

Pupil premium strategy statement- 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	City Academy
Number of pupils in school	824(540 pp)
Proportion (%) of pupil premium eligible pupils	65.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	31/12/2022
Date on which it will be reviewed	August 2023
Statement authorised by	Rebecca Bakewell
Pupil premium lead	Pamela Mills
Governor / Trustee lead	Jeremy Sagoe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£532,393
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	TBC
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£532,393

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 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 exactly 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. In particular are shortcomings in core subject areas of English and Mathematics 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.

Challenges

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

Challenge number	Detail of challenge
1	Literacy levels are lower for pupil premium students upon entry than for other students.
2	Reading ages and comprehension levels are lower for pupil premium students upon entry than for other students.
3	Low prior attainment of pupil premium students on entry to the Academy
4	Pupil premium students require development of social skills and techniques to self-regulate their behaviour for learning which impact on academic progress.
5	Attitude and perception towards education, school, attendance, and teachers is lower amongst pupil premium students than non-pupil premium students.

6	Levels of attendance for pupil premium students are lower than that of pupil premium students
7	Persistent absence rates for pupil premium students are higher than non-pupil premium students.
8	Parents in high areas of deprivation face challenges in engaging with school.
9	Ensuring aspirational post-16 pathways for all premium students.

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
Improved progress for disadvantaged students who enter the Academy with KS2 results below national expectations.	<p>GL Assessments indicate significantly improved progress among disadvantaged students, across Key Stage 3, in English, Maths and Science. GL assessment results in English, maths and science show the percentage of students achieving in line with or exceeding National averages by 2024/25.</p> <p><u>Yearly Milestones</u></p> <p><u>Year 1 of plan 2021/22</u></p> <p>English Y7- (Nat ave. 54%) 45% English Y8- (Nat ave. 54%) 45% English Y9- (Nat ave. 54%) 45% Maths Y7- (Nat ave. 54%) 45% Maths Y8- (Nat ave. 54%) 45% Maths Y9- (Nat ave. 54%) 45% Science Y7-(Nat ave. 54%) 45% Science Y9-(Nat ave. 54%) 45%</p> <p><u>Year 2 of plan 2022/23</u></p> <p>English Y7- (Nat ave. 54%) 52% English Y8- (Nat ave. 54%) 52% English Y9- (Nat ave. 54%) 52% Maths Y7- (Nat ave. 54%) 52% Maths Y8- (Nat ave. 54%) 52% Maths Y9- (Nat ave. 54%) 52% Science Y7-(Nat ave. 54%) 52% Science Y9-(Nat ave. 54%) 52%</p> <p><u>Year 3 of plan 2023/24</u></p> <p>English Y7- (Nat ave. 54%) 60% English Y8- (Nat ave. 54%) 60% English Y9- (Nat ave. 54%) 60% Maths Y7- (Nat ave. 54%) 60% Maths Y8- (Nat ave. 54%) 60% Maths Y9- (Nat ave. 54%) 60% Science Y7-(Nat ave. 54%) 60% Science Y9-(Nat ave. 54%) 60%</p>
Improved reading attainment among disadvantaged students.	<p>Current cohort of Year 7 and Year 8 have reading outcomes in 2024/25 which demonstrate that the Mean Standard Age Score of disadvantaged students (in reading) is in line with National i.e., 100 or above and that the percentage of students falling within the 'below '</p>

	<p>and 'very low' bands has reduced in line with non-PP peers and National averages.</p> <p><u>Yearly Milestones</u> <u>Standard Age Score & Percentage of PP students in lowest bands</u> <u>Y7 Cohort of 2021</u> Year 1 of plan 2021/22-94 & % PP students in lowest bands-25% Year 2 of plan 2022/23-97 & % PP students in lowest bands-10% Year 3 of plan 2023/24- 99 & % PP students in lowest bands-3% <u>Y8 cohort of 2020</u> Year 1 of plan 2021/22- 96 % PP students in lowest bands-23% Year 2 of plan 2022/23- 98 % PP students in lowest bands-10% Year 3 of plan 2023/24- 100 % PP students in lowest bands-3%</p>
<p>To achieve and sustain improved attendance and reduced persistent absence for all students particularly our disadvantaged students.</p>	<p>Attendance data from 2024/25 demonstrating:</p> <ul style="list-style-type: none"> the overall attendance for all students being no less than 96.1%, and the attendance gap between disadvantaged and their non-disadvantaged peers has a difference of no more than 2%. the percentage of all students who are persistently absent being 10% or below and the figure among disadvantaged is equal to non-disadvantaged students. <p><u>Yearly milestones.</u> <u>Attendance</u> Year 1 of plan 2021/22 - 90% Year 2 of plan 2022/23- 92% Year 3 of plan 2023/24- 94% <u>PA Targets</u> Year 1 of plan 2021/22 - 25% Year 2 of plan 2022/23- 19% Year 3 of plan 2023/24- 13%</p>
<p>Improved social skills and self-regulatory behaviour for disadvantaged students.</p>	<p>Data on student behaviour from 2024/25 demonstrating:</p> <ul style="list-style-type: none"> an incremental 20% reduction in behavioural incidents for disadvantaged students (year on year). an incremental 20% reduction in fixed term and reduction in permanent exclusions for disadvantaged students (year on year) moving towards national figures. an incremental 10% increase in student rewards issued each term and increased numbers involved in rewards opportunities (year on year). qualitative data from staff, student and parent surveys indicating an upward trend of improvement. <p><u>Yearly milestones -Fixed term exclusions reduction</u> <u>Year 1 of plan 2021/22</u> PEX PP – 5 Suspension PP 250 <u>Year 2 of plan 2022/23</u> PEX PP - 4</p>

	<p>Suspension PP - 200 Year 3 of plan 2023/24 PEX PP – 3 Suspensions PP – 150</p> <p><u>Yearly milestones-Rewards</u> <u>Year 1 of plan 2021/22</u> 10% increase in the amount of PP students who qualify for the end of term rewards trip by the end of year (on previous year). <u>Year 2 of plan 2022/23</u> 10% increase in the amount of PP students who qualify for the end of term rewards trip by the end of year (on previous year). <u>Year 3 of plan 2023/24</u> 10% increase in the amount of PP students who qualify for the end of term rewards trip by the end of year (on previous year).</p>
<p>To achieve and sustain improved student perceptions of school and teachers, especially from our disadvantaged students.</p>	<p>Student perceptions of school from 2024/25 demonstrating:</p> <ul style="list-style-type: none"> • students in 7-10 GL Pass test data indicating an improved perception score with disadvantaged students being in line with their non-disadvantaged peers, and an overall rate of 90% in response to Qu1 & 5. • qualitative data from student voice, student and parent surveys and opportunity evaluation forms indicating an upward trend of improvement. • the number of disadvantaged students participating in enrichment opportunities is in line with their non-disadvantaged peers. <p><u>Yearly Milestone Targets-Pass perception data</u> <u>Year 1 of plan 2021/22</u> All year groups response to Q1 & 5- 75%+ <u>Year 2 of plan 2022/23</u> All year groups response to Q1 & 5- 80%+ <u>Year 3 of plan 2023/24</u> All year groups response to Q1 & 5- 85%+</p>
<p>Increased engagement of parents of disadvantaged students within the Academy</p>	<p>Data from 2024/25 that demonstrates increased parental engagement:</p> <ul style="list-style-type: none"> • 90% of all parents attend parent’s evenings, academic support evenings and school performances and events. The attendance of parents of disadvantaged students is in in line with non-disadvantaged students. • qualitative data from parent surveys and opportunity evaluation forms indicating an upward trend of improvement. <p><u>Yearly Milestones</u> <u>Attendance at parents’ evening</u></p>

	Year 1 of plan 2021/22 -overall 60% Year 2 of plan 2022/23 -overall 70% Year 3 of plan 2023/24- overall 83%
Aspirational post-16 destinations and future pathways for disadvantaged students.	Post-16 destinations data from 2024/25 demonstrating: <ul style="list-style-type: none"> • 100% of students go on to a placement in further education, employment or training. • 80% or more students attend post-16 providers with an Ofsted rating of Good or Outstanding. <u>Yearly Milestones</u> <u>NEET targets</u> Year 1 of plan 2021/22- 94% Year 2 of plan 2022/23- 96% Year 3 of plan 2023/24- 98% <u>Attendance at Post 16 providers (rated Good or Outstanding)</u> Year 1 of plan 2021/22- 75% Year 2 of plan 2022/23- 78% Year 3 of plan 2023/24- 80%

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £89, 930 (provisional estimate)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3
Introduction of visualisers for all teaching staff to embed effective use of formative assessments (hinge questions) and feedback.	Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. There are positive impacts from a wide range of feedback approaches – including when feedback is	1, 2, 3, 5

	<p>delivered by technology or peers. Impacts are highest when feedback is delivered by teachers.</p> <p>Feedback Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	1, 2, 3
<p>Additional resources/materials/learning platforms to support learning outside the classroom (revision/homework)</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>	1, 2, 3, 5, 6, 7, 8
<p>Additional Trust leadership capacity and Quality Assurance work</p>	<p>EEF (2020) highlights the importance and effectiveness of monitoring and evaluation with regard to 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 when and where appropriate.</p> <p>Using Pupil Premium Funding Effectively Education Endowment Foundation EEF</p>	1, 2, 3, 5, 6, 7, 8
<p>Trust wide CPD ensuring consistency across all CORE Education schools utilising experience, and context to provide best value and impact for disadvantaged students.</p>	<p>EEF (2020) states that evidence informed teachers and leaders are able to combine findings from research and professional expertise to make decisions. This involves comparing how similar challenges have been tackled, and in the consideration of likely cost-effectiveness of a range of approaches.</p>	1, 2, 3, 5, 6, 7, 8

	Effective Professional Development Education Endowment Foundation EEF	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £83,400 (provisional estimate)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Graduate Tutors in Core Subjects (English, Maths and Science)	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
Improved reading comprehension among disadvantaged pupils.	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	1, 2, 3,
External agency delivering curriculum subject focus days for targeted students to address underachievement	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
Tutoring programme for disadvantaged students	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
Trust wide Reading strategy to support all	Evidence suggests that there is a positive relationship between reading	1, 2, 3

students in accessing reading	<p>frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <p>Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006)</p> <p>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).</p> <p>Research Evidence on Reading for Pleasure Department for Education DfE</p>	
Trust wide SEND strategy – Improving leadership and procedures in delivering SEND education	<p>Most pupils will make good progress with universal teaching approaches, and others will do so with more targeted interventions. Yet there may remain a small minority of pupils who present a challenging variation in barriers to learning that are not easy for the class teacher to identify and respond to alone</p> <p>Special Educational Needs and Disabilities Educational Endowment Foundation EEF</p>	1, 2, 3

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

Budgeted cost: £215,031 (provisional estimate)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of Year Group Co-Ordinators to deliver behaviour interventions and pastoral support.	<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, with families, with school colleagues and wider professionals. As relationships and communication strengthen, our holistic understanding of pupil needs and strategies to overcome learning difficulties can be deliberately shared and integrated into every aspect of school life.</p>	4, 5, 6, 7, 8

	Three Keys to Unlocking Positive Learning Behaviours Education Endowment Foundation EEF	
Warwickshire Attendance, Compliance and Education Services	<p>Evidence suggests that improvements in attendance can lead to meaningful impacts in academic achievements, social characteristics and behavioural outcomes.</p> <p>Attendance Interventions Evidence Reviews Education Endowment Foundation EEF</p>	5, 6, 7, 8
External Mentoring Services to support students self-efficacy	<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, 8
Residential Trips and Visits to extend students learning outside of the Classroom.	<p>Outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Outdoor Adventure Learning Toolkit Strand Education Endowment Foundation EEF</p>	4, 5, 6, 7, 8
Provide students with a free breakfast each morning.	<p>EEF independent research found that a free, universal, before-school breakfast club delivered an average of +2 months' additional progress for pupils in reading, writing and maths.</p> <p>Breakfast Case Study – Evidence for Impact Education Endowment Foundation EEF</p>	1, 2, 3, 5, 6, 7
Subsidise uniform and school travel for parents to support school attendance and learning.	<p>School uniform supports the development of a whole school ethos and therefore supports discipline and motivation. School uniform also promotes social equity.</p> <p>School Uniform Education Endowment Foundation EEF</p>	5, 6, 7, 8

	<p>BCC (website) also states that schools should also offer arrangements so that no family feels unable to apply for a place because of the cost of uniform</p> <p>School Uniforms Schools and Learning Birmingham City Council</p>	
<p>Provide students with a wide range of school based and trust wide extra-curricular activities.</p>	<p>Research suggests that there are enabling character traits which can improve educational attainment, engagement with school and attendance</p> <p>Character Education Department for Education DfE</p> <p>schools which develop character well help drive equity and social mobility for their pupils⁵. Access to character development opportunities in schools can lead pupils that take part to be highly motivated⁶, report fewer absences⁷ and have lower levels of emotional distress⁸, amongst other outcomes.</p> <p>The impact of non-cognitive skills on outcomes for young people Education Endowment Foundation EEF</p> <p>Ensuring disadvantaged students have access to ensure physical wellbeing during several points of the school day https://www.nhs.uk/live-well/exercise/exercise-health-benefits/</p> <p>Evidence suggests that extra-curricular physical activity is associated with positive academic attitudes and better attendance and homework completion rates. (DfE 2013)</p>	<p>4, 5, 6, 7, 8</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ 391,398 (allocated at present, further quotes to be included)