

Pupil premium strategy statement – City Academy Bristol

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	975
Proportion (%) of pupil premium eligible pupils	51%
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)	3 years
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Academy Council
Pupil premium lead	Ryan Murphy
Governor / Trustee lead	Mahalah Katz

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£525,675
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£525,675

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at City Academy Bristol that is comparable with that of non-disadvantaged pupils nationally through a deeper understanding of their needs and privileging these at every opportunity.

Our expectation at City Academy Bristol is that all pupils, irrespective of background or the challenges they face make excellent progress, become independent learners and role models for their peers. This will enable them to read to learn, be critical thinkers, increase social mobility and become active citizens within their community.

Our academy (and trust) focus is on those presently experiencing disadvantage even over other groups or areas. We will Improve Standards through Professional Development and Effective Leadership to improve outcomes and the quality of provision for those presently experiencing Disadvantage to achieve greater equity through education.

Challenges

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

Challenge number	Detail of challenge
1	The attendance of pupil premium students is below the national average for all students. All students, including disadvantaged pupils and families, may benefit from additional support to secure and sustain better punctuality and attendance help to decrease the number of safeguarding issues faced by some students.
2	Literacy PP students arrive at CAB with low levels of literacy and numeracy from KS2. Lack of access to first language spoken (in the Academy) and lack of English modelled at home Disadvantaged students do not always have command of tier 2 and tier 3 vocabulary and lack confidence articulating and writing down their ideas. Lack of cultural capital prohibits students from understanding abstract concepts.
3	The effect of poor teaching on disadvantaged students is greater than the effect on non-disadvantaged students. Inconsistent teaching of disadvantaged pupils across all subject areas. Lack of

	awareness/strategies to raise achievement of disadvantaged pupils. We invest in improving teaching and learning that focuses on evidence-based strategies for addressing disadvantage that support independent learning both at school and at home. Students do not always have suitable places to work at home.
4	Lack of awareness of how to reach aspirations due to social and economic factors. Disadvantaged students do not always realise their own potential or how to navigate progression into apprenticeships, FE and HE. Fear of failure and measured risk taking can result in Students often have the ambition but not the steps and self-belief to make this a reality.
5	Social and emotional barriers to learning: Complicated family lives and Social Service involvement coupled with increased social, emotional and mental health issues may affect the progress of disadvantaged pupils.

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>Attendance</p> <p>Improved attendance for disadvantaged pupils.</p>	<p>Attendance for disadvantaged pupils is at least 95% each half term with minimal gaps between groups. In the 2024/25 academic year the figure was 85.3%. Persistent Absence is below national with minimal gaps between groups.</p>
<p>Quality-first teaching</p> <p>Consistent and organised teaching that is well planned and sequenced so that the student builds knowledge and skills and feels success.</p> <p>I Do/ We Do/ You Do and live feedback and modelling are features of the classroom.</p>	<p>Disadvantaged students achieve 4+ in every option subject</p> <p>60+% outcomes in Core</p>
<p>Attainment</p> <p>Proportion of PP students to leave the Academy with 9-5 GCSE English and Maths (Basics) to be higher than the national average. Disadvantaged students achieve high grades in specialist subject areas so that they have the grades and qualifications to progress onto relevant and often specialist</p>	<p>50% of students achieve 4+ in options subjects</p> <p>0% NEET students</p> <p>Destination data and trends show that students are making informed, positive destination choices.</p>

<p>destinations.</p> <p>Improve Literacy levels of pupils with reading age below chronological age.</p> <p>All PP students leave the Academy with an appropriate destination.</p> <p>Disadvantaged students have and can articulate progression routes and aspirational goals.</p>	<p>There are minimal gaps between groups and cohorts.</p> <p>All Year 11 students leave CAB as functional readers. Every child leaves the academy with a reading age above or in line with their chronological age.</p>
<p>Literacy</p> <p>Improved oral language and proficiency for disadvantaged pupils. We will focus on NGRT tests to identify reading ages. Literacy will be developed through more precise teaching and modelling, coupled with more and better opportunities to perform, to influence, to explore through spoken language.</p> <p>Our classroom practice will be reinforced through CPD and more teachers and support staff trained than before in delivering literacy interventions</p>	<p>Children’s reading, writing and development of ideas will significantly improve through interventions and CPD.</p> <p>A higher expectation on staff to model formal talk and different modes of speaking.</p> <p>External school improvement support verifies these findings in pupils’ day to day learning.</p>

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 248,453.63

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional Development Actions	Professional development actions have replaced traditional performance management. All staff work on professional	1 Key evidence:

	<p>development that has an impact on pupil premium students. New actions are set three times a year. Actions must feed into the academy improvement plan sets out to improve the provision specifically for the pupil premium cohort. The three strands are:</p> <ul style="list-style-type: none"> • Disadvantaged attainment / teaching and learning • Developing Literacy • Attendance and belonging 	<p>Attendance figures Staff voice Learning walks Parental voice</p>
<p>Increased planning and assessment time for all teachers increased by 7%</p> <p>Attainment 8 score to increase to 4.0 for PP students. Basics to increase to 60+% 9-4.</p>	<p>Teachers at the City Academy will receive at least an extra 7% of planning and assessment time. The maximum teaching contact time is 84%. Departments will be timetabled to have 1 session per week of group planning. This means departments will meet and discuss planning of subjects to improve the quality of teaching and learning. This time is also to be used by teachers to provide excellent feedback for students so that they know what they need to do to improve. The teacher should also use this time to evaluate the strengths and weaknesses of classes before planning next steps and reteach.</p>	<p>3 and 4</p> <p>Key evidence: Outcomes Attendance Lesson Walks</p>
<p>Funding of an EAL team to deliver specialist teaching of English as an additional language and EAL support to students and staff.</p> <p>Increase Basics 9-4 attainment to 45% and improve A8 score to 4.0 for EAL students.</p>	<p>This funding provides a team of specialist EAL teachers. Students are tested on entry and given intensive EAL lessons if required. Students are supported through the different stages of EAL until they are ready to fully participate in all lessons. Outstanding EAL teaching will lead to accelerated progress for EAL students.</p>	<p>2 and 3</p> <p>Key evidence: Outcomes Pupil and family voice Intervention outcomes</p>

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

Budgeted cost: £ 138,197.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group Lexia HLTA	Small class tuition High impact for moderate cost based on moderate evidence +5 months	2 Key evidence: Pupil and family voice Intervention outcomes
Inference Intervention	Small group work	2 Key evidence: Pupil voice Intervention outcomes
Group planning	Group planning to be organised weekly with Head of Faculty directing. Schemes of work to be audited annually to show improvements and how planning is meeting the needs of all students. Work scrutiny to check for quality of feedback.	3 Key evidence: Outcomes Student voice
Lesson Sweeps/Walks	Learning walks and sweeps to show evidence of 85% of teaching to be strong. Where this is not the case, CPD in place to improve the quality of teaching and learning. Remote learning plans in place and quality assured by AP for Teaching and Learning.	3 Key evidence: Lesson Walks
Mathswatch, Tassomi and Seneca	Homework High impact for very low cost	4 and 5 Key evidence: Homework

Live feedback	Very high impact for very low cost	3 Key evidence: Improved lesson scores.

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

Budgeted cost: £ 181,738.34

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free Breakfast club to help support better nutrition, attendance and punctuality.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme Breakfast provided to all students free of charge to ensure access to food at the start of the Academy Day. Students, particularly PP, are encouraged to attend. Pastoral Leaders and LFs direct students toward the provision. This is an opportunity to build relationships and provide a good start to the day.	4 Key evidence: -Numbers attending -Attendance and behaviour figures for those attending -Outcomes for those attending Funded by the National Schools Breakfast Programme in 21-22
Pastoral Support Workers (PSWs) and Pastoral Support Assistants (PSAs)	The Academy has provided additional pastoral support, making a wide and deep impact on students, particularly our PP students. Year Teams and Pastoral leads focus not just on removing barriers to learning, but on tracking and enhancing the achievement of students. Deep involvement with families and ensuring any disadvantaged for PP students is reduced.	1, 2 and 3 Key evidence: -Attendance -Pupil and family voice

		- Exclusions & behaviour measures
Continuity of education where students are absent.	All teachers mirror the work set in class on homework sites so that where a pupil premium student is absent from schoolwork and continuity of education can still be done.	3 and 4 Key evidence: Completion data Attendance and outcome data Pupil, family and staff voice Outcomes
BCC Education Welfare Service = 19x1/2 days at £255 each		
Employment of a full time Attendance Officer. Disadvantaged student attendance to improve to 95.0% Attendance Officer	Employment of Attendance Manager with the purpose of ensuring all students attend school. To give support where students fall below expected levels of attendance including support packages and home visits. Students must attend the academy to benefit from quality first teaching.	1 Key evidence: Attendance Parental engagement
Engage Studio Provision and Alternative Learning Provision.	Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills	1,2,3,4 and 5. Key evidence: Impact on behaviour

		<p>and wellbeing measures following provision.</p> <p>Quality of education measures (using case studies).</p> <p>Numbers successfully completing placements.</p>
<p>School Counsellor</p>	<p>Targeted counselling for the most vulnerable students by an internal qualified counsellor. The counsellor is now employed for four days a week during term time, an increase of a day a week from last year. 100% of the counsellor's caseload last year was eligible for Pupil Premium. Individuals are supported through specific experiences and able to re-focus on learning. Our experience shows that by giving this resource to appropriate students, we increase the chances of them successfully completing GCSE.</p> <p>Counsellor to meet with students remotely in case of full closure. Students to be able to attend Academy for meetings during partial closure.</p>	<p>1, 3, 4 and 5</p> <p>Key evidence:</p> <p>Attendance of relevant individuals</p> <p>Anonymous case studies</p>
<p>Careers advice and guidance</p> <p>100% of students to have a clear destination pathway into education, employment or training.</p>	<p>Careers Advisory Programme that aims to ensure all students have strong aspirations and equipped with the skills and knowledge of the process to achieve what they want. Will include work experience, careers interviews and experiences of work within different industries and settings.</p>	<p>4</p> <p>Key evidence:</p> <p>NEET figures.</p> <p>Outcomes</p> <p>Numbers securing first choice P16 destinations.</p> <p>Student and family voice.</p>

<p>School Uniform</p> <p>All students feel a sense of belonging and pride in the Academy.</p>	<p>The Academy expects all parents to pay the costs of uniform. In extreme cases where parents may be unable to meet these costs, the Academy will take on a portion of the costs to allow all students to take part fully in the life of the school. Whilst this may be difficult to measure, we want all students to feel a part of the Academy and have a sense of pride in our uniform.</p>	<p>5</p> <p>Key evidence:</p> <p>Number of students in full CAB uniform</p>
<p>Curriculum Enrichment</p> <p>To increase the number of students who are able to attend trips and take part in extra-curricular activities.</p>	<p>Full participation in the breadth of school life from all pupils. This fund allows students to attend trips that they might not otherwise be able to afford and to create opportunities for clubs and extra-curricular activities that students may not be able to do otherwise.</p>	<p>3 and 4</p> <p>Key evidence:</p> <p>Numbers of students partaking in activities. Student and family voice.</p>
<p>Parental engagement</p> <p>Family Support Team</p>	<p>Family Support Workers x 2 Family Support Manager x 1</p> <p>Deep involvement with families and ensuring any disadvantaged for PP students is reduced.</p>	<p>1, 4 and 5</p> <p>Key evidence:</p> <p>Attendance Parental voice</p>
<p>Contingency Fund for acute issues.</p>	<p>Resources and funds set aside for needs not yet identified. Our experience tells us this is important to have to be able to be responsive.</p>	<p>5</p>
<p>Literacy Programmes</p> <p>Accelerated Reader for Years 7 & 8 All</p>	<p>A range of bespoke interventions to help disadvantaged students with low literacy improve and close the gap upon their peers. A range of actions will be delivered both individually and in small groups. Read, Write Inc Phonics is used with groups of students alongside Lexia. These</p>	<p>2</p> <p>Key evidence:</p> <p>-Reading scores</p>

<p>Year 7 and 8 students receive a dedicated fortnightly reading lesson using AR. This sits alongside a range of other reading strategies.</p> <p>Reading ages of those below their chronological age to improve on average by 18 months.</p>	<p>programmes are aimed at students in Year 7 and Year 8 to help them catch up as quickly as possible. Evidence shows that when done well these strategies have high impact on individual students.</p>	<p>-AR quiz completion</p>
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Total budgeted cost: £ 568,389.22

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment

In terms of A8, although PP students A8 remains less than Non PP, the score is higher than the national average whereas the gap remains lower than the national average.

		2022		2023		2024		2025		Nat Av 2024
		No.	A8	No.	A8	No.	A8	No.	A8	
Attainment	PP	78	3.84	97	3.02	98	3.32	87	3.50	3.46
<i>Y11 Disadvantaged</i>	Non PP	69	3.93	116	4.07	90	4.29	87	4.17	5.00
<i>Attainment 8</i>	Gap		-0.09		-1.04		-0.97		-0.67	-1.54

In terms of basics 9-4, our attainment for PP students is higher than the national average and the gap has slightly decreased.

		Nat Av 2024	2023 Grade	2024		Results	
				No.	Grade.	No.	Grade.
	PP	43%	39%	91	38.5%	87	44.8%
	All	65%	53%	190	50.0%	174	50.0%
	Non PP	73%	64%	99	60.6%	87	55.2%
	Gap	-29%	-34%		-34.3%		-28.0%

Considering the KS2 scores our PP students arrive with; students can make good progress but for the next academic year the focus and narrative will shift to ensuring better outcomes in terms of 9-4.

Curriculum and Teaching

To address the gap that exists between PP and Non-PP in terms of attainment we have introduced a new Teaching and Learning framework which focuses on six key areas of practice. This is then monitored via weekly learning walks and subject reviews. We then use the data to support professional development of staff and look to provide coaching and development to ensure we provide the best possible provision for PP students.

Literacy and reading

We have been able to conduct NGRT tests for students to assess their reading ages at KS3 which then enable us to provide targeted and specific interventions to those in need of boosting their literacy and reading to better access the curriculum. We have then provided staff with CPD to understand how a range of strategies in everyday practice can help improve literacy and reading over time.

Pastoral support

The capacity of the pastoral teams enables them to better meet the needs of PP students given the range of challenges part of our community has faced post-covid. We provide attendance, safeguarding, mental-health and wellbeing support, behaviour support and targeted interventions. We also focus on rewards and rewards trips for students and ensure there is equal representation and recognition for PP students.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.