

# Pupil premium strategy statement September 2022

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	Norwich Road Academy
Number of pupils in school	87 Ever 6 plus 12 UK service
Proportion (%) of pupil premium eligible pupils	30% = 95/312
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	16.9.22
Date on which it will be reviewed	September 2023
Statement authorised by	Julia Miles
Pupil premium lead	Zara Seligman
Governor / Trustee lead	Greg Sadler

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,725
Recovery premium funding allocation this academic year	£10, 476 (estimated)
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	£128, 201 (estimated)

# Part A: Pupil premium strategy plan

## Statement of intent

At Norwich Road Academy we have not only considered our context and the needs of the pupils in our care, but also research conducted by organisations, such as the Education Endowment Foundation. We have used this research to support our decision making.

Our intention is that all pupils make good progress, attain well and have the foundations for a successful future. Our approach supports those children that have been identified as disadvantaged by identifying and recognising some of the challenges they face. We aim to support them in overcoming these and eradicating any gaps between them and their non-disadvantaged peers.

We believe that 'Quality First Teaching' is key to our strategy's success. This has been evidenced to have the greatest impact. This approach benefits all learners, particularly those identified as disadvantaged. We support our staff with high quality CPD to ensure robust curriculum knowledge and effective delivery of learning objectives. Our 'Curriculum Mantra' aims for a consistent approach, along with the embedding of Maths Mastery and our phonics work with the Wensum English Hub.

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 Lead and Inclusion Lead. Leadership across the academy takes responsibility for the engagement and progress for all pupils, including those identified as disadvantaged.

We aim that:

- Teaching is consistent here
- Pupils are challenged and supported appropriately
- Our learning environments are scaffolded to support learning
- Responses to need are prompt
- We utilise feedback to promote engagement and progress
- Children have access to provision that is adapted to their needs
- That we have a Pupil Premium Lead and Champion 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 meals 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. As subject leaders monitor the standards in their areas of responsibility, they will review the provision for pupil's identified as disadvantaged.

Our strategy is a feature of our wider academy response to our educational recovery from the impact of COVID19. We recognise that those children identified as disadvantaged have been

impacted the most by this. We have engaged external professionals and outside agencies as part of our response.

## Challenges

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

Challenge number	Detail of challenge
1	Increasing number of pupils identified as disadvantaged within the academy community. Eg. 44 pupils in October 2019 to 97 pupils in September 2022
2	Assessments for reading, writing and maths, both statutory 2019 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	Observations and assessments, including Reception baseline, demonstrate that many children have underdeveloped language skills and limited vocabulary.
4	Pupil attendance below National for 2019. A number of pupils have been in a PA category. This has been further impacted by recent lockdowns due to the pandemic.
5	Young people and their families' wellbeing have been impacted by the pandemic. This has affected children's engagement in the curriculum and behaviour to support 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>• Pupils are engaged.</li> <li>• Lessons are consistently effective</li> <li>• Teaching is skilled and meets pupils needs</li> </ul>
Attainment for pupils demonstrates parity for those pupils identified as disadvantage and non-disadvantaged pupils	<ul style="list-style-type: none"> <li>• Any gaps in attainment and progress steadily reduce</li> <li>• Standards are in line with national expectations or better.</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> </ul>

	<ul style="list-style-type: none"> <li>• Pupils use increasingly adventurous vocabulary</li> <li>• Good communication skills and vocabulary use contribute positively to learning and progress</li> <li>• Progress is evident from starting points.</li> </ul>
Attendance in in line with national expectations or better, with a reduction in PA, for those pupils identified as disadvantaged.	<ul style="list-style-type: none"> <li>• Academy attendance profile in line with National or better.</li> <li>• Attendance % gaps reducing between both groups and improvement overall.</li> <li>• PA for pupils identified as disadvantaged reducing and gap eradicated.</li> <li>• Support and interventions in place for families needing additional measures.</li> </ul>
Pupils wellbeing and enjoyment of schooling is supported.	<ul style="list-style-type: none"> <li>• Pupil voice surveys demonstrate that they enjoy their learning and time in the academy</li> <li>• Pupils feel well supported</li> <li>• Parents and carers know how to access support</li> <li>• A range of enrichment activities in place and pupils identified as disadvantaged are able to access should they wish.</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: £55,519

Activity	Evidence that supports this approach	Challenge number(s) addressed
Securing Quality First Teaching by providing additional QTS teacher.	The Education Endowment Foundation's guidance evidences that a tiered approach is necessary. Ensuring that an effective teacher is in front of each class is a key ingredient to the plan's success.	1

<p>Phonics and mathematics CPD for teachers and TAs to support high quality and teaching and learning. Resources to support validated phonics scheme and mastery approach to facilitate delivery.</p>	<p>Teachers and Teaching Assistant's skills and standards need to be maintained to ensure that they have the robust subject knowledge to deliver the curriculum successfully, thus supporting learners effectively. This should be part of a wider approach across the school. DfE 2016.</p> <p>This will facilitate the effective implementation of phonics teaching and mathematics Mastery approaches and ensure that resources are used effectively.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</a></p>	<p>2</p>
<p>Communication training and supporting resources to ensure that children's effective communication skills are scaffolded from entry.</p>	<p>Addressing speech, language and communication needs in the early years can have a powerfully positive impact on the health and wellbeing, educational progress and employability of children and young people:</p> <p><a href="https://norwichopportunityarea.co.uk/improving-early-communication/">https://norwichopportunityarea.co.uk/improving-early-communication/</a></p> <p>Effective communication skills support understanding and progress across the curriculum. Speaking and listening skills improve confidence and engagement.</p> <p>Interventions that improve oral language have a demonstrated impact:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1, 2, 3</p>
<p>Accurate and effective use of assessment processes to inform teaching and learning to ensure impact. PIXL resources and teacher release time to review and implement. A team approach around Pupil Progress meetings.</p>	<p>Assessment is a tool that should inform planning and teaching approaches, along with feedback to learners. Effective feedback can demonstrate positive impact to progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p>	<p>1, 2</p>
<p>Purchase, implementation and review to ensure that a validated synthetics</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>	<p>2</p>

<p>phonic scheme in consistently in place across the academy, enabling pupils to secure their phonics knowledge.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	
--	--	--

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

Budgeted cost: £32,376

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional support in phonics targeted at bottom 20% of pupils, including disadvantaged. Y1 phonics breakfast club and interventions from R upwards.</p>	<p>Close work with English Hub and associated training has reinforced the importance of a consistent and prompt response in the teaching of phonics skills.</p> <p>Phonics approaches demonstrate a positive impact on children's reading ability, particularly those from disadvantaged backgrounds:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2
<p>Implementation of interventions and 'therapies' to address any gaps and secure key learning to enable progress across the academy.</p>	<p>Assessment outcomes should be used to inform teaching and learning approaches. This assist in 'closing the gap'. The securing of key knowledge will increase pupil confidence and engagement, along with enabling further progress. Small group work is a positively evidenced approach:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	2
<p>Use of external tutors, supported by NTP, in upper KS2 to enhance academy led strategies. This enables any gaps, including those caused by lockdowns, are addressed promptly and supports readiness for next phase of learning.</p>	<p>Professional tuition can be effective at supporting pupils who need support to make targeted progress. Additional capacity is added to the substantive team to ensure that disadvantaged pupils requiring support have their needs met.  See above link.</p>	2
<p>Support the development of communication skills</p>	<p>Effective communication skills support understanding and progress across the curriculum.</p>	2, 3

<p>oral language across the academy. This includes Wellcom training and materials, resources, modelling reading and comprehension, with associated assessments and interventions.</p>	<p>Speaking and listening skills improve confidence and engagement.</p> <p>Interventions that improve oral language have a demonstrated impact:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>PISA data consistently shows that engagement in reading is strongly correlated with reading performance and is a mediator of gender or socio-economic status.</p> <p><a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></p>	
<p>Resources to support learning at home to enable rehearsal, practice and building on of key skills. These can be used in the event of remote learning (eg. Times Table Rockstars, Maths Shed etc)</p>	<p>Platforms that build on and support class or prior learning have the greatest impact:</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remote-learning">https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remote-learning</a></p>	2

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

Budgeted cost: £35,306

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Promote good attendance, challenge attendance concerns and support families to make good attendance achievable. This includes dedicated SLT attendance lead, high profile priority, rewards and breakfast club.</p>	<p>Absence from school can have a negative impact on children's attainment and progress</p> <p><a href="https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances">https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</a></p> <p>Principles of DfE guidance applied:</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	4
<p>Engage with parents to ensure that they are well informed</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is</p>	5

regarding their learning and expectations. Provide additional support and parenting advice where needed.	crucial to consider how to engage with all parents to avoid widening attainment gaps: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	
Provide a range of enrichment and extra curricular activities for pupils, including disadvantaged, such as Cultural Club, art club and sports. This facilitates a wide range of experiences and pupil engagement.	Engagement in the arts can have a positive impact on other areas of the curriculum: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	5
Support children's emotional wellbeing and behaviour by providing additional support, both in and out of the classroom. This could be 1-1 or small groups and may include strategies such as group work in Elmer's Room and Drawing & Talking.	Targeted and universal interventions to support positive behaviour have demonstrated a positive impact.  Pastoral Assistant in place to support therapeutic interventions.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	5

**Total budgeted cost: £128,201**



## 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 2021/22 academic year.

Recovery from Covid related lockdowns and the implementation of our strategy last year was still impacted and limited by Covid19. Both staff and pupils were affected by absence and restrictions to working patterns. As some year groups needed isolation, due to high incidence of Covid19, this impacted strategic interventions. Staffing absences and changes also affected delivery.

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 2022 were inline with National results, at 65%. The results for those pupils identified as Pupil Premium were 56%.

Y1 Phonics results were 79% and 67% for those pupils identified as Disadvantaged, with National results at 76%.

At Key Stage 1, our overall results, with the exception of writing, demonstrated that pupils working at the Expected Standard was above National results. However, for pupils identified as Disadvantaged this was: 46% in Reading, 31% in Writing and 46% in Mathematics.

At Key Stage 2, results in individual subjects were generally strong compared to National, however this was not translated into combined attainment in Mathematics, Reading and Writing at the Expected Standard. 38% of pupils identified as Disadvantaged achieved this.

Progress continues to be made through our new 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.

Learning behaviours across the academy have improved and Pupil Voice has shown there is a 'Love of Reading' across the academy. Our ethos was evidenced by Ofsted in March 2022, 'At Norwich Road Academy, pupils' needs are understood well. They have many opportunities to develop the personal qualities and attitudes they need to be successful'.

Attendance for 2022 was 92.4%, with those pupils identified as Disadvantaged at 90.2% (Shadow data 91.3%). 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 Leads 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.

## 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?	Service funding is used to support the emotional wellbeing of service children by creating scrap books to share with their deployed parent and a memory box of their time in the academy, to support any possible future moves. Any educational gaps caused by school moves will be addressed by assessment and targeted support.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils have demonstrated to be settled and well supported in their learning. Assessments have demonstrated progress.

## Further information (optional)

EEF evidence and research has been used to inform policy across the academy, most recently with our updated Feedback Policy (Oct 21) and the use of 'Teacher Feedback to Improve Learning'.

We have secured additional training and support for developing speech and language skills through the NOA Communication Hub. Pupil Premium funding support enables staff to undertake CPD and strategies to be implemented.

Additional wellbeing support has been accessed through Ormiston Families MHST. This training and the ability to work with MH practitioners allows us to support our pupil wellbeing and positive mental health. We have also secured a dedicated 'Pastoral Assistant' to support pupils at Norwich Road Academy.

Our responses following the recent lockdowns have been informed by our understanding of the children attending our academy and the work of the EEF, such as Covid-19 disruptions, Attainment gaps and primary school responses, May 2021