

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 2021 to 2022 academic year.

This year City Academy has seen the implementation of the first phase of their three-year Pupil Premium Plan, outlined below is a summary of progress to date. The Y11 cohort of 2022 was made up of 196 students, 145 of whom are disadvantaged, i.e., 74%. Results show that these disadvantaged students outperformed their non-disadvantaged peers in many key areas, with their overall P8 score nearing the National average (for that group).

	Pupils	Pupils Inc	KS2 Level	Est A8	A8 Score	P8 Score	English 9-5%	Maths 9-5%	Basics 9-5	English 9-4%	Maths 9-4%	Basics 9-4
No	51	35	4.6	44.4	39.48	-0.64	47%	27%	27%	69%	41%	37%
Yes	145	124	4.7	44.6	38.04*	-0.46*	51%	28%	26%*	72%	46%	44%*

*Indicates close to National rates for this measure or above average

P8 scores for disadvantaged students were better in English, Maths, Ebacc and in the Open bucket with percentage rates for both the Basics at 9-5 and 9-4 were close to National for this group. Disadvantaged students performed exceptionally well in Religious Studies with 81% achieving a grade 4 or above. With the continued support of PP funds to purchase learning packages (Educake and GCSE Pod), disadvantaged students outperformed non-PP students across the board in science subjects.

Disadvantaged	Combined Science P8	Physics P8	Chemistry P8	Biology P8
No	-1.00	-0.70	-0.80	-0.50
Yes	-0.61	-0.36	-0.30	-0.12

End of year, data for Y10, indicates disadvantaged students are performing slightly better than their non-disadvantaged peers by 0.10 points; disadvantaged students have made 0.36 points progress since their last data collection. Disadvantaged students are performing noticeably better than their non-disadvantaged counterparts in Geography (0.5 points), Spanish (1.31 points) and Religious Education (0.25 points).

Through improved tracking using GL assessment and a rigorous testing schedule, it has been possible to securely evidence the progress of all students in English, maths, and Reading. Yr.8 disadvantaged students are on target to meet plan milestones in maths and English this year. Disadvantaged students in Y8 have a Mean SAS score which is 6.3 higher than their non-PP peers. Disadvantaged students in Y7 have shown significant gains in Reading with their mean SAS (Standardised Age Score) score moving from 91.9 in September to 96.8 in June. It is expected that this improvement in reading will impact progress across all subjects as the cohort moves through the school. In the Autumn of 2021, 44% of PP students fell into the 'below average' and 'very low' Standard Age Score bands, by the summer term this has decreased to 23%, with a gap of approx. 2% on their non-PP peers- a reduction from 6% at the start of the year).

Much work has been undertaken this year to push forward the Academy's Reading Strategy, with free reading books being distributed to every student in years 7,8 and 9 in Autumn 2, with a repeat in May 2022. Students are encouraged to read, and this has been rewarded with over 10,000 value credits since September 2021. The Guided Reader in Form Time has been launched in all forms from Y7-10, an activity that takes place each week. Students have been encouraged to sign up for external library & E-library membership, with 58% of loans being from

PP students. The focus on first quality teaching has been strong with all staff provided with C.P.D and data on students' Sentence and Passage Comprehension Stanine scores through the 'Class charts' package (funded through Pupil Premium). Reading Plus has been delivered for one hour a week through English lessons in Years 7-9 equating to over 4.7 million words read with an average gain of 0.5 reading levels, with a fluency gain of eleven words per minute (June 2022).

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 2021-July 2022, forty-seven students accessed the provision (from across the Trust schools), 81% of whom made one level of progress in English Language Proficiency (Bell Foundation Assessment), with 4% making two levels of progress.

The academy has been working closely with the Warwickshire Attendance Service on improving attendance and reducing persistent absence. The expansion of the pastoral team to include non-teaching Year Group Coordinators has been vital and 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 2021-2022 is sitting just under 90% with PP students at 87.6%. Conversely persistent absentee rates are 5.99% higher for non pp students than their disadvantaged counterparts across the school and all year groups.

Class chart data indicates an overall school percentage ratio of 87% (positive to negative), with 1 272 602 positive points being awarded. A further breakdown shows that disadvantaged students received approx. 70,000 more achievement points than their peers, however unfortunately this was reversed in the allocation of behaviour points with disadvantaged students receiving a similar amount more in negatives. Fixed term and permanent exclusions for PP students are still too high compared with their non-PP counterparts, particularly in years 9-11.

	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	23	13	28	48	22	66	19	83	14	49
PEX	0	0	1	0	0	2	0	2	0	1

The Academy is now working with Dixons Trinity to strengthen their behaviour strategy, with the first whole school CPD taking place in June. 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.

Programmes run by external providers 'Free 2 Dream' during lockdown, and then on return to school, provided disengaged students with opportunities to develop teamwork, collaboration, leadership skills self-esteem and confidence. Sixty-four students have taken part with plans for more, 78% of the overall cohort is made up of pupil premium students, of these, a third of the Y8 students increased their attendance compared to their EOY Y7 figures and 55% of the Y9 students saw an improvement on their EOY attendance percentage for Y8.

The Academy launched its Opportunity Days this year with all students in years 7-10 invited to take part in a wide variety of trips, visits and activities from Warwick Castle, Puzzle Day, STEM challenges and GCSE Fieldwork visits resulting in six hundred and forty-nine students benefiting from these experiences. The enabled pupils to see staff outside of traditional lessons building positive relationships that will then be transferred back into lessons.

CORE Games has given 100 students the opportunity to take part in a variety of sports across the Trust, with 63% of all students being pupil premium (with an equal gender split).

The Trust wide projects of COREus and Leaders of Tomorrow ran once again this year, yielding improvements in attendance, PASS survey outcomes and in student's key skills. Students on the COREus project stated a gain in five key areas of school life ranging from confidence to performing with others. Students on the Leaders of Tomorrow programme felt they had improved in ten key areas including confidence, empathy, leading others and listening to others- all vital life skills.

Project	Attendance	Self-Regard	Preparedness to Learn
COREus	60% ↑	50% ↑	45% ↑
Leaders of Tomorrow	33% ↑	33% ↑	66% ↑

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 2022-2023 to increase the engagement of parents of disadvantaged students.

Successful parental engagement came this year from with CORE work, COREUS and Echo Eternal evening events, involving the parents of some of our most vulnerable and challenging students.

"I am so happy XXXXX has been given the opportunity to do something like this. He has really been enjoying it and this evening was brilliant. These are the sort of things the kids need"

"XXXXX has been so excited about this course, he comes how and tells me about what has been going on. He is really excited about this trip and so proud to have been selected. Thank you for this."

For students who have completed their education at City Academy, Post 16 destination data continues to be extremely strong, exceeding both local and National rates with 99% of the cohort of 2020-2021 being in education, employment, or training. 78% of students are attending a Good or Outstanding provider. In addition, all pupils have received guidance and support from Gordon Franks to ensure that we have no NEETS.

Externally provided programmes

Programme	Provider
Holocaust Memorial activities and production	Echo Eternal
CORE work programme	Digital Innovators
Revision skills- Y11	Elevate
Emotional support, social skills, and resilience support	Foundations for the Future
Entrepreneurial programme	Free 2 Dream
Drama productions and show	CORAM Shakespeare Foundation
Additional core subjects tutoring,	PETXi Tutoring
Supporting attendance	Warwickshire Attendance Service

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.