

# 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	City of Norwich School
Number of pupils in school	1742 (incl 401 in 6 <sup>th</sup> form)
Proportion (%) of pupil premium eligible pupils	27% (not incl 6 <sup>th</sup> form)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-24 / 2024-2025
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Jo Philpott
Pupil premium lead	David Hewett
Governor / Trustee lead	Matt Wells

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£343620
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	£ 343620

# Part A: Pupil premium strategy plan

## Statement of intent

### Key aims:

- To use pupil premium funding to help us improve and sustain higher attainment and progress for disadvantaged pupils that is comparable with that of non-disadvantaged pupils internally and nationally.
- To provide disadvantaged students with support and opportunities to develop their wider knowledge and cultural capital and to support their personal development.
- To improve the reading ability of disadvantaged students across the school
- To support inclusion and core skills for priority students

### How will we achieve this?

- By ensuring that high quality, research led teaching and learning is delivered to all students, with maximum benefit to disadvantaged students.
- By maximising attendance at school
- By providing precisely focussed support when and where needed, based on precise diagnostic assessment, making use of a new Additional Learning Faculty to ensure a co-ordinated approach.
- By developing students' ability to read across all key stages

### Key principals

- ensure all students are challenged in the work that they are set in order to remove any false limits.
- act early to intervene at the point need is identified across all key stages
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Ensure that the needs of the student are met through an effective pastoral system

## Challenges

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

Challenge number	Detail of challenge
1	Historically our disadvantage students perform below the level of their peers in external exams / assessments
2	Students increasingly fall into multiple categories of barriers to learning, for example being SEND and disadvantaged. Multiple barriers increase the challenge for disadvantaged students
3	Our Disadvantaged students have a poor attendance percentage when compared to other students. In 2022/2023, the gap was 8% which showed no improvement on the previous year although it was below national average. This has a negative effect on student performance with attendance and school outcomes correlating
4	Assessments and discussion show that disadvantaged students arrive in school with lower average reading ages than their peers, partly due to vocabulary deficits and to a lack of wider reading beyond school. This can lead to a lack of wider knowledge, difficulty with longer passage comprehension and difficulty in accessing the language of assessment
5	Parents of disadvantaged students are generally more reluctant to engage with the school due to historic negative experiences and to low expectation of what school can offer. This is borne out by attendance at parents evenings and other parental events where PP attendance is lower.
6	Disadvantaged students demonstrate a lack of aspiration, limited by family and social expectations and by a lack of awareness of opportunity for careers and mobility.
7	The school serves a very diverse cohort in terms of cultural experience and background meaning that students can start the same lesson from very different starting points in their background knowledge of culture and vocabulary.
8	Disadvantaged students are less engaged with co-curricular and educational visit opportunities due to a lack of confidence in putting themselves forwards, a fear of being exposed and impact of limited family expectations and engagement.
9	Disadvantaged students present a lack of 'connectedness' with the school and do not always feel a core part of the school. Disadvantaged representation in student voice is not as strong as it could be meaning that needs may be missed or not fully understood.
10	Disadvantage gender gap differences at different prior attainment points e.g. HPA and the increased impact of self-esteem and mental health on HPA girls.

## 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
Disadvantaged students will perform academically as well as their peers	The Pupil Premium gap in attainment and progress will steadily decrease over the next 3 years, working towards complete parity
Disadvantaged students become strong and confident readers	GL assessments and other reading tests reflect an improvement in reading ages across the school. This will support improved academic performance.
Improved attendance for disadvantaged pupils	Attendance for disadvantaged students is in line with school targets and shows a steady improvement over 3 years
Improved cultural awareness giving greater access to curriculum	Students are more able to access the curriculum.
Increased awareness of opportunity and aspiration for disadvantaged students	An increased % of disadvantaged students progress into FE, notably into CNS 6 <sup>th</sup> form and ultimately on to higher education or equivalent level training.
Improved involvement of disadvantaged students in co-curricular activities and educational visits across all areas.	Evolve data will show an improvement in disadvantaged involvement in co-curricular activities and educational trips.
Increased parental engagement from disadvantaged families.	Improved attendance at parent evenings. Increased engagement with parental events.
An increase in student voice and student leadership across disadvantaged students - leading to greater agency.	More disadvantaged students involved in student councils and other student voice activities and leadership

## 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: 25511

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school literacy / reading focus embedded across form time and all curricular areas.</p> <p>This includes staff CPD and purchase of reading material</p>	<p><a href="https://educationendowmentfoundation.org.uk">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,4,6,7,
Funding of Additional Learning Faculty as part of a package of intensive provision to support disadvantaged students in making rapid progress in core skills.	<a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,2,4,6,8,9, 10
Use of diagnostic assessment to drive interventions and support teaching and learning	<a href="https://educationendowmentfoundation.org.uk">EEF Blog: Learning recovery and the role of diagnostic...   EEF (educationendowmentfoundation.org.uk)</a>	1,2,4,10
Continued focus on retention and retrieval, and adaptive teaching strategies in lessons to support students' learning		1,2,10

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

Budgeted cost: £ 79413

Activity	Evidence that supports this approach	Challenge number(s) addressed
A programme of academic intervention delivered by specialist staff across all key stages. Sessions have a specific purpose and target	<a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,6,7,9
A programme of tutoring delivered by trained 6 <sup>th</sup> form students in literacy and numeracy	<a href="https://educationendowmentfoundation.org.uk">Peer tutoring   EEF (educationendowmentfoundation.org.uk)</a>	1,2,6,7,9
Funding of revision resources for students to support independent revision	75% of last years y y11 said they found their revision guides to be useful and helped them to do better	1,2,5,10
Provision of LSA support to disadvantaged SEND students hit by multiple disadvantage	<a href="https://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4

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

Budgeted cost: £236658

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of House Teams to provide co-ordinated academic and pastoral support for students in conjunction with parents	<a href="https://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,5,6,8,9,
Provision of attendance specialists to support students in overcoming barriers to attendance	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The link between absence and attainment at KS2 and KS4.pdf</a>	1,2,3,5,9
<i>Part funding of school nurse to promote physical and mental health, thereby boosting attendance.</i>	46 % of the nurse's referrals come from disadvantaged students against a cohort of 25% reflecting the increased need amongst disadvantaged students	1,2,3,5

<i>Support for provision of music lessons to disadvantaged students</i>	<a href="https://www.educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	7,8,9
<i>Hardship fund to provide books, equipment, and uniform to allow students to access school</i>	Students are unable to access their lessons unless they have equipment and uniform.	2,3,4,5,9
<i>Support for students to enable them to access trips and visits</i>	The benefits of educational visits are well known. Supporting students in accessing these trips allows disadvantaged students to reap these benefits	1,3,5,6,7,8,9,10
<i>Provision of specialist careers staff to support disadvantaged students.</i>	Gatsby Benchmarks	1,2,5,6,8,9
<i>Provision of homework club to allow students to complete homework in a quiet and resourced environment.</i>	<a href="https://www.educationendowmentfoundation.org.uk">Homework   EEF (educationendowmentfoundation.org.uk)</a>	1,2,6,8,

**Total budgeted cost: £ 341582**

## 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 2022/23 academic year.

In 2022-23 we worked hard to close our pupil premium progress gap against a backdrop of increased multiple disadvantages and increased social and economic challenge. Disadvantaged students' progress improved and the gap narrowed in key areas – e.g. English from  $-0.6$  to  $-0.12$ ; however, overall this change was small. A similar picture is reflected in attendance where our gap has remained constant, but strong against national averages.

The Additional Learning Faculty – comprising of SEND and inclusion - had a significant impact on both attendance and attainment across all year groups and was part of a focus on identifying and addressing needs lower down the school as a longer-term investment. New systems of referral were established and key literacy and numeracy intervention at KS3 was run, KS4 tutoring, and SEMH interventions and provision to reduce barriers for disadvantaged students.

Deputy House Leaders were tasked as engagement coaches to work with small cohorts of PP students in y9-10, with a focus on the attendance of these students. Case studies show that there was real benefit to this in terms of progress and attendance as well as improving parental engagement.

### 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
Academic Mentoring	NTP
Online tutoring	My tutor

### Service pupil premium funding (optional)

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



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

**Further information (optional)**