

## Pupil Premium Statement 2018-2019

1. Summary information 2018/2019					
School	City Academy				
Academic Year	2018/19	Total PP budget	£317,900	Date of most recent PP Review	N/A
Total number of pupils	512	Number of pupils eligible for PP	313	Date for next internal review of this strategy	Summer 2019

2. Attainment – 2017/2018	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school)
Progress 8 score average (from 2017/18)	-1.011	-0.776
Attainment 8 score average (from 2017/18)	33.15	41.39
% 9-5 English and Maths	9.5%	33.3%
% Achieving Ebacc	1.4%	3.72%

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

1.	Poor literacy and numeracy skills
2.	Legacy of poor learning skills for students (i.e. lack of commitment and resilience)
3.	Behaviour for learning- students lack social skills and maturity, which impact on how effectively they self-regulate their behaviour for learning, which has a detrimental effect on their progress and that of others around them.
4.	Attendance and persistent absences – across PP and non- PP groups. The attendance rate for PP students is below the school's target of 97%

**Pupil Premium Allocation for 2018-2019**

<b>Curriculum Year 2018-2019</b>	<b>Number of pupils in receipt of the Pupil Premium</b>	<b>Female</b>	<b>Male</b>
7	11	4	7
8	101	35	66
9	73	35	38
10	65	22	43
11	63	25	38
Total	313	121	192

<b>All Years</b>	<b>Number of Looked After Children</b>
7-11	1

Central Academy utilises 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. These are outlined in the EEF summary at the end of this document. Support for disadvantaged students is targeted at maximising achievement based upon a range of different starting points and subsequent personalisation of provision. Subsequently, the pupil premium spend is divided into the following priority areas:

Priority	<b>1</b> <b>Quality first teaching and harnessing the power and impact of effective feedback</b>	<b>2</b> <b>Highly-tailored intervention</b>	<b>3</b> <b>Minimising barriers to achievement</b>	<b>4</b> <b>Raising aspirations and broadening experiences</b>
Allocation	<b>Approximately £107,900</b>	<b>Approximately £85,000</b>	<b>Approximately £90,000</b>	<b>Approximately £ 35,000</b>
Priority Aims	<ul style="list-style-type: none"> <li>• Ensuring that teaching and learning meets the needs of each learner.</li> <li>• Investment in developing and sharing excellent practice.</li> <li>• Developing coaching model to impact on teaching and learning.</li> <li>• Establishing and embedding common aims for assessment and feedback whilst ensuring that it impacts on pupil progress</li> <li>• Increase pupil access to a repertoire of strategies to support effective learning through a focus on metacognition strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate identification of where the gaps exist</li> <li>• Rapid and highly precise intervention to address gaps</li> <li>• Embedding swift improvements in literacy and numeracy</li> <li>• Utilising staffing to support underachieving students in English and Maths</li> </ul>	<ul style="list-style-type: none"> <li>• Strategically deploy attendance officer to target key students</li> <li>• Targeted use of pastoral support, utilising multi-agency access to support the personal well-being of disadvantaged pupils</li> <li>• Provision of effective information and support for parents</li> <li>• Provision of breakfast to ensure all students are ready to learn</li> </ul>	<ul style="list-style-type: none"> <li>• Raise aspiration – for students at all stages of their education - through dedicated opportunities to visit and experience university.</li> <li>• Raise aspirations of students through high-profile recognition of achievement and progress.</li> <li>• Increase student access to cultural activities and experiences.</li> <li>• Ensure all students access highly personalised careers education, information and guidance (CEIAG)</li> </ul>

Year 7 Statements of Success		RAG		
		Term 1	Term 2	Term 3
A	From each different starting point, the percentage of disadvantaged pupils on track to make progress in English is in line with that for 'non-disadvantaged' students.			
B	From each different starting point, the percentage of disadvantaged pupils on track to make progress in maths is in line with that for 'non-disadvantaged' students.			
C	The average attendance per student at least meets our in-school targets for both disadvantaged and 'non-disadvantaged' pupils.			
D	The number of behaviour points for disadvantaged students at least meets our in-school targets for disadvantaged and 'non-disadvantaged' pupils.			
E	All disadvantaged students participate in at least one significant extra-curricular activity.			

Year 8 Statements of Success		RAG		
		Term 1	Term 2	Term 3
A	From each different starting point, the percentage of disadvantaged pupils on track to make progress in English is in line with that for 'non-disadvantaged' students.			
B	From each different starting point, the percentage of disadvantaged pupils on track to make progress in maths is in line with that for 'non-disadvantaged' students.			
C	The average attendance per student at least meets our in-school targets for both disadvantaged and 'non-disadvantaged' pupils.			
D	The number of behaviour points for disadvantaged students at least meets our in-school targets for disadvantaged and 'non-disadvantaged' pupils.			
E	All disadvantaged students participate in at least one significant extra-curricular activity.			

Year 9 Statements of Success		RAG		
		Term 1	Term 2	Term 3
A	From each different starting point, the percentage of disadvantaged pupils on track to make progress in English is in line with that for 'non-disadvantaged' students.			
B	From each different starting point, the percentage of disadvantaged pupils on track to make progress in Maths is in line with that for 'non-disadvantaged' students.			
C	The average attendance per student at least meets our in-school targets for both disadvantaged and 'non-disadvantaged' pupils.			
D	The number of behaviour points for disadvantaged students at least meets our in-school targets for disadvantaged and 'non-disadvantaged' pupils.			
E	All disadvantaged students participate in at least one significant extra-curricular activity			

Year 10 Statements of Success		RAG		
		Term 1	Term 2	Term 3
A	The Progress 8 score for disadvantaged pupils is in line with 'non-disadvantaged' pupils in the school.			
B	From each different starting point, the percentage of disadvantaged pupils on track to make progress in English is in line with 'non-disadvantaged' students.			
C	From each different starting point, the percentage of disadvantaged pupils on track to make progress in Maths is in line with 'non-disadvantaged' students.			
D	The percentage of disadvantaged pupils on track to achieve a good pass (grade 5 or above) in English and Maths is in line with 'non-disadvantaged' pupils nationally and in school.			
E	The Attainment 8 score / average grade for students is in line with 'non-disadvantaged' pupils in the school.			
F	For disadvantaged students, the Ebacc Progress 8 score is in line with non-disadvantaged' students.			
G	The average attendance per student meets our in-school targets for both disadvantaged and 'non-disadvantaged' pupils			
H	The number of behaviour points for disadvantaged students at least meets our in-school targets for disadvantaged and 'non-disadvantaged' pupils			
I	All disadvantaged students participate in at least one significant extra-curricular activity			

Year 11 Statements of Success		RAG		
		Term 1	Term 2	Term 3
A	The Progress 8 score for disadvantaged pupils is in line with 'non-disadvantaged' pupils in the school.			
A	From each different starting point, the percentage of disadvantaged pupils on track to make progress in English is in line with 'non-disadvantaged' students			
B	From each different starting point, the percentage of disadvantaged pupils on track to make progress in Maths is in line with 'non-disadvantaged' students			
C	The percentage of disadvantaged pupils on track to achieve a good pass (grade 5 or above) in English and Maths is in line with 'non-disadvantaged' pupils nationally and in school			
D	The Attainment 8 score / average grade for students is in line with 'non-disadvantaged' pupils in the school			
E	For disadvantaged students, the Ebacc Progress 8 score is in line with non-disadvantaged' students			
G	The average attendance per student meets our in-school targets for both disadvantaged and 'non-disadvantaged' pupils			
H	The number of behaviour points for disadvantaged students at least meets our in-school targets for disadvantaged and 'non-disadvantaged' pupils			
I	All disadvantaged students participate in at least one significant extra-curricular activity			

## Detailed Plan and Spend

### Priority 1 Quality first teaching and harnessing the power and impact of effective feedback

Strategy		Lead	SIDP Link	EEF Toolkit	Plan	Communicate	Implement	Review	RAG Review		
									Term 1	Term 2	Term 3
1	Embed marking and feedback to ensure that it is specific, accurate and impacts upon pupil performance	MNO	2.1 4.1	9	Sept	Oct	Nov	Jan Apr			
2	Design and implement a tailored CPD programme to ensure high quality teaching and learning	MNO	2.3 2.4	9 16	Sept	Oct	Nov	Jan Apr			
3	Establish and develop programme of subject-focused pupil-premium champions in English, Maths, Science, Humanities, Arts and PE to lead on Pupil Premium provision and good practice	SLE	4.1	16	Oct	Nov	Nov	Jan Apr June			
4	Ensure that homework consistently deepens understanding in all curriculum areas	MNO	2.2	11	Sept	Sept	Sept	Jan Apr June			

**Priority 2  
Highly-tailored intervention**

Strategy		Lead	SIDP Link	EEF Toolkit	Plan	Communicate	Implement	Review	RAG Review		
									Term 1	Term 2	Term 3
1	Development of intervention referral teams to ensure swift personalised actions designed to tackle underachievement	SLE	4.1	3	Sept	Sept	Oct	Jan June			
2	Development of an intervention team to monitor, evaluate and address performance of disadvantaged pupils in English and Maths	EAD SLE	4.1	12 14	Sept	Sept	Oct	Jan June			
3	Ensure complementary curriculum pathways and qualifications are utilised to support progress of disadvantaged pupils	EAD DMR	1.4	8	Dec	Jan	Feb	Mar June			
4	Designated additional staffing to work 1-2-1 and in small groups with underachieving pupils in English	GPA	4.1	18 30	Sept	Sept	Oct	Jan June			
5	Designated additional staffing to work 1-2-1 and in small groups with underachieving pupils in Maths	GPA	4.1	30	Sept	Sept	Oct	Jan June			



**Priority 3**  
**Minimising barriers to achievement**

Strategy		Lead	SIDP Link	EEF Toolkit	Plan	Communicate	Implement	Review	RAG Review		
									Term 1	Term 2	Term 3
1	Provide breakfast to enable students to be ready to learn	RHA	4.1	3	Oct	Oct	Nov	Jan Apr June			
2	Strategically develop attendance lead to ensure a consistent focus on disadvantaged students	TOB	4.1	3	Sept	Sept	Oct	Jan Apr June			
3	Support to enable and improve access and attendance, through targeted rewards programmes and allocation of individual support	TOB	4.1	2	Sept	Sept	Oct	Jan Apr June			
3	Utilise strategies to build pupils confidence, self-esteem and study skills.	SLT	2.5 3.1	31	Sept	Oct	Oct	Apr June			
4	Track and monitor the behaviour of disadvantaged pupils and ensure appropriate strategies are implemented	SLT	3.1	3	Sept	Sept	Oct	Jan Apr June			
5	Provide for CEIAG support with targeted intervention for disadvantaged pupils	SBL	2.5 4.3	2	Sept	Oct	Nov	Jan Apr June			
6	Provision of resources and uniform for pupils	TOB	4.1	28	Sept	Sept	Oct	Jan Apr June			

**Priority 4**  
**Raising Aspirations and Broadening Experiences**

Strategy		Lead	SIDP Link	EEF Toolkit	Plan	Communicate	Implement	Review	RAG Review		
									Term 1	Term 2	Term 3
1	Establish and develop opportunities for students to engage with higher and further education opportunities	SBL BWE	4.1	2	Oct	Nov	Nov	Jan May			
2	Subsidise opportunities for pupils to take part in cultural and social experiences	SLE	4.1	2 19	Sept	Sept	Oct	Jan Apr June			
3	Subsidies for trips and visits to improve participation rates	SLE	4.1	2 19	Sept	Sept	Oct	Jan Apr June			
5	Develop programme of targeted careers advice for all pupils in KS4	SBL BWE	4.1	2	Sept	Sept	Oct	Jan Apr June			
6	Development of Work Experience in Year 10 to raise aspirations and broaden experiences	SBL BWE	4.1	2	Jan	Mar	Apr	June			

**Review of spend for 2017/2018**

**Allocation – £317,900**

Desired Outcome	Chosen Action/Approach	Group	Impact	Lessons Learned
Improvement in reading and literacy levels	Reading Programme Literacy Online Assessment  Class Readers	Year 7,8,9	Targeted Cohort –Average Test Age in SPR increased from 8.4 to 10.02 in the SUM % of PP students at or above actual Reading Age: YR7 – 59% YR8 – 43% YR9 - 24%	More work needs to be done to develop reading and comprehension skills. Strategy to be carried forward and to include targeted groups at KS4
Improved Progress and Attainment	Revision sessions for Year 11 students especially in English, maths and science  Holiday revision sessions for year 11 students  PiXL Schools Network  Revision Guides/Resources for all subjects	Year 11	Providing students with additional access to structured revision time had some impact on individual students performance	To closely monitor attendance to ensure that, targeted students attend school regularly. In addition, communication with parents will be key to supporting this strategy.  Strategy to be carried forward
	Maths x 1 staff English x 1 staff Science x1 staff	Year 7,8,9	Departments were overstaffed to allow for smaller group sizes. This strategy has improved the rate of progress for individual students.	Deploying staff strategically needs to be careful considered. Employment of experienced lead practitioner needed.

Improved social skills and self-regulatory behaviour	<p>CPD sessions (Pivotal Education Training) to improve behaviour</p> <p>Pastoral Manager appointed in SPR</p> <p>Alternative Provision</p> <p>Counselling Support for students</p>	All	<p>Minimal impact overall, however, more students supported through mediation or given 1:1 support which helped to reduce fixed term exclusions</p> <p>Utilising multi-agency support helped to minimise barriers to achievement for disadvantaged students with more challenging behaviours</p>	<p>A clear and consistent behaviour pathway needed, to improve behaviour whole school</p> <p>Provision to be carried forward</p>
Exclusion and Attendance	<p>Attendance Officer- PP students targeted for attendance and punctuality</p> <p>Free Breakfast Trips</p> <p>Extra-Curricular Activities</p>	All	<p>Weekly attendance dashboard helped staff to identify vulnerable groups and students, in order to track and monitor attendance</p> <p>Helped to raise aspiration of students through opportunities to access cultural activities and experiences, e.g. Cardin Mill Valley Trip, 'Woman in Black' in London</p>	<p>Strategy to be carried forward</p> <p>Strategy to be brought forward</p>

## Appendix 1: Educational Endowment Foundation Toolkit

Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary
1 Arts participation	£££££	★★★★★	+ 2 Months	Low impact for low cost, based on moderate evidence.
2 Aspiration interventions	£££££	★★★★★	0 Months	Very low or no impact for moderate cost, based on very limited evidence.
3 Behaviour interventions	£££££	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
4 Block scheduling	£££££	★★★★★	0 Months	Very low or negative impact for very low cost, based on limited evidence.
5 Collaborative learning	£££££	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
6 Digital technology	£££££	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
7 Early years intervention	£££££	★★★★★	+ 5 Months	High impact for very high cost, based on extensive evidence.
8 Extended school time	£££££	★★★★★	+ 2 Months	Low impact for moderate cost, based on moderate evidence.
9 Feedback	£££££	★★★★★	+ 8 Months	Very high impact for very low cost, based on moderate evidence.
10 Homework (Primary)	£££££	★★★★★	+ 1 Month	Low impact for very low cost, based on moderate evidence.
11 Homework (Secondary)	£££££	★★★★★	+ 5 Months	High impact for very low cost, based on moderate evidence.
12 Individualised instruction	£££££	★★★★★	+ 2 Months	Low impact for very low cost, based on moderate evidence.
13 Learning styles	£££££	★★★★★	+ 2 Months	Low impact for very low cost, based on moderate evidence.
14 Mastery learning	£££££	★★★★★	+ 5 Months	High impact for very low cost, based on moderate evidence.
15 Mentoring	£££££	★★★★★	+ 1 Month	Low impact for moderate cost, based on moderate evidence.
16 Meta-cognition and self-regulation	£££££	★★★★★	+ 8 Months	High impact for very low cost, based on extensive evidence.
17 One to one tuition	£££££	★★★★★	+ 5 Months	High impact for high cost, based on extensive evidence.
18 Oral language interventions	£££££	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
19 Outdoor adventure learning	£££££	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on limited evidence.
20 Parental involvement	£££££	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on moderate evidence.
21 Peer tutoring	£££££	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
22 Performance pay	£££££	★★★★★	0 Months	Low or no impact for moderate cost, based on very limited evidence.
23 Phonics	£££££	★★★★★	+ 4 Months	Moderate impact for very low cost, based on very extensive evidence.
24 Physical environment	£££££	★★★★★	0 Months	Very low or no impact for low cost based on very limited evidence.
25 Reading comprehension	£££££	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
26 Reducing class size	£££££	★★★★★	+ 3 Months	Low impact for very high cost, based on moderate evidence.
27 Repeating a year	£££££	★★★★★	- 4 Months	Negative impact for very high cost based on extensive evidence.

28	School uniform	£££££	★★★★★	0 Months	Very low or no impact for very low cost, based on very limited evidence.
29	Setting or streaming	£££££	★★★★★	- 1 Months	Negative impact for very low cost, based on moderate evidence.
30	Small group tuition	£££££	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on limited evidence.
31	Social and emotional learning	£££££	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
32	Sports participation	£££££	★★★★★	+ 2 Months	Moderate impact for moderate cost based on moderate evidence.
33	Summer schools	£££££	★★★★★	+ 2 Months	Moderate impact for moderate cost based on extensive evidence.
34	Teaching assistants	£££££	★★★★★	+1 Months	Very low or no impact for high cost, based on limited evidence.