

# City Academy Bristol Pupil Premium Strategy 2022-23

## 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  | 1042 (542 students currently) |
| Proportion (%) of pupil premium eligible pupils                         | 52%                           |
| Academic year/years that our current pupil premium strategy plan covers | 3 years                       |
| Date this statement was published                                       | September 2022                |
| Date on which it will be reviewed                                       | September 2023                |
| 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   | £ 502,678  |
| Recovery premium funding allocation this academic year  | £ 147,322 (20% NOT pooled to Central CLF resourcing this year) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0   |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £502,590 (Net -£88)  |

## 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 help to decrease the number of safeguarding issues faced by some students.   |
| 2                | Oracy<br>PP students arrive at CAB with low levels of literacy and numeracy from KS2.<br>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 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.<br>I Do/ We Do/ You Do and live feedback and modelling are features of the classroom.  | Disadvantaged students achieve 4+ in every option subject<br><br>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.<br><br>Improve Literacy levels of pupils with reading age below chronological age. | 50% of students achieve 4+ in options subjects<br>0% NEET students<br>Destination data and trends show that students are making informed, positive destination choices.<br>There are minimal gaps between groups and cohorts. |

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|--|---|
| <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>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>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 Yrs7 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   | Review<br>September 2023 |
|--|---|---|--------------------------|
| <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><b>Key evidence:</b></p> <ul style="list-style-type: none"> <li>-Attendance</li> <li>-Pupil and family voice</li> <li>-Exclusion &amp; behaviour metrics</li> <li>- Outcomes</li> </ul> |                          |
| <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>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers. The content of our PD is based on the best available evidence. Effective PD requires a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice.</p> <p>EEF</p> <p>Oral language interventions.</p> <p>Very high impact for very low cost based on extensive evidence</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Reading comprehension strategies</p> <p>Very high impact for very low cost based on extensive evidence</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> | <p>2</p> <p><b>Key evidence:</b></p> <ul style="list-style-type: none"> <li>- Reading data</li> <li>-Intervention outcomes</li> </ul>   |                          |

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|  | 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.   |  |  |
| 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"> <li>Disadvantaged attainment / teaching and learning</li> <li>Developing Oracy</li> <li>Attendance</li> </ul>   | 1<br><b>Key evidence:</b><br>-Attendance figures<br>- Staff voice<br>- Learning walks<br>-Parental voice                     |  |
| Provision for 1 x Teaching and Learning Administrator to work with Assistant Principal to improve quality of teaching and learning<br><br><b>PP Fund Contribution: £16,791 (60% of total cost)</b><br><br>Progress 8 score to increase to +0.50 for PP students. Basics to increase to 55% 9-4.<br><br>85% of teaching to be consistently strong or better.<br><br>A culture of 'High Expectations' and subject pedagogy | 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.<br><br>Embedding a High Expectations and culture for learning ensures that all available classroom time is spent on learning as little time is lost through disruption. Pupil premium student's level of focus are monitored throughout lessons and staff intervene to maintain concentration and build learning stamina. Lessons are planned to ensure that students' progress through an 'I do, you do, we do' cycle to ensure the secure acquisition of knowledge and building of permanent memories through interleaving and retrieval planned practices.   | 3<br><b>Key evidence:</b><br>- Outcomes<br>-Attendance<br>- Pupil voice<br>- Exclusion & behaviour metrics<br>- Lesson Walks |  |
| Increased planning and assessment time for all teachers increased by 5%<br><br><b>PP Fund Contribution: £42,063 plus £35,595 from topped up by Recovery Premium</b><br><br>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. Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. We focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.<br><br>Supporting resources:<br><ul style="list-style-type: none"> <li>The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches.</li> <li>Evidence Based Education's Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness.</li> <li>Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence' summarises the evidence for teachers.</li> </ul> | 3 and 4<br><b>Key evidence:</b><br>- Outcomes<br>-Attendance<br>- Lesson Walks   |  |

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| <p>Funding of an EAL team to deliver specialist teaching of English as an additional language.</p> <p><b>PP Fund Contribution: £73,018 (60% of total cost)</b></p> <p><b>2 x HLTA</b><br/><b>1 X lead</b></p> <p>Increase Basics 9-5 attainment to 45% and improve Progress 8 score to +0.75 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><b>Key evidence:</b></p> <ul style="list-style-type: none"> <li>- Outcomes</li> <li>-Pupil and family voice</li> <li>-Intervention outcomes</li> </ul> |  |
|--|---|--|--|

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

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed  | Review |
|---|---|--|--------|
| <p>Small group Lexia</p> <p>HLTA x 2</p> <p><b>Recovery Premium Contribution: (100% of total cost)</b><br/><b>£18,363</b><br/><b>£28,128</b></p> <p><b>£6,424 (promotional cost of TA to HLTA)</b></p>  | <p>Small class tuition</p> <p>High impact for moderate cost based on moderate evidence</p> <p>+5 months</p>   | <p>2</p> <p><b>Key evidence:</b></p> <ul style="list-style-type: none"> <li>-Pupil and family voice</li> <li>-Intervention outcomes</li> </ul>                         |        |
| <p>Inference Intervention</p> <p><b>Fully funded by academy as not enough PP income to fund.</b></p>  | <p>Small group work</p>   | <p>2</p> <p><b>Key evidence:</b></p> <ul style="list-style-type: none"> <li>-Pupil voice</li> <li>-Intervention outcomes</li> </ul>                                    |        |
| <p>Reading phonics</p> <p>That Reading Thing</p> <p>Small group interventions from HLTAs &amp; TAs (partial allocation to recovery funding) HLTAs and TAs provided targeted interventions for students who require literacy</p> <p>The PP &amp; Recovery funding allocation does not apply to EHCP students as this covered by a separate funding stream.</p> | <p>Small group work sessions organised by Nick Stone and Kyana Gitahi and delivered by the TAs.</p> <p>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</p> | <p>2</p> <p><b>Key evidence:</b></p> <ul style="list-style-type: none"> <li>- Reading data</li> <li>-Pupil and family voice</li> <li>-Intervention outcomes</li> </ul> |        |
| <p>Group planning</p>   | <p>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.</p>   | <p>3</p> <p><b>Key evidence:</b></p>   |        |

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|---|---|--|--|
|   | This will be harder to achieve this year given not all Departments have meeting time, but e are looking ta ways forward to address this issue.  | - outcomes<br>- Student voice<br>- staff voice         |  |
| Lesson Sweeps/Walks<br><br>No cost  | Learning walks and sweeps to show evidence of 85% of teaching to be strong. Where this is not the case, CPD and bespoke interventions are to be put in place to improve the quality of teaching and learning.<br><br>Remote learning plans in place and quality assured by AP for Teaching and Learning.                        | 3<br><b>Key evidence:</b><br>- Lesson Walks            |  |
| Mathswatch, Tassomi and Seneca<br><br><b>PP Fund Contribution: £525 (100% of total cost) not included in budget figure.</b> | Homework<br>High impact for very low coast<br>Improved understanding of the course and confidence in course content. Students are better able to study independently because they have access to appropriate resources. This will maximise the chances for students to perform in line with their peers in public examinations. | 4 and 5<br><b>Key evidence:</b><br>- Homework          |  |
| Live feedback   | Very high impact for very low cost  | 3<br><b>Key evidence:</b><br>- 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  | Review |
|---|---|--|--------|
| Free Breakfast club to help support better nutrition, attendance and punctuality.<br><br><b>Fully funded by academy as not enough PP income to fund.</b>  | <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme</a><br>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<br><b>Key evidence:</b><br>-Numbers attending<br>-Attendance and behaviour figures for those attending<br>-Outcomes for those attending<br><br>Funded by the National Schools Breakfast Programme in 21-22 |        |
| Pastoral Year Leaders (PYLs) and Pastoral Support Assistants (PSAs)<br><br><b>PP Fund Contribution: £186,378 (60% of total cost)</b><br><br><b>Recovery Premium Contribution: £0</b><br><br><b>4 x (60%) of £15,727 Pastoral Support Assistants</b><br><b>1 x (60%) £16,096 Pastoral Support Worker</b><br><b>5 x Pastoral Support Worker</b> | 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<br><b>Key evidence:</b><br>-Attendance<br>-Pupil and family voice<br>- Exclusions & behaviour measures  |        |

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| <p>(2 x (60%) of £22,371<br/>1 x (60%) of £21491<br/>2 x (60%) of £20,570)</p>   |  |   |  |
| <p>Pastoral Administrator<br/><b>PP Fund Contribution: £7,051<br/>(60% of total cost)</b></p>  |  |   |  |
| <p>SENCO – 2<sup>nd</sup><br/><br/>£18,181 (100% RP)</p>   | <p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources:</p> <ul style="list-style-type: none"> <li>• The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence based recommendations to support pupils with SEND.</li> </ul>   |   |  |
| <p><b>Inclusion Center</b><br/>Inclusion Manager £25,195 (60% of)<br/>Pastoral Support Worker Behaviour £20,050 (60% of)<br/>Pastoral Support Worker Behaviour £11,854 (60% of)<br/>Targeted Youth Intervention worker £30,784 (100%)<br/><br/>Inclusion Assistant 60% of £18, 745</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. A cohort of students, including PP students, will be reintegrated into the full curriculum and will not be at risk of exclusion.</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<br/><b>Key evidence:</b><br/>- Completion data<br/>-attendance and outcome data<br/>-Pupil, family and staff voice<br/>-Outcomes</p> |  |
| <p>Employment of a full time Attendance Officer.<br/>Disadvantaged student attendance to improve to 95.0%<br/><br/>Attendance Officer<br/><br/><b>RP Fund Contribution: £28,977 (90% of total cost)</b><br/><br/>Appointment of Attendance Administrator<br/><br/><b>Funded by academy: £23,515 (100% of total cost)</b></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<br/><b>Key evidence:</b><br/>-Attendance<br/>- Parental engagement</p>   |  |

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| Designated Safeguarding Lead (CLFPS11) 25% £10,172   |   |  |  |
| Engage Studio Provision and Alternative Learning Provision.<br><br><b>PP Fund Contribution: £50,000 (100% of total cost)</b>   | 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.<br><br><b>Key evidence:</b><br>-Impact on behaviour and wellbeing measures following provision.<br>-Quality of education measures (using case studies).<br>-Numbers successfully completing placements. |  |
| School Counsellor<br><br><b>PP Fund Contribution: £17,939 (60% of total cost)</b>  | 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.<br><br>Counsellor to meet with students remotely in case of full closure. Students to be able to attend Academy for meetings during partial closure. | 1, 3, 4 and 5<br><b>Key evidence:</b><br>-Attendance of relevant individuals<br>-Anonymous case studies  |  |
| Careers advice and guidance<br><br><b>Fully funded by academy as not enough PP income to fund.</b><br>100% of students to have a clear destination pathway into education, employment or training.<br><b>£38,263</b> | 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.   | 4<br><b>Key evidence:</b><br>-NEET figures.<br>- Outcomes<br>- Numbers securing first choice P16 destinations.<br>-Student and family voice.   |  |
| School Uniform<br><br><b>PP Fund Contribution: £500</b><br><br>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.  | 5<br><b>Key evidence:</b><br>- Number of students in full CAB uniform  |  |
| Curriculum Enrichment<br><br><b>PP Fund Contribution: £2,000</b><br>To increase the number of students who are able to attend trips and take part in extra-curricular activities.                                    | 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. Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.<br>Supporting resources: • The EEF Toolkit has a strand on arts participation.  | 3 and 4<br><b>Key evidence:</b><br>-Numbers of students partaking in activities.<br>-Student and family voice.   |  |
| Parental engagement  | Family Support Workers x 2<br>Family Support Manager x 1  | 1, 4 and 5<br><b>Key evidence:</b>   |  |



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| <p>Family Support Team<br/>PP Fund Contribution: £86,474<br/>(100% of total cost)</p> <p>Family Support Manager<br/>100% £34,163<br/>100% £25,391<br/>100% £26,919</p>   | <p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. Deep involvement with families and ensuring any disadvantaged for PP students is reduced.</p>   | <p>-Attendance<br/>- 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 &amp; 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><b>Fully funded by academy as not enough PP income to fund.</b></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><b>Key evidence:</b><br/>-Reading scores<br/>-AR quiz completion</p> |  |

**Total budgeted cost: £502, 678 (PP) + £146,322 (RP)**

**Actual expenditure: £807,638**

## 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 2021-22 **REVIEW**

## 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 cover | 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   |
| <b>Total budget for this academic year</b><br>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<br>PP students arrive at CAB with low levels of literacy and numeracy.<br>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.<br><br>I Do/ We Do/ You Do and live feedback and modelling are features of the classroom.   | Disadvantaged students achieve 4+ in every option subject<br><br>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.<br><br>Improve Literacy levels of pupils with reading age below chronological age.<br><br>All PP students leave the Academy with an appropriate destination.<br><br>Disadvantaged students have and can articulate progression routes and aspirational goals. | 50% of students achieve 4+ in options subjects<br><br>0% NEET students<br><br>Destination data and trends show that students are making informed, positive destination choices.<br><br>There are minimal gaps between groups and cohorts.<br><br>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>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 Yrs7 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   | Review  |
|--|--|---|---|
| <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><b>Key evidence:</b></p> <ul style="list-style-type: none"> <li>-Attendance</li> <li>-Pupil and family voice</li> <li>-Exclusion &amp; behaviour metrics</li> <li>- Outcomes</li> </ul> | <p>Y11 students underachieving were identified quickly and support put in place, particularly in English, Maths &amp; Science.</p> <p>Pupils in other year groups are quickly identified through the use of data and interventions put in place via subject teachers and whole school initiatives, so that gaps close and students improve outcomes.</p> <p>Staff are easily able to manage and amend seating to reflect student's needs. Staff have ready access to students learning needs through a coded system to help to inform their seating planning.</p>   |
| <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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Reading comprehension strategies</p> <p>Very high impact for very low cost based on extensive evidence <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> | <p>2</p> <p><b>Key evidence:</b></p> <ul style="list-style-type: none"> <li>- Reading data</li> <li>-Intervention outcomes</li> </ul>   | <p>We had a change in the Literacy Co-ordinator in February which meant Voice 21 was slightly delayed.</p> <p>The Literacy Co-ordinator worked hard at embedding Tier two and three words into subject areas and now feature on most powerpoints.</p> <p>Staff are given CPD to support with literacy.</p> <p>It is planned that In the first 2 terms of 2022, the CPD programme includes phonics, breaking down texts, Inference strategies and vocabulary support.</p> <p>These teaching strategies are monitored at teacher and department level and refined over time to ensure we use the most effective strategies based on student need.</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.   |  |  |
| Professional Development Actions   | <p>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:</p> <ul style="list-style-type: none"> <li>• Disadvantaged attainment / teaching and learning</li> <li>• Developing Oracy</li> <li>• Attendance</li> </ul>  | <p>1</p> <p><b>Key evidence:</b></p> <ul style="list-style-type: none"> <li>-Attendance figures</li> <li>- Staff voice</li> <li>- Learning walks</li> <li>-Parental voice</li> </ul>                               | <p>PD is ongoing and revisited termly.</p> <p>Reciprocal Teaching: a method of teaching that promotes autonomy and problem solving skills from our students. It is a way of modelling the way successful readers approach a text through using four stages of questioning: predicting, questioning, clarifying and summarising. Each of these skills can be adapted and modelled in each subject area, thus allowing students to see how texts can be unpicked and explored in a range of subjects. As an academy that aims to provide learners with the best possible toolkit for life beyond year 11, the independent analysis skills that are developed through Reciprocal Teaching are of paramount importance.</p> <p>Accountable talk: this is a way of scaffolding and extending students oral responses. It includes: providing sentence starters for talk, correcting students errors positively, and using open ended questions to extend and deepen student responses.</p> <p>Talk for writing: create a piece of exemplar text at the right level which enables the students to know the type of writing they are trying to emulate. Exemplar text should follow the same system of colour coding in every subject: blue for technical vocabulary, pink for connectives and green for phrases to express ideas. Topic sentences should be underlined in black. All technical vocabulary and phrases that are used to express ideas should be explicitly taught. Students should also be taught to plan their responses ahead of writing them, as well as returning to them and improving them once finished.</p> <p>Student voice and Lesson Walks and Sweeps suggest most but not all staff are utilising the strategies suggested.</p> |
| <p>Provision for 1 x Teaching and Learning Administrator to work with Assistant Principal to improve quality of teaching and learning</p> <p><b>PP Fund Contribution: £15,030 (60% of total cost)</b></p> <p>Progress 8 score to increase to +0.50 for PP students. Basics to increase to 55% 9-4.</p> | 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. | <p>3</p> <p><b>Key evidence:</b></p> <ul style="list-style-type: none"> <li>- Outcomes</li> <li>-Attendance</li> <li>- Pupil voice</li> <li>- Exclusion &amp; behaviour metrics</li> <li>- Lesson Walks</li> </ul> | <p>We have prioritised what is happening in our classrooms, on a daily basis, to ensure that teaching and learning is excellent.</p> <p>It is essential that we limit variance in teaching across the school and strive to ensure that consistently high quality teaching is available to every single learner. There are still inconsistencies that exist within and between departments – this will remain a strong focus for next year.</p> <p>In order to achieve consistently high quality teaching, we need a clear framework and a shared language to ensure that all elements of teaching and learning are</p>   |

| <p>85% of teaching to be consistently strong or better.</p>   |   |  | <p>understood and applied with consistency. This will continue to remain a focus for the next academic year.</p> <p>Accurate records of all Lesson Walks and Sweeps conducted, with follow up actions noted.</p> <p>Staff are easily able to manage and amend seating to reflect student's needs. Staff have ready access to students learning needs through a coded system to help to inform their seating planning.</p> <p>The gap between pupil premium students and non-pupil premium students still exists with our PP students performing less well in their P8 and attainment scores.</p> <table border="1" data-bbox="1843 527 2724 636"> <thead> <tr> <th colspan="2"></th> <th colspan="2">2018</th> <th colspan="2">2019</th> <th colspan="2">2021</th> <th colspan="2">Results 2022</th> <th>Nat 2019</th> </tr> <tr> <th colspan="2"></th> <th>No.</th> <th>A8</th> <th>No.</th> <th>A8</th> <th>No.</th> <th>A8</th> <th>No.</th> <th>A8</th> <th></th> </tr> </thead> <tbody> <tr> <td rowspan="3"><b>Attainment</b></td> <td>PP</td> <td>90</td> <td>3.68</td> <td>81</td> <td>2.99</td> <td>96</td> <td>3.85</td> <td>78</td> <td>3.83</td> <td>3.67</td> </tr> <tr> <td>Y11 Disadvantaged Non PP</td> <td>24</td> <td>4.26</td> <td>33</td> <td>3.52</td> <td>85</td> <td>3.13</td> <td>69</td> <td>3.93</td> <td>5.03</td> </tr> <tr> <td>Attainment 8 Gap</td> <td></td> <td>-0.57</td> <td></td> <td>-0.53</td> <td></td> <td>0.73</td> <td></td> <td>-0.10</td> <td>-1.36</td> </tr> </tbody> </table><br><table border="1" data-bbox="1843 646 2724 747"> <thead> <tr> <th colspan="2"></th> <th colspan="2">2018</th> <th colspan="2">2019</th> <th colspan="2">2021</th> <th colspan="2">Results 2022</th> <th>Nat 2019</th> </tr> <tr> <th colspan="2"></th> <th>No.</th> <th>P8</th> <th>No.</th> <th>P8</th> <th>No.</th> <th>P8</th> <th>No.</th> <th>P8</th> <th></th> </tr> </thead> <tbody> <tr> <td rowspan="3"><b>Progress</b></td> <td>PP</td> <td>73</td> <td>0.13</td> <td>64</td> <td>-0.18</td> <td>78</td> <td>0.54</td> <td>65</td> <td>0.32</td> <td>-0.45</td> </tr> <tr> <td>Y11 Disadvantaged Non PP</td> <td>16</td> <td>0.85</td> <td>17</td> <td>0.09</td> <td>36</td> <td>0.51</td> <td>47</td> <td>0.35</td> <td>0.13</td> </tr> <tr> <td>Progress 8 Gap</td> <td></td> <td>-0.71</td> <td></td> <td>-0.27</td> <td></td> <td>0.03</td> <td></td> <td>-0.03</td> <td>-0.58</td> </tr> </tbody> </table> <p style="text-align: right;">This</p> <p>provision will continue to reduce the gap.</p> |        |         | 2018   |      | 2019         |       | 2021     |  | Results 2022 |     | Nat 2019 |     |        | No. | A8   | No. | A8 | No.  | A8 | No.  | A8      |  | <b>Attainment</b> | PP | 90   | 3.68 | 81   | 2.99 | 96 | 3.85 | 78 | 3.83 | 3.67 | Y11 Disadvantaged Non PP | 24 | 4.26 | 33 | 3.52 | 85 | 3.13 | 69 | 3.93 | 5.03 | Attainment 8 Gap |  | -0.57 |  | -0.53 |  | 0.73 |  | -0.10 | -1.36 |  |  | 2018 |  | 2019 |  | 2021 |  | Results 2022 |  | Nat 2019 |  |  | No. | P8 | No. | P8 | No. | P8 | No. | P8 |  | <b>Progress</b> | PP | 73 | 0.13 | 64 | -0.18 | 78 | 0.54 | 65 | 0.32 | -0.45 | Y11 Disadvantaged Non PP | 16 | 0.85 | 17 | 0.09 | 36 | 0.51 | 47 | 0.35 | 0.13 | Progress 8 Gap |  | -0.71 |  | -0.27 |  | 0.03 |  | -0.03 | -0.58 |
|---|---|--|--|--------|---------|--------|------|--------------|-------|----------|--|--------------|-----|----------|-----|--------|-----|------|-----|----|------|----|------|---------|--|-------------------|----|------|------|------|------|----|------|----|------|------|--------------------------|----|------|----|------|----|------|----|------|------|------------------|--|-------|--|-------|--|------|--|-------|-------|--|--|------|--|------|--|------|--|--------------|--|----------|--|--|-----|----|-----|----|-----|----|-----|----|--|-----------------|----|----|------|----|-------|----|------|----|------|-------|--------------------------|----|------|----|------|----|------|----|------|------|----------------|--|-------|--|-------|--|------|--|-------|-------|
|   |   | 2018   |  | 2019   |         | 2021   |      | Results 2022 |       | Nat 2019 |  |              |     |          |     |        |     |      |     |    |      |    |      |         |  |                   |    |      |      |      |      |    |      |    |      |      |                          |    |      |    |      |    |      |    |      |      |                  |  |       |  |       |  |      |  |       |       |  |  |      |  |      |  |      |  |              |  |          |  |  |     |    |     |    |     |    |     |    |  |                 |    |    |      |    |       |    |      |    |      |       |                          |    |      |    |      |    |      |    |      |      |                |  |       |  |       |  |      |  |       |       |
|   |   | No.  | A8   | No.    | A8      | No.    | A8   | No.          | A8    |          |  |              |     |          |     |        |     |      |     |    |      |    |      |         |  |                   |    |      |      |      |      |    |      |    |      |      |                          |    |      |    |      |    |      |    |      |      |                  |  |       |  |       |  |      |  |       |       |  |  |      |  |      |  |      |  |              |  |          |  |  |     |    |     |    |     |    |     |    |  |                 |    |    |      |    |       |    |      |    |      |       |                          |    |      |    |      |    |      |    |      |      |                |  |       |  |       |  |      |  |       |       |
| <b>Attainment</b>   | PP  | 90   | 3.68   | 81     | 2.99    | 96     | 3.85 | 78           | 3.83  | 3.67     |  |              |     |          |     |        |     |      |     |    |      |    |      |         |  |                   |    |      |      |      |      |    |      |    |      |      |                          |    |      |    |      |    |      |    |      |      |                  |  |       |  |       |  |      |  |       |       |  |  |      |  |      |  |      |  |              |  |          |  |  |     |    |     |    |     |    |     |    |  |                 |    |    |      |    |       |    |      |    |      |       |                          |    |      |    |      |    |      |    |      |      |                |  |       |  |       |  |      |  |       |       |
|   | Y11 Disadvantaged Non PP  | 24   | 4.26   | 33     | 3.52    | 85     | 3.13 | 69           | 3.93  | 5.03     |  |              |     |          |     |        |     |      |     |    |      |    |      |         |  |                   |    |      |      |      |      |    |      |    |      |      |                          |    |      |    |      |    |      |    |      |      |                  |  |       |  |       |  |      |  |       |       |  |  |      |  |      |  |      |  |              |  |          |  |  |     |    |     |    |     |    |     |    |  |                 |    |    |      |    |       |    |      |    |      |       |                          |    |      |    |      |    |      |    |      |      |                |  |       |  |       |  |      |  |       |       |
|   | Attainment 8 Gap  |  | -0.57  |        | -0.53   |        | 0.73 |              | -0.10 | -1.36    |  |              |     |          |     |        |     |      |     |    |      |    |      |         |  |                   |    |      |      |      |      |    |      |    |      |      |                          |    |      |    |      |    |      |    |      |      |                  |  |       |  |       |  |      |  |       |       |  |  |      |  |      |  |      |  |              |  |          |  |  |     |    |     |    |     |    |     |    |  |                 |    |    |      |    |       |    |      |    |      |       |                          |    |      |    |      |    |      |    |      |      |                |  |       |  |       |  |      |  |       |       |
|   |   | 2018   |  | 2019   |         | 2021   |      | Results 2022 |       | Nat 2019 |  |              |     |          |     |        |     |      |     |    |      |    |      |         |  |                   |    |      |      |      |      |    |      |    |      |      |                          |    |      |    |      |    |      |    |      |      |                  |  |       |  |       |  |      |  |       |       |  |  |      |  |      |  |      |  |              |  |          |  |  |     |    |     |    |     |    |     |    |  |                 |    |    |      |    |       |    |      |    |      |       |                          |    |      |    |      |    |      |    |      |      |                |  |       |  |       |  |      |  |       |       |
|   |   | No.  | P8   | No.    | P8      | No.    | P8   | No.          | P8    |          |  |              |     |          |     |        |     |      |     |    |      |    |      |         |  |                   |    |      |      |      |      |    |      |    |      |      |                          |    |      |    |      |    |      |    |      |      |                  |  |       |  |       |  |      |  |       |       |  |  |      |  |      |  |      |  |              |  |          |  |  |     |    |     |    |     |    |     |    |  |                 |    |    |      |    |       |    |      |    |      |       |                          |    |      |    |      |    |      |    |      |      |                |  |       |  |       |  |      |  |       |       |
| <b>Progress</b>   | PP  | 73   | 0.13   | 64     | -0.18   | 78     | 0.54 | 65           | 0.32  | -0.45    |  |              |     |          |     |        |     |      |     |    |      |    |      |         |  |                   |    |      |      |      |      |    |      |    |      |      |                          |    |      |    |      |    |      |    |      |      |                  |  |       |  |       |  |      |  |       |       |  |  |      |  |      |  |      |  |              |  |          |  |  |     |    |     |    |     |    |     |    |  |                 |    |    |      |    |       |    |      |    |      |       |                          |    |      |    |      |    |      |    |      |      |                |  |       |  |       |  |      |  |       |       |
|   | Y11 Disadvantaged Non PP  | 16   | 0.85   | 17     | 0.09    | 36     | 0.51 | 47           | 0.35  | 0.13     |  |              |     |          |     |        |     |      |     |    |      |    |      |         |  |                   |    |      |      |      |      |    |      |    |      |      |                          |    |      |    |      |    |      |    |      |      |                  |  |       |  |       |  |      |  |       |       |  |  |      |  |      |  |      |  |              |  |          |  |  |     |    |     |    |     |    |     |    |  |                 |    |    |      |    |       |    |      |    |      |       |                          |    |      |    |      |    |      |    |      |      |                |  |       |  |       |  |      |  |       |       |
|   | Progress 8 Gap  |  | -0.71  |        | -0.27   |        | 0.03 |              | -0.03 | -0.58    |  |              |     |          |     |        |     |      |     |    |      |    |      |         |  |                   |    |      |      |      |      |    |      |    |      |      |                          |    |      |    |      |    |      |    |      |      |                  |  |       |  |       |  |      |  |       |       |  |  |      |  |      |  |      |  |              |  |          |  |  |     |    |     |    |     |    |     |    |  |                 |    |    |      |    |       |    |      |    |      |       |                          |    |      |    |      |    |      |    |      |      |                |  |       |  |       |  |      |  |       |       |
| <p>Increased planning and assessment time for all teachers increased by 5%</p> <p><b>PP Fund Contribution: £190,000</b></p> <p>Progress 8 score to increase to +0.50 for PP students. Basics to increase to 60+% 9-4.</p>   | <p>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.</p> | <p>3 and 4</p> <p><b>Key evidence:</b></p> <ul style="list-style-type: none"> <li>- Outcomes</li> <li>-Attendance</li> <li>- Lesson Walks</li> </ul>                     | <p>Book Looks and lesson walks and sweeps show that staff are engaging in conversations around pedagogy for best practise.</p> <p>A great deal of time has been dedicated to the training, moderation and standardisation of teaching and assessment both at KS3 and KS4 in order to ensure consistency across subjects and departments and has contributed to our most successful outcomes to date. Staff have invested time in the design of our curriculum with a number of them being lead curators. Staff recognise the importance of good quality feedback and marking to ensure that all students but particularly our PP students make better progress, however, inconsistencies of the quality of feedback at both Key Stages and across departments vary. Next Steps: CPD to continue to focus on the importance of actionable feedback.</p>   |        |         |        |      |              |       |          |  |              |     |          |     |        |     |      |     |    |      |    |      |         |  |                   |    |      |      |      |      |    |      |    |      |      |                          |    |      |    |      |    |      |    |      |      |                  |  |       |  |       |  |      |  |       |       |  |  |      |  |      |  |      |  |              |  |          |  |  |     |    |     |    |     |    |     |    |  |                 |    |    |      |    |       |    |      |    |      |       |                          |    |      |    |      |    |      |    |      |      |                |  |       |  |       |  |      |  |       |       |
| <p>Funding of an EAL team to deliver specialist teaching of English as an additional language.</p> <p><b>PP Fund Contribution: £62,752 (60% of total cost)</b></p> <p>Increase Basics 9-5 attainment to 45% and improve Progress 8 score to +0.75 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><b>Key evidence:</b></p> <ul style="list-style-type: none"> <li>- Outcomes</li> <li>-Pupil and family voice</li> <li>-Intervention outcomes</li> </ul> | <p>We have an EAL Dept that supports with the planning of resources with Departments.</p> <p>Staff are easily able to manage and amend seating to reflect student's needs. Staff have ready access to students learning needs through a coded system to help to inform their seating planning.</p> <p>This provision will continue to into next year to ensure we meet the needs of our cohorts.</p> <table border="1" data-bbox="1843 1692 2540 1852"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">Nat Av.</th> <th colspan="2">2019</th> <th colspan="2">2021</th> <th colspan="2">Results</th> </tr> <tr> <th>Grade</th> <th>No.</th> <th>Grade.</th> <th>No.</th> <th>Grade.</th> </tr> </thead> <tbody> <tr> <td>EAL</td> <td>0.48</td> <td></td> <td>44</td> <td>0.73</td> <td>64</td> <td>0.09</td> </tr> <tr> <td>Non EAL</td> <td></td> <td></td> <td>70</td> <td>0.41</td> <td>48</td> <td>0.65</td> </tr> </tbody> </table>  |        | Nat Av. | 2019   |      | 2021         |       | Results  |  | Grade        | No. | Grade.   | No. | Grade. | EAL | 0.48 |     | 44 | 0.73 | 64 | 0.09 | Non EAL |  |                   | 70 | 0.41 | 48   | 0.65 |      |    |      |    |      |      |                          |    |      |    |      |    |      |    |      |      |                  |  |       |  |       |  |      |  |       |       |  |  |      |  |      |  |      |  |              |  |          |  |  |     |    |     |    |     |    |     |    |  |                 |    |    |      |    |       |    |      |    |      |       |                          |    |      |    |      |    |      |    |      |      |                |  |       |  |       |  |      |  |       |       |
|   | Nat Av.   | 2019   |  |        |         | 2021   |      | Results      |       |          |  |              |     |          |     |        |     |      |     |    |      |    |      |         |  |                   |    |      |      |      |      |    |      |    |      |      |                          |    |      |    |      |    |      |    |      |      |                  |  |       |  |       |  |      |  |       |       |  |  |      |  |      |  |      |  |              |  |          |  |  |     |    |     |    |     |    |     |    |  |                 |    |    |      |    |       |    |      |    |      |       |                          |    |      |    |      |    |      |    |      |      |                |  |       |  |       |  |      |  |       |       |
|   |   | Grade  | No.  | Grade. | No.     | Grade. |      |              |       |          |  |              |     |          |     |        |     |      |     |    |      |    |      |         |  |                   |    |      |      |      |      |    |      |    |      |      |                          |    |      |    |      |    |      |    |      |      |                  |  |       |  |       |  |      |  |       |       |  |  |      |  |      |  |      |  |              |  |          |  |  |     |    |     |    |     |    |     |    |  |                 |    |    |      |    |       |    |      |    |      |       |                          |    |      |    |      |    |      |    |      |      |                |  |       |  |       |  |      |  |       |       |
| EAL   | 0.48  |  | 44   | 0.73   | 64      | 0.09   |      |              |       |          |  |              |     |          |     |        |     |      |     |    |      |    |      |         |  |                   |    |      |      |      |      |    |      |    |      |      |                          |    |      |    |      |    |      |    |      |      |                  |  |       |  |       |  |      |  |       |       |  |  |      |  |      |  |      |  |              |  |          |  |  |     |    |     |    |     |    |     |    |  |                 |    |    |      |    |       |    |      |    |      |       |                          |    |      |    |      |    |      |    |      |      |                |  |       |  |       |  |      |  |       |       |
| Non EAL   |   |  | 70   | 0.41   | 48      | 0.65   |      |              |       |          |  |              |     |          |     |        |     |      |     |    |      |    |      |         |  |                   |    |      |      |      |      |    |      |    |      |      |                          |    |      |    |      |    |      |    |      |      |                  |  |       |  |       |  |      |  |       |       |  |  |      |  |      |  |      |  |              |  |          |  |  |     |    |     |    |     |    |     |    |  |                 |    |    |      |    |       |    |      |    |      |       |                          |    |      |    |      |    |      |    |      |      |                |  |       |  |       |  |      |  |       |       |

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



| Activity  | Evidence that supports this approach   | Challenge number(s) addressed  | Review  |
|---|--|--|---|
| <p>Small group Lexia</p> <p>HLTA</p> <p><b>Recovery Premium Contribution: £22,259 (100% of total cost)</b></p>  | <p>Small class tuition</p> <p>High impact for moderate cost based on moderate evidence</p> <p>+5 months</p>  | <p>2</p> <p><b>Key evidence:</b></p> <ul style="list-style-type: none"> <li>-Pupil and family voice</li> <li>-Intervention outcomes</li> </ul>                         | <p>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.</p> <p>These interventions are monitored at an individual student level and refined over time to ensure we use the most effective strategies based on student need.</p>   |
| <p>Inference Intervention</p> <p><b>Fully funded by academy as not enough PP income to fund.</b></p>  | <p>Small group work</p>  | <p>2</p> <p><b>Key evidence:</b></p> <ul style="list-style-type: none"> <li>-Pupil voice</li> <li>-Intervention outcomes</li> </ul>                                    | <p>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.</p> <p>These interventions are monitored at an individual student level and refined over time to ensure we use the most effective strategies based on student need.</p>   |
| <p>Reading phonics</p> <p>That Reading Thing</p> <p>Small group interventions from HLTAs &amp; TAs (partial allocation to recovery funding) HLTAs and TAs provided targeted interventions for students who require literacy</p> <p>The PP &amp; Recovery funding allocation does not apply to EHCP students as this covered by a separate funding stream.</p> | <p>Small group work sessions organised by Nik Hobson and delivered by the TAs.</p> <p>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</p> | <p>2</p> <p><b>Key evidence:</b></p> <ul style="list-style-type: none"> <li>- Reading data</li> <li>-Pupil and family voice</li> <li>-Intervention outcomes</li> </ul> | <p>These interventions are monitored at an individual student level and refined over time to ensure we use the most effective strategies based on student need.</p>   |
| <p>Period 7</p> <p>No cost</p>  | <p>PP and non PP students are timetabled to these sessions.</p>  | <p>3 and 4</p> <p><b>Key evidence:</b></p> <ul style="list-style-type: none"> <li>- outcomes</li> </ul>  | <p>Pd 7 ceased in February for a variety of reasons. Some subjects such as Art continued to offer Pd 7 classes which were successful.</p>   |
| <p>Group planning</p>   | <p>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.</p>  | <p>3</p> <p><b>Key evidence:</b></p> <ul style="list-style-type: none"> <li>- outcomes</li> <li>- Student voice</li> </ul>   | <p>We have an EAL Dept that supports with the planning of resources with Departments.</p> <p>Consistency in pedagogical approaches across the school.</p> <p>Increase in child engagement evident from SLT drop-ins and feedback from ARV.</p> <p>Learners have increased ownership of their learning.</p>  |
| <p>Lesson Sweeps/Walks</p> <p>No cost</p>   | <p>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.</p> <p>Remote learning plans in place and quality assured by AP for Teaching and Learning.</p>                                  | <p>3</p> <p><b>Key evidence:</b></p> <ul style="list-style-type: none"> <li>- Lesson Walks</li> </ul>  | <p>Lesson Sweeps and Walks continued throughout the year, with most staff being seen 3 times for a Sweep. Unfortunately, due to the high volume of staff absence due to Covid, these were not always completed. CPD was delivered through Faculty time and a plan made for the next Academic School year to address some of the teaching needs and ensure consistency across departments.</p> |

|  |   |  |   |
|--|---|--|---|
| Mathswatch, Tassomi and Seneca<br><b>PP Fund Contribution: £525 (100% of total cost)</b> | Homework<br>High impact for very low cost | 4 and 5<br><b>Key evidence:</b><br>- Homework          | At the start of Lockdown all PP students were offered a DFE laptop so were (are) able to access SENECA and Mathswatch. All homeworks set are followed up at Department and teacher level. Promoting the use of these revision tools in assemblies, Tutor time and Parent's Evening is essential to ensure uptake is high and students feel the impact of their revision. Next Steps – our school website is currently in the process of being updated and as a Trust, we are looking at a new management information system which will include a parent app (for example Arbor) as we are keen to strengthen our communication and understand the importance of an effective parent communication tool. |
| Live feedback  | Very high impact for very low cost        | 3<br><b>Key evidence:</b><br>- Improved lesson scores. | Drop in CPD delivered around the importance of feedback and how it needs to be actionable. This is guided by EFF Feedback Strategy:<br><br><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher%20Feedback%20to%20Improve%20Pupil%20Learning.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher Feedback to Improve Pupil Learning.pdf</a><br>Book looks suggest marking is still not consistent within and across departments and will continue to be a CPD focus in the next academic year.  |

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

Budgeted cost: £ 216,439

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed  | Review |
|--|---|--|--------|
| Free Breakfast club to help support better nutrition, attendance and punctuality.<br><b>Fully funded by academy as not enough PP income to fund.</b> | <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme</a><br>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<br><b>Key evidence:</b><br>-Numbers attending<br>-Attendance and behaviour figures for those attending<br>-Outcomes for those attending<br><br>Funded by the National Schools Breakfast Programme in 21-22 |        |

|   |   |   |   |
|---|---|---|---|
| <p>Pastoral Year Leaders (PYLs) and Pastoral Support Assistants (PSAs)</p> <p><b>PP Fund Contribution: £57,797 (60% of total cost)</b></p> <p><b>Recovery Premium Contribution: £15,116 (10% of total cost)</b></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><b>Key evidence:</b></p> <ul style="list-style-type: none"> <li>-Attendance</li> <li>-Pupil and family voice</li> <li>- Exclusions &amp; behaviour measures</li> </ul>                     | <p>The pastoral team comprises of: attendance, safeguarding and behaviour support, guidance and counselling, local police liaison officer and Family Support Workers. A section of our community, including pupil premium students, have struggled post covid and their mental health, behaviour and general wellbeing has been significantly impacted. The use of pupil premium funding allocated across all year groups have enabled the PYL's and PSA's is to run targeted interventions and home visits alongside our attendance officer. Pupil Premium students and their families are supported back into routines, increasing attendance at school and ensuring progress can be made. Students have also had access to Counselling and numbers requesting this support continue to be high. Waiting times for counselling services consistently remain too high and will be a focus for next year.</p> |
| <p>Children in Care Champion</p> <p><b>PP Fund Contribution: £14,880 (60% of total cost)</b></p>  |   |   |   |
| <p>Pastoral Administrator</p> <p><b>PP Fund Contribution: £8,415 (60% of total cost)</b></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><b>Key evidence:</b></p> <ul style="list-style-type: none"> <li>- Completion data</li> <li>-attendance and outcome data</li> <li>-Pupil, family and staff voice</li> <li>-Outcomes</li> </ul> | <p>All pupils had access to work online or on paper during Covid. Registers were taken to record attendance. Staff followed up work through phone calls home and emails.</p> <p>This work still needs to continue post covid: how do we ensure we catch students up when they have been absent?</p> <p>Next Steps: staff to upload work on to Teams or email students with lessons missed so they have access to it.</p>  |
| <p>BCC Education Welfare Service = 19x1/2 days at £255 each</p> <p><b>Recovery Premium Contribution: £4,845 (100% of total cost)</b></p>  |   |   |   |
| <p>Employment of a full time Attendance Officer.</p> <p>Disadvantaged student attendance to improve to 95.0%</p> <p>Attendance Officer</p> <p><b>PP Fund Contribution: £18,159 (60% of total cost)</b></p> <p>Appointment of Attendance Administrator</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><b>Key evidence:</b></p> <ul style="list-style-type: none"> <li>-Attendance</li> <li>- Parental engagement</li> </ul>   | <p>Pupil Premium students and their families are supported back into routines, increasing attendance at school and ensuring progress can be made.</p>   |

|   |  |  |  |
|---|--|--|--|
| <p><b>Recovery Premium Contribution: £17,674 (100% of total cost)</b></p>   |  |  |  |
| <p>Engage Studio Provision and Alternative Learning Provision.</p> <p><b>PP Fund Contribution: £36,000 (80% of total cost)</b></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><b>Key evidence:</b></p> <ul style="list-style-type: none"> <li>-Impact on behaviour and wellbeing measures following provision.</li> <li>-Quality of education measures (using case studies).</li> <li>-Numbers successfully completing placements.</li> </ul> | <p>Students develop new coping strategies. Students achieve improved outcomes. Students have fewer behavioural problems when they return to CAB and can successfully reintegrate back into the academy where appropriate. Pupil Premium students and their families are supported back into routines, increasing attendance at school and ensuring progress can be made.</p>   |
| <p>School Counsellor</p> <p><b>PP Fund Contribution: £16,778 (60% of total cost)</b></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><b>Key evidence:</b></p> <ul style="list-style-type: none"> <li>-Attendance of relevant individuals</li> <li>-Anonymous case studies</li> </ul>  | <p>Ant has upped his hours to try and meet the need of all students.</p>   |
| <p>Careers advice and guidance</p> <p><b>Fully funded by academy as not enough PP income to fund.</b></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><b>Key evidence:</b></p> <ul style="list-style-type: none"> <li>-NEET figures.</li> <li>- Outcomes</li> <li>- Numbers securing first choice P16 destinations.</li> <li>-Student and family voice.</li> </ul>   | <p>Careers advice and guidance starts in Yr7 and continues all the way through to Yr 11 and targets the most disadvantaged to ensure that these students receive the most time to know what is available to them. Pupil premium students are secure in knowing their next steps they need to take to access their chosen career. Enable more PP students to realise the enabling power of education and that what they do now directly impacts on their future. The summary of the latest Compass Review (conducted on March 24<sup>th</sup> 20121) outlined how well CAB are meeting the 8 Gatsby Benchmarks.</p>   |
| <p>School Uniform</p> <p><b>PP Fund Contribution: £364</b></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><b>Key evidence:</b></p> <ul style="list-style-type: none"> <li>- Number of students in full CAB uniform</li> </ul>  | <p>It is very difficult to give actual figures as it varies from day to day etc. and to measure the impact and uptake of the provision is also very difficult. However, judging by the amount of stock purchased (using the St. George Bursary Fund monies) over the last 18 months and the stock we currently have, the uptake has been high, but this does not mean the impact has had the desired effect. By providing this, students are in uniform the same as their peers. They are also able to take part in all PE activities. This ensures that the disadvantaged are not further disadvantaged or feel different from their peers in appearance.</p> |
| <p>Curriculum Enrichment</p> <p><b>PP Fund Contribution: £2,000</b></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><b>Key evidence:</b></p> <ul style="list-style-type: none"> <li>-Numbers of students partaking in activities.</li> </ul>   | <p>Students from disadvantaged backgrounds are less likely to select after school clubs, activities and trips, so we actively select on their behalf.</p>  |

|  |  |   |   |
|--|--|---|---|
| <p>To increase the number of students who are able to attend trips and take part in extra-curricular activities.</p>   |  | <p>-Student and family voice.</p>   | <p>The vast majority of these opportunities and experiences will be further developed next year, planned more in advance and with greater educational impact</p> <p>This spend is to remain with a greater focus on ensuring a high uptake PP participants.</p>   |
| <p>Parental engagement</p> <p>Family Support Team</p> <p><b>PP Fund Contribution: £22,930 (60% of total cost)</b></p>  | <p>Family Support Workers x 2</p> <p>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><b>Key evidence:</b></p> <ul style="list-style-type: none"> <li>-Attendance</li> <li>- Parental voice</li> </ul> | <p>Monthly parental meeting take place and is an opportunity for all parents to raise any specific concerns they may have. A number of Cultural days, benefitting all students continue to take place, to celebrate and foster a sense of identity and belonging at CAB. Specific interventions aimed at...</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>This spend is to remain with a greater focus on ensuring a high uptake PP are able to access this.</p>   |
| <p>Literacy Programmes</p> <p>Accelerated Reader for Years 7 &amp; 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><b>Fully funded by academy as not enough PP income to fund.</b></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><b>Key evidence:</b></p> <ul style="list-style-type: none"> <li>-Reading scores</li> <li>-AR quiz completion</li> </ul>   | <p>Using a range of data to gather information on students' reading ages, this is shared with staff and is on SIMs so staff know reading ages of every child they teach,</p> <p>Reading a range of texts is now embedded across most subjects</p> <p>Accelerated Reader is used to support with and develop reading. Current data indicates.....</p> <p>We explicitly teach and model vocabulary and reading skills.</p> <p>Staff in all departments model, use and provide writing frames to support writing</p> <p>All teachers use ClassCharts and student profiles to plan for the literacy and SEND needs of their students, however, some work is needed to strengthen the equality of these profiles. Additionally, student voice and Lesson Sweeps suggest not all staff are fully utilising the strategies suggested. Next Steps – SENCO to deliver specific and bespoke SEND CPD to Departments.</p> <p>The EAL Dept that supports with the planning of resources with Departments.</p> |

**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.

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