

# Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

### Evaluation of Intended Outcomes 2023-2024

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 2024 was made up of 164 students, 108 of whom are disadvantaged, i.e., 66%.

	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	56	39	104.5	47.02	41.80	-0.31	51.8%	62.5%	-0.11	46.4%	58.9%	-0.24	41.1%	55.4%
Yes	108	85	100.5	38.66	30.72 ↑	-0.60 ↑	38.9% ↑	50.9% ↑	-0.36 ↑	20.4% ↑	41.7% ↑	-0.80 ↑	19.4% ↑	38% ↑

- The performance of disadvantaged students shows an increase of nearly 2/3rds of a grade from -1.31 in 2022/23.
- Results in all ten measures (outlined above) show an improvement on 2022/23.
- The performance gap in maths has narrowed on 2022/23, from 0.71 to 0.56.
- English 9-5% for disadvantaged students has improved by nearly 14% on last year and by approximately the same level for 9-4%- equating to a 0.64 improvement in P8 for disadvantaged students on last year.
- Maths 9-4% has increased by approximately 12% on 2022/23, resulting in an improvement in P8 for disadvantaged student on 0.40 on 2022/23.

The impact of the PP funded *My Tutor* program is clear to see for its contribution to progress in English, science and maths.

Performance of disadvantaged students in the sciences, also shows significant improvement across the board on 2022/23.

Physics disadvantaged students show an amazing 1.14 improvement on last year, with Chemistry an outstanding 1.37.

Combined Science shows a 0.40 improvement.

Disadvantaged students in the EBACC and Open bucket displayed an improvement of 0.73 and 0.89 respectively.

Exceptional performance was seen in RE for disadvantaged students of 0.45, with only a 0.02 gap on their peers. Spanish disadvantaged students out stripped their peers with a P8 of 1.99 compared to a very respectable 0.63 of their peers.

Disadvantaged Music students performed exceptionally well with a P8 of 0.44, ahead of non-disadvantaged peers at 0.07.

Disadvantaged	Combined Science P8	Physics P8	Chemistry P8	Biology P8	Ebacc P8	Open Bucket
No	-0.09	-1.21	-0.75	-0.70	-0.11	-0.68
Yes	-0.68 ↑	-0.47 ↑	-0.04 ↑	-0.71 ↑	-0.48 ↑	-0.88 ↑

**Year 10** (current Y11, 151 students, 104 of whom are disadvantaged i.e., 69%)

- Data will be collated through this cohort's first Year 11 mock exams taken in October 2024.
- Intervention has commenced early this academic year and PP funds are being used to target key vulnerable groups in waves.

## **KS3 Achievement & Progress**

### **End of Year, Progress data**

#### **Year 7**

PP and non-PP students achieved the same average grade at the end of the year (averaged across all subjects). However, in five subjects, PP performance was not as high as non-PP.

#### **Year 8**

PP students achieved a lower average grade at the end of the year (averaged across all subjects) than their non-PP counterparts. In four subjects,

PP performance was not as high as non-PP.

#### **Year 9**

PP and non-PP students achieved the same average grade at the end of the year (averaged across all subjects). PP and non-PP progress average grades were on a par in eleven out of twelve subjects by the end of the academic year.

Tracking systems have been developed and refined this year, along with a focus on 'closing the gaps' early through intervention, particularly on entry.

### **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 is in use and available at break, lunch and after school for students for homework support. The stock in the library has been developed under the supervision of the PP funded Trust librarian. LRC usage among disadvantaged students has risen ten-fold across the year, but is still too low at 30%, increasing use of this provision must be a vital target for 2024/25 plans.
- 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- all staff have received refresher training on this topic. Reading tests have been conducted for the start of 2024 to keep teachers up to date with current levels.
- Reading Plus has been delivered for one hour a week through English lessons in Years 7-9 with an average gain of 0.3 reading levels, and a fluency gain of six words per minute- this is an increase on 2022/23 in both measures.
- Reading data for current Yr 8 shows 72% of students' reading ages improved from the start of Yr7, with 58% of current Yr9 improving their reading ages and 69% of current Yr10. 80% of current Yr11 show an improvement in reading ages from the previous year. *N.B This data is based on children that sat both tests.*
- Pupil premium students in current Yr8 showed a slight improvement in SAS along with students in Yr 10.
- Pupil premium students falling into the lowest two reading bands fell in current Years 8, 9 and 11. However the percentage of students who are disadvantaged falling into these two bands is too high and will be the focus of the Reading strategy with named students targeted in these two bands.

## **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 2023-July 2024, 18 students from City Academy accessed the provision (an increase of 5 on 2022/23).
- 78% of students made one level or more of progress in English Language Proficiency (Bell Foundation Assessment), an increase of 17% on the previous year, with the remaining students making above expected progress (i.e. 2 levels of progress) again an improvement on last year.

## **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 a timetable of 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.
- Pupil Premium attendance 2023/24 has risen from 85.1% in 2022/23 to 86.7%, although this is still too far from National, and attendance will continue to be a key focus of the 2024/25 strategy. Pupil Premium attendance was higher than that of non-disadvantaged students.
- The percentage of disadvantaged students falling into the persistent absentee threshold has improved considerably on the previous year by 24% and once again is better than their non-disadvantaged peers. PA rates are still too high compared to National and we will continue to be a focus in 2024/25.
- Attendance rates are an area of high focus for all students in 2024-2025 and reducing the gap between disadvantaged and non-disadvantaged attendance is crucial.
- Programs run by external providers 'Free 2 Dream' and 'FBB' Football Beyond Borders will continue to provide disengaged students or those at risk of disengagement with opportunities to develop team-work, collaboration, leadership skills self-esteem and confidence.
- Continuing to remove barriers to attendance such as uniform and travel remain a strong focus in 2024-2025 and continues to be an avenue for funding use.

## **Behaviour and Attitudes**

- Class chart behaviour data indicates an overall school percentage ratio of 92% (positive to negative).
- 75,842 positive points were awarded in total across all year groups, which is some 5,000 more than last year.
- Disadvantaged students continue to receive more achievement points than their non-disadvantaged peers, this does however need to be matched with positive phone calls home.
- Disadvantaged students received significantly more negative behaviour points than their peers.
- 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 is now a three-year trend in the reduction in the number of PP students being permanently excluded, with these now being less than their non-PP counterparts and better than the National rate. The work to reduce all exclusions and PEXs will continue in 2024-2025, with a particular focus on reducing the number of days lost to suspensions by PP students compared to non-PP peers.

- 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 Manchester United, Warwick Castle and Weston Super Mare. These enabled pupils to see staff outside of traditional lessons building positive relationships that will then be transferred back into lessons and gives them access to experiences unavailable to them usually.
- Preschool activity provision has increased alongside breakfast club, providing supervised sporting and social spaces for students who arrive before the official start time.
- Personal Development lessons continue to be placed at the heart of the curriculum for 2024 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.
- 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.
- Counselling and mentoring partnerships continued to yield positive outcomes in 2023/24- pupil testimonials include:

*"Counseling has helped me to reduce my tress and helped me to start to think good things about myself"*

*"My confidence in things as grown and I feel more able to cope with my losses"*

*"Counselling makes me happy"*

- For students who have completed their education at City Academy, Post 16 destination data continues to be strong, with 96% of the cohort of 2023-2024 currently being in education, employment, or training-five out of the six unplaced students are Pupil Premium.

### **Parental engagement**

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

- Increasing our links with primary feeder schools through the reading program and on-site access to specialist lessons.
- School music productions.
- Yr11 Success Evenings.

## Externally provided programmes.

<b>Programme</b>	<b>Provider</b>
Holocaust Memorial activities and production	Echo Eternal
Entrepreneurial program	Goldman Sachs, Free to Dream, The Brilliant Club
Revision skills- Y11	Elevate Education
Emotional support, social skills, and resilience support	Football Beyond Borders, SAFE, MADE, F2D, Two-Ten Therapy
Drama productions and show	Birmingham Hippodrome, COREus, Royal Birmingham Conservatoire
Additional core subjects tutoring,	My Tutor

## 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.