



# PUPIL PREMIUM STRATEGY STATEMENT

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<b>Approved by:</b>	Andrea Bell	<b>Date approved:</b>	

# Pupil premium strategy statement – New Road Academy

## School overview

Detail	Data
Number of pupils in school	1102
Proportion (%) of pupil premium eligible pupils	48%
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	October 2024
Date on which it will be reviewed	October 2026
Statement authorised by	A Bell
Pupil premium lead	J Smith
Governor / Trustee lead	

## Funding overview 2024 - 2025

Detail	Amount
Pupil premium funding allocation this academic year	£ 547 790.00
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>	£ 547 790.00

## Funding overview 2025 – 2026

Detail	Amount
Pupil premium funding allocation this academic year	£ 532,259.00
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>	£ 5532,259.00



# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is for all students to make strong progress in a broad range of subjects, regardless of their starting points or potential disadvantage. Our school is committed to ensuring that every student has access to high-quality education and opportunities for their personal and academic growth.

Our objectives are:

1. Raise attainment: to improve academic outcomes for pupils eligible for the Pupil Premium funding, ensuring they achieve at least in line with their peers.
2. Enhance well being: to support the social and emotional well being of disadvantaged students, creating a safe and nurturing environment
3. Increase engagement: to foster greater engagement in learning through targeted interventions, extra-curricular activities and parental involvement.

Our Pupil Premium Strategy Plan aims to support the child holistically, through targeted interventions based on quality data not assumptions about the impact of disadvantage.

Data is collected from a variety of sources both academic and pastoral. Leaders within our setting will support the PP plan in their individual areas of responsibility within the overarching strategy, each carefully considering how they can effectively intervene with students to improve their outcomes and well-being. All reporting and quality assurance processes maintain a focus on the progress and engagement of disadvantaged students to ensure the best for them, regardless of the challenges they face.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Social Emotional Mental Health</b> Suspensions for PP in 2023/24 show pupils in receipt of PP being suspended for school more often and for longer than NPP pupils. <ul style="list-style-type: none"><li>• 62% of suspensions were issued to PP students</li><li>• 64% of the suspended days were PP students.</li><li>• PEX was higher for PP (1) than NPP (0)</li></ul>

	As we enter 2024/25, 72% of the students with identified SEMH additional needs are PP.
2	<p><b>Attendance</b></p> <p>To achieve, pupils must attend school and lessons. PP students are more likely to have attendance below the national average. Additionally, PP pupils are disproportionately absent from school.</p> <ul style="list-style-type: none"> <li>• More than half of pupils (59%) in receipt of PP pupils were persistently absent from school last year.</li> <li>• The average attendance for PP student in 2023/24 was 80.8%</li> </ul>
3	<p><b>Safeguarding</b></p> <p>In academic year 22/23, there were more than twice as many CPOMs incidents logged for PP students than NPP students.</p>
4	<p><b>Teaching and learning</b></p> <p>Educational qualifications are the key to social mobility; the capacity to move out of poverty and other forms of socioeconomic disadvantage. In 2023, this gap between our PP pupils and their non-PP peers was further reduced compared to the 2 years previously; we must close this gap to ensure the greatest parity for our learners.</p> <ul style="list-style-type: none"> <li>• Over the last 3 years, the gap in progress for PP v NPP students has narrowed from -0.7 in 2022, -0.6 in 2023 to -0.5 in 2024.</li> <li>• Maths and English has remained steady for the last 3 years (M: -0.3, E: -0.6)</li> <li>• The open bucket gap has narrowed -1.1 in 2022, -1.3 in 2023 to -0.7 in 2024.</li> <li>• Students reading ages at last assessment show a difference of more than 6 months between PP and NPP students.</li> </ul>
5	<p><b>Cultural Capital</b></p> <p>Students who are PP are less exposed to valuable life experiences, from vocabulary to social and educational aspirations. Students need to see the possibilities and be supported to achieve through both curriculum, enrichment and careers based activities.</p> <p><i>As a result, more students are NEET at the end of year 11, and the outcomes for PP students is lower.</i></p>

## 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
PP student suspensions are reduced	Suspensions for PP students are reduced in a line with NPP students.

	<p>SEMH students, through targeted interventions and support, receive behaviour points comparable to their NPP peers.</p> <p>Rewards are used to celebrate and motivate students and encourage positive behaviour in class and in the wider academy</p>
<p>Attendance of PP students improves, and PA, and SA rates are reduced.</p>	<p>Whole school attendance will be above 92% with PP students being in line with the academy average.</p> <p>PA and SA for PP students is in line with the national average.</p>
<p>Students feel safe and supported in school</p>	<p>Safeguarding referrals for in school events are equivalent for PP an NPP students Students with SG needs are tracked, support and referred for external support, and the number of referrals is reduced.</p> <p>Student voice shows that:</p> <ul style="list-style-type: none"> <li>• 100% of students feel safe in school</li> <li>• 100% of students know where and how to seek support.</li> </ul> <p>Attendance to school improves to for students with SG needs.</p>
<p>Students complete assessments each term, in both curriculum and reading age, and identified gaps in knowledge are closed through effective in class and other interventions.</p>	<p>80% of students in KS3 are within a year of their CA following literacy interventions through the SEND team or AL curriculum.</p> <p>Improved attainment among PP students at the end of the year GL assessments, with no gap between PP and NPP students.</p> <p>Teachers effectively plan for the needs of all students, implementing targeted interventions in class. Effective RAP plans are created, used and evaluated by staff after each PAT.</p> <p>The gap between PP and NPP students is narrowed at each assessment point.</p> <p>A structured programmed of intervention for year 11 students at risk of not achieving targets implemented, tracked and monitored by KS4 leader,</p> <p>PP students complete home learning at the same rate as NPP students or better. Access to homework club is targeted and monitored to support PP students.</p>

<p>PP have raised aspiration and enhanced cultural capital through a guided careers education programme.</p>	<p>100% of PP students have a planned post-16 provision with their next step in education or training.</p> <p>careers learning in mapped into curriculum plans and reinforced within the classroom</p> <p>All trips have at least a proportionate number of PP students</p> <p>All students in KS3 are invited to attend at least 1 extra curricular club, with at least an 80% take up rate.</p>
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## 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: £ 297 883

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Investment in teaching and learning</p>	<p>We researched national best practise in the spending of the Pupil Premium funding and looked at all approaches investigated and reported by the Sutton Trust's Education Endowment Foundation's Tool Kit. The allowed us to measure estimated impact vs costs for multiple strategies. Improvements in teaching &amp; learning have a disproportionately positive impact on the progress of disadvantaged compared to non-disadvantaged students. Evidence suggests that the most effective approaches are:</p> <ul style="list-style-type: none"> <li>• Feedback (+6 months)</li> <li>• Homework (+5 months)</li> <li>• Metacognition and self regulation (+5 months)</li> </ul> <p>Homework Club runs through academic coach support</p> <p><a href="#">Feedback   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p>	<p>4</p>

	<a href="https://educationendowmentfoundation.org.uk/homework/">Homework   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/metacognition-and-self-regulation/">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>	
Pastoral teams recruitment and CPD to support with interventions to reduce negative behaviours and improve culture within school	Behaviour interventions show a +4 month impact in attainment by reducing challenging behaviour in schools  <a href="https://educationendowmentfoundation.org.uk/behaviour-interventions/">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2, 3, 4

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

Budgeted cost: £ 121 980

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resources – purchase of revision guides to support revision for year 11	<a href="https://educationendowmentfoundation.org.uk/homework/">Homework   EEF (educationendowmentfoundation.org.uk)</a>	4
<i>Extra-curricular activities</i>	Arts participation has a positive impact on academic outcomes in other areas of the curriculum  <a href="https://educationendowmentfoundation.org.uk/arts-participation/">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	4
<i>Homework club</i>	Supporting the completion of homework  <a href="https://educationendowmentfoundation.org.uk/homework/">Homework   EEF (educationendowmentfoundation.org.uk)</a>	4
<i>After school interventions</i>	Individualised instruction with older pupils of secondary age tend to show higher effects.  <a href="https://educationendowmentfoundation.org.uk/individualised-instruction/">Individualised instruction   EEF (educationendowmentfoundation.org.uk)</a>	4

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

Budgeted cost: £ 127 927.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Careers officer to support students, raise aspirations and opportunities for students. Ensuring that students have access to access to wider opportunities for higher and further education.</p>	<p>Using careers and aspiration visits with an academic component are most likely to improve the attainment gap.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The EEF supports the need to raise aspirations of disadvantaged students to <a href="#">improve academic attainment</a>.</p>	<p>4, 5</p>
<p>Safeguarding and attendance team interventions based on weekly data.</p>	<p>Our attendance officer is supported by a Family Liaison Officer with the priority for contacting the parents of disadvantaged pupils to encourage better attendance.</p> <ul style="list-style-type: none"> <li>• This has increased attendance over time to 92% school-wide.</li> <li>• Data-driven strategies have been used to target pupils and families where a tendency towards non-attendance is emergency, and a graduated approach of attendance monitoring is then followed. Aiming improved connection between the school and families</li> </ul>	<p>1, 2, 3, 4</p>
<p>A rich offer of visits and experiences is crucial for developing cultural capital for all students. With disadvantaged students at increased risk of limited life experiences we will subsidise expenses as far as possible to</p>	<p>A rich offer of visits and experiences is crucial for developing cultural capital for all students.</p> <p>With disadvantaged students at increased risk of limited life experiences we will subsidise expenses as far as possible to ensure students' lives are enriched during their time with us.</p>	<p>4, 5</p>

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Rewards system to support the behaviour system	<a href="https://www.educationendowmentfoundation.org.uk">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a>	1,2,4
Contingency fund for acute issues	Based on our experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	All

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*In 2024, 8% of disadvantaged students gained a Grade 5 and above in English and Maths. In 2025, this rose to 13%, a rise of over 60%. In English, the proportion of students gaining a Grade 5 and above rose very slightly to 34%. In Maths, the proportion of students gaining a Grade 5 and above rose to 14%, a 40% improvement from the previous year.*

*The Attainment 8 figure for disadvantaged students rose from 2.7 in 2024 to 3.1 in 2025.*