

City Academy Bristol Pupil Premium Strategy 2020-21

The Academy wants every child to have the opportunity to go to university, choose their career and improve the world.

The City Academy aims to have no gap between the attainment of non-disadvantaged and disadvantaged students and that disadvantaged student progress is greater than the national average for all students.

The member of staff responsible for Pupil Premium is **Ben Tucker** (Vice Principal).

The Academy Councillor responsible for Pupil Premium is **Clare Colvin**.

Statement authorised by **Jon Angell** (Principal).

Research shows that 'Quality First Teaching' is the most important factor in the success of disadvantaged students. High quality teaching and learning is the priority across the Academy and as such, every leadership role in the Academy is focussed on improving the quality of teaching that students experience.

The City Academy also offers a wide range of different types of support to help disadvantaged pupils such as: additional staff; school trips; out of hour activities; provision of materials or resources; parental support; and support from specialist services. The types of support that are offered are determined by the needs of the pupils.

The vast majority of students who benefit from the pupil premium are registered as FSM. A small number of students also benefit from the funding who have been identified as disadvantaged due to economic disadvantage (including low income families, families in receipt of benefits, lone parent families, families in poor accommodation and those recently arrived in the country) or students who have low attainment or lack of progress.

Covid 19 – during the Covid 19 pandemic the Academy has taken action to ensure that the disadvantage gap does not increase between disadvantaged students from the Academy and the national average for all students.

This has included:

- During periods of lockdown, phonecall from Learning facilitator each week to check on student well being and progress with learning
- Completion of wifi and technology audit to ensure students have access to the technology required for remote learning
- Loan of laptops and dongles for students who do not have access to required technology
- Registers completed for remote learning and phonecalls home for students who have not accessed learning

1. Summary information					
School	City Academy Bristol				
Academic Year	2020-21	Total PP budget	£431,978	Date of most recent PP Review	Sept 20
Total number of pupils (20/10/2020)	985	Number of pupils eligible for PP	457	Date for next internal review of this strategy	Jan 21

2. Current attainment – Yr11 Outcomes for 2019-20	
	Pupils eligible for PP (2019-20)
Progress 8 score average	+0.40
Attainment 8 score average	37.5
Ebacc Entry	36.6%
Basics 9-5	35.6%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers	
A.	PP students arrive at CAB with low levels of literacy and numeracy
B.	Low expectations of some students, staff and parents
C.	Resilience of students including self study techniques and organisation

D.	Lack of awareness of how to reach aspirations				
E.	Students do not always have suitable places to work at home				
Additional barriers					
A.	The attendance of pupil premium students is below the national average for all students				
4. Intended outcomes					Success criteria
A.	Proportion of PP students to leave the Academy with 9-5 GCSE English and Maths (Basics) to be higher than the national average.				Strong Pass Basics to increase to at least 38%
B.	Students attend the Academy regularly.				Attendance for PP students increases to 95%
C.	All PP students leave the Academy with an appropriate destination.				0% NEETs
D.					
5. Planned expenditure					
Academic year	2020-21				
The five headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Interventions addressing teaching and learning					
Action	Cost and intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased planning and assessment time for all teachers increased by 5%	£190,906 Progress 8 score to increase to +0.50 for PP students. Basics to increase to 55% 9-4.	Teachers at the City Academy will receive at least an extra 10% of planning and assessment time. The maximum teaching contact time is 79%. This time is 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. Group planning to work on remote learning in case Academy faces partial or full closure.	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.	Vice Principal (Ben Tucker)	January 2021 September 2021
Provision for 1 x Teaching and Learning Administrator to work with Vice Principal to improve quality of teaching and learning	£25,333 Progress 8 score to increase to +0.50 for PP students. Basics to increase to 55% 9-4.	The Vice Principal is charged with delivering 'Quality First Teaching' for all. Excellent teaching leads to students making greater progress across the board, but disadvantaged students will make gains on their peers. The Vice Principal will be responsible for the	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.	Vice Principal (Ben Tucker)	January 2021 September 2021

	<p>85% of teaching to be consistently strong or better.</p> <p>Remote learning in place for all students for all lessons in case of partial or full closure.</p>	<p>monitoring of Teaching and Learning across the Academy and developing training that meets the needs of the Academy to ensure that all teachers teach good and outstanding lessons every day. The Teaching and Learning Administrator will act in a supporting role to continue the improvements in standards at the City Academy.</p>	<p>Remote learning plans in place and quality assured by AP for Teaching and Learning.</p>		
<p>Smaller class sizes for Maths and English and other lessons – classes to be reduced from 30 to 25</p>	<p>£99,186</p> <p>Combined Progress 8 scores in English and Maths to be greater than +0.65</p> <p>Progress for all students arriving at all attainment levels to be positive.</p>	<p>Ensuring staff to pupil ratios in the classroom are low to enable effective learning. As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will achieve will increase.</p>	<p>Timetable will be written to ensure that class sizes in English and Maths are below average.</p> <p>Option groups with smaller numbers to run in order to broaden curriculum.</p>	<p>Vice Principal (Ben Tucker)</p>	<p>January 2021 September 2021</p>
<p>Federation Network Staff Training Allocation</p> <p>Academy Staff Training Budget – to be directed towards improving management of teaching and learning</p>	<p>£48,859</p> <p>£14,150</p> <p>Progress 8 score to increase to +0.50 for PP students. Basics to increase to 49% 9-4.</p>	<p>Teaching and Learning is fundamental to raising attainment and progress of disadvantaged students. Therefore the Academy has produced a schedule for bespoke staff training based on creating an environment where every day good and outstanding lessons take place. The Academy is also paying towards the use of the School to School Support package from the Cabot Learning Federation and making use of Specialist Leaders of Education.</p>	<p>Tracking of assessment data for Years 7-11 to be analysed by Vice Principal and Assistant Principal for Raising Attainment. Training budget and use of SLEs to be prioritised according to needs arising from the data.</p>	<p>Vice Principal (Ben Tucker)</p>	<p>January 2021 September 2021</p>
Total budgeted cost					£329,575
ii. Interventions addressing emotional, social and behavioural needs					

Action	Cost and intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Employment of an Academy Counsellor	<p>£27,108</p> <p>Meeting the needs of students who are at risk of not achieving.</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>Students referred for counselling will be reviewed at PSS meetings by the SENCO, Head of Year, Head of Pastoral Care.</p>	<p>SENCO</p>	<p>Jan 2021</p> <p>Sept 2021</p>
Creation of a Personalised Learning Centre	<p>£150,058</p> <p>Cohort of students will be reintegrated into the full curriculum and will not be at risk of exclusion.</p>	<p>Students will attend the personalised learning centre to have individualised learning timetables that could range from full-time to one lesson a week. During their time there, learning will be focussed upon their needs with the aim of making rapid progress and students being reintegrated back into the whole school. Academic and pastoral needs can be addressed. Staff assigned to cover each year group and be in the areas where those lessons are taking place when possible.</p>	<p>Assistant Principal for Inclusion to be charged with creation of Personalised Learning Centre. Evaluation of performance to take place in SLT and line management.</p>	<p>Assistant Principal (Aisha Thomas)</p>	<p>Feb 2021</p> <p>Sept 2021</p>

Employment of a full time Attendance Officer.	£29,586 Disadvantaged student attendance to improve to 95.0%	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.	The Assistant Principal for Behaviour to work with attendance officer. Weekly attendance breakdown to be provided by CLF data team.	Assistant Principal (Kelly Jefferies)	Jan 2021 Sept 2021
Total budgeted cost					£206,752

iii. Interventions addressing educational support needs					
Action	Cost and intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Employment of Specialist Inclusion and Dyslexia teachers	£33,097 £44,537	These teachers will work with students in small groups and individually where students have been identified as having specific learning barriers that are stopping them from progressing. Evidence shows that specialist one to one teaching can be used to accelerate progress of students with specific needs.	Early identification of students with needs. Both roles are qualified to assess students. Timetables written to allow teachers time to impact students.	SENCO (Nik Hobson)	Jan 2021 Sept 2021
Full time Careers and Aspirations Advisor	£30,188 100% of students to have a clear destination pathway into education, employment or training.	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.	Assistant principal for Raising Attainment to line manage careers advisory package. Opportunities to be made for all students in all year groups to raise aspirations and consider next steps in learning to achieve aspirations.	Assistant Principal (Colleen Litchfield)	Jan 2021 Sept 2021
Total budgeted cost					£107,822

iv. Interventions addressing underachievement					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Programme of Year 11 Interventions	£5,000 Progress 8 score to increase to +0.50 for PP students. Basics to increase to 55% 9-4.	This fund is used to support disadvantaged students in Year 11. This includes the running of revision classes during holidays and any mid-year interventions that improve the outcomes of disadvantaged students. This year	Vice Principal and Assistant Principal for Raising Attainment will discuss spending of this resource in light of analysis of data and needs arising from	Assistant Principal (Colleen Litchfield)	Sept 2020 June 2021

		spending will also focus on disadvantaged students in Science and Humanities subjects. Students at the Academy do not always have the resources or space to revise at home. This intervention has been extremely popular with students in student voice.	Year 11 Pastoral Support Worker and PSS meetings.		
Funding of an EAL team to deliver specialist teaching of English as an additional language.	£128,971 Increase Basics 9-5 attainment to 45% and improve Progress 8 score to +0.75 for EAL students.	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.	A clear curriculum pathway is in place for any EAL students regardless of when they start the Academy and regardless of their level of English. Vice Principal, Head and Second of Faculty to review provision and needs of students throughout the year.	Head of Faculty for Languages (Ryan Murphy) and Second of Faculty for Inclusion (Marcin Dawski)	Jan 2020 Sept 2020
Literacy Programmes	£10,000 Reading ages of those below their chronological age to improve on average by 18 months.	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 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.	Reading ages are to be collected 3 times a year in order to track progress. In conjunction with Head and Second of Faculty for English, students to be identified for support.	Vice Principal (Ben Tucker)	Jan 2020 Sept 2020
Total budgeted cost					£143,971

v. Interventions addressing financial hardship

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Curriculum Enrichment	£4,000 To increase the number of students who are able to attend trips and take part in extra-curricular activities.	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.	Trips are to be evaluated to ensure that there is fair access for all students.	Vice Principal (Ben Tucker) and Operations Manager (Lucy Ware)	Jan 2021 Sept 2021

School Uniform	£5,000 All students feel a sense of belonging and pride in the Academy.	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.	Heads of Pastoral and PSWs to coordinate that all students are wearing the correct uniform and students understand why.	Heads of Pastoral Care (Ben Pearce and Sarah Leat)	Jan 2021 Sept 2021
Total budgeted cost					£9,000

6. Review of expenditure				
Previous Academic Year		2019-20		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact:	Lessons learned	Cost
Provision for 1 x Teaching and Learning Administrator to work with Assistant Principal to improve quality of teaching and learning	Number of good or better lessons to improve and the average Progress 8 score for PP students to improve to +0.22	By the end of the academic year 80% of teachers were deemed to be consistently teaching good or better lessons. The progress 8 score for the Academy improved to +0.40 for disadvantaged students.	This spend has had strong impact. The school has a clear vision for Teaching and Learning and students have made greater progress than the national average for all students. The number of strong teachers is increasing. We also have seen an increase in the number of staff becoming Specialist Leaders of Education (SLEs). Ofsted (April 2019) reported that the achievement of disadvantaged pupils has improved significantly as a result of good teaching and the effective deployment of resources. <i>This spend is to remain.</i>	£23,832
Smaller class sizes for Maths and English – classes to be reduced from 30 to 25	Progress 8 scores for PP students in English and Maths to be greater than +0.25	Maths Pupil Premium Progress 8 for disadvantaged pupils is +1.16 which is significantly above average. English Progress 8 for disadvantaged students is +0.25 which is above the national average for all students. In Years 7 and 8 the gap between PP and Non-PP students for English has been closed. This has been achieved for Year 7 Maths and the gap is 1% in Year 8 Maths.	The smaller groups allowed teachers to focus and spend more time with students who needed extra help. More time was given to individualised feedback which students were able to respond to. The Progress 8 score for these subjects is strong. The Academy needs to consider how it can spread this to other subjects and specifically making sure we are able to offer a broad range of option subjects. The recruitment of extra staff in Maths and English has proved to be challenging. <i>This spend is to remain.</i>	£95,836

Increased planning and assessment time for all teachers increased by 5%	Pupil Premium Progress 8 score for the Academy to improve to +0.22.	Pupil premium Progress 8 score +0.40 which is line with national average for all students. The PP gap in Year 7 and 8 has improved for all subjects. The gap remains in Year 8 for Geography and Spanish. In Year 7 the gap remains for all subjects except English.	Extra planning time has been used to recreate schemes of work that contain more challenge and meet the needs of more students. Group planning with impact from multiple teachers has led to clearer thinking around what students need to learn and how. This work needs to be audited so that faculties are clear where their next actions are. Reviews of SOW need to take place after exams and at the end of the academic year. <i>This spend is to remain.</i>	£218,339
Federation Network Staff Training Allocation Academy Staff Training Budget – to be directed towards improving management of teaching and learning	Progress 8 score to improve to +0.20. Basics 9-4 to improve to 49%.	Pupil premium Progress 8 score has improved to +0.40. The majority of subjects showed improvements in their attainment over the summer. Teachers are delivering the CLF curriculum for which training has been received. Introduction of new assessment policy is allowing more effective monitoring and tracking of all students.	Staff have very clear direction in how to teach and assess in both KS3 and KS4. This training is influential in the improvements of teaching and learning across the Academy. The Academy is benefitting from more teachers becoming Specialist Leaders of Education. <i>This spend is to remain.</i>	£48,859 £6,155

ii. Interventions addressing emotional, social and behavioural needs

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Counselling	Meeting the needs of students who are at risk of not achieving.	The counsellor worked with a large number of students from disadvantaged backgrounds. Many complex cases were addressed which led to increased attendance and engagement of students. The counsellor was able to	Student engagement and attendance from students who accessed counselling improved. Impact measured on individual basis. The counsellor is over subscribed and needs more time to see more students as our numbers of students are increasing. <i>This spend is to remain and is to increase.</i>	£18,433
Attendance Team	Disadvantaged student attendance to improve to 94.8%	Disadvantaged student attendance is 92.1%.	Many lessons have been learned this year and we are confident that the plans and processes that are now in place will lead to accelerated improvements next year in attendance. <i>This spend is to remain.</i>	£37,181

iii. Interventions addressing educational support needs

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
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Full time Careers and Aspirations Advisor	100% of students had a clear destination pathway into education, employment or training.	100% of students had a clear destination pathway into education, employment or training.	This role achieved it's intended outcome. To improve the experience students receive, more thought needs to be given to careers education in Key Stage 3. This spend is to remain.	£31,702
Specialist Inclusion and Dyslexia teachers	All students who received specialist programme showed accelerated progress.	All students who received specialist programme showed accelerated progress.	These roles achieved their intended outcomes. The review highlighted the need for more students to receive this support. This needs to be considered going forward. Also consideration needs to be given how this provision is provided during a partial or full lockdown. This spend is to remain.	£17,595 £31,366
iv. Interventions addressing underachievement in literacy and numeracy				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Year 11 Interventions	Increase Basics attainment to 40% and improve progress 8 score to +0.22.	Attainment is 45.9% 9-4 basics with a Progress 8 score of -0.013.	Student voice shows that students found Easter and half term revision sessions extremely useful. Sessions were well attended throughout. The uptake of free breakfasts was good and allowed students to be fed and offered support in preparation for morning exams. This spend is to remain.	£5,000
EAL Funding	Increase Basics 9-5 attainment to 45% and improve Progress 8 score to +0.75.	EAL Basics is 40.0% with a Progress 8 score of +0.023. By the end of Year 8 there is no gap between EAL students and others except in Maths which is closing.	This spend has been a strong success. Students with some English have benefitted from the extra lessons and support. Next year we need to consider how we better meet the needs of students who arrive with very limited English. This spend is to remain and to increase to meet greater need.	£78,984
Literacy Programmes	Reading ages of those below their chronological age to improve on average by 18 months.	The percentage of students reading at their chronological age improvements: Year 7: 10% Year 8: 12.6% Year 9: 14%	These programmes have achieved success. We need to consider how we can spread their influence and ensure that more students are able to read at their chronological age. DEAR to take place in morning meetings for Year 7 and 8. Training for staff in This spend is to remain.	£10,000
v. Interventions addressing financial hardship				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

Curriculum Enrichment	This fund allows students to attend trips that they might not otherwise be able to afford.	We have been able to support more students this year in terms of attending trips that may not have done so.	The Academy needs to carefully consider how it ensures that all trips are equally accessible to all students. All trips to be asked whether this has been considered. <i>This spend is to remain.</i>	£4,000
School Uniform	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.	The Academy has bought students uniform. The impact has been difficult to measure.	The impact has been difficult to measure. However we have been able to make sure that all students have the opportunity to wear the uniform of the City Academy. <i>This spend is to remain.</i>	£3,000

7. Attributable costs of planned expenditure 2019-20

Provision	Cost	Caseload	Attributable Cost
Provision for Teaching and Learning and Administrator	£23,832	50.8%	£12,106.66
Smaller Class Sizes in English and Maths	£95,836	50.8%	£48,684.69
Increased planning and assessment time for all teachers increased by 5%	£218,339	50.8%	£110,916.21
Federation Network Staff Training Allocation Academy Staff Training Budget	£32,500 £9,000	50.8%	£21,082.00
Counselling	£18,433	75%	£13,824.75
Personalised Learning Centre	£112,483	80%	£89,986.40
Attendance Officer	£37,181	50.8%	£18,887.95
Careers Advisory Package	£31,702	50.8%	£16,104.62
Specialist Inclusion and Dyslexia teachers	£49,709	75%	£37,281.75
Year 11 Interventions	£5,000	100%	£5,000
EAL Funding	£124,746	21.91%	£27,331.85
Literacy Programmes	£10,000	50.8%	£5,080
Curriculum Enrichment	£4,000	100%	£4,000
School Uniform	£3,000	100%	£3,000

Total spend: £413,286.88

8. Additional detail

