# 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.

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| **Evaluation of Intended Outcomes 2021-2022**  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.  **Attainment and Progress KS4.**  **Year**  The Y11 cohort of 2022 was made up of 196 students, 145 of whom are disadvantaged, i.e., 74%.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Pupils** | **Pupils Inc** | **KS2 Level** | **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** | **35** | **4.6** | **44.4** | **39.48** | **-0.64** | **47%** | **69%** | **-0.14** | **27%** | **41%** | **-0.99** | **27%** | **37%** | | **Yes** | **145** | **124** | **4.7** | **44.6** | **38.04\*** | **-0.46\*** | **51%** | **72%** | **-0.02** | **28%** | **46%** | **-0.86** | **26%\*** | **44%\*** |   *\*Indicates close to National rates for this measure or above average*   * Results show that disadvantaged students outperformed their non disadvantaged peers in many key areas, with their overall P8 & A8 nearly reaching the National average (for that group). * P8 scores for disadvantaged students were better in English, Maths, Ebacc and in the Open bucket with percentage rates for both the Basics percentage 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. * Despite the performance of disadvantaged students compared to non-disadvantaged students the performance of all groups across the academy is not in line with national expectations, which is why an ambitious target of 0.2 for Progress 8 has been set for all groups in 2022-2023.  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Disadvantaged** | **Combined Science P8** | **Physics P8** | **Chemistry P8** | **Biology P8** | **Ebacc P8** | **Open Bucket** | | **No** | **-1.00** | **-0.70** | **-0.80** | **-0.50** | **-0.73** | **-0.65** | | **Yes** | **-0.61** | **-0.36** | **-0.30** | **-0.12** | **-0.51** | **-0.59** |   **Year 10**   * Internal 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 counter parts in Geography (0.5 points), Spanish (1.31 points) and Religious Education (0.25 points). * Data will be reinforced through this cohort’s first Year 11 mock exams in October 2022.   **KS3 Achievement & Progress**  Through improved tracking using GL assessment and a rigorous testing schedule, it has been possible to securely evidence the position of all students in English, maths, Science and Reading.  **Year 7**   * Progress tests in maths show that the number of disadvantaged students in the lowest two performing bands decreased significantly across the year from 45% to 29%. Despite this progress this figure must reduce further so a target of another 10% reduction has been set for next year. Mean SAS has improved by 2.5 points across the year, which slightly exceeds that of non-disadvantaged students. * Progress in English has been hard to evidence in 2021-2022 due to the transient nature of the cohort. In September 30% of the PP cohort fell into the lowest two bands which appears to have increased to 40% by year end, but this is a vastly different cohort of students. With SAS appearing to drop from 95.3 to 90.5. Progress of students in English is not good targets for 2022/23 reflect this with a reduction of 20% set for this group. * Progress tests in maths show the mean SAS score for disadvantaged students exceeds their non disadvantaged peers at 95.3 compared to 94.0, however 37% of disadvantaged students are still in the lowest two bands, hence a target of 15% reduction for this group has been set for 2022/23.   **Year 9**   * Progress tests in English demonstrate that disadvantaged students are performing better than non-disadvantaged students with a mean SAS of 96.0 compared to 94.0. However, the percentage of students in the lowest bands exceeds national rates at 27%. * By the end of Year 9 disadvantaged students in maths are nearly 2.0 points behind their non disadvantaged peers (SAS 96.5 and 98.3 respectively) with 28% still falling into the lower two bands. * In Science there is virtually no gap between the mean SAS for disadvantaged students and non-disadvantaged students (101.2 and 101.5 respectively). 20% of disadvantages students still fall into the lowest two bands, which although on a par with national average must be a focus moving forward for these students in Year Ten and KS4.   **Reading**   * 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 awarded for this 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). * Disadvantaged students in Y7 have shown significant gains in Reading with their mean SAS (Standardised Age Score) score moving from 91.9 in September 2021 to 96.8 in June 2022, bringing it within 2.0 points of their non disadvantaged counterparts. However, twenty four percent of disadvantaged students still fall in the bottom two lower bands, hence a 15% target for reduction to reflect this for 2022-2023. * Disadvantaged students in Y8 have shown an improvement in their mean SAS moving from 99.0 to 99.9 with a 6% reduction of students falling into the lowest two bands. Targets for this group (now at 17%) have been set for a further 10% reduction in 2022/23. * In Year 9 there has been a 3% reduction to 22% of the number of disadvantaged students in the lowest two bands and the SAS has improved for this group from 96.2 to 101.   **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 2021-July 2022, forty-seven students accessed the provision (from across the Trust schools), * 81% of students made one level of progress in English Language Proficiency (Bell Foundation Assessment), with 4% making two levels of progress. * Exit data from COREHELLO and teaching strategies are shared with school upon students’ return.   **Attendance**   * 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. * Although attendance rates are above the national average this remains an area of high focus for all students in 2022-2023 and reducing the gap between disadvantaged and non-disadvantaged attendance is crucial. * 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.   **Behaviour and Attitudes**   * Class chart behaviour data indicates an overall school percentage ratio of 87% (positive to negative). * 1 272 602 positive points were awarded in total across all year groups. * Disadvantaged students received approx. 70,000 more achievement points than their non disadvantaged peers. * Disadvantaged students also received significantly more negative behaviour points. * 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. * PASS data for disadvantaged students indicate that we need to continue to focus on improving students’ attitude to school life and learning and increase student voice and consultation. * 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. * A review and re launch of Behaviour pathways are planned for Autumn Term 2022.   **Personal Development**   * The Academy launched 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 from Warwick Castle, Puzzle Day, STEM challenges and GCSE Fieldwork visits resulting in six hundred and forty-nine students benefitting from these experiences. These enabled pupils to see staff outside of traditional lessons building positive relationships that will then be transferred back into lessons. * Personal Development lessons have been placed in the heart of the curriculum for 2022 with an hour timetabled lesson each week in addition to the already allocated tutor time each morning. * 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% |  * 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.   **Parental engagement**  Continuing restrictions this year due to Covid and ongoing building work impacted on the amount of face-to-face parental engagement that could take place.  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.  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."* |

## Externally provided programmes

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| 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

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| **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](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) 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](https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#MHST) 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](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) 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. |