

# Pupil premium strategy statement City Academy Norwich 2025-26

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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                                                                                                                                                       | 676                            |
| Proportion (%) of pupil premium eligible pupils                                                                                                                                  | 56%                            |
| 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> ) |                                |
| Date this statement was published                                                                                                                                                | November 2025                  |
| Date on which it will be reviewed                                                                                                                                                | September 2026                 |
| Statement authorised by                                                                                                                                                          | Joanna Franklin (Headteacher)  |
| Pupil premium lead                                                                                                                                                               | Ben Jones (Deputy Headteacher) |
| Governor / Trustee lead                                                                                                                                                          | Penny Sheppard                 |

## Funding overview

| Detail                                                                                                                                                                             | Amount   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year                                                                                                                                | £382,700 |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)                                                                                          | £0       |
| <b>Total budget for this academic year</b><br><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> | £382,700 |

## Part A: Pupil premium strategy plan

### Statement of intent

At CAN we strongly believe that all of our pupils have access to a world class education that considers their individual starting points, individual contexts, and provides opportunities to progress onto aspirational post 16 pathways. We will be using the latest evidence informed research to provide effective support to enable this to become a reality for all our pupils, especially those who are classed as Pupil Premium.

Our current strategy looks at addressing academic and personal barriers to success. These include:

- High Quality Teaching is at the heart of our strategy. We are confident that our improved curriculum, implemented by our expert teachers and support staff will reduce individual barriers to learning and increase accessibility of the curriculum for all. Our extensive CPD package for all staff will ensure our students receive a world class education that they deserve.
- Ensure students can access all the opportunities available to them both inside and outside of the school curriculum, to allow them to develop cultural capital and set themselves high aspirations, not limited by their lived experiences.
- Increase students' ability to read academic texts in order to succeed in examinations and prepare them for Post 16 transition.
- Ensuring students have access to technology and are aware of the resources and materials available to them through our online platforms to be successful in their learning.

We will ensure our approach is evidence informed making use of the EEF's 'Menu of approaches', to ensure we are modelling best practice.

### Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                      |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Students may struggle to fully access the broad range of academic and enrichment opportunities at City Academy Norwich because their attendance and punctuality are too low. Poor attendance means students miss essential teaching, intervention, and pastoral support, |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | <p>leading to gaps in learning, reduced engagement, and lower confidence.</p> <p>In addition, some students do not have strong or consistent support structures outside the academy. This may include challenges such as unstable home routines, limited parental capacity to monitor attendance, mental health or wellbeing concerns, responsibilities at home, or difficulties accessing reliable transport. As a result, even when opportunities are available, students may not be in school often enough or settled enough to benefit from them.</p>                                                                                                                                                                                                                                                           |
| 2 | <p>A number of students arrive with sizeable gaps in their foundational knowledge and essential learning skills. The most significant concerns often relate to reading fluency, reading comprehension, vocabulary development, and writing stamina.</p> <p>These gaps can stem from disrupted primary education, low levels of reading at home, language barriers, or limited access to early intervention. As a result, students may find it challenging to access increasingly demanding curriculum content across subjects. Weak literacy, numeracy, and study skills can hinder their ability to work independently, revise effectively, or retain key information, ultimately slowing progress and affecting outcomes across the curriculum.</p>                                                               |
| 3 | <p>National trends show that students entitled to Pupil Premium are statistically more likely to have lower attendance and are at greater risk of fixed-term exclusion. At City Academy Norwich, these patterns may be mirrored due to factors such as socio-economic disadvantage, food or housing insecurity, limited access to resources, and, in some cases, higher levels of emotional or behavioural need.</p> <p>These challenges can lead to inconsistent engagement in learning, less time in the classroom, and increased barriers to progress. Without targeted intervention, disadvantaged students may struggle to keep pace academically and socially, widening the gap between them and their non-Pupil Premium peers.</p>                                                                           |
| 4 | <p>Some students join the academy with a limited range of cultural experiences, which can restrict their ability to connect with aspects of the curriculum or to take full advantage of enrichment opportunities. They may have had fewer chances to participate in extracurricular activities, educational visits, community events, or experiences that broaden horizons and deepen knowledge of the wider world.</p> <p>This can affect students' confidence, aspirations, vocabulary development, problem-solving skills, and understanding of social and academic expectations. Without deliberate, structured support, students may find it harder to imagine future pathways, engage with challenging content, or develop the cultural awareness needed for success in further education and employment.</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 improve attendance of all students, particularly those who are in receipt of the Pupil Premium (PP) funding                  | <p>Improved overall attendance for PP students, with a marked reduction in absenteeism.</p> <p>Targeted interventions, regular monitoring, and stronger communication with families have helped remove barriers to attendance. Pastoral support, early-help referrals, and consistent follow-up have reduced persistent absence and improved daily engagement in school.</p>                                          |
| To narrow the attainment gap between disadvantaged students and their peers                                                     | <p>Disadvantaged students will be making progress in line with or above their non-disadvantaged peers nationally.</p> <p>This will be achieved through high-quality teaching, targeted interventions, and close monitoring of individual progress to ensure gaps are identified early and addressed swiftly.</p>                                                                                                      |
| Ensure that student behaviour incidents and sanctions are decreased to allow students to access the curriculum and its teaching | <p>A reduction in suspensions with fewer visits to the Remove Room.</p> <p>This reflects improved behaviour, stronger early intervention, and more effective use of pastoral and classroom support.</p> <p>Consistent expectations, restorative approaches, and targeted support for at-risk students have contributed to fewer serious behaviour incidents requiring removal from lessons or formal suspensions.</p> |

|                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p>To enhance cultural capital so that students develop a good knowledge and understanding of the wider aspects of education and can access opportunities provided.</p> | <p>Increased engagement in extended learning/enrichment opportunities in clubs, visits and trips.</p> <p>More students are actively participating in extracurricular and enrichment activities, broadening their experiences and supporting their personal growth.</p> <p>Engagement has risen due to improved communication with families, wider accessibility, and a diverse range of opportunities that appeal to different interests and needs.</p> <p>Students are explicitly taught personal development during curriculum time. Personal development is woven into the curriculum through planned lessons that build character, confidence, and essential life skills. This ensures all students receive high-quality, structured guidance on topics such as wellbeing, relationships, safety, careers, and citizenship, contributing to their holistic development.</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 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: £181,782

| Activity                                                                             | Evidence that supports this approach                                                           | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------|
| Head of English made Associate AHT responsible for the whole school reading strategy | Reading Comprehension Strategies, Education Endowment Foundation Teaching and Learning Toolkit | 2                             |

|                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                             |              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <p>The following Academic Mentors have been appointed to support our EAL, SEMH students and those identified as weak readers:</p> <ul style="list-style-type: none"> <li>• Academic Reading Mentor</li> <li>• EAL Mentor</li> <li>• SEMH Academic Coordinator</li> <li>• SEMH Academic LSA</li> </ul> | <p>Small Group Tuition, Education Endowment Foundation Teaching and Learning Toolkit</p>                                                                                                                                                                                                                                                                    | <p>1,2,3</p> |
| <p>Maths subject specific pedagogy CPD delivered by the Maths Hub to improve Maths mastery delivery.</p>                                                                                                                                                                                              | <p>Evidence review: The effects of high quality professional development on teachers and students, Education Policy Institute, Report, February 2020</p>                                                                                                                                                                                                    | <p>2</p>     |
| <p>Two Nurture teachers appointed to teach KS3 SEND learners with both cognition and learning and SEMH needs.</p>                                                                                                                                                                                     | <p>Small Group Tuition, Education Endowment Foundation Teaching and Learning Toolkit</p>                                                                                                                                                                                                                                                                    | <p>1,2,3</p> |
| <p>Review of curriculum materials to ensure accessibility for all and created to promote high aspirations with no curriculum narrowing. Quality assurance of curriculum to ensure ambitious yet accessible to all. Classroom resources including access to assistive technology e.g., visualisers</p> | <p>Bridging the Word Gap at Transition. The Oxford Language report 2020 Closing the Vocabulary Gap- Alex Quigley, David Fulton Books, April 2018</p> <p>Oral Language Interventions, Education Endowment Foundation Teaching and Learning Toolkit</p> <p>Reading Comprehension Strategies, Education Endowment Foundation Teaching and Learning Toolkit</p> | <p>2</p>     |

|  |                                                                                                             |  |
|--|-------------------------------------------------------------------------------------------------------------|--|
|  | Using Digital Technology to Improve Learning Educational Endowment Foundation Guidance Report, August 2019. |  |
|--|-------------------------------------------------------------------------------------------------------------|--|

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

Budgeted cost: £ 19,135

| Activity                                                                                                                                                                                                                                                                   | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                               | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| To improve the reading ages of all our pupils, "Reading Solutions" online software is embedded in our whole school reading strategy.                                                                                                                                       | <p>Bridging the Word Gap at Transition. The Oxford Language report 2020</p> <p>Closing the Vocabulary Gap- Alex Quigley, David Fulton Books, April 2018</p> <p>Oral Language Interventions, Education Endowment Foundation Teaching and Learning Toolkit</p> <p>Reading Comprehension Strategies, Education Endowment Foundation Teaching and Learning Toolkit</p> | 2                             |
| <p>One-to-one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide: <a href="#">Tutoring: guidance for education settings</a></p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>                                                  | 1,2,3                         |
| "Seneca" purchased and make up our home learning and revision policy for both KS3 and KS4 students                                                                                                                                                                         | Using Digital Technology to Improve Learning Educational Endowment Foundation Guidance Report, August 2019.                                                                                                                                                                                                                                                        | 2                             |



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

Budgeted cost: £ 181,783

| Activity                                                                                                                                                              | Evidence that supports this approach                                                                                                                                                                                                       | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Family Support Worker appointed to provide 1-2-1 support to engage those students who are persistently absent with their learning and reintegration back into school. | Small Group Tuition, Education Endowment Foundation Teaching and Learning Toolkit                                                                                                                                                          | 1                             |
| Breakfast club                                                                                                                                                        | Provides all students a space to attend before the academy day and allows targeting of disadvantaged students to ensure they are eating breakfast prior to the school day. This will help promote attendance, health and academic support. | 1,2,3,4                       |
| Careers Support – including use of Level 6 advisor.                                                                                                                   | Meeting Gatsby benchmarks and building on recent career marks re-award, following 2017 policy paper around using careers education to ‘end the generational cycle of disadvantage’.                                                        | 2,4                           |
| Cognition and learning base lead and SEMH Lead appointed to provide bespoke support.                                                                                  | Small Group Tuition, Education Endowment Foundation Teaching and Learning Toolkit                                                                                                                                                          | 1,2                           |
| Enrichment co-ordinator appointed to increase clubs, trips and visits to enhance the student's cultural capital.                                                      | Extra-curricular activities, Education Endowment Foundation Teaching and Learning Toolkit                                                                                                                                                  | 1,2,3,4                       |
| Adoption of therapeutic counselling intervention for specific pupils who require                                                                                      | There is evidence to suggest that therapeutic counselling have a high                                                                                                                                                                      |                               |

|                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| support with regulating their behaviour and emotions. | <p>impact on risk behaviours and behavioural difficulties:</p> <p><a href="#">Cognitive Behavioural Therapy (Youth Endowment Fund)</a></p> <p>Early Intervention Foundation's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions</a></p> |  |
|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

**Total budgeted cost: £382,700**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Outcomes:

#### 2024-25 Outcomes (FFT Official Figures)

|                    | 2024<br>(Based on CAT<br>data/FFT) | 2025<br>(Based on CAT<br>data/FFT) | Improvement |
|--------------------|------------------------------------|------------------------------------|-------------|
| Progress 8 Overall | -1.1                               | -0.3                               | +0.8        |
| Progress 8 English | -0.8                               | -0.34                              | +0.46       |
| Progress 8 Maths   | -0.8                               | -0.09                              | +0.71       |
| Progress 8 Ebacc   | -1.2                               | -0.34                              | +0.86       |
| Progress 8 Open    | -1.3                               | -0.36                              | +0.94       |

- Significant improvement in progress from 2024 to 2025

| Year                | A8   | E&M 4+ (%) | E&M 5+ (%) |
|---------------------|------|------------|------------|
| 23/24               | 27.4 | 34.3       | 11.9       |
| 24/25               | 28.7 | 32.4       | 20.6       |
| 25/26 (Predictions) | 37.0 | 49.3       | 35.8       |

- Significant improvement in A8, E&M 4+ and E&M 5+ over time

#### Impact on Pupil Premium Students

Analysis of the actual 2025 GCSE outcomes confirms that Pupil Premium outcomes have improved across all measures. This reflects:

Targeted interventions with measurable impact

- Small-group tuition
- Precision-teaching in English and maths
- Structured revision programmes
- Increased mentoring and pastoral oversight

These strategies have successfully addressed academic and engagement gaps, resulting in improved attainment and stronger progress for PP students in every P8 bucket.

Improved engagement and readiness to learn

- Better attendance (see below)
- Improved behaviour and reductions in suspensions and removals
- Increased participation in enrichment and extended learning

Together, these changes have created the conditions for PP students to achieve significantly better outcomes.

This remains a key focus going forward.

#### Attendance Analysis for FSM Students

| Year                     | Attendance (%) | PA (%) | SA (%) |
|--------------------------|----------------|--------|--------|
| 22/23                    | 81.1           | 53.9   | 10.9   |
| 23/24                    | 80.6           | 49.8   | 11.5   |
| 24/25                    | 83.3           | 40.7   | 11.0   |
| 25/26 (To Summer ½ Term) | 85.8           | 34.7   | 9.9    |

- Significant improvement in attendance of PP pupils

This shows that attendance initiatives are working effectively, including:

- Enhanced communication with families
- Early Help and pastoral intervention
- Clear attendance expectations and follow-up
- Removal of practical barriers (transport, uniform, wellbeing concerns)

## Suspensions

### 3 Year trend for suspensions (HT5 comparison):

Significant reduction in total (38.4%), 1+ (37.6%) and 2+ (44.6%) suspensions over time.

### Removals (HT5 comparison)

Significant reduction in removals from 23/24 to 25/26 (41.6%)

### Personal Development, Careers and Enrichment PP Encounters

| 2025-2026    | Personal Development Overall |                | Careers        |                | Enrichment     |                |
|--------------|------------------------------|----------------|----------------|----------------|----------------|----------------|
|              | %3+ Encounters               | %5+ Encounters | %3+ Encounters | %5+ Encounters | %3+ Encounters | %5+ Encounters |
| Whole School | 99.7%                        | 99.1%          | 99.7%          | 99.1%          | 67.4%          | 57.1%          |
| Y7           | 100%                         | 100%           | 100%           | 100%           | 91.5%          | 88.3%          |
| Y8           | 100%                         | 100%           | 100%           | 100%           | 67.4%          | 59.2%          |
| Y9           | 100%                         | 100%           | 100%           | 100%           | 42.9%          | 38.9%          |
| Y10          | 100%                         | 100%           | 100%           | 100%           | 56.1%          | 46.8%          |
| Y11          | 100%                         | 100%           | 100%           | 100%           | 56.1%          | 46.8%          |

## 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 |
|-----------|----------|
|           |          |
|           |          |

## Service pupil premium funding (optional)

|                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b> |
|                                                                                                                                                                               |
| <b>The impact of that spending on service pupil premium eligible pupils</b>                                                                                                   |
|                                                                                                                                                                               |

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*