is the single most powerful lever for supporting disadvantaged learners. [educationendowmentfoundation.org.uk] , [d2tic4wvo1...dfront.net]	1, 2, 3, 4

<p><i>Funded revision resources with access to IT services in school to support home learning and parent confidence in supporting students at home.</i></p> <p><i>Students will be provided with additional English and maths support to ensure post 16 readiness. This will take the form of online support as well as group intervention during the school day</i></p>	<p>EdTech supports disadvantaged students effectively: EEF research finds technology can boost attainment more for disadvantaged pupils</p> <p>Practical home learning guidance aids parental involvement: EEF’s “Working with Parents” report shows supporting parents through clear guidance and reducing digital barriers yields ~+3 months progress</p>	<p>1, 2, 3, 4</p>
<p><i>Close collaboration with external providers, including careers staff (Mr Cadle). All students will have a one-to-one careers interview and guidance</i></p>	<p>EEF research shows regional collaborations—with universities, local employers, or career advisors—can improve classroom practice</p> <p>One-to-one interviewing builds preparation and self-awareness: A study involving careers staff showed that mock interviews significantly improve students’ confidence and employability skills—especially through targeted feedback.</p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £ TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
Careers interviews	All KS4 students provided with a careers interview to support with post 16 pathways and ensure they are well supported in gaining their first choice destination	1, 2, 3 and 4
Financial support for PP students to attend any school trips	Supports academic progress and build additional cultural capital through new experience. Helped support career aspirations. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 2 and 3
Music - Individuals and/or small based	Offering all PP students who wish to learn a musical instrument have the opportunity.	2, 3 and 4

<i>tuition package from Inspire</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
<i>Cooking ingredients</i>	<i>PP students provided with cooking ingredients when required to support in participation</i>	<i>1, 2 and 3</i>
<i>Stationary and equipment/uniform</i>	<i>PP students provided with equipment where needed to ensure no barriers to learning in lessons</i>	<i>1 and 2</i>
<i>Breakfast Club</i>	<i>Offered to all students every morning, a wide range of food and beverages available.</i>	<i>1 and 4</i>
<i>Soft Touch</i>	<i>Specific students offered the chance to work with a team of creative leads and work on a variety of projects. Further opportunities to attend different workshops and go on Trips with the Soft Touch organisation.</i>	<i>1 and 4</i>
<i>Afterschool enhancements</i>	<i>There are a wide range of sports clubs available via the PE department, some that are provided from outside providers too. Around the school there are alternative extra-curricular opportunities on offer.</i>	<i>1, 2, 3 and 4</i>
<i>Homework Club</i>	<i>Supported by a team of Teaching Assistants, computer access and wider resources.</i>	<i>1, 2, 3 and 4</i>
<i>Orbyts</i>	<i>Leicester University Scheme to encourage students into STEM subjects. Researchers work on real projects with our students; students then share their findings and project outline at a Conference.</i>	<i>1, 2, 3 and 4</i>
<i>Reward Points</i>	<i>These can be traded in and be used to purchase a wide range of items.</i>	<i>1, 2, 3 and 4</i>
<i>Student Parliament</i>	<i>Representatives from all year groups and all tutor groups work together to ensure students have a voice that is heard. This is used to vote on school and community related matters.</i>	<i>1, 2, 3 and 4</i>
<i>Treat a family Friday</i>	<i>£20 3 a week to any student with 100% attendance for that week to promote attendance.</i>	<i>1, 2, 3 and 4</i>
<i>Win an IPAD</i>	<i>1 x half term of 100% attendance means students get an entry into the drawer</i>	<i>1, 2, 3 and 4</i>
<i>Project Enable</i>	<i>External company providing dance and performance training to students</i>	<i>1 and 4</i>
<i>Moving Together</i>	<i>Provided by CURVE theatre to enhance the students experience of live performance</i>	<i>1 and 4</i>

Total budgeted cost: £ TBC

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The Herewoode Academy is a new school that is part of the Nova Education Trust. Based on historic data from the previous school based on the site, the school has some significant challenges that have been identified.

These include historic performance data showing a clear gap in academic performance.

	All	PP
4+ EM	53.7%	42.7%
5+ EM	27.8%	17.5%
7+ EM	5.4%	4.9%
Average Total Attainment 8	39.38	33.66

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
dance and performance training	Project enable
CURVE theatre	Moving together
Leicester University Scheme to encourage students into STEM subjects.	Orbyts
Well being	Soft Touch

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.