Pupil Premium Strategy

2025 - 2026

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	London Nautical, City of London Academy
Number of pupils in school	515
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers)	3 years (2025-26, 2026-27 and 2027-28)
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Michael Schofield
Pupil premium lead	Amir Ali

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£208, 448
Recovery premium funding allocation this academic year	TBC
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	TBC
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	TBC

Part A: Pupil premium strategy plan

Statement of Intent

At London Nautical, City of London Academy we believe in excellence for all and have the highest expectations for every one of our pupils. Our success as a school is built upon a strong foundation of high standards, coupled with a relentless focus on improving the quality of teaching, learning and engagement, to ensure that all pupils are given every chance of developing the knowledge, skills and attributes to prepare them for their future through our exciting curriculum.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We strive to raise lifelong aspirations and focus on removing barriers to learning and achieving excellence. Our Pupil Premium Strategy aims to address the barriers our disadvantaged children face and through rigorous tracking, careful planning and targeted support and intervention; providing them access and opportunities to achieve academic success, build cultural capital and enjoy their learning.

We aim for every single one of our disadvantaged children to reach at least national expectations in all areas. As a minimum, we want this group to achieve in line at which all non-disadvantaged pupils nationally achieve.

Quality first teaching is at the heart of our approach, with a focus on areas in which pupil premium pupils require the most support in school. This is proven to have the greatest impact on closing the attainment gap and at the same time will benefit the non-pupil premium pupils in our school. This process is supported by a pastoral system that assists students in overcoming social, emotional and behavioural barriers to success.

Evidence suggests that participation in extra-curricular opportunities improves attendance, behaviour and peer relationships for all students, including lower income families. Our enrichment provision will be a key strategy in improving the well-being and cultural capital of our disadvantaged cohort, allowing them to excel.

The Pupil Premium strategy is fully embedded within whole-school improvement and is integral to the School Development Plan. Meeting the needs of disadvantaged students, and driving their academic success, engagement in learning, and access to cultural capital, is a key priority in the SEF and is incorporated into the 2025–26 appraisal cycle.

Challenges

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

Challenge number	Detail of challenge
1	Inconsistent performance of our non-PP students where progress and attainment of our disadvantaged pupils is below the progress of our non-disadvantaged pupils.
2	Inconsistencies in the teaching of disadvantaged students in different subjects. Intent and implementation of curriculum to ensure all teachers are upskilled so all students (especially PP) have access to the curriculum and the highest quality of teaching standards
3	Improve Attendance and Punctuality – Our data over recent years shows that attendance among disadvantaged pupils has been slightly lower than that of their non-disadvantaged peers. Disadvantaged students are disproportionately affected by absenteeism, which research indicates has a negative impact on their academic progress.
4	Prior attainment indicates lower reading ages and literacy gaps. Pupils eligible for Pupil Premium enter the school with lower reading ages compared to their non-Pupil Premium peers.
5	Data suggests that Pupil Premium students are at a higher risk of exclusion due to ongoing behavioural issues. Such behaviour negatively impacts both their own learning and that of their peers. Behaviour analysis indicates that, in some year groups, disadvantaged students receive a disproportionate number of logged behaviour incidents. This results in time out of class, which can adversely affect their attainment.
6.	Due to external financial pressures and aspirational barriers, Pupil Premium students may be less able to participate in trips, extracurricular activities, and fully engage in the life of the school.
7.	High levels of social, emotional, and mental health challenges, including anxiety, depression, and low self-esteem, are evident among students. These issues are partly driven by concerns about catching up on lost learning and future exams or career prospects. Disadvantaged pupils are disproportionately affected, which can impact their attainment.

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 significantly improve the outcomes of students at key stages 4 and 5 through an exceptional quality of education, that meets the aspirations of parents and pupils in a safe and socially secure environment	- Raising Attainment – Ensuring 70% of students achieve a grade 4+ and 50% achieve a grade 5+ in English and Maths Basics. - Overall groups PP/BCR, PP/HPA PP/SEN-K to improve 4+ and 5+ basic measures in line with cohort - Improved post 16 academic outcomes to +0.2 and above - Targeted intervention implemented for students at risk of underachieving.
Develop teachers who are knowledgeable and passionate about their subject, engage in research and plan sequenced lessons that inspire curiosity and develop independent, autonomous students.	100% of all teaching is in line with whole school expectations with a focus on PP students to make sustained progress. - Full implementation of habits of learning and Teaching and Learning Framework. - All teachers are either effective or expert in all aspects of habits of learning. - Learning walks, book checks, PDV's and curriculum reviews identify that all students experience lessons that enable at least good progress to be made.
Improve attendance levels to 95% of PP students	- Pupil Premium students will achieve attendance in line with national averages and the school target of 95%. - PA rate for PP will be in line, or lower than national averages. - To reduce the in-school attendance gap between Pupil Premium and non-Pupil Premium students to 0%.
Improve pupils reading fluency across the school.	- Year 1- All students have reached within two years + of their chronological reading age by the end of KS3. - Year 2- All students have reached their chronological reading age by the end of KS3. - Literacy is fully embedded across the curriculum - Increased number of students reading for pleasure - All students can access the curriculum without any literacy barriers. - Increase in students vocabulary especially tier two and tier three words - Improved attainment in all subjects

To support Pupil Premium students with behavioural needs that are adversely affecting their academic progress.	• Reduce the number of behaviour incidents logged for PP students, • Reduce the number of fixed term suspensions • Embed COLAT Behavioural Expectations across all areas of the school. • Learning walks and behaviour data show effective use of behaviour for learning strategies and routines in line with whole school policy
Pupil-premium students have equal access to extra-curricular activities i.e. clubs and trips.	• Percentage of clubs and trips attended by pupil-premium is in greater proportion to the weighting within cohort • Increased range of extra-curricular activities and trips which effectively enhances the curriculum offer for PP students • 100% of subjects offer opportunities for clubs and trips
To ensure access to medium to long term counselling support for students identified in need	• Impact through engagement in learning. • Improved confidence and self-esteem • Improved attendance. • Enhanced ability to attain and achieve at school

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: £125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Aligning with COLAT Teaching and Learning Framework- Staff training for habits for learning and Teaching and Learning Framework full implementation September 2025. Whole staff, cluster groups, individual.		2
Effective monitoring and live coaching in support of embedding habits for learning: STAR; Checking for Listening; Call and Response; Turn and Talk; Cold Call; Whole Class Checking for Understanding; Whole Class Ruler Reading	The EEF report on school improvement stated that high quality teaching is the best level of improved pupil attainment and overall school improvement. Their recommendation is that effective teaching is based on developing cognitive strategies and metacognitive strategies to support students' learning.	2
On-going staff training focused on a variety of formative assessment techniques, such as questioning, exit tickets, quizzes, mini whiteboards, peer and self-assessment, and live marking, to gauge student understanding. Develop a whole-school assessment framework to ensure summative assessments are rigorous, consistent, and aligned with the curriculum across all departments designed to assess deep understanding of key concepts, rather than superficial knowledge, to promote long-term mastery of content	EEF suggest + 6 months feedback to learners EEF suggests +8 months progress for metacognition and self-regulation. Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) suggests that selected methodologies are most effective at improving student outcomes. This is further supported by the EEF ToolKit (2021) which claims significant improvement in learning e.g. Interleaving and questioning +7 Months. Assessment for learning / feedback + 6 months	2

Embed the revised Marking and Feedback Policy to ensure developmental feedback, pupil response, and impact on learning are consistent across all key stages. Introduce revised feedback policy that aligns with COLAT assessment framework and wider expectations. Implement staff training on 'live' marking in support of revised Marking and Feedback policy.		
	Evidence that supports this approach	**Challenge number(s) addressed**
Cultivate a Culture of Reading and High Literacy Incorporate tiered vocabulary teaching in all subjects to ensure students are exposed to and can confidently use subject-specific and academic language. Have a HLTA specialising in reading. Extended writing tasks are a consistent theme in lessons across all subjects to develop students' ability to articulate their thoughts, structure their ideas, and engage with complex topics.	EEF Improving Literacy guidance report (2019) recommendation 2 is to Provide targeted vocabulary instruction in every subject	4

Pilot SPARX Reader in preparation for whole school launch in 2026 Monitoring and successful intervention strategies for less literate students. SEND team provide literacy interventions through Lexia sessions, phonics training, and comprehension support for students with identified literacy needs. Regular testing of all students using the GL baseline assessments to continually monitor students reading age	Regular tracking will enable us to rapidly diminish differences in reading ages of PP pupils. EEF study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months additional progress. EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions and to support students with the weakest levels of literacy, particularly in Year 7.	
Students who need support with reading are removed from Spanish lessons and given additional support using Abigail Steel Phonics lessons. The majority of LSA staff are trained on AS Phonics and can deliver. Students in 7C/8C receive additional support with reading in Enrichment (7C) and removal from Spanish. Small group interventions working on Lexia.	All subjects focus on SPAG within their subject areas. Teaching spelling, grammar and punctuation explicitly can improve students' writing, particularly when focused on meaning Recommendation 5 Improving Literacy in Secondary School	
Build in weekly reading across one period a week from January for KS3. Period one Monday etc 10 minutes of collective reading. Expand the school library's collection to include a diverse range of books, ensuring there is representation of various cultures, backgrounds, and genres to appeal to all students.		

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

Budgeted Cost: £ 50,000

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

To continue to improve the outcomes of students at key stages 4 and 5 through an exceptional quality of education, that meets the aspirations of parents and pupils in a safe and socially secure environment. To ensure that Year 11 Pupil Premium students have access to all necessary revision materials and resources, both during and outside of lessons. Provide additional classes and small-group interventions in English and Maths at both KS3 and KS4. Some students may take one fewer subject to allow greater focus on English and Maths. Implement a Year 11 revision programme led by teachers for targeted Pupil Premium students, taking place after school, during lunchtimes, tutor times, Saturdays, and school holidays. The Saturday School programme provides targeted tuition for key students across the full curriculum. Disadvantaged students will be targeted for attendance at intervention sessions, with participation levels in line with the wider cohort. Evaluate and analyse progress of pupil premium students using SMID, learning walks, book scrutinies, PDV's and include key crossover groups of PP/SEN//BCRB and HAP students The effective use of SMID/4matrix by teachers and leaders to monitor student progress against targets, identifying areas of improvement for both individuals and groups Target and support subjects areas where PP students have	Rigorous monitoring and tracking of pupil progress through both faculties, and SLT link. Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020) Disadvantaged students have been disproportionately adversely affected in academic years 2019/2020 and 2020/2021 due to the national lockdowns, disruption to face-to-face teaching, and individual and cohort isolation. These have caused a gap in learning for all students, but particularly pupil-premium students who may have lacked the resources or support for home learning. One to one and/or small group tuition aligned closely to individual need is recognised to provide a platform for accelerated student progress	1 and 2 1 1 1 1

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been underperforming over the last two years through a) CPD b) small group intervention c) revision resources . Monitored through school quality assurance measures (exam/data analysis/drops, appraisal and PDV's. PPE Data Review Meetings - HODS and DoC to meet with SLT to review performance of students and key groups in PPEs and identify key impactful steps in run-up to summer exams.		
Provide a homework club for KS3 and KS4. TAs are employed to support students with organisation and completion of independent learning tasks Homework club provides students with an appropriate space and support and resources to complete homework, coursework, revision and independent study. This includes space to access online resources. Track and monitor students who fail to complete homework, with a focus on Sparx Maths, Sparx Reader, and Sparx Science. Run Sparx intervention clinics and reduce the number of Pupil Premium students attending detention for non-completion of homework.	School surveys indicate that disadvantaged pupils are less likely to have access to a suitable space for completing home learning. Homework completion will be monitored, and engagement in independent learning tracked, as it is a key way for students to access the curriculum and consolidate knowledge for long-term retention. Developing this scholarly habit also supports success in Year 11 exams and post-16 study.	1

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance levels to 95% of PP students and improve punctuality to school Reduce the gap at KS4 between PP and non-PP students Embedding principles of good practice set out in DfE's Improving School Attendance advice and the development and implementation of Attendance Strategy – including workstreams linked to attendance bandings. Research 'Taking boys Seriously' project and use aspects to improve attendance, attainment, aspirations and well-being. Introduce a structured attendance escalation procedure with clearly defined steps for addressing patterns of poor attendance aligned with Trust policy and processes. Briefings about any existing attendance issues through quality assurance by HOY in pastoral meeting**s**	The Department for Education (DfE) published research in 2016 which found that: • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • The attendance of PP students to school is significantly below National expectations Ensure parents of PP students feel safe and confident engaging with school. . Attendance Manager and heads of year arrange appointments with poor attenders. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/monitor-the-impact-of-approaches. https://www.ulster.ac.uk/__data/assets/pdf_file/0016/1511242/UU-TBS-Principles.pdf EEF Toolkit Parental Engagement suggests +3 months progress.	3

Ensure all identified PP students with poor attendance to school have access to key staff including Attendance Officer Educational Welfare Officer, school social worker and Heads of year. Barriers to attending school are identified and a personal attendance plan is completed. Resources are provided through google classroom to support learning of poor attenders. Work with parents early on to establish the importance of attendance, providing resources and support to families struggling with getting their children to school. Increased use positive reinforcement (e.g., attendance rewards, recognition) to encourage students to attend regularly, reducing the likelihood of escalation to more serious attendance concerns.	14	
Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**

Consistency in cultural implementation around routines for learning, including attention in class, and in class/out of lesson behaviour and culture aligned with COLAT Behaviour expectations. Embed the COLAT Behaviour Microscripts across all areas of the school to ensure consistency in expectations, routines, and language used by staff. Introduction of STAR to improve student learning behaviours (habits of attention) in lessons: Conduct regular reviews with staff regarding their role in managing behaviour, using learning walks, PDVs to ensure consistent application of behaviour policies. Frequent monitoring of Class Charts by all staff; behaviour incidents, positive behaviour, and interventions. Monitor impact through weekly behaviour analytics. Provide particular and intensive skilled support and mentoring, to disadvantaged learners through school (pastoral staffing) and external programmes . Staffing of the LSC and consequence room to reduce need for exclusion. To support PP student with behavioural needs which is having detrimental effect on their academic progress and reduce the use of fixed term exclusions	Creates a purposeful learning environment for all students. Clear expectations and boundaries for students. EEF Supporting Behaviour in Schools Guidance The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. EEF Toolkit - +3 months. Disadvantaged student outcomes will not be improved if they lose valuable lesson time. Disadvantaged students have a higher national percentage of Permanent Exclusions.	5

Establish a tiered approach to behaviour management R-W-D), with clearly defined stages of escalation based on the severity and frequency of the behaviour. Ensure staff, students, and parents are aware of the steps involved in each level of escalation.		
Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
Pupil-premium student have equal access to extra-curricular activities i.e. clubs and trips. Staff to actively promote clubs and trips to pupil-premium students via standardized wording within written communications. Ensure all disadvantaged students are supported and prioritised in the decision making of their extracurricular activities. An increase in participation in enrichment activities, trips, and clubs particularly among disadvantaged pupils. Use class charts and evolve to monitor and evaluate the participation of disadvantaged students in enrichment, trips, workshops and extra-curricular clubs. Target year group and PP where the uptake is low. Subsidise trips for PP students depending on individual circumstances	University of Northampton research increase cultural capital and engagement EEF Toolkit +4 months for outdoor adventure learning Promoting cultural and other extra- curricular activities makes a real difference to children. In some cases, specific arts activities have been linked with benefits on particular outcomes. Wider benefits on attitudes to learning and well-being have also consistently been reported. However, our main objective is to ensure that all learners leave us culturally enriched regardless of socio economic factors. https://epi.org.uk/events/enrichment-for-all-what-does-the-evidence-tell-us-about-access-impact-and-opportunities-for-improvement/%20	6

Student voice and questionnaire to assess impact on trips and extracurricular activities. Ensure all positive aspects of school life have proportionate representation of disadvantaged students	17	

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure access to medium to long term counselling support for students identified in need The school employs a school counsellor. Support available for pupil premium students by the school counsellor for one to one (long or short term) therapy, drop-in sessions or group therapy this academic year. Provide targeted support to students to who require specific emotional support/intervention	Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic. EEF Toolkit Social and Emotional Learning +4 months Students who do not have enough energy through food and nourishment tend to have less focus and are at greater risk of underachieving.	7

To provide breakfast for our most disadvantaged students to support them with their wellbeing, mental and physical.		