

Pupil premium strategy statement – City Academy 2024-2025

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	632 (398 pp)
Proportion (%) of pupil premium eligible pupils	63.%
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)	2022/23 2023/24 2024/24
Date this statement was published	31/10/2024
Date on which it will be reviewed	September 2025
Statement authorised by	Rebecca Bakewell
Pupil premium lead	Pamela Mills
Governor / Trustee lead	Jasmine Maheshwari

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 417,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£ 417, 900

Part A: Pupil premium strategy plan

Statement of intent

City Academy is committed to assisting the most disadvantaged students in the school so that they have the best chance of fulfilling their potential. This relates to students' academic journey, to improve their problem solving, building of skills and ability to undertake external examinations and receive outcomes that allow students to progress onto pathways of their choice. This includes the ability to self-regulate personal behaviour and build resilience to all manner of situations will play a role in ensuring development of inter-personal skills which remove barriers to educational success. This therefore incorporates measurable outcomes such as success in examinations and less easily measurable outcomes such as growth in confidence.

It is also part of the school's vision in relation to pupil premium students that effective teaching and learning, together with high quality careers information, advice and guidance are essential for the progress of students in the same way as for the whole school cohort. The role of parents in nurturing educational engagement and future aspirations is also vital, so communication with these key stakeholders will be addressed using this funding.

To this end, pupil premium funding allocated to the school will be used to support students in ways that are responsive to their needs. Variable performance in the core subject areas of English and Mathematics as well as literacy levels and reading ages will be addressed. This funding will also be used to support access to opportunities such as additional resources and educational visits.

Challenges

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

Challenge number	Detail of challenge
1	Literacy levels for a significant group of pupil premium students are lower upon entry than for other students. Following baseline testing and observation, this is evident with reading ages and comprehension levels being lower for disadvantaged students when compared to non-disadvantaged students.

2	A lower prior attainment for a significant group of pupil premium students on entry to the Academy
3	Some pupil premium students (in common with some of their peers) require development of social skills and techniques to self-regulate their behaviour for learning which impact on academic progress. Attitude and perception towards education, school, attendance, and teachers is lower amongst a significant group of premium students.
4	The level of attendance for pupil premium students has been historically lower than that of non-pupil premium students. Last year this trend was reversed but attendance rates for pupil premium students are still too far from National. Persistent absence rates for pupil premium students are higher than National rates.
5	Parents in high areas of deprivation face many challenges and barriers to engaging with school.
6	Ensuring aspirational post-16 pathways for all pupil premium students.
7	Admissions and the transient nature of our students, particularly our disadvantaged students, new to country.

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
<p>Overall Attainment by the end of Year 11 for disadvantaged students, to be in line or above national average in Maths, English and Science.</p> <p>Attainment of disadvantaged students in Year 10 will be in line with their non disadvantaged peers in Maths, English and Science.</p>	<p>Disadvantaged student attainment to be in line with the performance of non-disadvantaged students.</p> <ul style="list-style-type: none"> A8 score to be in line with Estimated A8 score.
<p>Overall Progress by the end of Year 11 for disadvantaged students, to be in line or above national average in Maths, English and Science.</p> <p>Progress of disadvantaged students in Year 10 will be in line with their non disadvantaged peers in Maths, English and Science.</p>	<p>Overall progress of disadvantaged students to be in line with or above non disadvantaged students.</p> <ul style="list-style-type: none"> Progress will be 0.0 for each core subject. Progress overall at the Academy to move to a positive P8 of at least 0.0. Progress of students within the 'open bucket subjects' to be at least 0.0 Progress of students in 'EBacc' subjects to be at least 0.0 <p>Progress of students in HAP band will improve to at least 0.0.</p>
<p>Progress at the end of KS3 will demonstrate that students are on track to meet age-related</p>	<p>Progress assessments will indicate significantly improved progress among disadvantaged students, across Key Stage 3, in all subjects.</p>

<p>expectations. More able students to make progress in line with high expectations.</p>	<ul style="list-style-type: none"> • The average grade reached by disadvantaged students in all subjects will not be lower than their peers. • The percentage of disadvantaged students reaching the Secure and Extending assessment bands is at least 65% by the end of the academic year.
<p>Reading ages of disadvantaged students to show an improvement in relation to their chronological reading age, an improvement in SAS and most importantly a reduction in the number of disadvantaged students in the lowest 20% (in 2024-2025).</p>	<p>Reading ages will improve because of reading strategies utilised across the Academy. The number of disadvantaged students falling into the lowest bands will reduce in 2024/5 as demonstrated by:</p> <ul style="list-style-type: none"> • Year 7- 15% reduction in the percentage of disadvantaged students falling into the lowest two bands. • Year 8- 15% reduction in the percentage of disadvantaged students falling into the lowest two bands. • Year 9- 15% reduction in the percentage of disadvantaged students falling into the lowest two bands.
<p>To minimise absence of disadvantaged students and reduce persistent absence for disadvantaged students in 2024-2025.</p>	<p>Overall attendance of disadvantaged students will improve in 2024-2025 demonstrating:</p> <ul style="list-style-type: none"> • The gap between National attendance rates and disadvantaged students reduces. • The percentage of all students who are persistently absent is reduced by 10% on 2023-2024.
<p>Improved social skills and self-regulatory behaviour for disadvantaged students.</p>	<p>Data on student behaviour from 2024/25 demonstrating:</p> <ul style="list-style-type: none"> • A 10% reduction in suspensions and reduction in permanent exclusions for disadvantaged students (year on year) moving towards national. • The ratio of disadvantaged students 'positive to negative' on Class charts is 92% or greater and is equal to or exceeds non disadvantaged students. • The percentage of student rewards issued each term and numbers involved in reward opportunities moves towards the percentage of disadvantaged students for that year group.
<p>To improve the attitude and perceptions of school and teachers, of our disadvantaged students.</p>	<p>Student perceptions of school for 2023/24 will demonstrate:</p> <ul style="list-style-type: none"> • students in 7-10 GL Pass test data indicating an improved perception score with disadvantaged students being in line with their non-disadvantaged peers, and an overall rate of 75% (in response to Qu1 & 5). • qualitative data from student voice, student and parent surveys and opportunity

	evaluation forms indicating an upward trend of improvement.
Disadvantaged students will access a range of opportunities that develop ‘ cultural capital ’	All disadvantaged students will have accessed at least three opportunities to develop personal, social skills and cultural capital demonstrated by: <ul style="list-style-type: none"> • Each disadvantaged students will go on at least one external trip during 2024-2025.
Increased engagement of parents of disadvantaged students within the Academy	Data from 2024/25 will demonstrate increased parental engagement: <ul style="list-style-type: none"> • 60% of all parents attend parents’ evenings, academic support evenings and school performances and events. The attendance of parents of disadvantaged students is in line with non-disadvantaged students. • qualitative data from parent surveys and opportunity evaluation forms indicating an upward trend of improvement.
Aspirational post-16 destinations and future pathways for disadvantaged students.	Post-16 destinations data from 2024/25 will demonstrate: <ul style="list-style-type: none"> • 98% of students will be on a placement in further education, employment, or training (exceeding national rates). • 80% or more students attend post-16 providers with an Ofsted rating of Good or Outstanding. • At least 10% of cohort apply to Grammar school provision.

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: £185,954

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	1, 2

<p>Additional resources/materials/ ingredients, learning platforms to support learning outside the classroom (re- vision/homework- G.C.S.E pod) <i>Other online platforms</i></p> <p><i>DT Learning resources</i> <i>YR11 resources</i></p>	<p>Learning at home has a positive impact on average (+ 5 months), particularly with pupils in secondary</p> <p>Homework Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 5, 6, 7</p>
<p>Additional Trust leadership capacity, Quality Assurance work and 'in house' PP Leadership</p>	<p>EEF (2020) highlights the importance and effectiveness of monitoring and evaluation with regard to PP action, Trust support will ensure objective and supportive approach is maintained - School leaders must continually monitor the progress of the pupil premium strategy, adapting their approach when and where appropriate.</p> <p>Using Pupil Premium Funding Effectively Education Endowment Foundation EEF</p>	<p>1, 2, 3, 5, 6, 7</p>
<p>Trust wide SPD ensuring consistency across all CORE Education schools utilising experience, and context to provide best value and impact for disadvantaged students- Trust Leads</p>	<p>EEF (2020) states that evidence informed teachers and leaders are able to combine findings from research and professional expertise to make decisions. This involves comparing how similar challenges have been tackled, and in the consideration of likely cost- effectiveness of a range of approaches.</p> <p>Effective Professional Development Education Endowment Foundation EEF</p>	<p>1, 2, 3, 5, 6, 7,</p>

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

Budgeted cost: £64,661

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>'My Tutor' programme in Core Subjects (English, Maths and Science) <i>Targeted holiday & Saturday interventions</i></p> <p><i>Elevate Education</i></p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>
<p>Improved reading comprehension among disadvantaged pupils.</p> <p><i>Reading Coach</i></p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit</p>	<p>1, 2, 3,</p>

	<p>Strand Education Endowment Foundation EEF</p> <p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <p>Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006)</p> <p>Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006).</p> <p>Research Evidence on Reading for Pleasure Department for Education DfE</p>	
External agency delivering curriculum subject focus days for targeted students to address underachievement	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3

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

Budgeted cost: £167,285

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment of Year Group Coordinators to deliver behaviour interventions and pastoral support.</p> <p>Pastoral manager.</p> <p>Behaviour support</p> <p>Enrichment support</p>	<p>A pupil cannot benefit from a lesson if they are not present, engaged in the lesson, and behaving appropriately for learning.</p> <p>Relationships with pupils, with families, with school colleagues and wider professionals. As relationships and communication strengthen, our holistic understanding of pupil needs and strategies to overcome learning difficulties can be deliberately shared and integrated into every aspect of school life.</p> <p>Three Keys to Unlocking Positive Learning Behaviours Education Endowment Foundation EEF</p>	4, 5, 6, 7
Targeted Attendance interventions, Compliance and Education Services.	Evidence suggests that improvements in attendance can lead to meaningful impacts in academic achievements, social characteristics and behavioural outcomes.	5, 6, 7

<p>- Attendance Admin Appren- tice</p>	<p>Attendance Interventions Evidence Reviews Education En- dowment Foundation EEF</p>	
<p>External Mentoring Ser- vices to support students' self-efficacy. MADE mentoring</p>	<p>Social and Emotional Learning can have a positive impact on academic progress and enable students to effectively manage their emotions and attitude towards school when delivered as targeted interventions</p> <p>Social and Emotional Learning Toolkit Strand Education Endowment Foundation EEF</p>	<p>4, 5, 6, 7</p>
<p>Residential Trips and Visits to extend students learning outside of the classroom. Enrichment support</p>	<p>Outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and team- work. Outdoor adventure learning may play an important part of the wider school experience. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Outdoor Adventure Learning Toolkit Strand Education Endowment Foundation EEF</p>	<p>4, 5, 6, 7,</p>

Total budgeted cost: £ 417,900