

Pupil premium strategy statement

This statement details our school’s use of pupil premium over the next three years: 2024– 2027. The intent is to help improve the attainment of all our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Nelson Academy
Number of pupils in school (including Nursery)	403
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers	2024/2027 3 Year Strategy
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sarah Wilson - Principal
Pupil premium lead	Sarah Wilson - Principal
Governor / Trustee lead	Glen Gates – Academy Committee Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,320 £ 202 (EYPP) £
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	£198,522

Part A: Pupil premium strategy plan

Statement of intent

At the Nelson Academy our aim is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. Our key drivers are; raising aspirations, widened opportunities for developing learning and the pursuit of excellence through risk taking so that everyone is '**Achieving Through Learning**'. The progress and attainment of disadvantaged pupils will be in line with that of their non-disadvantaged peers and therefore, there should be no gap in performance between these two cohorts of pupils. Ultimately, we aspire for all pupils for whom the school receives pupil premium funding to make accelerated progress. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable children, such as those who have a social worker and young carers. The activity we have outlined in this Pupil Premium Strategy is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our Pupil Premium Strategy, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will also benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The progress and attainment made by these two cohorts of pupils (disadvantaged and non-disadvantaged) will be continually monitored by class teachers and the Senior Leadership Team throughout the year. This will include termly pupil progress meetings where any pupil who is not making expected progress can be quickly identified, and intervention can be put in place to ensure that they do not fall behind.

Our Pupil Premium Strategy will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- information with regard to potential barriers is passed to new teachers at the end of each academic year

We continue with a school culture of high expectations. Therefore, at the heart of our Pupil Premium Strategy will be a focus upon achieving better than expected outcomes in EYFS and Key Stage One. With earlier identification and support, these pupils will be more likely to achieve higher outcomes by the end of Key Stage Two.

Challenges

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

Challenge number	Detail of challenge																											
1	<p>Poor attendance and punctuality - Our attendance data over the last 8 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <table border="1"> <thead> <tr> <th></th> <th>2016/2017</th> <th>2017/2018</th> <th>2018/2019</th> <th>2019/2020</th> <th>2020/2021</th> <th>2021/2022</th> <th>2022/2023</th> <th>2023/2024</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>96.09%</td> <td>95.86%</td> <td>95.24%</td> <td>94.80%</td> <td>95.95%</td> <td>92.08%</td> <td>92.47%</td> <td>93.16%</td> </tr> <tr> <td>FSM</td> <td>93.66%</td> <td>94.15%</td> <td>94.42%</td> <td>93.98%</td> <td>95.09%</td> <td>90.37%</td> <td>91.68%</td> <td>91.69%</td> </tr> </tbody> </table> <p>higher percentage of disadvantaged pupils have been 'persistently absent' compared to their non-disadvantaged peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>		2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	Whole School	96.09%	95.86%	95.24%	94.80%	95.95%	92.08%	92.47%	93.16%	FSM	93.66%	94.15%	94.42%	93.98%	95.09%	90.37%	91.68%	91.69%
	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024																				
Whole School	96.09%	95.86%	95.24%	94.80%	95.95%	92.08%	92.47%	93.16%																				
FSM	93.66%	94.15%	94.42%	93.98%	95.09%	90.37%	91.68%	91.69%																				
2	<p>Poor communication and oral language skills - Assessments, observations, and discussions with pupils indicate poor communication skills, underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their non-disadvantaged peers.</p>																											
3	<p>Engaging and motivating pupils to develop their English skills (reading and writing).</p> <p>Developing reading for a purpose and a love of reading for both knowledge and pleasure. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>On entry to Reception class, many of our disadvantaged pupils arrive below age-related expectations compared with their non-disadvantaged peers. Internal and external (where available) assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. However, this gap has narrowed significantly by the end of KS2.</p> <p>Engaging and motivating pupils with developing their writing skills, making links with their knowledge of phonics and reading (see Challenge 3).</p> <p>Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. However, this gap has narrowed significantly by the end of KS2 (2023-2024 disadvantaged children slightly outperformed their non disadvantaged peers at the expected standard for writing – by 3%)</p>																											
4	<p>Engaging and motivating pupils with developing their maths skills.</p> <p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>																											
5	<p>Enthusiasing and inspiring disadvantaged pupils to ensure that they have a desire to achieve to the best of their ability. Observations and discussions have revealed that aspirations, independence and confidence are lower in some disadvantaged pupils, hence their attitude to learning and their drive to be successful is affected.</p>																											

6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of engagement with other peers, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
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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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> the overall attendance rate for all pupils will be at least in line with the national figure and there will be no attendance gap between disadvantaged pupils and their non-disadvantaged peers. the percentage of all pupils who are persistently absent will be at least in line with the national figure and the figure among disadvantaged pupils will be in line with that of their non-disadvantaged peers.
Improved communication, oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved communication skills and oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved English (reading and writing) attainment among disadvantaged pupils.	<p>Disadvantaged pupils in Reception achieve age related expectations or better in reading and writing.</p> <p>Disadvantaged pupils achieve age related expectations or better in reading in each year group.</p> <p>Year 1 phonics screening check outcomes show that disadvantaged pupils met the expected standard in line with their non-disadvantaged peers.</p> <p>KS2 reading and writing outcomes show that disadvantaged pupils met the expected standard and greater depth standard in line with their non-disadvantaged peers.</p> <p>Disadvantaged pupils view themselves as readers and writers who read and write for purpose, knowledge and pleasure.</p>
Improved maths attainment for disadvantaged pupils.	<p>Disadvantaged pupils in Reception achieve age related expectations or better in maths.</p> <p>Disadvantaged pupils achieve age related expectations or better in maths in each year group.</p> <p>KS2 maths outcomes show that disadvantaged pupils met the expected standard and greater</p>

	depth standard in line with their non-disadvantaged peers.
Improved confidence and desire to achieve well for disadvantaged pupils. Pupils to participate in a wider range of activities and be given opportunities that may raise their aspirations and the way in which they view themselves within the school and the wider community.	<p>The percentage of pupils eligible for Pupil Premium funding participating in each of the extracurricular clubs and pupil committees will be monitored and the SLT to take active steps to increase participation within all to ensure.</p> <p>Disadvantaged pupils will have opportunities to represent the school at events such as those linked to sport and music.</p> <p>Disadvantaged pupils will be supported to attend all enrichment activities provided by the school.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £85,070 (including Early Years Pupil Premium £202)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued and ongoing development of our knowledge curriculum throughout the school (Nursery to Year 6 and SRB) which will evolve to meet the changing needs of the pupils who attend the school. The curriculum will engage, enthuse and motivate disadvantaged pupils and will ensure a progression of knowledge and skills, and a deepening of understanding which all disadvantaged pupils can apply.</p> <p>High quality first teaching and a love of learning will continue to develop throughout the pupils' time at the Nelson Academy and this will also have a positive impact on attendance and punctuality.</p> <p>Release time for teachers to meet to plan an exciting curriculum with opportunities for cross curricular links e.g. Art and Science.</p> <p>Staff training to update subject knowledge & use of resources.</p> <p>Purchase of new resources relevant to the subjects being taught.</p>	<p>Introducing 'The EEF Guide to Supporting School Planning: A... EEF</p> <p>A research approach to curriculum development: A British Curriculum Forum event report BERA</p>	<p>1,2,3,4,5,6</p>

<p>Subscriptions to online resources to support curriculum delivery i.e. Charanga/Sing Up (music) and Language Angels (Languages)</p> <p>Regular release time for subject leaders.</p>		
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,3,4</p>
<p>Purchase of standardised diagnostic assessments i.e. Speech and Language, PiXL</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Attainment Measures database EEF</p>	<p>2,3,4</p>
<p>Improve the quality of social and emotional learning (SEL).</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Purchase of resources such as Skills Builders, ELSA.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Social and emotional learning EEF</p>	<p>5,6</p>
<p>Purchase high quality challenging texts to support curriculum learning, the whole school library and reading at home. Promotion of reading for a purpose and also reading for pleasure.</p>	<p>Pupils need to develop their confidence, enthusiasm and love of reading through exposure and access to a wide variety of texts. There is strong evidence to support this such as from The DFE – Research Evidence On Reading For Pleasure and The National Literacy Trust – Reading for Pleasure: A Research Overview.</p> <p>DFE – The Reading Framework</p>	<p>2,3,4,5,6</p>

<p>Disadvantaged pupils lunch time book club</p>	<p>There is strong evidence to support that reading comprehensions strategies will have a positive impact on how written text is understood. Many learners will adopt the strategies through trial and error as they look to better understand texts that challenge them. However, it is known that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. Therefore, access to high quality texts which can be read in school and at home is crucial.</p> <p>Reading Comprehension Strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>Collaborative learning proven in EEF to raise standards. A collaborative approach involves pupils working together in group small enough for everyone to participate on a collective task that has been clearly assigned.</p> <p>Introducing 'The EEF Guide to Supporting School Planning: A... EEF</p>	
<p>Phonics training for staff to ensure fidelity and that our programme is robustly followed and taught to a high standard.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,3,4</p>
<p>All support staff trained on consistent methods of key skill support to ensure that intervention compliments the quality first teaching in class and that approaches are consistent throughout the school.</p>	<p>The EEF's Making Best Use of TAs highlights the importance of ensuring that TAs are fully prepared for their role in the classroom and that schools should provide sufficient time for TA training, and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.</p> <p>Making Best Use of Teaching Assistants EEF</p>	<p>2,3,4</p>

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

Budgeted cost: £62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuation of specialist Speech, Language and Communication support within school to work directly with children but also support professional development and training of all other class staff.</p> <p>Purchase additional CPD and resources to support continued development of in school support available.</p> <p>Interventions such as ELKLAN, Talk Boost (Early Years, KS1 and KS2), Teddy Talk, Socially Speaking.</p>	<p>There is a strong evidence base that suggests oral language interventions which focus on spoken language and verbal interaction in the classroom benefit younger children and pupils from disadvantaged backgrounds. A focus on oral language skills will have benefits for both reading and writing.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,3,4</p>
<p>Continuation of specialist Pastoral and Behaviour support in school to work directly with children but also support professional development and training of all other class staff.</p> <p>Purchase additional CPD and resources to support continued development of in school support available.</p> <p>Interventions such as Social Skills Groups.</p> <p>Sensory Circuits provision before the start of the school day and a daily lunch time nurture groups (KS1 and KS2).</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Social and emotional learning EEF</p>	<p>2,6</p>
<p>Provide additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more</p>	<p>3,4</p>

	effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £51,452

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuation of specialist Student Support Team to focus on attendance and punctuality, and also whole family support including those who are vulnerable.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and continual professional development for the Student Support Team in order to improve attendance.</p> <p>Membership to Norfolk County Council Attendance network.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1

<p>DFE National School Breakfast Club Programme for all children who attend the school including those who are disadvantaged.</p>	<p>DFE – National School Breakfast Programme</p> <p>It is important for pupils to start the day with a nutritious breakfast. Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.</p> <p>All participating schools will received a 100% subsidy for breakfast club provision until the end of July 2022. The subsidy will then be reduced to 75%, allowing schools to contribute 25% from other funding streams. All pupils in participating schools are to be offered breakfast supplies at no cost to them or their parents.</p> <p>EEF - National School Breakfast Programme</p>	<p>All</p>
<p>All disadvantaged pupils will have access to enrichment activities i.e. experiences and trips. The financial cost of this will not be a barrier to their participation.</p>	<p>Based on our previous experiences, we have identified a need to be able to remit the cost/fee associated with participation in enrichment activities such as experiences/attendance on trips.</p>	<p>All</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £198,522

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 2023 to 2024 academic year.

Our internal assessments during 2023/24 suggested that the performance of disadvantaged pupils was lower in some year groups than in previous years in key areas of the curriculum. Our internal assessments of our pupil premium children for the academic year 2023/24 were 47% GLD (Good Level of Development – Whole cohort 65%) in EYFS. The percentage of pupils who reached the expected standard or above at the end of KS1 was; 57% reading (Whole cohort 70%), 30% writing (Whole cohort 50%) and 52% maths (Whole cohort 70%). The performance of the disadvantaged pupils in Year 6 was outstanding considering the many challenges which they have faced, the percentage who reached the expected standard or above at the end of KS2 was; 70% reading (Whole cohort 74%), 78% writing (Whole cohort 75%) and 78% maths (Whole cohort 78%).

Our assessment of the reasons for these outcomes points somewhat to Covid-19 legacy impact, which disrupted all subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. These have historically helped close these gaps. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources and teaching which were provided by our class teachers. Lessons continued to follow our Nelson Academy Curriculum with assessment opportunities built in. Laptops were made available where needed to assist remote learning. Our whole school tracking data as at July 2024 identifies that we need to explore, in particular, the writing levels and the ways in which we ensure that all pupil premium children can still excel.

Overall attendance in 2023/24 was slightly higher than in the preceding year, and slightly higher than the national average of 92.8%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence was also higher. This was despite regular welfare calls to vulnerable families. These attendance gaps are a significant concern, which is why attendance is a focus of our current Pupil Premium Strategy.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted, primarily due to COVID-19-related legacy issues. Where the impact was particularly acute for disadvantaged pupils, we used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this Pupil Premium Strategy.