

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 2022 to 2023 academic year.

Evaluation of Intended Outcomes 2022-2023

This year City Academy has seen the implementation of the second phase of their three-year Pupil Premium Plan, outlined below is a summary of progress to date.

Attainment and Progress KS4.

Year 11

The Y11 cohort of 2023 was made up of 160 students, 108 of whom are disadvantaged, i.e., 68%.

	Pupils	Pupils Inc	Ave KS2 score	Est A8	A8 Score	P8 Score	English 9-5%	English 9-4%	English P8	Maths 9-5%	Maths 9-4%	Maths P8	Basics 9-5%	Basics 9-4%
No	51	31	103	43.17	35.31	-0.93	37.3%	52.9%	-0.75	29.4%	58.8%	-0.49	25.5%	49%
Yes	108	82	101	39.97	25.79	-1.31	25%	36.1%	-1.00	14%	28.7%	-1.20	13%	24.1%

- The performance of disadvantaged students compared to non-disadvantaged students across the academy is not in line with national expectations, which is why an ambitious target of 0.0 for Progress 8 has been set for all groups in 2023-2024. Results show that non disadvantaged students outperformed their disadvantaged peers in all key areas, with their overall P8 being nearly half a grade higher than their disadvantaged peers.
- Disadvantaged students performed exceptionally well in Sports Studies, achieving a P8 of 1.41 higher than the 1.33 of their non disadvantaged peers.
- Disadvantaged students also outperformed their non disadvantaged peers in Health & Social Care with a P8 of 0.87 compared to -1.00.
- Disadvantaged students in Spanish outperformed their non disadvantaged peers with a P8 of 0.35 compared to 0.30.
- Religious Studies disadvantaged students achieved a P8 of 0.38 compared to their non disadvantaged peers at 0.35.

Disadvantaged	Combined Science P8	Physics P8	Chemistry P8	Biology P8	Ebacc P8	Open Bucket
No	-0.29	-0.88	-0.48	-0.58	-0.57	-1.69
Yes	-1.09	-1.61	-1.41	-0.92	-1.21	-1.77

Year 10 (165 students, 102 of whom are disadvantaged i.e., 62%)

- Internal End of Year, data for Y10, indicates performance of disadvantaged students has not moved on as rapidly as needed from CT1 to CT2, maintaining a P8 of -1.67 (compared to the -1.27 of their non disadvantaged peers).
- Data will be reinforced through this cohort's first Year 11 mock exams taken in October 2023.
- Intervention has commenced earlier this academic year and PP funds are being used to target key vulnerable groups in waves. (see strategic plan for 2023-2024).

KS3 Achievement & Progress

End of Year, GL Assessment data (Standard age score, SAS)

Year 7 (2022-2023)	PP	Non-PP
English	90.0	87.6
Maths	89.8	92.5
Year 8 (2022-2023)	PP	Non-PP
English	97.5	98.0
Maths	88.6	100.6
Year 9 (2022-2023)	PP	Non-PP
English	90.2	92.6
Maths	93.5	94.9

Tracking students' progress in GL assessments in English and maths is problematic due to the transient nature of our students, particularly Year 7.

GL assessment data illustrates that there is much work to do at KS3 to reduce gaps that historically lead to further gaps at KS4. A strong focus on recruitment and S.P.D and quality first teaching is working to address these issues.

Reading

- Work has continued this year to push forward the Academy's Reading Strategy forward.
- The Guided Reader in Form Time continues in all forms from Y7-10, an activity that takes place each week.
- Word of the Week has been embedded across year 7-10, with a new word each week and set of activities around it undertaken each Friday.
- The school library and learning resource centre reopened in 2023 and is accessible to students at break. Lunchtime and after school for homework support.
- The focus on first quality teaching has been strong with all staff provided with S.P.D and data on students' Sentence and Passage Comprehension Stanine scores through the 'Class charts' package. Reading tests have been conducted for the start of 2023 to keep teachers up to date with current levels.
- Reading Plus has been delivered for one hour a week through English lessons in Years 7-10 equating to over 2.4 million words read (since reading data reset in Sept 2023), with an average gain of 0.2 reading levels, with a fluency gain of five words per minute.
- Reading data for current Year 8 highlights the issues with student movement and cohort variation as reading tests indicate only a 96.2 to 96.6 SAS across the year.
- Reading data for current Year 9, which can be tracked over a three-year period shows SAS has moved from 96.8 to 97.4 for disadvantaged students with non-disadvantaged showing 98.8 to 102.2.
- Current Year 7 data illustrates that Reading must remain a strong focus in all strategies with disadvantaged students scoring a SAS of 88.8 and non-PP 90.3.

EAL

Through the intensive support provided by COREHELLO utilising such programmes as 'Flash Academy' and 'TWINKL', EAL (English as an Additional Language) students access a twelve-week intensive language and reading programme.

- From September 2022-July 2023, 13 students from City Academy accessed the provision.
- 61% of students made one level or more of progress in English Language Proficiency (Bell Foundation Assessment). Remaining students made incremental progress as they had additional SEND needs.
- Exit data from COREHELLO and teaching strategies are shared with school upon students' return.

Attendance

- The expansion of the pastoral team to include non-teaching Year Group Coordinators continues to be pivotal in working to improve the attendance of our pupil premium students. The Year Group Coordinators can make targeted home visits as they are not restrained by timetabled lessons. In addition, they can address any issues within the school day, ensuring any issues raised by pupils are addressed before the end of the school day removing barriers to attendance.
- Whole school attendance year to date for 2022-2023 was 86.46% with PP students at 85.1%.
- 66% of all students who fell into the persistent absentee threshold were disadvantaged students. PA rates of disadvantaged students was broadly equal to their non-disadvantaged peers.
- Attendance rates are an area of high focus for all students in 2023-2024 and reducing the gap between disadvantaged and non-disadvantaged attendance is crucial.
- Programmes run by external providers 'Free 2 Dream' and 'FBB' Football Beyond Borders provide disengaged students or those at risk of disengagement with opportunities to develop teamwork, collaboration, leadership skills self-esteem and confidence.
- Continuing to remove barriers to attendance such as uniform and travel remain a strong focus in 2023-2024.

Behaviour and Attitudes

- Class chart behaviour data indicates an overall school percentage ratio of 93% (positive to negative) which is 5% up on last year.
- Following a reset of data (to enable the re launch of our rewards incentives), 70,127 positive points have been awarded in total across all year groups.
- Disadvantaged students have received approx. 13,669 more achievement points than their non-disadvantaged peers.
- Disadvantaged students also received significantly more negative behaviour points, almost double the number of their non-disadvantaged peers.
- Fixed term and permanent exclusions for PP students are too high compared with their non-PP counterparts, in all years.

Arrows indicate decrease on 2021-2022 figures.

	Year 7		Year 8		Year 9		Year 10		Year 11	
	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP
FTE	11↓	48	25↓	52	16↓	63↓	18↓	72↓	23↓	131
PEX	0	0	0↓	0	0	1↓	0	1↓	1	1

- The Academy continues to work hard with partner schools to find alternative solutions to permanent exclusion and has seen some very vulnerable students achieve successful managed moves (in both directions) across KS3 & 4.
- There has been very strong cross Trust collaboration in this area, particularly at KS4 and Year 11 to keep students in education.
- There has been a reduction in the number of PP students permanently excluded on 2021-2022 across three-year groups, and the work to reduce PP exclusions and PEXs will continue in 2023-2024.

Personal Development

- The Academy continued its Opportunity Days this year with all disadvantaged and non-disadvantaged students in years 7-10 invited to take part in a wide variety of trips, visits and activities ranging from Warwick Castle, Weston Super Mare, and Newman University visit. These enabled pupils to see staff outside of traditional lessons building positive relationships that will then be transferred back into lessons.
- Personal Development lessons continue to be placed in heart of the curriculum for 2023 with an hour timetabled lesson each week in addition to the already allocated tutor time each morning, plus a schedule of themed assemblies and visiting speakers.
- The PE department continued to provide a wealth of additional opportunities for students with a trip to the Classic Tennis Tournament and Commonwealth Games Legacy event.
- New partnerships provided additional curriculum links this year with the 'Real Deal' run in conjunction with Goldman Sachs and the Business department.
- The Trust wide projects of COREus, Echo Eternal, Leaders of Tomorrow, and partnerships with the Birmingham Hippodrome and Birmingham Royal Conservatoire.
- We continued our partnership with Football Beyond Borders this year and saw the continued relationship strengthen work already commenced last year. Pupil testimonials include:

"I think FBB is really good because it has helped my behaviour a lot and it is making me enjoy school".

"I enjoy FBB because nobody judges and are allowed to have a choice in everything, and I have improved at many things because of it."

- For students who have completed their education at City Academy, Post 16 destination data continues to be strong, with 97% of the cohort of 2022-2023 being in education, employment, or training. Four out of the five unplace students are Pupil Premium.

- **Parental engagement**

There were some continuing restrictions this year due to ongoing building work impacted on the amount of face-to-face parental engagement that could take place but as the year progressed this eased and traditional face-to-face meetings commenced.

Improving the engagement of parents of disadvantaged students remains an area of improvement and there is a significant shift in focus planned through set of activities and events across the school calendar in 2023-2024.

Feedback from parents of students involved in the FBB programme demonstrates how effective this partnership has become in engaging some of our families and students.

"My daughter absolutely loves FBB, they have provided her with chances to go on trips and experience new things and she really enjoys Fridays".

"My son has really improved at school and wants to be at school more now since FBB, thank you for supporting him. He won the award for most improved behaviour, we are really proud of him".

Externally provided programmes.

Programme	Provider
Holocaust Memorial activities and production	Echo Eternal
Entrepreneurial programme	Goldman Sachs, Free to Dream, The Brilliant Club
Revision skills- Y11	Elevate
Emotional support, social skills, and resilience support	Football Beyond Borders
Drama productions and show	Birmingham Hippodrome, COREus, Royal Birmingham Conservatoire
Additional core subjects tutoring,	Graduate Coaches

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students, and teachers to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school like ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at several studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.