Pupil Premium Statement 2020-2021

1.	Summary information 2020/2021					
School		**City Academy**				
Academic Year	2020/21	**Total PP budget**		£588,280 *provisional*	**Date of most recent PP Review**	Nov 2020
Total number of pupils	914	**Number of pupils eligible for PP**		589	**Date for next internal review of this strategy**	Mar 2021

2. Attainment – 2019/2020	*Pupils eligible for PP (our school)*	*Pupils not eligible for PP (our school)*	*PP nationally*
Progress 8 score average (from 2019/20)	N/A	N/A	
Attainment 8 score average (from 2019/20)	N/A	N/A	
% 9-5 English and Maths	N/A	N/A	
Ebacc APS	N/A	N/A	

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school, such as poor literacy skills) *

A	Literacy levels for PP students are lower on entry than for other students, preventing them from accessing the curriculum and making expected progress in line with non-pupil premium students nationally in all
B	Low prior attainment of PP students on entry to the Academy
C	PP students in particular lack social skills and maturity which impacts on how effectively they self-regulate their behaviour for learning, which has a detrimental impact on their progress and that of their peers
D	PP students have lower attitudes towards school and their teachers than Non-PP students

. External barriers (issues which also require action outside school, such as low attendance rates to school and online learning)

E	PP students' attendance was 85.4%, which equates to almost a term's worth of curriculum time being lost during their time at the Academy
F	Persistent absence rates for PP students are higher than other students. 70.55% of students with attendance rates below 90% are PP students
G	Parents of PP students can be less willing to engage with the Academy and can have lower expectations and aspirations for their children. Parents' attitudes towards education have been proven to have the highest influence over a child's attitude to learning and achievement
H	School closure/absence due to COVID-19.(barriers to online access due to devices and internet provision)

4. Desired outcomes *(desired outcomes and how they will be measured)*		Success criteria
A.	Increased literacy levels for year 7 and 8 PP students.	Increased literacy levels for year 7 and 8 PP students. PP students in year 7 and 8 will make more progress in literacy, reducing the gap between their reading age and chronological age from their starting points at the beginning of the academic year 2020-2021
B.	Improved progress for PP students who enter the Academy with KS2 results below national expectations across all year These were CAGs due to COVID-19	By the end of the academic year 7, PP students have made progress broadly in line with their peers.
C.	Improved social skills and self-regulatory behaviour for PP students.	Improved social skills and self-regulatory behaviour for PP students. Number of behavioural incidents recorded for PP students will reduce to be in line with all students or lower.
D.	Improved perception of school and teachers, especially from PP students.	Improved scores on GL PASS tests and a narrowing of gap between PP and non-PP.
E. F.	Increased attendance and reduced persistent absence for PP students.	Attendance of PP students will increase upon the previous year's figures. The number of PP students classed as persistent. absentees will reduce upon the previous year's figures (online/home learning attendance)
G.	Increased engagement of parents of PP students with the Academy, and higher aspirations of PP students.	The number of parents of PP attending parents evenings, support sessions and Academy performances/events will be in line with parents of non-pupil premium students. PP students will select a suitably challenging and aspirational post-16 destination in line with the non-pupil premium peers.
H	Covid 19 All PP students have access to online provision and are able to access learning in a blended approach, LIVE, GUIDED and ASSESSMENT, Use of NTP program	The NPP, PP gap isn't increased, and the students access quality first teaching during the lock down in. PP students are able to access a range of support via the online for mental and physical well being

Pupil Premium Allocation for 2020-2021

Curriculum Year 2020-2021	Number of pupils in receipt of the Pupil Premium	Female	Male
7	102	48	54
8	116	60	56
9	110	47	63
10	145	65	80
11	116	58	58
Total	589	278	311

Pupil Premium Allocation for 2020-2021

All Years	Number of Looked After Children
7-11	6

5. Planned Expenditure 2020-2021

CORE City Academy utilizes a wide range of research and evidence to allocate funding to the activities most likely to have a high impact on pupil progress and achievement. Support for disadvantaged students is targeted at maximizing achievement based upon a range of different starting points and subsequent personalisation of provision.

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

A. Quality first teaching

Desired outcome Chosen action / approach	Action	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Lead	Review by
A. Increased year 7 and 8 literacy levels.	Literacy coordinator to share effective teaching and learning strategies that will improve literacy levels across the Academy.	In 2013/14, Ofsted published its paper "Key Stage 3: the wasted years?" detailing that in traditional KS3 curricula students were low priority, challenge low and transition poorly managed leading to an attainment dip. These challenges are met through the L4L curriculum.	Staff who will deliver the programme will receive ongoing CPD.	GPA/SST	Summer 21
	The Literacy for Life programme will be continued to be delivered to years 7 and 8 to link literacy skills with cross curricular applications to increase students' awareness of literacy outside the English classroom.		L4L Lead will monitor the impact through progress data at the end of each Assessment Point (1-3).	JLO	Each Assessment Point Ongoing
B. Improved progress for Pupil Premium students	CPD on effective feedback will be delivered for all teachers, including written and verbal positive feedback.	The EEF Toolkit shows that effective feedback has the highest impact on learner (8 months) progress where the learner is given more information on progress towards learning goals. Students will feel more motivated when their learning is acknowledged by the	Through routine book scrutinies and targeted Pupil Premium book scrutinies and Pupil Premium student voice the senior team will monitor the quality of feedback in exercise books.	Teaching and Learning Team DYE/HMA	Summer Term 2021

		teacher and will make more progress as a result.			
	CPD will be delivered on targeting the most effective intervention to disadvantaged students within lessons.	The teaching and learning framework encompasses a breadth of research and proven practice around closing disadvantaged, but needs to be applied consistently by staff.	The Assistant Headteacher in charge of Teaching and Learning will monitor the quality of Teaching, Learning and Assessment through lesson observations, learning walks, book scrutiny's.

Annotated seating plans indicated what strategies are used with which pupils. | RSI/DYE | Summer 21 |
	A Teaching and Learning Team will be established to promote quality first teaching, teacher collaboration and research.	Teachers who are using research-based teaching strategies to promote effective learning are proven to have significant impact on outcomes for students		DYE/HMA/ MNO	Ongoing
	ITT Training NQT/Teach First/PGCE, teaching and learning program study put in place by the ITT Training Lead	Quality first teaching Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. Supporting recruitment and retention of staff	The ITT Training Lead is part of the Teaching and Learning team, will lead a weekly program in developing and delivering a structed program, alongside the school Teaching and Learning program. Supported by faculty mentors. Termly	HMA/DYE/ Faculty mentors	Summer 2021
	A teaching and learning approach to online learning, blended learning to support quality first teaching online	Blended learning approach Live, Guided and Assessment. Quality first teaching still be implemented under the CORE City Teaching and Learning school ethos. So that students have a consistent approach to their learning away from the classroom. Furthermore to develop the independence and resilience of our students to		DYE/PLE	Ongoing

		become better learners. Health safety for students and staff to move away watching a screen all day long.			
	All students to be provided with access to device for online blended learning by Spring	PP students are more prone to fall behind the than NPP due to lack of access to devices and access to internet hence widening the gap. Many families have one device to share amongst siblings hence the this becomes a bottleneck for students learning	A database of students who require devices and access to be established. Devices delivered to parents configured to use with Microsoft 365 Teams. Login details and passwords shared with students, parents and staff to ensure that all students have access. Tutors to monitor student's attendance using the SIMMS with weekly/daily follow up dialogue with parents and students. Information updated on PCSO to support students not attending and appropriate action taken.	SBR/PLE/ HOY	MAR 2
	Implementation and embedding of Homework policy throughout the school knowledge organisers.	EEF has outlined that homework can be worth up to 5 months of additional progress for students.	Whole school CPD on the development of knowledge organisers. Homework TT to be written and followed by students who self-quiz. Homework to be checked in separate homework books by form tutors.	RSI	Summer Term 2021
C. Improved self-	Classroom routines including	The teaching and learning	The Assistant Headteacher in	DYE/HMA/	Ongoing

regulatory behavior for	Threshold, DNA etc. used by staff to promote behaviour for learning.	framework encompasses a breadth of research and proven practice around closing disadvantaged, but needs to be applied consistently by staff.	charge of Teaching and Learning will monitor the quality of Teaching, Learning and Assessment through lesson observations, learning walks, book scrutinies.	MNO	
	Improve the consistency of Class Charts, to both praise and sanction students.	The eradication of low–level disruption in lessons will improve teaching and learning in lessons.	Behaviour points form the focus of a weekly briefing, as well as being incorporated into assemblies and form time.	WRO	MAR 21
D. Improved perception of school and teachers, especially from PP students.	Improved consistency of teaching and learning framework as supported by targeted intervention driven by PASS data.	Results of PASS tests reveal groups of students have a low opinion of themselves and school.	TAssistant Headteacher in charge of Teaching and Learning will monitor the quality of Teaching, Learning and Assessment through lesson observations, learning walks, book scrutinies. Annotated seating plans indicated what strategies are used with which pupils.	MNO/DYE	MAY 21

Approximate expenditure: £117,656 estimated

B. Targeted Support

Desired outcome Chosen action / approach	Action	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Lead	Review by

A. Increased year 7 and 8 literacy levels.	Literacy coordinator to identify students with low literacy levels and put in place interventions to improve literacy levels.	Students will feel more confident and motivated when their literacy levels are similar to their peers thus allowing them to access the curriculum and making more progress.	Literacy levels will be tracked by the literacy coordinator and then discussed in line-management meetings.	GPA/RSI/ Literacy coordinator	Summer 21
	Literacy coordinator to implement system of 1-2-1 and small group work with year 7 and 8 students with low literacy levels.		Drop ins and student voice will evidence progress.		
B. Improved progress for Pupil Premium students	1-2-1 and small group work with students underachieving in English and Maths.	In order to accelerate the progress of students with low prior attainment, skilled practitioners will work with small intervention groups to increase skills sets and to build confidence. Small group intervention with highly qualified staff have been found to be effective by the EEF.	Literacy levels will be tracked by the literacy/numeracy coordinator and then discussed in line-management meetings. Drop ins and student voice will evidence progress.	GPA/RSI/ Literacy Numeracy coordinator	Summer 21
			English and Mathematics Graduate mentors will target PP-MPA and PP-HPA	GPA/RSI/ English/ Mathematics HOF	Summer 21
	Implement the NTP program for disadvantaged students. Using Tuition Partners /Academic partners, trained gradutes	There is evidence that from that EEF that effective 1-2-1 tutoring delivering approximately 5 additional months progress on average. Short regular sessions 3 minutes 3-5 times a week can result in optimum impact over 5 -6 weeks. Access to tutoring is often limited to the school and	The Deputy Head for the school for Curriculum and Outcomes will monitor the program. The program will run in schools as evidence suggest that running this during the school day has the largest impact.	MSE/RSI	Summer 21

		parents that can most afford, its estimated that 80% of disadvantaged pupils dont have access to quality tuition.			
	Secure devices for online learning for disadvantaged students. Overcoming the barriers to learning	Student voice has revealed students don't have access to devices, or share devices or they don't have access to the internet.	Increased attendance in online learning of disadvantaged groups.	SBR	Ongoing
	One:One meetings held with students in key year groups ensuring their safeguarding and access to devices	Attendance in initial phase of lockdown was around 30% for all year groups. Increase contact with students.	Increased attendance in online learning of disadvantaged groups.	WRO/TOB/ PLE	Ongoing
	HoY to distribute phonecalls to their teams for persistent non-attenders for students online engagement as part of the blended learning.	Attendance in initial phase of lockdown was around 30% for all year groups. Increase contact with students	Increased attendance in online learning of disadvantaged groups.	TOB/LNO/ HOY	Ongoing
	Home visits made for key students.	Ensure the safeguarding of our vulnerable students through the period of lockdown.	Students are safe and know how to access online learning.	KBT/SHY	Ongoing
C. Improved self-regulatory behaviour.	1-2-1 and small group work with students with behavioural needs with the lead mentor.	The eradication of low–level disruption in lessons will improve teaching and learning in lessons.	Class chart data will evidence impact of work.	WRO/ Inclusion Manager	MAR 21

Desired outcome	Action	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Lead	Review by
D. Improved perception of school and teachers, especially from PP students.	Participation in workshops within local community such as 'Lead your Ship' and 'Round Midnight', and working with local businesses to boost students' perceptions of school	Results of PASS tests reveal groups of students have a low opinion of themselves and school.	Narrowing of gap between PP and non-PP in PASS data.	TOB/DYE	Ongoing
E. Increased attendance and reduced persistent absence for PP students.	Students with attendance below the school target are identified and monitored by the attendance officer. SARMS, offer of Early Help and Fast Track to Court initiated	Improved attendance of PP students will maximise the amount of time students spend in the academy, Improving their progress.	Line-management meetings with the attendance officer will ensure that the attendance of PP students are tracked and actioned.	TOB/LNO	Ongoing

Approximate expenditure: £235,312 estimated

C. Other Approaches

Desired outcome Chosen action / approach	Action	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Lead	Review by
B. Improved progress for Pupil Premium students	Purchase of revision guides and materials for year 11 students.	Removing potential financial barriers to learning will allow students to fully participate in learning and therefore make progress.	All students eligible will receive equipment and resources.	RSM/RSI	SPR 2
	Purchasing equipment for students to remove barriers to learning.				Summer 21
	Holiday revision sessions for Year 11 student in the build up to	Providing students with additional access to revision	Sessions to be planned and timetabled and communicated		March 21

	exams.	time provides them with an opportunity to revise and receive support.	to parents through texts, letters and Progress Update evenings.		
		Evidence from the EEF toolkit that extended school time impacts on student progress.			
	Open up an application process whereby heads of departments can apply for PP funding to supplement additional interventions for students.	Give more autonomy to HoDs to target students within their faculty areas, as well as increasing their understanding of the EEDF which will be used to support their justifications.	RSI to use the school EEDF and flow charts of applications process.	RSI	Ongoing
C. Improved self-regulatory behaviour.	The Pastoral Team will be strengthened by the appointment of two year head coordinators, Inclusion manager	1-2-1 support for students at risk of exclusion or underachieving due to their behaviour.	The Assistant Head in charge of behaviour will ensure that appropriate students are being appropriately supported.	PLE/WRO	Ongoing
	Classroom, presentation and equipment expectations posters displayed in all learning areas to reinforce school expectations	A shared set of expectations will enable students to understand and reach for these better.	Posters to be designed by one of The Deputy Headteachers and distributed in briefing. City Academy	RSI/MSE	Ongoing
D. Improved perception of school and teachers, especially from PP students.	Use of Class Charts and Grand Central to reward and incentivise students to behave.	Students who might typically be unlikely to have positive attitudes or behavior recognised at home, receive that recognition from teachers,	The Assistant Head in charge of Behaviour will monitor the behaviour of PP students and track them against non-pupil premium students. He will also deploy suitable interventions to support students.	WRO	Ongoing

	Creation of a wellbeing hub to for identified students to access support.	Students who need or would like access to a safe space where they can complete work, or talk through any issues can receive this support in school.			
	Use of PP and Non-PP pupil voice to monitor student's impressions of school and lessons.	Students impressions of lesson and schools is where the biggest gap in PP and non-PP is evident, so use a bespoke questionnaire to track this.		RSI/DYE	06/21
E. Increased attendance and reduced persistent absence for PP students.	SARMs meetings to be held with parents/carers of students who have poor attendance.	Improved attendance of PP students will maximise the amount of time students spend in the Academy, improving their progress.	The Senior Teacher in charge of attendance will ensure that targeted students are being tracked and their attendance is improving.	TOB/LNO	Ongoing
	Funding bus passes to enable students to get to school.				Ongoing
	Open up an isolation unit to limit the number of external exclusions. The Inclusion manager to run this full time	Adding a layer of intervention, and ensuring students continue to be in school and have access to the correct work.	The Assistant Head in charge of Behaviour will monitor the behaviour of PP students and track them against non-pupil premium students. He will also deploy suitable interventions to support students.	WRO/ Inclusion manager	SPR2
	Funding school uniform to enable students to feel apart of the school and for their own self esteem.	This will enable the students to be apart of the whole school and improve their attendance to school	The Senior Teacher in charge of attendance will ensure that targeted students are being tracked and their attendance is improving.	TOB/PLE	Ongoing

G. Increased engagement of parents.	Increased communication with parents/carers via Class Charts.	Research has shown that parental attitudes to education have the greatest influence over the child's attitude towards their learning, i.e. parents have the most influence, then the child, then the teachers. Therefore, engaging parents in the education of their child will have the desired effect.	The Deputy Headteacher/HOY will oversee the parent engagement programme covering a range of topics.	MSE/HOY	Ongoing
	Parents of PP students to be phoned ahead of parent's evenings to encourage attendance.				Each Half Term
	More calendared events inviting parents to celebrate their child's achievements.				Ongoing
	Additional progress update evenings/mornings for Year 11 parents.				Nov 19

Approximate expenditure: £235,312 estimated