

Pupil premium strategy statement- 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	City Academy
Number of pupils in school	738 (473.5 pp)
Proportion (%) of pupil premium eligible pupils	63.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	31/10/2023
Date on which it will be reviewed	September 2024
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	£490,073
Recovery premium funding allocation this academic year	£136,686
National Tutoring Programme – Catch-up funding	£32,603 matched
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£659,368

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 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. Shortcomings 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 are lower for pupil premium students upon entry than for other students. Reading ages and comprehension levels are lower for pupil premium students upon entry than for other students.
2	Low prior attainment of pupil premium students on entry to the Academy
3	Pupil premium students 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 pupil premium students than non-pupil premium students.

4	Levels of attendance for pupil premium students are lower (86.9%) than that of non-pupil premium students Nationally (90.7%). Persistent absence rates for pupil premium students are higher than non-pupil premium students.
5	Parents in high areas of deprivation face challenges in engaging with school.
6	Ensuring aspirational post-16 pathways for all premium students.
7	Admissions and the transient nature of our students, particularly our disadvantaged students.

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 • Progress of students in HAP band will improve to at least 0.0.
<p>Progress at the end of KS3 will demonstrate that students are on track to meet age related expectations. More able students to make progress in line with high expectations.</p>	<p>Progress assessments will indicate significantly improved progress among disadvantaged students, across Key Stage 3, in English, Maths and Science.</p> <ul style="list-style-type: none"> • The percentage of disadvantaged students falling into the lower two assessment bands (Emerging & Developing) reduces in year in English, Maths and Science. (See breakdown of targets by year group below)

	<ul style="list-style-type: none"> The percentage of disadvantaged students reaching the Secure and Mastery 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 2023-2024).</p>	<p>Reading ages will improve because of reading strategies utilised across the Academy.</p> <p>The number of disadvantaged students falling into the lowest bands will reduce in 2023/24 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 2023-2024.</p>	<p>Overall attendance of disadvantaged students will improve in 2023-2024 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 15% on 2022-2023.
<p>Improved social skills and self-regulatory behaviour for disadvantaged students.</p>	<p>Data on student behaviour from 2023/24 demonstrating:</p> <ul style="list-style-type: none"> an incremental 15% reduction termly in suspensions and reduction in permanent exclusions for disadvantaged students (year on year) moving towards national figures. The ratio of disadvantaged students 'positive to negative' on Class charts is 90% and is equal to or exceeds non disadvantaged students. The percentage of student rewards issued each term and numbers involved in rewards 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 2022/23 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).

	<ul style="list-style-type: none"> 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'	<p>All disadvantaged students will have accessed opportunities to develop personal, social skills and cultural capital demonstrated by:</p> <ul style="list-style-type: none"> Each disadvantaged students will go on at least one external trip during 2023-2024.
Increased engagement of parents of disadvantaged students within the Academy	<p>Data from 2023/24 will demonstrate increased parental engagement:</p> <ul style="list-style-type: none"> 60% of all parents attend parent's evenings, academic support evenings and school performances and events. The attendance of parents of disadvantaged students is in 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.	<p>Post-16 destinations data from 2023/24 will demonstrate:</p> <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 (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted spend (estimate) - £48,501

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
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Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	See costs in Targeted Academic Support for Literacy	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
Additional resources/materials/learning platforms to support learning outside the classroom (revision/homework- <i>G.C.S.E pod</i>) <i>Other online platforms</i>	£2,350 £2,500	Learning at home has a positive impact on average (+ 5 months), particularly with pupils in secondary Homework Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 5, 6, 7
Additional Trust leadership capacity, Quality Assurance work and 'in house' PP Leadership	£3,037 £23,142	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. Using Pupil Premium Funding Effectively Education Endowment Foundation EEF	1, 2, 3, 5, 6, 7
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 COPs. Contribution to DACE.	£9,698 £5,274 £2,500	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. Effective Professional Development Education Endowment Foundation EEF	1, 2, 3, 5, 6, 7,

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

Budgeted spend (estimate) £185,451

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
'My Tutor' programme in Core	£97,200	Tuition targeted at specific needs and knowledge gaps can be an effective method	1, 2, 3

Subjects (English, Maths and Science) <i>Targeted holiday & Saturday interventions</i>	£2,738	to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Improved reading comprehension among disadvantaged pupils. <i>(Reading Plus Lexia Ruth Miskin)</i>	£6,000 £12,000 £1,500	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: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	1, 2, 3,
External agency delivering curriculum subject focus days for targeted students to address underachievement	Costs outlined in 'my Tutor' above	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
Trust wide Literacy strategy which will support all students in accessing reading. <i>Literacy Lead</i> <i>Librarian</i> COREHello provision for EAL students currently unable to access the curriculum.	£2,975 £22,000 £38,538	Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006) 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). Research Evidence on Reading for Pleasure Department for Education DfE	1, 2, 3
Trust wide SEND strategy – Improving leadership and procedures in delivering SEND education-through COPs and the Trust Literacy Lead.	£2,500	Most pupils will make good progress with universal teaching approaches, and others will do so with more targeted interventions. Yet there may remain a small minority of pupils who present a challenging variation in barriers to learning that are not easy for the class teacher to identify and respond to alone Special Educational Needs and Disabilities Educational Endowment Foundation EEF	1, 2, 3

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

Budgeted spend (estimate) £421,966

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Appointment of Year Group Co-Ordinators to deliver behaviour interventions and pastoral support. In addition, Trust support for safeguarding and pastoral system. Safeguarding and Behaviour COPs.	£194,846	A pupil cannot benefit from a lesson if they are not present, engaged in the lesson, and behaving appropriately for learning. 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. Three Keys to Unlocking Positive Learning Behaviours Education Endowment Foundation EEF	4, 5, 6, 7
Targeted Attendance interventions, Compliance and Education Services. -Family Support Worker - Attendance Support	£42,000	Evidence suggests that improvements in attendance can lead to meaningful impacts in academic achievements, social characteristics and behavioural outcomes. Attendance Interventions Evidence Reviews Education Endowment Foundation EEF	5, 6, 7
External Mentoring Services to support students' self-efficacy through ' <i>Place to Be</i> '	£18,400 plus £7,920	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 Social and Emotional Learning Toolkit Strand Education Endowment Foundation EEF	4, 5, 6, 7
Residential Trips and Visits to extend students learning outside of the classroom. (Cadet Force Kingswood Residential Opportunity Days)	£40,000 £21,000	Outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. 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.	4, 5, 6, 7,

		Outdoor Adventure Learning Toolkit Strand Education Endowment Foundation EEF	
Provide students with a free breakfast each morning.	£1,300	EEF independent research found that a free, universal, before-school breakfast club delivered an average of +2 months' additional progress for pupils in reading, writing and maths. Breakfast Case Study – Evidence for Impact Education Endowment Foundation EEF	1, 2, 3, 5, 6, 7
Subsidise uniform and school travel for parents to support school attendance and learning.	£15,000	School uniform supports the development of a whole school ethos and therefore supports discipline and motivation. School uniform also promotes social equity. School Uniform Education Endowment Foundation EEF BCC (website) also states that schools should also offer arrangements so that no family feels unable to apply for a place because of the cost of uniform School Uniforms Schools and Learning Birmingham City Council	5, 6, 7
Provide students with a wide range of school based and trust wide extra-curricular activities.	£47,500	Research suggests that there are enabling character traits which can improve educational attainment, engagement with school and attendance Character Education Department for Education DfE schools which develop character well help drive equity and social mobility for their pupils ⁵ . Access to character development opportunities in schools can lead pupils that take part to be highly motivated ⁶ , report fewer absences ⁷ and have lower levels of emotional distress ⁸ , amongst other outcomes. The impact of non-cognitive skills on outcomes for young people Education Endowment Foundation EEF Ensuring disadvantaged students have access to ensure physical wellbeing during several points of the school day https://www.nhs.uk/live-well/exercise/exercise-health-benefits/ Evidence suggests that extra-curricular physical activity is associated with positive academic attitudes and better attendance and homework completion rates. (DfE 2013)	4, 5, 6, 7
Additional external partnerships &		Research suggests that there are enabling character traits which can improve	4, 5, 6, 7

<p>projects to support curriculum enrichment and Cultural Capital.</p> <p>Music Therapy</p> <p>Music tuition and equipment.</p>	<p>£10,000</p> <p>£24,000</p>	<p>educational attainment, engagement with school and attendance</p> <p>Character Education Department for Education DfE</p> <p>schools which develop character well help drive equity and social mobility for their pupils⁵.</p> <p>Access to character development opportunities in schools can lead pupils that take part to be highly motivated⁶, report fewer absences⁷ and have lower levels of emotional distress⁸, amongst other outcomes.</p> <p>The impact of non-cognitive skills on outcomes for young people Education Endowment Foundation EEF</p>	
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