

Pupil premium strategy statement – City Academy 2025-2026

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	596 (381 pp)
Proportion (%) of pupil premium eligible pupils	63.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023/24 2024/25 2025/26
Date this statement was published	10/12/2025
Date on which it will be reviewed	December 2026
Statement authorised by	Raj Mann
Pupil premium lead	Pamela Mills
Governor / Trustee lead	Anna Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 409, 575
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£3528
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£413,103

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 the 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. Variable performance 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 plus raise attendance levels and reduce suspension and exclusion rates.

To ensure cohesion and efficiency in all our planning, the Pupil Premium Strategy will also align closely to our five whole school priorities.

Key Issue 1	<ul style="list-style-type: none"><i>The curriculum to be accessible to disadvantaged students across all subjects and Key Stages.</i>
Key Issue 2	<ul style="list-style-type: none"><i>Attendance for disadvantaged students to be:</i><ul style="list-style-type: none"><i>- Attendance to be at least 90%</i><i>-PA to decrease to National rate (as a minimum)</i><i>-SA to decrease to National rate (as a minimum)</i>
Key Issue 3	<ul style="list-style-type: none"><i>Reduce the attainment gap for disadvantaged students to:</i><ul style="list-style-type: none"><i>-Attainment- average grade of a '4'</i><i>-Basics 9-4- 50%, 9-5- 30%</i>
Key Issue 4	<ul style="list-style-type: none"><i>To improve the reading age of disadvantaged students to:</i><ul style="list-style-type: none"><i>-An average SAS of 95.</i><i>-To reduce the percentage of disadvantaged students in the lowest bands by 10%.</i>
Key Issue 5	<ul style="list-style-type: none"><i>To improve transition from KS2 to KS3 by identifying gaps in foundational knowledge and intervening to close them.</i><ul style="list-style-type: none"><i>- By the end of Y7 disadvantaged students make age expected progress in line with their peers.</i>

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Literacy levels for a significant group of pupil premium students are lower upon entry than for other students. Following baseline testing and observation, this is evident with reading ages and comprehension levels being lower for disadvantaged students when compared to non-disadvantaged students.
2	A lower prior attainment for a significant group of pupil premium students on entry to the Academy
3	Some pupil premium students (in common with some of their peers) 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 a significant group of premium students.
4	The level of attendance for pupil premium students has been historically lower than that of non-pupil premium students. Last year this trend was reversed but attendance rates for pupil premium students are still too far from National. Persistent absence rates for pupil premium students are higher than National rates.
5	Parents in high areas of deprivation face many challenges and barriers to engaging with school.
6	Ensuring aspirational post-16 pathways for all pupil premium students.
7	Admissions and the transient nature of our students, particularly our disadvantaged students, new to country.

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 with or above the national average.</p> <p>The number of disadvantaged students needing to retake English and maths Post 16 greatly reduced.</p> <p>Disadvantaged students can move onto the next phase of education without retake.</p>	<ul style="list-style-type: none">• Disadvantaged student attainment to rise.• A8 average grade for disadvantaged students to reach at least a '4'.• The percentage of disadvantaged students achieving the Basics to 50% at 4+ and 30% at 5+. Reducing the gap to National all and exceeding National PP.• The percentage of disadvantaged students achieving 7+ in the Basics to rise to 7%.

<p>Progress at the end of KS3 will demonstrate that disadvantaged students are on track to meet age-related expectations.</p>	<ul style="list-style-type: none"> Progress assessments will indicate significantly improved progress among disadvantaged students, across Key Stage 3, in all subjects. The average grade achieved by disadvantaged students in all subjects will not be lower than their peers and will be in line with age-related expectations.
<p>Reading ages of disadvantaged students to show a significant improvement in relation to their chronological reading age, and an improvement in SAS.</p> <p>Students can access more of the curriculum and learning without intervention.</p>	<ul style="list-style-type: none"> The number of disadvantaged students falling into the lowest bands will reduce across the year because of reading intervention strategies. There will be a 10% reduction in the number of disadvantaged students falling into the lowest bands. There will be an increase in the disadvantaged SAS to 95.
<p>To minimise absence of disadvantaged students and reduce persistent absence for disadvantaged students in 2025-2026.</p>	<p>Overall attendance of disadvantaged students will improve in 2025-2026 demonstrating:</p> <ul style="list-style-type: none"> The gap between National attendance rates and disadvantaged students reduces and increases to at least 90%. The percentage of disadvantaged students who are persistently absent is lower than national rates. The percentage of disadvantaged students who are severely absent is lower than national rates.
<p>Improved social skills and self-regulatory behaviour for disadvantaged students.</p>	<p>Data on student behaviour from 2025/26 will demonstrate:</p> <ul style="list-style-type: none"> A reduction in suspension rates on 24/25 of at least 30.00 A reduction in exclusion rates on 24/25 to bring the rate below 1.00. The ratio of disadvantaged students 'Positive to negative' on Class charts is 98% or greater and is equal to or exceeds non-disadvantaged students. The percentage of disadvantaged students involved in student leadership matches or exceeds their non-disadvantaged peers.
<p>Disadvantaged students will access a range of opportunities that develop 'cultural capital'</p>	<p>All disadvantaged students will have accessed at least three 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 2025-2026.
<p>Aspirational post-16 destinations and future pathways for disadvantaged students and a reduction in the NEET rate of disadvantaged students.</p>	<p>Post-16 destinations data from 2025/26 will demonstrate:</p> <ul style="list-style-type: none"> The percentage of disadvantaged students will be on a placement in further education, employment, or training will match the National average (91%).

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £135,093

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving Oracy, Reading & Literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. Specifically, through the implementation of the CORE graduated response to reading . Work to take place in tight collaboration with Trust Lead Practitioner and SENCO.	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) Phonics EEF (+5m) 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 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
Additional Trust leadership capacity, providing support in quality assurance, developing curriculum and teaching expertise. 'In house' PP Leadership	EEF (2020) highlights the importance and effectiveness of monitoring and evaluation regarding 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	1, 2, 3, 5, 6, 7

	<p>when and where appropriate.</p> <p>Using Pupil Premium Funding Effectively Education Endowment Foundation EEF</p>	
<p>Targeted Teaching & Learning S.P.D with a focus on intervention, feedback, oracy, adaptive teaching, SEND & EAL best practice.</p>	<p>. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months).</p> <p>Feedback EEF</p> <p>Collaborative learning approaches EEF</p> <p>Feedback: The engine room of adaptive teaching EEF</p> <p>When teachers actively seek and respond to what pupils show them by adjusting explanations, pacing, or scaffolds they create the conditions for every pupil to thrive and experience success.</p>	<p>1, 2, 3, 6</p>

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

Budgeted cost: £ 32,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tutoring- Impress the Examiner programme in Core Subjects (English, Maths) through <i>targeted holiday & Saturday interventions</i></p> <p><i>Additional Saturday and holiday interventions</i></p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>
<p>Additional learning resources/materials/ingredients, learning platforms to support learning inside and outside the classroom (revision/homework- G.C.S.E pod)</p> <p><i>Other online platforms</i></p> <p><i>Creative Learning resources - DT/Food/design</i></p> <p><i>YR11 specialist resources</i></p>	<p>Learning at home has a positive impact on average (+ 5 months), particularly with pupils in secondary</p> <p>Homework Toolkit Strand Education Endowment Foundation EEF</p> <p>Arts participation EEF</p>	<p>1, 2, 3, 5, 6, 7</p>
<p>Additional support to encourage attendance with travel and school uniforms, removing the barriers to attending school (on time), ready to learn in line with non-disadvantaged peers.</p>	<p>EEF Parental Engagement Guidance Report.pdf</p>	<p>5,7</p>

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

Budgeted cost: £239,647

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment of Year Group Coordinators and Pastoral Manager to deliver behaviour interventions and pastoral support.</p> <p>Targeted Attendance interventions.</p>	<p>A pupil cannot benefit from a lesson if they are not present, engaged in the lesson, and behaving appropriately for learning.</p> <p>Relationships with pupils, families, with school colleagues, and wider professionals. As relationships and communication strengthen, our holistic understanding of pupils' needs and strategies to overcome learning difficulties can be deliberately shared and integrated into every aspect of school life.</p> <p>Three Keys to Unlocking Positive Learning Behaviours Education Endowment Foundation EEF</p> <p>Attendance Interventions Evidence Reviews Education Endowment Foundation EEF</p> <p>EEF Parental Engagement Guidance Report.pdf</p>	4, 5, 6, 7
<p>External Mentoring Services to support students' self-efficacy.</p> <p>MADE mentoring, Free to Dream and Football Beyond Borders.</p>	<p>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</p> <p>Social and Emotional Learning Toolkit Strand Education Endowment Foundation EEF</p>	4, 5, 6, 7
<p>Residential Trips and Visits to extend students' learning outside of the classroom. Increase students' Cultural Capital exposure,</p>	<p>Outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation, and teamwork.</p> <p>Outdoor adventure learning may play an important part in the wider school experience. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Outdoor Adventure Learning Toolkit Strand Education Endowment Foundation EEF</p>	4, 5, 6, 7,
<p>Breakfast Club to increase attendance and provide a meal to start the day. Provide a safe environment for students earlier in the school day.</p>	<p>Provision of a Breakfast Club from 7.45 a.m. with food and activities.</p> <p>The findings suggest that, where improvements are seen, it is not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the breakfast itself or to other social or educational benefits of the club. The school offers a variety of outside and inside games at breakfast time.</p> <p>Magic Breakfast - trial EEF +2m</p>	5,7

Total budgeted cost: £ 413,104

Part B: Review of outcomes in the previous academic year

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%.

	Pupil s	Pupil s Inc	Av e KS 2 score	Es t A8	A8 Score	P8 Score	Englis h 9- 5%	Englis h 9-4 %	Englis h P8	Math s 9- 5%	Math s 9- 4%	Math s P8	Math s 9- 5%	Basi cs 9- 5%	Basic s 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.

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