

Pupil premium strategy statement – Norwich Road Academy 2024-2027  
September 2024

This statement details our school’s use of pupil premium (and recovery 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	90/302
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	J Miles
Pupil premium lead	J Purvis
Governor / Trustee lead	G Sadler

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,040
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£145,040

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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 recognise the importance that staff at all levels will be working together to support and promote this strategy. We will work closely with parents so they are able to understand methods of support and can access any personalized support, at any time.

In creating this strategy we have considered our context, the needs of pupils in our care and have also considered research by organisations such as the Education Endowment Foundation. We have used this research to support our decision making.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This begins with the youngest members of our school community in the early years but applies to all children in every year group. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We support our staff with high quality CPD to ensure robust curriculum knowledge and effective delivery of learning objectives. Our 'Curriculum Mantra' and 'NRA Way – Our Behaviour Curriculum' ensures a consistent approach to embed our curriculum provision.

All staff will have the highest expectations of all pupils, irrespective of backgrounds or barriers to learning. Staff at every level will nurture and support all pupils to take pride in their individual achievements.

Our approach is responsive to familiar challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Our Senior Leadership team has a strong vision and recognises the challenges that our young people face. We have dedicated roles, such as: Communication Champion, Attendance Champion, and Inclusion Lead. Leadership across the academy takes responsibility for the engagement and progress of all pupils, including those identified as disadvantaged. Staff work together in a coordinated way to fully support pupils and their families.

We aim that:

- Teaching is consistent here.
- Pupils' challenges and supported appropriately.
- Our learning environments are scaffolded to support learning.
- Responses to need are both prompt and effective.
- Children have access to a provision that is adapted to their needs.
- That we have a Pupil Premium Lead to promote and monitor this plan but that we take a whole academy approach and responsibility for it.

We understand that not all socially disadvantaged pupils receive free school means and other pupils will also benefit from this strategy.

Our strategy pulls aspects together, such as our Academy Development Plan and our continuing development of the curriculum, to meet the needs of our current cohorts. As subject leaders monitor the standards in their areas of responsibility, they will review the provision of pupils identified as disadvantaged.

Our strategy is a feature of our wider academy response to our educational recovery from the impact of COVID19. In developing the plan, we have also considered the current 'economic crises' within the United Kingdom and the impact this is having on families, including mental health. We recognize that those children identified as disadvantaged may have been impacted by this the most.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Increasing number of Disadvantaged children</b> Increasing number of pupils identified as disadvantaged within the academy community. Eg 44 pupils in October 2019, 90 pupils in September 2024.
2	<b>Attainment below National for Reading, Writing and Maths</b> Assessments for reading, writing and maths, both statutory 2024 validated and internal, indicate that Pupil attainment has not been in line with National for Pupils identified as disadvantaged. This also demonstrates a gap between those and non-disadvantaged.
3	<b>Low oral language skills</b> Observations and assessments, including Reception baseline, demonstrate that many children join the academy in both nursery and reception with underdeveloped language skills and limited vocabulary.
4	<b>Writing skills below expected standard</b> Pupils' ability to write fluently at the expected standard including composition, vocabulary, grammar and punctuation
5	<b>Social, Emotional Mental Health</b> Many of our children have experienced change and trauma in their young lives. The academy has a significant number of children who join and leave the academy, support is often needed to support personal stability. This can have an impact on engagement of learning for some pupils, which leads them to falling further behind their peers.
6	<b>Attendance</b> Pupil attendance for our disadvantaged cohort has improved but is lower for our disadvantaged cohort. Pupil Attendance and engagement is essential for academic success.
7	<b>Engagement in school life</b> Some Young People and their families are not fully engaged with school life, expectations and opportunities. Safeguarding issues that include abuse, domestic violence, neglect and attendance are frequent and require extensive support for both children and parents.
8	<b>Cultural Capital</b> Deprivation in the local community means many children have lacked life experiences, especially experienced beyond the town itself. This presents challenge when comprehending and inferring meaning from texts, impacting reading outcomes across school. This also impacts of learning withing the wider curriculum, were life experiences are drawn upon to contextualise new 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
High quality teaching and learning across the academy	<ul style="list-style-type: none"> <li>All pupils have access to Quality First Teaching</li> <li>Pupil Achievement moves closer to or exceeds National Average</li> <li>Pupils are engaged and emersed in learning</li> <li>All adult support is of high quality having a direct impact on learning</li> </ul>
Improved reading attainment for pupils identified as disadvantaged	<ul style="list-style-type: none"> <li>Standards are in line with national expectations or better</li> <li>Increase the percentage of children achieving the expected standard at the end of KS1 and KS2.</li> <li>Any gaps in attainment and progress steadily reduce</li> <li>Increase percentage of all children passing the year 1 phonics from 65% in 2024 and reduce the number of children needing to retake in Y2.</li> </ul>
Improved writing attainment for pupils identified as disadvantaged	<ul style="list-style-type: none"> <li>Standards are in line with national expectations or better</li> <li>Increase the percentage of children achieving the expected standard at the end of KS1 and KS2.</li> <li>Any gaps in attainment and progress steadily reduce</li> <li>NRA Talk for Writing procedures are embedded</li> </ul>
<p>Improved maths attainment for pupils identified as disadvantaged</p> <p>An increased percentage of children achieving the highest scores in the Y4 MTTC.</p>	<ul style="list-style-type: none"> <li>Standards are in line with national expectations or better</li> <li>Increase the percentage of children achieving the expected standard at the end of KS1 and KS2.</li> <li>Any gaps in attainment and progress steadily reduce</li> <li>Mastery mathematics is fully embedded in all classes.</li> </ul>
Pupils make good progress in their communication skills, within a supportive environment	<ul style="list-style-type: none"> <li>Learning environments support good communication</li> <li>Adults across the academy provide excellent role modelling and scaffolding</li> <li>Establish a baseline for the percentage of all pupil and PP attaining all CLL ELG and increase the percentage.</li> </ul>
<p>To achieve and sustain improved wellbeing for all pupils in our academy, particularly our disadvantaged and vulnerable pupils.</p> <p>Children and families will be fully engaged with school life.</p>	<ul style="list-style-type: none"> <li>Sustained high level of well bring demonstrated by: <ul style="list-style-type: none"> <li>-qualitative data from pupil voice, pupil and parent surveys and teacher observations.</li> <li>-decline in any behaviour incidents</li> <li>-an increase in participation of enrichment activities, particularly among pupil premium and vulnerable pupils.</li> </ul> </li> </ul>

	-an increase in active participation in home learning activities
Pupils will be provided with a range of enrichment opportunities beyond the school day and classroom	<ul style="list-style-type: none"> <li>• Pupils will have their curriculum enriched with opportunities to attend trips and visits as well as visitors into school.</li> <li>• No disadvantaged child will miss the opportunity to attend a trip or local visit</li> <li>• Disadvantaged children will be well represented in school enrichment clubs</li> </ul>
Attendance for pupils identified as disadvantaged will rise and the gap between non disadvantaged will close	<ul style="list-style-type: none"> <li>• Qualitative data from pupil and family voice</li> <li>• Attendance data will show an increase in attendance for all including children identified as disadvantaged</li> <li>• The number of Persistent Absent children will reduce</li> </ul>

## 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: £ 46,075

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupils access Quality First Teaching</p> <p>Curriculum to be reviewed throughout the academic year to tailor further to meet our current cohorts needs.</p> <p>NRA Curriculum Mantra is consistent across the academy including the 'NRA Way – Behaviour Curriculum'</p> <p>All staff in the classroom will provide effective feedback. Staff will receive regular monitoring feedback and CPD to ensure the impact of this is strong.</p>	<p>Ensuring that an effective teacher is in front of each class is a key ingredient to the plans success.</p> <p>High quality and effective feedback has a positive impact on both progress and attainment.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/feedback/">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 4, 5, 6, 7, 8
<p>Through a high quality reading and writing curriculum children make accelerated progress and achieve national benchmarks.</p> <p>In achieving this the academy will continue to use Little Wandle Phonics, with updated guidance.</p>	<p>Phonics is an important component in the development of Early Reading skills and is effective for children identified as disadvantaged. The EEF recommends that the teaching of phonics should be 'explicit and systematic'</p>	2, 3, 4

<p>Little Wandle will be introduced in Nursery.</p> <p>The academy will further embed the adapted NRA Talk for Writing approach.</p>	<p><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Embed Maths Mastery teaching across the academy to ensure a consistent approach.</p> <p>Times Table Rock Star is provided for all children from Year 1-Year 6.</p>	<p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next.</p> <p><a href="#">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence.</p> <p><a href="#">EEF Maths EY KS1 Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	2,
<p>Accurate and effective use of assessment processes to inform teaching and learning.</p> <p>PIXL resources and teacher release time to review and AT time to implement.</p> <p>A team approach around Pupil Progress, including release time.</p>	<p>Assessment is a tool that should inform planning and teaching approaches, along with feedback to learners. Effective feedback can demonstrate positive impact on progress.</p> <p><a href="#">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 4
<p>Implementation of the academies 'Communication Strategy' to all year groups.</p> <p>Explicit teaching and rehearsal of communication skills and use of new vocabulary.</p> <p>PKC Curriculum used to support vocabulary development. Embedding PKC 'Knowledge and Vocabulary recap sessions' to support the understanding and use of new vocabulary.</p> <p>Further member of staff to complete 'Communication Champion' training to strengthen current provision.</p>	<p>Addressing speech, language and communication needs in the early years can have a powerfully positive impact on health and wellbeing, educational progress and employability of children to young people.</p> <p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p>Interventions that improve oral language have a demonstrated impact.</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	3, 4
<p>Development of whole school homework scheme to engage pupils in learning beyond the classroom</p>	<p>Home learning is a strategy to engage children in learning beyond the classroom. This provides opportunities for children to revisit and embed learning including key vocabulary.</p> <p><a href="#">Homework   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 7, 8

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

Budgeted cost: £ 38,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Planned provision of English and Maths interventions provided by Assistant Teachers to support children working below the expected standard, including disadvantaged.</p> <p>This includes provision for the additional teaching of reading to support the bottom 20% of pupils.</p> <p>Little Wandle Interventions will be used for children across the academy, depending on age and need. This includes both Catch Up, Rapid Catch up and SEN Catch up programmes.</p>	<p>Phonics approaches demonstrate a positive impact on children's reading ability, particularly those from disadvantaged backgrounds.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Phonics-EEF">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Opportunities to revisit learning within a smaller group or 1:1 will have a positive impact on progress.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Small-group-tuition-EEF">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 3, 4
<p>Implementation of effective interventions to address key areas of learning with the aim of closing any gaps with the expected outcomes for the year group.</p> <p>Interventions include but this list is not exhaustive:</p> <ul style="list-style-type: none"> <li>-Wellcomm</li> <li>-Literacy Gold</li> <li>-Eklan intervention</li> <li>-PIXL therapies</li> </ul>	<p>Trained Assistant Teachers working with identified children or small groups. This strategy can be used to support children who are 'in danger of falling behind' or children working below the expected standard. There is a clear expectation that the impact of interventions will be monitored with the aim of accelerated learning leading to the end of any interventions.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Teaching-Assistant-Interventions-EEF">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 3, 4

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

Budgeted cost: £ 55,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Attendance improves with all groups, especially disadvantaged pupils.</p> <p>This includes a dedicated Attendance Team with an Attendance Champion, Inclusion lead and the wider team including the school SENCo and Pastoral support.</p> <p>The academy will offer a range of interventions to support and promote the importance of attendance. A wide range</p>	<p>Strong relationships between the academy its children and families will support positive intervention and engagement.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Parental-engagement-EEF">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	6, 7

<p>of interventions and personalised strategies will be offered to our children and their families.</p>		
<p>Pupils receive effective support to address SEMH needs, allowing them to further access the curriculum.</p> <p>The Pastoral team will provide a range of internal support, personalised as necessary including but not only: Drawing and Talking, social group activities, breakfast club, and lunchtime provision.</p> <p>The 'NRA Way – Behaviour Curriculum' will be promoted and embedded by all members of staff.</p> <p>The Pastoral Team including the Inclusion Lead, SENCo and Pastoral support will support parents with external support and provide 'in house training' to meet the needs of families, with the aim of further supporting the SEMH of our children.</p> <p>The academy will provide a range of external support within the academy to support with SEMH including Forest Schools and Counselling.</p>	<p>Strategies to support children within daily interactions and to support their ability to self regulate with the aim to develop stronger behaviour for learning.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Social and emotional learning (SEL) interventions seek to improve pupils 'interactions with others, their decision-making skills and their self-management of emotions.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/social-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5, 7, 2, 3, 4</p>
<p>Parents are well informed about the academy and become increasingly engaged with academy life and supporting their child to be prepared.</p> <p>This includes the Pastoral Lead, SENCo and other leaders monitoring collective and individual needs of parents.</p> <p>Early Trends will be addressed through support to parents in groups and individually. Parenting courses and support will be offered and led at the academy.</p> <p>External agencies will provide support to parents, this will take place both on and off site. An example is a transition package of information for reception parents who experienced having a young child within Covid.</p> <p>Regular engagement through Class Dojo, opportunities to parent workshops and increased information sharing will support parental knowledge of our curriculum.</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our <a href="#">Teaching and Learning Toolkit</a> suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/parental-engagement-guidance-report">EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/parental-engagement">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5, 7</p>
<p>Provide a range of extra-curricular activities for pupils, including disadvantaged.</p> <p>Provide a wide range of curriculum opportunities, where all children including the disadvantaged are able to participate.</p>	<p>Engagement in the arts can have a positive impact on other areas of the curriculum.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/arts-participation">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>7, 8, 6, 2</p>



<p>Promote opportunities to work within part of the community, through fund raising or learning about how we can help others in the community.</p> <p>Children identified for roles and responsibilities within the academy to develop a sense of belonging and responsibility.</p>	<p>Raising aspirations is therefore often believed to incentivise improved attainment.</p> <p><a href="http://educationendowmentfoundation.org.uk">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
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**Total budgeted cost: £ 140,040**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Speech and language development has remained a priority. We have endeavoured to maintain a language rich and high quality curriculum during the year and this remains a priority moving forward. All classrooms are language rich.

Our outcomes for EYFS GLD in 2023 were slightly below National results 67%, at 62%. The results for those pupils identified as Pupil Premium were 66.7%.

Y1 Phonics results were 65.4% for the cohort and those pupils identified as Disadvantaged 54.5%, with National results at 80.3%.

At Key Stage 1, our overall results, demonstrated that pupils are working below the Expected Standard in all National results. Reading 56% with 9% GD, Writing 53% with 6% GD and Maths 59% with 9% GD. Pupils identified as Disadvantaged achieved above 2023 National Standards with 67% achieving Reading, with 8% GD, 58% Writing and 75% Mathematics.

MTTC 20 or above 68% of all children got 68% and 14% got full marks. Disadvantaged 53%, no children scored full marks.

At Key Stage 2, results in individual subjects were lower slightly than National; Reading 68.6%, Writing 70.6% and Maths 70.6%. Pupils identified as disadvantaged achieved higher than National in Reading at 69 with 19% at GD, Writing 75% with 6% GD and Maths 63% with 13% GD.

Progress continues to be made through our Phonics and Reading schemes, which were implemented in collaboration with the English Hub. All staff have received training in this. We have targeted teaching across the academy, informed by PIXL assessments and utilising therapies. Individual tutoring is also in place in Year 6.

Attendance for 2024 has increases from 92.4% in 2022 to 94.57% which is in line with National. With pupils identified as Disadvantaged at 92.81%. We continue to target incidences of persistent absence.

Staff are held accountable for Pupil Premium regarding attainment and attendance. The ethos of trying to get 100% attendance is embedded within Norwich Road Academy due to the Inclusion and Attendance Champions celebrating attendance, rewarding children for 100% attendance, and probing the circumstances of those whose children have below average attendance.

All Pupil Premium children are identified on all plans, and all staff are aware of who their pupil premium children are. Through our annual academy evaluation and target setting process, areas of development and focus have been shared with the staff team.

Our Statement and approach will strive to improve their progress even more and have an impact on all areas of their personal, social, emotional wellbeing, improving attendance and closing the gap.

The academy has hosted a range of enrichment clubs that have been open to all children including those identified as disadvantaged, these have been well attended and further provision will be provided in 2020-2025.

## 2021-2024 Outcomes

High Quality Teaching and Learning takes place within the academy, our curriculum has developed and improved to meet the learning needs of our children. Staff have been supported by CPD opportunities.

The academy continues to make good progress and is aspirational with its aim that all children will make good progress and the gap between sub groups including the disadvantaged will close.

Pupils make good progress with their communication skills. This has been supported by the academies 'Communication Strategy.' The academy promotes a language rich environment where effective vocabulary impacts on good progress.

Attendance is improving for all groups of children including vulnerable children. The academy continues to work hard to close the gap between disadvantaged and non disadvantaged attendance.

Pupils wellbeing and enjoyment is well supported. The academy's curriculum enrichment offer is wide and provides regular learning opportunities including 'hook tasks' 'enrichment trips' and 'visitors'. The academy offers strong pastoral support and children have a sense of community within the academy. The 'NRA Way – Behaviour Curriculum' is becoming embedded, where children have a wide range of responsibilities, both of these are examples of children feeling regulated and supported within their learning environment. Feedback from the local high school indicates children from NRA settle very quickly into Year 7, with a positive attitude to learning and learning behaviours.

## Externally provided programmes

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

Programme	Provider

## 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***

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<b>The impact of that spending on service pupil premium eligible pupils</b>

## 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 or recovery premium funding.*