Pupil Premium Strategy Statement

Author:			
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Approved by:	Andrea Bell	**Date approved:**	July 2026

Pupil Premium at New Road Secondary Academy

Every Child. Every Opportunity.

At New Road Secondary Academy, we believe that a child's background should never determine their future.

Pupil Premium is additional funding provided by the Government to help schools support students who may face barriers to educational success. The funding is intended to improve outcomes for disadvantaged students and help ensure that all young people can access the same high-quality education, opportunities and experiences.

Our approach focuses on removing barriers to learning, raising aspirations and ensuring that every student is equipped with the knowledge, skills and confidence they need to succeed both in school and beyond.

School overview

Detail	Data
Number of pupils in school	1040
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2026-2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2027
Statement authorised by	A Bell
Pupil premium lead	
Governor / Trustee lead	

Funding overview 2025-2026

Detail	Amount
Pupil premium funding allocation this academic year	**£559,575**
Recovery premium funding allocation this academic year ***Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.***	**£ 0**
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	**£ 0**
Total budget for this academic year ***If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year***	**£559,575**

Part A: Pupil Premium Strategy Plan
Statement of Intent

Our intention is that all students, irrespective of their background or the challenges they face, make at least good progress and achieve highly across the curriculum.
We have an ambitious, broad and balanced curriculum, which raises standards for all students within the Academy.
We are aware that for many disadvantaged students there are wide-ranging and significant barriers to learning. We aim to remove as many of these barriers as are within our control, utilising the Pupil Premium budget effectively. This includes ensuring all students have access to a warm, safe and predictable environment, are fed and provided with necessary equipment, and are given the essential knowledge that they require to achieve above national outcomes.

Our Pupil Premium strategy has taken into consideration the continuing significant impact of the pandemic and how the gap between the disadvantaged and non-disadvantaged has widened. Diagnostic assessment to ascertain the academic challenges, alongside consideration of the wider, external barriers outside of school, have been taken into account. This has then informed the selection of evidence-based approaches used to improve the life chances of all students, with a focus on our disadvantaged cohort.

High-quality teaching is at the heart of our approach. Research shows that quality-first teaching is the most important lever that will have the greatest impact on the outcomes of all students, particularly the disadvantaged. Our strategy includes investment in professional development, training and support for all staff, including Early Career Teachers, as well as recruitment and retention of all staff, which will be integral in consistently implementing the Academy's ambitious curriculum.
Our approach will be responsive to common challenges and individual needs, and is rooted in robust diagnostic assessment, not assumptions, about the impact of disadvantage. We have adopted a whole-school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve to ensure educational success for every student. We will continue to work with all stakeholders, including parents and carers, to provide support based on the needs of our students. All our approaches will be underpinned by a firm belief that where a need is identified, we will intervene early to support students to excel.

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

Challenge number	Detail of challenge
1	The gap between disadvantaged and non-disadvantaged pupils has increased over a three-year period and in recent GCSE examinations.
2	Analysis of reading age data indicated that PP students have a lower average reading age than their non-PP peers. The average reading age of a PP student at New Road Academy presently stands at 11 years old.
3	Analysis of GCSE outcomes and GL assessments indicate that basic numeracy skills for disadvantaged is lower than that of their non-

	disadvantaged peers.
4	Attendance data indicates that despite improvements over the last three years of PP attendance it is still on average 3% lower than Non-PP students
5	Student voice indicates that some Pupil Premium pupils demonstrate a fixed mindset, often expressing beliefs such as "I'm not good at this" or "I can't improve," which limits their engagement with challenging tasks. Our challenge is to embed a culture of growth mindset and explicitly teach metacognitive approaches across the curriculum, ensuring disadvantaged pupils develop the confidence and strategies to become independent, reflective learners.
6	We have identified that Pupil Premium funding are significantly underrepresented in school trips and visits compared to their peers. This limits their access to enrichment experiences that build cultural capital, confidence, and social skill key components of our wider curriculum intent. To address this, we are committed to removing financial and practical barriers, improving communication with families, and embedding equity into our enrichment offer so that all pupils can benefit from these opportunities.
7	We have identified that parental engagement has been proportionally lower amongst disadvantaged parents in comparison to non-disadvantaged parents to events such as parents' evenings, pathways and careers meetings and parental forums.
8	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 support to achieve through both curriculum, enrichment and careers based activities. *As a result, more students are NEET at the end of year 11, and the outcomes for PP students is lower.*

Intended Outcomes
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
Improved attainment and progress among disadvantaged students at the end of KS4. With a focus on Basics 9-4	By the end of our current plan in 2027/28 KS4 outcomes demonstrate that disadvantaged pupils achieve: • Improve A8 score year on year • Increase the percentage of PP students achieving Grade 5+ in English and Maths by 5% compared to the previous years. • Termly data drops show consistent upward trend in PP progress scores (minimum +0.2 improvement per term). • In internal assessments and GCSE results, disadvantaged pupils perform closer in line with their non-disadvantaged peers, indicating a closing attainment gap
PP student suspensions are reduced	Suspensions for PP students are reduced in a line with NPP students. SEMH students, through targeted interventions and support, receive

	behaviour points comparable to their NPP peers. Rewards are used to celebrate and motivate students and encourage positive behaviour in class and in the wider academy
Improved reading ages among disadvantaged pupils across ALL Key stages	• The gap of students' reading ages compared with their chronological ages closes as judged by GL assessments and Lexonik programme • KS3 PP students have received reading interventions where reading age is 24 months or more than chronological age • Implement and monitor reading interventions and feedback to school leaders • The disparity between disadvantaged and non-disadvantaged pupils in reading comprehension scores is reduced
Improved numeracy skills across KS3 and KS4	• Increase PP average standardised score in GL assessments in KS3 from previous years • Reduce the attainment gap in GCSE Maths based on mock examinations taken in Spring and Summer term (Yr10) • Number of Year 11 students achieving Grade 4 or higher in maths exceeds previous academic year
Improved attendance for disadvantaged pupils across school	• Reduce PP attendance gap to 3% or less • By 2028/29, overall attendance for the school is 93% or above. • The overall attendance rate for all pupils being no more than 3% from the national and regional figures
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	• Teacher reports, learning walks and book looks indicated that students are showing PROUD expectations in their lessons consistently. • Teaching toolkit is embedded throughout all lessons to ensure that students are challenged but feel confident in their lessons • At least 80% of PP students can articulate two metacognitive strategies in student voice surveys by end of academic year • By 2028/29, internal surveys show a higher proportion of disadvantaged students agreeing that they understand how to improve their work and feel in control of their learning (reflecting improved self-regulation).
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	• Qualitative data from Stakeholder voice indicates disadvantaged pupils feel supported and happy attending New Road Academy
Improved engagement for disadvantaged pupils in enrichment and cultural capital activities	• Increase PP participation in enrichment activities by at least 5% • Ensure that ALL PP students attend at least one trip or enrichment activity during the year 2026/27 • Track termly participation data and report to SLT/HOY
Improved engagement for disadvantaged parents in school activities such as parents' evenings, pathways events	• Increase PP parent to KS4 parents' evenings by 5% • Increase PP parent engagement with parent voice surveys by 5%
Improve the quality of teaching through the Implementation of the LCT Learning framework	• **Remember (Activating Prior Knowledge):** Daily review and retrieval practice help pupils connect new learning to existing knowledge, improving retention and understanding. This is a low-cost, high-impact strategy supported by cognitive science and Rosenshine's first principle. • **Learn (Explicit Instruction):** Clear modelling and explanation

	are especially important for disadvantaged pupils who may lack background knowledge. This phase reflects the principles of mastery learning, which the EEF rates as having a moderate impact (+5 months), particularly when paired with feedback and support. • **Practice (Guided Practice with Feedback):** Formative assessment and feedback during this phase are rated by the EEF as high impact for very low cost (~+6 months). Feedback that is specific, actionable, and metacognitive in nature is especially beneficial for lower attainers. The LCT framework's emphasis on live feedback and responsive teaching mirrors the EEF's findings from its Embedding Formative Assessment trial. • **Review (Independent Practice and Consolidation):** Independent application of learning, followed by structured review, supports long-term retention. Rosenshine recommends aiming for 80% success before moving on. The LCT model includes exit tasks and review activities to check understanding and inform next steps. • **Metacognitive Strategy Instruction:** Teaching pupils how to plan, monitor, and evaluate their learning is one of the most cost-effective strategies identified by the EEF, with an average impact of +7 to +8 months. This is particularly effective for disadvantaged pupils and is embedded throughout the LCT framework. • Metacognition and self-regulation | Teaching and Learning Toolkit | EEF

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: £ 309,672

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in teaching and learning	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 & learning have a disproportionately positive impact on the progress of disadvantaged compared to non-disadvantaged students. Evidence suggests that the most effective approaches are: • Feedback (+6 months) • Homework (+5 months) • Metacognition and self regulation (+5 months)	4

	Homework Club runs through academic coach support Feedback | EEF (educationendowmentfoundation.org.uk) Homework | EEF (educationendowmentfoundation.org.uk) Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk)	
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 Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	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
Morning Revision Breakfast for KS4 students during examinations	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	1, 2, 3
Morning breakfast club	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	
Targeted Maths intervention before and after school	Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1 , 3
Staff will have directed time to carry out interventions for Year 11 students	Evaluating Afterschool – After School Alliance EEF – Extending School time : Impact 3 months Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1 , 2 , 3
Lexonic Leap and Advance are used to support students with below chronological age reading age.	• Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF	1, 2
Academic mentoring for disadvantaged students from Middle Leaders	• EEF – Mentoring	1 , 2
Additional Provision to support during examinations	• EEF Guidance on Report Special Education Needs	1 , 2 , 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)
Budgeted cost: £ 127 927.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding Expected standard	Working together to improve school attendance	5

outlined in DFE guidance on attendance: -Attendance Lead -Effective procedures and processes -Use of diagnostic tools	(August 2024)	
Contingency fund for acute issues, whilst also considering the impact of the cost-of-living crisis. This will include assessing students' individual needs and applying funding to their situation. This could include uniform, transport or specific equipment. This is not an exhaustive list and is an embedded strategy the Academy has used.	NFER – Cost of Living crisis: Impact on schools	1, 2, 3, 5,6,7
Increase the number of parents and carers for disadvantaged students engaging within the school community. • Coffee mornings • Parents Evenings • Pathways events • Transition events	EEF Toolkit: Parental Engagement EEF Guidance: Working with parents to support learning DFE Review of Best Practice in Parental Engagement	1, 4, 5, 6, 7
A fully mapped programme to enhance the curriculum which includes: • Visits to enhance cultural capital each academic year (Residential, theatre, Zoo, Theme Park) Financial support to ensure participation in school trips and visits	Cultural capital and the extracurricular activities of girls and boys in the college attainment process (Kaufman and Gabler, 2004) EEF – Arts Participation	**6**
SEMH support through the Emotional Health and Wellbeing pathway for students		4,5,6

Total budgeted cost: £377,085

Externally provided programmes

Programme	Provider

Self Esteem and Anger Management	Bright Stars Boxing
SEMH	Project Farm
SEMH	Saplings
SEMH	House 1
SEMH	Bright Star Education
SEMH	CrossFit Shropshire
Self Esteem and Confidence	Smashlife
Communication and Interaction	Spectra

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Students are guided via our strong pastoral system, with experienced staff who support their learning. All students have Form Tutors who serve as academic mentors to track their progress. Heads of Year and Pastoral Managers offer further support, as required, accessing the services of external agencies and family support. Students are encouraged to attend trips and visits as well as extra-curricular opportunities to build friendships and a sense of belonging. A dedicated member of staff (pastoral manager) is available to support service pupils with anxiety and loss when a family member is deployed As part of our ongoing support for Service children we also now track that as a subgroup within the PP tracking documents to ensure that they are receiving support when needed. Service children also have been taking part in the Blue Skies Project working with the Jon Egging Trust. Service Children have also been given the opportunity to work closely with the charity Beyond the Uniform which is offering SEMH support for those children who's parents are serving overseas.