

Review of outcomes in the previous academic year

This report details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year. This year City Academy has seen the implementation of the third phase of their three-year Pupil Premium Plan- outlined below is a summary of progress to date.

1. **Teaching- total spent on improving outcomes, reading, teaching and learning was: £185,954**
2. **Targeted academic support i.e. interventions, academic coaching, one to one tuition- total spent was: £64, 661**

Impact of these two waves:

Attainment and Progress KS4.

Year 11

The Y11 cohort of 2025 was made up of 150 students, 102 of whom are disadvantaged, i.e., 68%.

	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	48	48	99	40.71	38.30	-0.24	41.7	64.6	-0.12	27.1	47.9	-0.26	20.8	41.7
Yes	102	100	98.5	39.31	35.51	-0.33	37.3	63.7	-0.24	30.4	45.1	-0.29	23.5	40.2

- The performance of disadvantaged students shows an increase on 2023/24 in nine key measures (from a lower KS2 starting point on previous cohort). The A8 rose last year and now sits at 35.51.
- There has been a 10% increase in the number of disadvantaged students achieving a grade of 9-5 in maths. Although this was not mirrored in English there was a 13% increase in the number of disadvantaged students achieving a grade 9-4.
- Disadvantaged students achieving the basics at 9-5 have risen and exceeded their non-disadvantaged counterparts.
- The impact of the PP funded *My Tutor* program is clear to see for its contribution to progress in English, science, Geography and maths with students seeing on average nearly a grade improvement (Science & English Literature).
- 59 students improved 1 whole grade, 35 improved 2 grades and 5 improved 3 or more grades.
- Performance of disadvantaged students in the sciences also shows improvement in A8 in Physics, Chemistry, and Combined Science.
- Disadvantaged students in the EBACC and Open bucket displayed an improvement on 2023/24.
- Good performance was seen in RE for disadvantaged students, matching their non-disadvantaged peers with an A8 of 4.3. Art students also matched their disadvantaged peers with an A8 of 4.8. Disadvantaged students in Hospitality & Catering also outperformed their peers. Disadvantaged Music students performed exceptionally well with a P8 of 0.44, ahead of non-disadvantaged peers at 0.07.

Although there are gains and improvements in many areas which can be tracked over 3 years, the rate of progress for disadvantaged students is still not rapid enough, either in closing internal gaps or gaps to National.

Disadvantaged	Combined Science A8	Physics A8	Chemistry A8	Biology A8	Ebacc A8	Open Bucket
No	3.74	5.14	5.14	5.36	3.84	3.57
Yes	3.46	4.59	4.45	4.79	3.55	3.26

Year 10 (current Y11, 142 students, 87 of whom are disadvantaged i.e., 61%)

- Intervention has commenced early this academic year, and PP funds are being used to target key vulnerable groups in waves. Significant input into the improvement of outcomes is being provided by Trust Lead Practitioners, funded through PP.

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 in nine subjects. However, in three subjects, PP performance was not as high as their non-PP counterparts (Computer Science, History, and Science). Performance across all subjects illustrates the needs of this cohort and the focus needed on them in 2025/26. This cohort has the highest percentage of PP students in the school at nearly 70%.

Year 8

PP students achieved the same average 'secure' grade at the end of the year across all subjects as their non-PP counterparts except for maths and science. This is an improvement by this cohort's PP performance on their Year 7 results. Performance in these subjects for PP students will be tracked carefully and interventions put in place for their Y9 study.

Year 9

PP and non-PP students achieved the same average grade at the end of the year in ten out of twelve subjects. However, this average grade is not at the desired level for both groups and is one of the reasons for early GCSE intervention already commencing in YR10 with this cohort in 2025/26.

Tracking systems will continue to be developed and refined this year, along with a continued 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 using a graduate response and CORE Principles of Inclusive Reading Practice.
- The Guided Reader in Form Time continues in all forms from Y7-10, an activity that takes place in morning registration.
- Disadvantaged students taking part in the Fresh Start program showed a 74% pass rate. Overall progress for all students on this program was: +2 years in reading age (NGRT exit tests).
- Word of the Week has been embedded across year 7-10, with a new word each week and a set of activities around it undertaken each Friday, including the etymology of each word.
- The school library 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. Recognising the need to develop this resource further, City Academy is recruiting its own librarian.
- 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 2025 and will be repeated at the end of the academic year.
- Reading Plus has been delivered for one hour a week through English lessons in Years 7-9 with an average gain of 2 reading levels, (up on 0.3 last year) and a fluency gain of eighteen words per minute (up on 6 last year)-this is a three-year increase in both measures.

- SAS across the whole school increased to 96.6 from 95.9 at the start of the academic year. The number of students falling into the lowest two bands fell across the year.
- SAS across the disadvantaged cohort increased to 95.5 from 94.2 at the start of the academic year. The number of students falling into the lowest two bands fell slightly across the year.
- There are still too many students falling into the lowest bands compared to National and these students are the target students for intervention in 2025/26.
- Tracking reading progress as cohorts is challenging due to the transient nature of our cohorts- systems for individual tracking will be refined in 2025/26 as part of our work in this area.

EAL

Through the intensive support provided by COREHELLO utilising such programs as 'Flash Academy' and 'TWINKL', EAL (English as an Additional Language) students access a twelve-week intensive language and reading program.

- From September 2022-July 2023, 34 students from City Academy accessed the provision (an increase of 16 2022/23 illustrating our changing demographic and transient school population).
- Progress in English Language Proficiency (Bell Foundation Assessment), can be seen below in the key areas of Listening, Speaking, Reading and Writing.

Area	Progress of 1 level	Progress of 2 levels	Progress of 3 levels +
Listening	26%	41%	17%
Speaking	23%	32%	23%
Reading	29%	2%	29%
Writing	32%	35%	26%

3. Wider strategies i.e. supporting attendance, behaviour, wellbeing and mental health- total spend was: £167, 757

The impact of this wave was:

Attendance

- The expanded pastoral team, which includes 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 that any issues raised by pupils are addressed before the end of the school day, removing barriers to attendance.
- 2024/25 saw the third year of improvement in attendance for disadvantaged students, ending the year at 87.9%, but there remains much work to do still to close the gap to National and this will continue to be an area of focus for PP funded Pastoral Managers along with other projects to remove barriers to attendance such as assistance with uniform, breakfast clubs and counselling.
- The percentage of disadvantaged students falling into the persistent absentee threshold has improved considerably on the previous year by 7.98% (10.35% improvement in two years). PA rates are still too high compared to National, and we will continue to be a focus in 2025/26.
- Attendance rates are an area of high focus for all students in 2025-2026 and reducing the gap between disadvantaged and national attendance is crucial. End of day calling and attendance mentoring are two of the strategies being utilised this year.
- 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.

Behaviour and Attitudes

- Class chart behaviour data indicates an overall school percentage ratio of 98% (positive to negative). Disadvantaged students are at 94%, so a focus on praise and reward for disadvantaged students is a continuous need.
- The percentage of suspension rates for disadvantaged students are too high compared with their non-disadvantaged peers in 2024/25. Pastoral managers are working on intervention strategies in 2025/26 to intervene before these points are reached. Permanent exclusions were also higher for disadvantaged students, and 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.
- Disadvantaged students continue to receive nearly three times more achievement points and positive awards than their non-disadvantaged peers.
- Disadvantaged students received significantly more negative behaviour points than their peers, which demonstrates the need for early intervention and work to remove barriers to learning through PP funded work.

Opportunities- Core Explore

- 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 Birmingham Museum and Art Gallery, Thank Tank, Dudley Zoo, Kenilworth Castle and Weston Super Mare. These visits enable pupils to see staff outside of traditional lessons, building positive relationships that will then be transferred back into lessons and give them access to experiences unavailable to them usually.
- All students in Year 7 were given the opportunity to take part in a three-day residential.
- Preschool activity provision has increased alongside breakfast club, providing supervised sporting and social spaces for students who arrive before the official start time.
- After school and lunchtime, clubs run and provide a wide range of activities for students.
- Personal Development lessons continue to be placed at the heart of the curriculum for 2025 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.

Counselling and mentoring partnerships

Counselling and mentoring partnerships continued to yield positive outcomes in 2024/25- pupil testimonials include:

"FBB has made a lot of things easier. It has helped me with my behaviour. I have improved in a lot of areas and will miss having FBB every week"

"I really love coming to FBB to learn new skills that will help me in the future. I hope I can see them throughout the summer because I trust them"

Parent testimonials:

"Since my son joined FBB I have seen significant changes in his behaviour. He has become more disciplined and has wanted to attend in a timely manner. This has helped him have structure and become focused on developing his passion for football. He has built excellent relationships with staff and other children. This has improved his confidence, social skills, and self-awareness. As a parent, I feel fully confident in the program ."

- The FFB team made some 274 phone calls to parents throughout the year, ensuring positive links with the families of some of our most vulnerable students.
- The FFB undertook 402 one to one sessions to support students across school with various issues.
- Students in this cohort received six times more positive rewards than negatives, demonstrating a considerable improvement in attitude and behaviour.

Destinations

- For 2024 leavers based on our own data collection and follow ups completed by our partners Connexions and the Shaw trust, shows 97% for EET, 3% "not known or NEET".

Externally provided programs.

Program	Provider
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 funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback and intervention in the classroom. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising support from our partners *The Rigby Foundation* 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., Football Beyond Borders), 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 external experts (HMI trained) to review our provision from their 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.