

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Nelson Academy
Number of pupils in school (including Nursery)	411
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sarah Wilson - Principal
Pupil premium lead	Sarah Wilson - Principal
Governor / Trustee lead	Hazel Spinks – Chair of Academy Council

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186,151 £ 2,100 (EYPP) £188,251
Recovery premium funding allocation this academic year	£ 20,527
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 3,925 (Recovery)
DFE School Led Tutoring Grant	£ 16,650
<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	£229,353

# 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, the pursuit of excellence through risk taking, 'Achieving Through Learning' and 'Transforming lives, transforming communities'. 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 or are a young carer. 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 disadvantage 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 is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

We have considered the impact of COVID-19 and will address identified gaps in learning, support mental health and continue a school culture which will be forward thinking and adaptable as the pandemic continues.

## 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 5 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> </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></td> </tr> <tr> <td>FSM</td> <td>93.66%</td> <td>94.15%</td> <td>94.42%</td> <td>93.98%</td> <td></td> </tr> </tbody> </table> <p>A 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	Whole School	96.09%	95.86%	95.24%	94.80%		FSM	93.66%	94.15%	94.42%	93.98%	
	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021														
Whole School	96.09%	95.86%	95.24%	94.80%															
FSM	93.66%	94.15%	94.42%	93.98%															
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 Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>																		
3	<p>Engaging and motivating pupils to develop their reading skills, developing reading for a purpose and a love of reading for both knowledge and pleasure.</p> <p>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>																		
4	<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.</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	<p>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 during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
Improved communication, oral language skills and vocabulary among disadvantaged pupils.	<p>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.</p>
Improved reading attainment among disadvantaged pupils.	<p>Disadvantaged pupils in Reception achieve age related expectations or better in reading.</p> <p>Disadvantaged pupils achieve age related expectations or better in reading in each year group.</p> <p>Year 1 phonics screening check outcomes in 2024/25 show that disadvantaged pupils met the expected standard in line with their non-disadvantaged peers.</p> <p>KS2 reading outcomes in 2024/25 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 who read for purpose, knowledge and pleasure.</p>
Improved writing attainment for disadvantaged pupils.	<p>Disadvantaged pupils in Reception achieve age related expectations or better in writing.</p> <p>Disadvantaged pupils achieve age related expectations or better in writing in each year group.</p> <p>KS2 writing outcomes in 2024/25 show that disadvantaged pupils met the expected standard and greater depth standard in line with their non-disadvantaged peers.</p>
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	<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>the way in which they view themselves within the school and the wider community.</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>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

## 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: £75,000 (including Early Years Pupil Premium £1,050)

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 &amp; use of resources.</p> <p>Purchase of new resources relevant to the subjects being taught.</p>	<p><a href="#">The EEF Guide To Supporting School Planning: A Tiered Approach To 2021</a></p> <p><a href="#">BERA – A Research Approach to Curriculum Development</a></p>	<p>1,2,3,4,5,6</p>

<p>Subscriptions to online resources to support curriculum delivery i.e. Charanga (music), Oddizzi (Geography).</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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2,3,4
<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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	2,3,4
<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, THRIVE, 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><a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	5,6
<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 <a href="#">The DFE – Research Evidence On Reading For Pleasure</a> and <a href="#">The National Literacy Trust – Reading for Pleasure: A Research Overview</a>.</p> <p><a href="#">DFE – The Reading Framework</a></p>	2,3,4,5,6

<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 know 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><a href="#">Reading Comprehension Strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></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><a href="#">The EEF Guide To Supporting School Planning: A Tiered Approach To 2021</a></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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></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><a href="#">EEF – Making Best Use of Teaching Assistants</a></p>	<p>2,3,4</p>



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

Budgeted cost: £81,6500 (including DFE School Led Tutoring Grant £16,650)

(including Early Years Pupil Premium £1,050)

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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></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 THRIVE, Drawing and Talking, Social Skills Groups.</p> <p>Annual THRIVE subscription and practitioner training.</p> <p>Sensory Circuits provision before the start of the</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><a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>2,6</p>

school day and a daily lunch time nurture groups (KS1 and KS2).		
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	3,4,5,6
Provide additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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 effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	3,4

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

Budgeted cost: £72,703

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 <a href="#">Improving School Attendance</a> 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>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1

Membership to Norfolk County Council Attendance network.		
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.	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.	All
Contingency fund for acute issues.	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.	All

**Total budgeted cost: £229,353**

## 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 2020 to 2021 academic year.

Our internal assessments during 2020/21 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 2020/21 were 54% GLD (Good Level of Development – Whole cohort 73%) in EYFS. The percentage of pupils who reached the expected standard or above at the end of KS1 was; 59% reading (Whole cohort 70%), 41% GPS (Grammar, Punctuation and Spelling – Whole cohort 57%), 41% writing (Whole cohort 57%) and 48% maths (Whole cohort 63%). 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; 82% reading (Whole cohort 87%), 82% GPS (Grammar, Punctuation and Spelling – Whole cohort 85%), 77% writing (Whole cohort 85%) and 82% maths (Whole cohort 88%).

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our 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 2021 identifies that we need to explore, in particular, the reading and writing levels and the ways in which we ensure that all pupil premium children can still excel post lockdown.

Although overall attendance in 2020/21 was lower than in the preceding year, it was higher than the national average. 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 last year, primarily due to COVID-19-related 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.