

Pupil premium strategy statement – Norbridge Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	451 (inc. 26 pupils in N)
Proportion (%) of pupil premium eligible pupils	21%
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)	2025-2028
Date this statement was published	31 st December 2025
Date on which it will be reviewed	31 st December 2026
Statement authorised by	Rebecca Jackson
Pupil premium lead	Samuel Machin
Governor / Trustee lead	Joanne Sercombe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159640
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£159640

Part A: Pupil premium strategy plan

Statement of intent

At Norbridge Academy, our Pupil Premium strategy aims to ensure that all pupils, including disadvantaged pupils, secure strong foundational skills and knowledge in the Early Years and Key Stage 1. We also aim to increase the proportion of all pupils achieving both the Expected Standard and Greater Depth at the end of Key Stage 2, with a specific focus on accelerating progress for disadvantaged pupils, so that the attainment gap between disadvantaged and non-disadvantaged pupils is narrowed, and a better-than-national proportion of all pupils achieve these standards. Moreover, our Pupil Premium strategy aims to ensure that every disadvantaged pupil benefits from a broad and rich personal development curriculum.

Our ultimate objective for disadvantaged pupils are:

1. Secure foundational knowledge, skills and learning behaviours in the Early Years Foundation Stage to enable disadvantaged pupils to start Key Stage 1 ready to access the full curriculum.
2. Achieve outcomes in Reading, Writing and Maths at the end of Key Stage 2 that match or exceed national expectations, narrowing the in-school attainment gap.
3. Develop the confidence, character, cultural capital, and personal skills needed to thrive socially and emotionally.
4. Experience success across the wider curriculum, including sport, the arts, leadership roles, and enrichment.

Our Pupil Premium strategy is rooted in the EEF tiered approach, ensuring that all actions directly support the long-term objective outlined above. This approach includes three categories:

Tier 1: High Quality Teaching:

By embedding quality-first teaching through clear systems and strategies, disadvantaged pupils will be taught with consistent practice that supports early language, vocabulary development, phonics, mathematical fluency and secure acquisition of foundational knowledge.

Tier 2: Targeted Academic Support:

By delivering structured intervention, particularly in early language, reading and maths, pupils will have more opportunity to 'keep up' rather than 'catch up'.

Tier 3: Wider Barriers to Learning:

We aim to remove barriers related to attendance, wellbeing, and limited access to enrichment, so that disadvantaged pupils can fully benefit from both the academic and personal development curriculum.

Our Pupil Premium strategy is based upon several key principles. Using early identification and early intervention, we can quickly address gaps in learning to prevent long-term disadvantage. We aim to prioritise approaches that help disadvantaged pupils maintain pace with the curriculum, avoiding widening gaps between disadvantaged and non-disadvantaged pupils. At Norbridge Academy, we strive to ensure high-quality teaching is consistent, as we recognise this is a powerful tool to improve outcomes. We track disadvantaged pupils carefully to ensure they have access to the full breadth of educational and enrichment opportunities, and we use regular assessment, analysis and pupil voice to refine provision.

Challenges

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

Challenge number	Detail of challenge
1	Lower starting points in communication, language and early learning within EYFS for disadvantaged pupils.
2	Early Reading and Phonics gaps linked to limited early literacy experiences outside school.
3	Attainment gaps in KS2 mathematics, especially in reasoning and problem solving.
4	Reduced access to enrichment and cultural capital experiences.
5	Social, emotional and behavioural barriers affecting readiness to learn.
6	Higher rates of persistent absence.

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
Strong foundations secured across the EYFS and Key Stage 1.	Disadvantaged pupils achieve GLD in line with or above previous cohorts.

	Measurable improvements in communication, self-regulation, early literacy and early maths.
Disadvantaged pupils 'keep up' in early reading.	Strong outcomes in the Phonics Screening Check. Reading Fluency assessments indicate accelerated progress.
Reduced attainment gap at Key Stage 2.	A higher proportion of disadvantaged pupils achieve the Expected Standard or higher in Reading, Writing and Maths. The attainment gap between disadvantaged and non-disadvantaged pupils is reduced.
Access to a broad, personal development curriculum.	A higher proportion of disadvantaged pupils participate in trips, clubs, leadership roles and other wider opportunities within school. Pupil Voice and other analysis show improved cultural capital and self-confidence.
Attendance improvements.	Persistent absence for disadvantaged pupils is reduced.
Stronger emotional well-being and readiness to learn.	Data analysis shows fewer behaviour incidents. Pupil Voice reflects positive well-being.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £87,802

Activity	Evidence that supports this approach	Challenge number(s) addressed
To strengthen early language and vocabulary in the EYFS, by creating language-rich learning environments. There will be explicit	The EEF Early Years toolkit identifies Communication and Language approaches as high effective (high impact / low cost). Launchpad for Literacy is used across the EYFS to give pupils the best start to their early reading and literacy journey.	1, 2

<p>vocabulary teaching through strategies such as Launchpad for Literacy, ELS Phonics and Talk for Writing and structured adult-led interactions are purposefully planned.</p>	<p>Launchpad for Literacy is a skills-based approach that identifies what children can do and their development areas, which sets next steps for communication and language development.</p> <p>High-quality adult interactions are proven to accelerate early-language acquisition, especially for disadvantaged pupils.</p>	
<p>Fidelity to the ELS Phonics Scheme and whole-school CPD to support the implementation of ELS across the academy.</p>	<p>To ensure fidelity to the academy's chosen phonics scheme, and consistent teaching across EYFS and Key Stage 1, training for all teachers and support staff is paramount.</p> <p>The EEF Phonics Guidance Report states that an SSP programme has one of the strongest evidence bases for early reading. Evidence suggests that early phonics mastery is strongly correlated with later reading comprehension.</p>	1, 2
<p>Embedding a consistent approach to teaching early number by using structured representations and consistent models in EYFS and Key Stage 1.</p>	<p>Research from the EEF suggests that manipulatives and structured representations show positive impact on disadvantaged learners. It is suggested that by securing foundational number knowledge, later interventions are less likely to be needed.</p>	1, 3
<p>Coaching focused on modelling, feedback, questioning, adaptive teaching and retrieval practice.</p>	<p>The EEF's Effective Personal Development report highlights coaching and targeted training as high impact for improving classroom practice.</p> <p>Consistent, high-quality teaching is one of the most important factors in raising attainment for disadvantaged pupils.</p>	1, 2, 3

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

Budgeted cost: £39,910

Activity	Evidence that supports this approach	Challenge number(s) addressed

Launchpad for Literacy: Targeted 1:1 and small-group early language intervention in EYFS.	LPfL is proven to accelerate progress in communication and language skills. Through assessment, pupils who have been identified as needing extra support will be targeted to develop specific skills linked to communication and language.	1, 2
Daily phonics interventions, so that pupils who struggle with phonics lessons can access immediate support.	The EEF Phonics guidance suggests that short, frequent, targeted sessions that align with class teaching, are impactful. Research shows that small-group phonics tutoring shows strong outcomes for disadvantaged pupils. These interventions will be in line with the ELS SSP programme.	1, 2
Small-group tuition in reading fluency, comprehension and mathematics delivered by teachers and support staff.	Structured interventions have high impact for moderate cost. The EEF Mathematics KS2 Guidance recommends structured support focusing on core number skills and reasoning. All class teachers have accessed bespoke CPD for the Rekenrek, so that this tool can be used to secure pupils' number fluency. Where required, class teachers and support staff will deliver short, highly targeted sessions on specific knowledge gaps, informed by formative and summative assessment data.	1, 3

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

Budgeted cost: £31,928

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidies for trips, clubs, music tuition, sporting opportunities, and cultural capital experiences.	The EEF emphasises the importance of social, emotional and cultural enrichment as part of a whole-child long-term approach. Participation in wider opportunities is linked to improved motivation, self-esteem and aspiration, which	4, 5

	disproportionately benefits disadvantaged pupils.	
Pastoral support and well-being provision, including Thrive.	<p>The Lead Thrive Practitioner will deliver 1:1 and small-group pastoral interventions to improve well-being of pupils.</p> <p>All classes in Key Stage 1 and Key Stage 2 will access a weekly, timetabled Thrive session to improve and support children's personal development, mental health and ensuring they are ready to learn.</p> <p>Research suggests that Social and Emotional Learning approaches show moderate to high impact both on behaviour and academic outcomes.</p>	5, 6
Attendance monitoring and family support.	<p>The academy's attendance officer will deliver proactive attendance support, including early intervention, rigorous use of the academy's attendance tracker and targeted work with families.</p> <p>The DfE research demonstrates the strong link between attendance and attainment.</p> <p>Where required, pupils will be offered a place at breakfast club to help support families with organisation. Research shows a nutritious breakfast and a calm start to the school day impacts positively on pupils' concentration.</p>	6

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This review details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year.

Published Outcomes for the 2024-2025 academic year:

EYFS

	2023-2024	2024-2025
GLD ALL	71%	72%
GLD Pupil Premium Pupil	64% (9 Pupils)	67% (3 Pupils)

Phonics

	2023-2024	2024-2025
Year 1 ALL	97% (+17% NAT)	88% (+8% NAT)
Year 1 Disadvantaged	93% (+25% NAT)	83% (+16% NAT)

Multiplication Tables Check

	2023-2024	2024-2025
ALL Average Score	23.9	23.9
Disadvantaged Average Score	23.7	23.1

End of Key Stage 2

Data Sets from the 2023-2024 and 2024-	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged
	Expected Standard or Above		Expected Standard or Above	

2025 KS2 SATs.				
Combined	84%	55%	87%	56%
Reading	84%	60%	89%	67%
Writing	91%	55%	87%	67%
Maths	84%	55%	89%	56%
GPS	80%	45%	83%	56%

Intended Outcome	Outcomes – 2025
Children achieve age related expectations in English, Maths and Reading.	Pupils continue to access quality-first teaching and targeted interventions to close the attainment gap.
All staff have received training to deliver Read Write Inc, Talk for Writing and Launchpad to ensure the programmes are delivered effectively.	The Year 1 and Year 2 Phonics Outcomes for the 2024-2025 academic year show the impact of the CPD staff across the academy have accessed. The Read Write Inc programme is embedded and the impact of this is evident in pupil outcomes. Disadvantaged pupils have accessed additional teaching sessions for phonics, ensuring that 83% of disadvantaged pupils passed the Phonics Screening Check in June 2024.
Intervention for Speech and Language in the Foundation Unit.	Teacher assessments and observations within the EYFS indicate that pupils are responding to the targeted Speech and Language interventions, including the Launchpad for Literacy programme to support pupils in the lowest 20%. Progress is evident when triangulated with other sources of evidence, such as engagement in lessons and provision, and ongoing formative assessment.
Continued development of breakfast and after-school club to provide pupils with a nutritious breakfast and dinner.	Our disadvantaged pupils have continued to be offered free breakfast and after-school club. A sustained number of pupils continue to access our breakfast and after-school provision.
Children are provided with uniform, shoes, and any other equipment they need to participate in school activities.	There has been a significant increase in participation in enrichment activities, particularly among disadvantaged pupils: 69% of disadvantaged pupils accessed extra-curricular activities in the 2024-2025 academic year.

Improved levels of attendance and punctuality.	<p>The attendance for our disadvantaged pupils YTD (December 2025) is 93%.</p> <p>12% of disadvantaged pupils are persistent absentees, but this has improved since last year (17%).</p> <p>We continue to support disadvantaged pupils and their families, and our attendance officer uses monitoring and interventions systems to track poor punctuality and attendance and intervene quickly.</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Talk for Writing	Talk for Writing
Emile	Emile
Launchpad for Literacy	Launchpad for Literacy