

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	1687 (including 397 in 6 th form)
Proportion (%) of pupil premium eligible pupils	29% (not incl 6 th form)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2028
Date this statement was published	December 2025
Date on which this statement will be reviewed	December 2026
Statement authorised by	Jo Philpott
Pupil premium lead	David Hewett
Trustee lead	Aron Whiles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£406350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 406350
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Aim: It is the ethos here at City of Norwich School, that all students, regardless of their socio-economic background, should have the chance to thrive and flourish both academically and personally.

At CNS we believe that every student can and must achieve unlocking the opportunities they need to be able to progress on to the right pathway to enable them to make their aspirations reality. We acknowledge that there may be barriers that may affect achievement and use Pupil Premium funding alongside the latest research (for example via Education Endowment Fund) to provide personalised support to address these (see below).

Quality First teaching is at the heart of our strategy. The high-quality implementation of a carefully constructed curriculum will always remain our key priority. Personalisation throughout the curriculum in every classroom is key to effectively ensuring our curriculum aims are met through an ambitious and challenging classroom provision supported by adaptive teaching. Through a combination of quality first teaching, targeted interventions and additional support we aim for our Pupil Premium students to make progress in line with their non-disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Ensuring all disadvantaged students have the core knowledge and skills they need to achieve the outcomes they need to progress through the curriculum and onto their next stages of education
2	Community and parental engagement in the academy and in the learning of the students.
3	Ensuring that attendance and engagement returns to above national averages and in line with peers
4	Improving levels of literacy of students in both reading and writing, removing a key barrier to accessing the curriculum
5	Increasing engagement with co-curricular and educational visit opportunities
6	Improving students' levels of independence and ability to study and self-regulate their learning effectively
7	Ensuring implementation of teaching and learning priorities and strategies are consistently embedded and having the required impact in the classroom

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
Gaps in knowledge that have arisen due to barriers to learning or to other factors are routinely identified. These gaps are eradicated through adaptive classroom practice throughout the curriculum and targeted proactive intervention strategies	Gaps that exist due to absence, and barriers to school are not impacting on students' abilities to make progress. Students make excellent progress through the curriculum at CNS, culminating in Disadvantaged students continuing to make greater progress than other students nationally and the internal gap between disadvantaged and non-disadvantaged students is reduced
Ensure that changes to circumstances of families in the community are accurately identified in pupil premium status and implemented strategies All families who are entitled to FSM support are accessing it.	House teams effectively identifying challenges/barriers/interests for all students enabling more bespoke support for disadvantaged students.
Re-engage parents in physical visits to the academy wherever possible to maximise the impact of time we have with them on transition, behaviour, attendance or supporting learning from home.	Improved overall attendance for disadvantaged students Reduced persistent absence for disadvantaged students and improved participation in extended learning opportunities.
Increased awareness of opportunity and aspiration for disadvantaged students	An increased % of disadvantaged students progress into FE, notably into CNS 6 th form and ultimately on to higher education or equivalent level training.
Continued refinement and improvement of student independence with a coherent focus on knowledge and retention, literacy, numeracy and metacognition.	Disadvantaged students have high levels of literacy, numeracy and can study effectively independently. Disadvantaged students attain well and make excellent progress in external examinations.

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: £ 51148

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school reading focus embedded across form time and in curriculum areas This includes staff CPD and purchase of reading material	Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1, 2, 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.	Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 6, 7
Use of diagnostic assessment to drive interventions and support teaching and learning	EEF Blog: Learning recovery and the role of diagnostic... EEF (educationendowmentfoundation.org.uk)	1, 2, 6, 7
CPD continued focus on retention and retrieval, and model for teaching and learning. Focus on adaptive teaching strategies in lessons to support students' learning	Supporting high quality teaching is pivotal in improving children's outcomes, with research showing us that high quality teaching can narrow the disadvantage gap, CPD at CNS is focussed on the areas we know will have the biggest impact on challenges our cohort face in their learning	1, 2, 6, 7
Use of TA Support and recruitment of additional support for high needs students	Large body of work continuing based on EEF work around effective deployment of Teaching Assistants.	1, 2, 6, 7

Providing materials for independent study and extended learning	All students in the academy are provided with paper based materials to support their extended learning and independent study and are directed on the best methods for recall and retention of knowledge. KS4 students are provided with key resources and revision support as required on personalised basis	6
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 124545

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	Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 6
A programme of tutoring delivered by trained 6 th form students in literacy and numeracy	Peer tutoring EEF (educationendowmentfoundation.org.uk)	1, 2, 6
Funding of revision resources for students to support independent revision	Personalised resources purchased to meet direct need of revision materials where required	6
Provision of LSA support to disadvantaged SEND students hit by multiple disadvantage	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 6, 7
Mentoring through form tutors, House Teams and SLT	Mentoring in education can add two months progress to students based on EEF findings. Form tutors mentor disadvantaged tutees, and in KS4 disadvantaged students are mentored by a senior middle leader or a senior leader to support academic guidance where needed	1, 2, 3, 4, 6
Prioritisation in groupings, directed study with staff and interventions	Disadvantage students are prioritised for P0 interventions, ALF interventions and groupings discussions and conversations	1, 3, 4, 6

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

Budgeted cost: £ 230657

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	Parental engagement EEF (educationendowmentfoundation.org.uk)	2, 3, 4, 5, 6
Provision of attendance specialists to support students in overcoming barriers to attendance	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	3
Part funding of school nurse to promote physical and mental health, thereby boosting attendance.	46 % of the nurse's referrals come from disadvantaged students against a cohort of 25% reflecting the increased need amongst disadvantaged students	3
Support for provision of music lessons to disadvantaged students through peripatetic lessons and the music band van	Arts participation EEF (educationendowmentfoundation.org.uk)	5
Hardship fund to provide books, equipment, and uniform to allow students to access school	Students are unable to access their lessons unless they have equipment and uniform.	2, 3, 6
Support for students to enable them to access trips and visits	The benefits of educational visits are well known. Supporting students in accessing these trips allows disadvantaged students to reap these benefits	2, 3, 5
Provision of specialist careers staff to support disadvantaged students.	Employment of L7 qualified careers lead and external independent L7 advisor contracted into the school to ensure students have access to high quality and aspirational careers guidance in accordance with meeting Gatsby benchmarks	1, 2, 5, 6
Provision of homework club to allow students to complete homework in a quiet and resourced environment.	Homework EEF (educationendowmentfoundation.org.uk)	2, 6
Breakfast club	Provides all students a space to attend before the academy day and allows targeting of disadvantaged students to ensure they are eating breakfast prior to the school day. This will help promote attendance, health and academic support	2

Total budgeted cost: £ 406350

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 2024/25 academic year.

KS4 Raising Attainment	Disadvantage first approach to supporting students in lessons, interventions and RAP directly impacted disadvantage students halving the gap between disadvantage and non-disadvantage
Parental Engagement	Increased numbers of parents at parental events, including progress evenings, meetings and celebration events
Transition	Widening of KS2/KS3 transition providing opportunities for disadvantaged students in the local area engaging with CNS
Teaching and Learning	Directed CPD on Quality First Teaching Practices and adaptive teaching pedagogies canonised in the CNS T&L handbook and observed in CNS Lessons
Interventions	Additional Learning Faculty providing needs met interventions for students supporting academic, welfare, mental health and behaviour. Enabling students' barriers to learning through disadvantage to be reduced or removed and disadvantage students being able to engage in classroom learning
Literacy	Additional Learning Faculty raising literacy through interventions e.g. Lexonic programme alongside bespoke reading interventions focussed on disadvantaged students closing the gap
6 th form admissions	Changing admissions criteria after data review of pupil premium qualifies students giving students contextualised offer
Careers	Clear programme in place in PSHE/assemblies and through bespoke form time activities. Preferences into Y10 with Work Experience success stories with key children who are PP
Student engagement – community, visits and co-curricula	High engagement in sports and whole cohort trips and visits. Funding is in place supporting access to music and the arts
Attendance	New mentoring programmes in place through pastoral system and new employment to support attendance team. Close work with families and agencies is lowering PA and SA

Rewards	Disadvantaged students are well rewarded through activities, celebrations and systems
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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
Online tutoring	My tutor

Further information

At CNS there is a specific group of white British girls of whom some qualify for pupil premium and some do not. This group require specific strategies and support to engage with school and the taught curriculum. Additionally, there is a direct link with this group and Mental Health and wellbeing.

As a school CNS understands and works to support students who fall into multiple vulnerability categories. At CNS we define these as disadvantaged, children in or known to social care, SEND and white British socio-economic working-class girls.