

City Academy Bristol Pupil Premium Strategy 2021-22

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Bristol |
| Number of pupils in school | 1034 (541 students currently) |
| Proportion (%) of pupil premium eligible pupils | 52.3% |
| Academic year/years that our current pupil premium strategy plan covers | 3 year |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Academy Council |
| Pupil premium lead | Colleen Litchfield |
| Governor / Trustee lead | Clare Colvin |

Funding overview

| Detail | Amount |
|---|--|
| Pupil premium funding allocation this academic year | £ 445,630 |
| Recovery premium funding allocation this academic year | £ 59,894 (20% pooled to Central CLF resourcing already deducted) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| 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 | £505,524 |

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.

We will deliver a disadvantaged strategy that has demonstrable impact, ensuring that the strategies associated with effective teaching of oracy, increased and sustained attendance and an increased sense of belonging are effectively implemented and quality assured so that practice becomes embedded.

The attainment and attendance of disadvantaged children are the key measures for the Academy as an indicator of the effectiveness of provision. Disadvantaged pupils and students thrive when teaching is effective. Therefore, we will ensure CPD on teaching and pedagogy is timely and targeted to ensure the needs of those presently disadvantaged are being met. We will use our quality assurance and assessment approaches to ask more challenging questions about provision for the pupil premium cohort. Leadership is the enabler that will improve standards of teaching. Leaders at every level will strive to secure teaching and learning that has the most impact on the pupil premium cohort. In making provision for pupils, CAB recognises that not all pupils who are in receipt of the pupil premium will be disadvantaged. Likewise, we recognise that not all pupils who are disadvantaged qualify for the pupil premium. We therefore reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.

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. |
| 2 | Oracy PP students arrive at CAB with low levels of literacy and numeracy. 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. Disadvantaged students do not always realise their own potential or how to navigate progression into apprenticeships, FE and HE. Students often have the ambition but not the steps and self-belief to make this a reality. |
| 5 | 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 in July 2024**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|--|
| Improved attendance for disadvantaged pupils. | Attendance for disadvantaged pupils is at least 95% each half term with minimal gaps between groups. In the 2021 academic year the figure was ____%. Persistent Absence is below national with minimal gaps between groups. |
| Consistent and organised teaching that is well planned and sequenced so that the student builds knowledge and skills and feels success. I Do/ We Do/ You Do and live feedback and modelling are features of the classroom. | Disadvantaged students achieve 4+ in every option subject 60+% outcomes in Core |
| 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 destinations. Improve Literacy levels of pupils with reading age below chronological age. All PP students leave the Academy with an appropriate destination. Disadvantaged students have and can articulate progression routes and aspirational goals. | 50% of students achieve 4+ in options subjects 0% NEET students Destination data and trends show that students are making informed, positive destination choices. There are minimal gaps between groups and cohorts. All Year 11 students leave CAB as functional readers. Every child leaves the academy with a reading |

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| | age above or in line with their chronological age. |
| <p>Improved oral language and proficiency for disadvantaged pupils. We will focus on development of oracy as a priority, using Voice 21 as a partner. Oracy 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 to prepare students for writing through talk.</p> <p>The use of keywords and Tier 2 words to reduce the impact of any language deficit. This is taught explicitly and modelled by the teacher both verbally and in written form.</p> <p>Through the Bristol Education Partnership, Yr 9 and 10 students will be trained to become Oracy Champions to help with mentoring younger Pupil Premium students in Yrs 7 and 8.</p> | <p>Children's writing and development of ideas will significantly improve through talk for writing.</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> |
| <p>Pupils with pastoral or SEN needs are identified swiftly on transition to school to ensure these needs are met to ensure progress is made from point of entry.</p> | <p>Academic progress and targets are met for pupil premium pupils.</p> |

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)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|---|
| <p>Whole school focus on raising attainment for disadvantaged students 'even over' other student groups. This will be enacted through quality assurance rooted in improving the quality of education for the pupil premium cohort.</p> <p>Improve and develop leadership at every level to ensure that whole staff professional development leads to improved outcomes for all pupils.</p> | <p>Line management and coaching is focussed on pupil premium students in the cohort at every level eg SLT and H of F LM, Class Level Analysis.</p> <p>This will include Professional Development and teacher release time to work with internal and external agencies with a sharp focus on early career teachers to embed reciprocal teaching/reading as part of a whole school reading approach.</p> <p>Effective Leadership is the key to improving student outcomes and there is a need to ensure a sustainable model of current and future leaders within school.</p> | <p>3</p> <p>Key evidence:</p> <ul style="list-style-type: none"> -Attendance -Pupil and family voice -Exclusion & behaviour metrics - Outcomes |
| <p>Literacy and Oracy CPD for all teaching staff and TA's</p> <p>Teaching staff CPD this academic year focusses on enacting our literacy strategy including working with Voice 21 directly to develop oracy.</p> <p>Embedding reciprocal reading and word awareness as part of a whole school approach.</p> | <p>EEF</p> <p>Oral language interventions.</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Reading comprehension strategies</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>This will include PD and teacher release time to work with internal and external agencies with a sharp focus on early career teachers to embed reciprocal teaching/reading as part of a whole school reading approach.</p> | <p>2</p> <p>Key evidence:</p> <ul style="list-style-type: none"> - Reading data -Intervention outcomes |

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| Professional Development Actions | Professional development actions have replaced traditional performance management. All staff work on professional 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: <ul style="list-style-type: none"> • Disadvantaged attainment/ teaching and learning • Developing Oracy • Attendance | 1 Key evidence: -Attendance figures - Staff voice - Learning walks -Parental voice |
| Provision for 1 x Teaching and Learning Administrator to work with Assistant Principal to improve quality of teaching and learning PP Fund Contribution: £15,030 (60% of total cost) Progress 8 score to increase to +0.50 for PP students. Basics to increase to 55% 9-4. 85% of teaching to be consistently strong or better. | The Assistant Principal for T&L 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 Assistant Principal for T&L will be responsible for the 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. | 3 Key evidence: - Outcomes -Attendance - Pupil voice - Exclusion & behaviour metrics - Lesson Walks |
| Increased planning and assessment time for all teachers increased by 5% PP Fund Contribution: £190,000 Progress 8 score to increase to +0.50 for PP students. Basics to increase to 60+% 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. | 3 and 4 Key evidence: - Outcomes -Attendance - Lesson Walks |
| Funding of an EAL team to deliver specialist teaching of English as an additional language. PP Fund Contribution: £62,752 (60% of total cost) 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. | 2 and 3 Key evidence: - Outcomes -Pupil and family voice -Intervention outcomes |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|--|
| Small group Lexia HLTA Recovery Premium Contribution: £22,259 (100% of total cost) | Small class tuition High impact for moderate cost based on moderate evidence +5 months | 2 Key evidence: -Pupil and family voice -Intervention outcomes |

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| Inference Intervention Fully funded by academy as not enough PP income to fund. | Small group work | 2 Key evidence: -Pupil voice -Intervention outcomes |
| Reading phonics That Reading Thing Small group interventions from HLTAs & TAs (partial allocation to recovery funding) HLTAs and TAs provided targeted interventions for students who require literacy The PP & Recovery funding allocation does not apply to EHCP students as this covered by a separate funding stream. | Small group work sessions organised by Nik Hobson and delivered by the TAs. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind | 2 Key evidence: - Reading data -Pupil and family voice -Intervention outcomes |
| Period 7 No cost | PP and non PP students are timetabled to these sessions. | 3 and 4 Key evidence: - 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 No cost | 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 PP Fund Contribution: £525 (100% of total cost) | 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: £ 216,439

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|---|
| Free Breakfast club to help support better nutrition, attendance and punctuality. Fully funded by academy as not enough PP income to fund. | 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 |

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| | | Funded by the National Schools Breakfast Programme in 21-22 |
| <p>Pastoral Year Leaders (PYLs) and Pastoral Support Assistants (PSAs)</p> <p>PP Fund Contribution: £57,797 (60% of total cost)</p> <p>Recovery Premium Contribution: £15,116 (10% of total cost)</p> | <p>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.</p> | <p>1, 2 and 3</p> <p>Key evidence:</p> <ul style="list-style-type: none"> -Attendance -Pupil and family voice - Exclusions & behaviour measures |
| <p>Children in Care Champion</p> <p>PP Fund Contribution: £14,880 (60% of total cost)</p> | | |
| <p>Pastoral Administrator</p> <p>PP Fund Contribution: £8,415 (60% of total cost)</p> | | |
| <p>Continuity of education where students are absent.</p> | <p>All teachers mirror the work set in class on homework sites so that where a pupil premium student is absent from school work and continuity of education can still be done.</p> | <p>3 and 4</p> <p>Key evidence:</p> <ul style="list-style-type: none"> - Completion data -attendance and outcome data -Pupil, family and staff voice -Outcomes |
| <p>BCC Education Welfare Service = 19x1/2 days at £255 each</p> <p>Recovery Premium Contribution: £4,845 (100% of total cost)</p> | | |
| <p>Employment of a full time Attendance Officer. Disadvantaged student attendance to improve to 95.0%</p> <p>Attendance Officer</p> <p>PP Fund Contribution: £18,159 (60% of total cost)</p> <p>Appointment of Attendance Administrator</p> <p>Recovery Premium Contribution: £17,674 (100% of total cost)</p> | <p>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.</p> | <p>1</p> <p>Key evidence:</p> <ul style="list-style-type: none"> -Attendance - Parental engagement |

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| <p>Engage Studio Provision and Alternative Learning Provision.</p> <p>PP Fund Contribution: £36,000 (80% of total cost)</p> | <p>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</p> | <p>1,2,3,4 and 5.</p> <p>Key evidence:</p> <ul style="list-style-type: none"> -Impact on behaviour and wellbeing measures following provision. -Quality of education measures (using case studies). -Numbers successfully completing placements. |
| <p>School Counsellor</p> <p>PP Fund Contribution: £16,778 (60% of total cost)</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> <ul style="list-style-type: none"> -Attendance of relevant individuals -Anonymous case studies |
| <p>Careers advice and guidance</p> <p>Fully funded by academy as not enough PP income to fund.</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> <ul style="list-style-type: none"> -NEET figures. - Outcomes - Numbers securing first choice P16 destinations. -Student and family voice. |
| <p>School Uniform</p> <p>PP Fund Contribution: £364</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> <ul style="list-style-type: none"> - Number of students in full CAB uniform |
| <p>Curriculum Enrichment</p> <p>PP Fund Contribution: £2,000</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> <ul style="list-style-type: none"> -Numbers of students partaking in activities. -Student and family voice. |
| <p>Parental engagement</p> <p>Family Support Team</p> <p>PP Fund Contribution: £22,930 (60% of total cost)</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> <ul style="list-style-type: none"> -Attendance - Parental voice |
| <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> |

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| <p>Literacy Programmes</p> <p>Accelerated Reader for Years 7 & 8 All Year 7 and 8 students receive a dedicated fortnightly reading lesson using AR. This sits alongside a range of other reading strategies.</p> <p>Fully funded by academy as not enough PP income to fund.</p> <p>Reading ages of those below their chronological age to improve on average by 18 months.</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 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>2</p> <p>Key evidence:</p> <ul style="list-style-type: none"> -Reading scores -AR quiz completion |
|--|--|---|

Total budgeted cost: £445,630 (PP) + £59,894 (RF) = £505,524

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

We have used the EED's implementation guidance to guide our planning and put in place a robust evaluation framework for the duration of our three year approach. This will ensure we make adjustments and quality improvements to secure better outcomes for pupils over time.

Further information (optional)

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

We have used the EED's implementation guidance to guide our planning and put in place a robust evaluation framework for the duration of our three year approach. This will ensure we make adjustments and quality improvements to secure better outcomes for pupils over time.

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 focused 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 | Review | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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) | September 2021 <table border="1"><thead><tr><th></th><th>Nat Av.</th><th>2019 Grade</th><th colspan="2">2020</th><th colspan="2">2021</th></tr><tr><th></th><th></th><th></th><th>No.</th><th>Grade.</th><th>No.</th><th>Grade.</th></tr></thead><tbody><tr><td>All</td><td>65%</td><td>45%</td><td>153</td><td>51.0%</td><td>181</td><td>49.7%</td></tr><tr><td>PP</td><td>45%</td><td>43%</td><td>73</td><td>50.7%</td><td>96</td><td>55.2%</td></tr><tr><td>Non PP</td><td>72%</td><td>49%</td><td>80</td><td>51.3%</td><td>85</td><td>43.5%</td></tr></tbody></table> 2021 summer exams demonstrate that PP students performed 10% higher than national average. | | Nat Av. | 2019 Grade | 2020 | | 2021 | | | | | No. | Grade. | No. | Grade. | All | 65% | 45% | 153 | 51.0% | 181 | 49.7% | PP | 45% | 43% | 73 | 50.7% | 96 | 55.2% | Non PP | 72% | 49% | 80 | 51.3% | 85 | 43.5% |
| | Nat Av. | 2019 Grade | 2020 | | 2021 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | No. | Grade. | No. | Grade. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | 65% | 45% | 153 | 51.0% | 181 | 49.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP | 45% | 43% | 73 | 50.7% | 96 | 55.2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non PP | 72% | 49% | 80 | 51.3% | 85 | 43.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 monitoring of Teaching and Learning across the Academy and | 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 This provision will continue. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|--|---|--|---|-----------------------------|--|
| | 85% of teaching to be consistently strong or better. Remote learning in place for all students for all lessons in case of partial or full closure. | 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. | Remote learning plans in place and quality assured by AP for Teaching and Learning. | | |
| Smaller class sizes for Maths and English and other lessons – classes to be reduced from 30 to 25 | £99,186 Combined Progress 8 scores in English and Maths to be greater than +0.65 Progress for all students arriving at all attainment levels to be positive. | 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. | Timetable will be written to ensure that class sizes in English and Maths are below average. Option groups with smaller numbers to run in order to broaden curriculum. | Vice Principal (Ben Tucker) | January 2021 September 2021 We would like this to continue into 2021-22, however, as the school continues to expand keeping numbers at this level is a challenge. |
| Federation Network Staff Training Allocation Academy Staff Training Budget – to be directed towards improving management of teaching and learning | £48,859 £14,150 Progress 8 score to increase to +0.50 for PP students. Basics to increase to 49% 9-4. | 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. | 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. | Vice Principal (Ben Tucker) | January 2021 September 2021 New members of staff being inducted and trained in the Federation's style of working, impacting on more teaching which is good or better. This spend will continue in 2021-22. |
| 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? |

| | | | | | |
|---|--|--|---|---|--|
| <p>Employment of an Academy Counsellor</p> | <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>The need for this service has increased greatly since Covid. Our Counsellor will increase his hours to try and meet the needs for this service.</p> |
| <p>Creation of a Personalised Learning Centre</p> | <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>After a number of staff leaving, the PLC was disbanded.</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) | | | | | |
| | | | | | | CAB | Nat Av | | Nat Av |
| | | | | | Attendance | 90.8% | 94.5% | Persistent Absences | 13.9% |
| | | | | | Attendance PP | 89.0% | 91.8% | Persistent Absences PP | 24.7% |

2020-21 attendance were down compared with national.

Children supported to get to school if parents were struggling

1-1 intervention with AO

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) | Sept 2021 The work we do with PP pupils in the earlier part of their school careers is seen as crucial. This will continue next academic year. |
| 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) | The summary of the latest Compass Review (conducted on March 24 th 20121) outlined how well CAB are meeting the 8 Gatsby Benchmarks. |

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) | Due to Covid and Lockdown, the running of revision classes during holidays did not take place. |

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| | | 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) | Sept 2020 This provision will continue to into next year to ensure we meet the needs of our cohorts |
| 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 The work we do with PP pupils in the earlier part of their school careers is seen as crucial. These interventions will remain in place for 2021-22. |

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 The vast majority of these opportunities and experiences will be further developed next year, planned more in advance and with greater educational impact |

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|----------------------------|---|--|---|--|-----------------------|
| 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 This spend will remain. | |
| 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 As the school grows, maintaining this ratio is proving difficult. | |

| | | | | |
|--|---|--|--|---|
| 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 This will continue in 2021-22 to ensure excellent planning and delivery of curriculum. TAs have become more effective in their duties of supporting PP in the classrooms and further CPD needs to be planned to enhance this provision further. |
| 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 |
|--------|------------------|--|--|------|
|--------|------------------|--|--|------|

| | | | | |
|--|--|--|--|--|
| 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 The work we do with PP pupils in the earlier part of their school careers is seen as crucial. This will continue next academic year. |

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 This spend is to remain and to increase to meet greater need. |
| 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 DEAR will no longer takes place as the delivery was inconsistent. However, Accelerated Reader and Voice 21 will commence. |

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 This spend is to remain with a greater focus on ensuring a high uptake PP participants. |
| 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 This approach is needed, particularly in an academy with a high number of PP pupils. There are continuous and frequent examples of where the academy needs to support PP pupils on a day-to-day basis. |

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

