

Pupil premium strategy statement – City Academy Bristol – 2024/2025

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	986
Proportion (%) of pupil premium eligible pupils	50.7
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	3 years
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Academy Council
Pupil premium lead	Ryan Murphy
Governor / Trustee lead	Mahalah Katz

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£508,703
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£508,703

Part A: Pupil premium strategy plan

Statement of intent

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

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

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

Challenges

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

Challenge number	Detail of challenge
1	Attendance 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	Literacy Many pupil premium students arrive at CAB with low levels of literacy and numeracy from KS2. Lack of access to first language spoken (in the Academy) and lack of English means that all 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 some students from understanding abstract concepts.
3	Teaching and Learning 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	Social mobility 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 With the increased cost of living and pressures on families we have witnessed, particularly with our disadvantaged families, increased social, emotional and mental health issues which affect the progress of these pupils.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Attendance Improved attendance for disadvantaged pupils.	Attendance for disadvantaged pupils is at least 95% each half term with minimal gaps between groups with persistent absence below 10%.

<p>Literacy Improve Literacy levels of pupils with reading age below chronological age.</p>	<p>All PP students are able to read at their chronological age by Year 11.</p>
<p>Attainment Students to leave CAB with qualifications that allow them to progress to the next stage of their education.</p>	<p>Over 60% of PP students to achieve 9-4 Basics in Maths and English. Over 35% of PP students to achieve 9-5 Basics in Maths and English. Over 70% of PP students to achieve 9-4 in Science and option subjects. 100% of HPA PP students to achieve grade 5 and above in all subjects.</p>
<p>Destinations All PP students leave the Academy with an appropriate destination. Disadvantaged students have and can articulate progression routes and achieve their aspirational goals.</p>	<p>0% NEET students Destination data and trends show that students are making informed, positive destination choices. There are minimal gaps between groups and cohorts.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £199,583

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision for 1 x Teaching and Learning Administrator to work with Assistant Principal to improve quality of teaching and learning</p> <p>£23,975</p>	<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 provide capacity to the Assistant Principal for T&L.</p> <p>Learning walks and learning sweeps will be conducted systematically to ensure standards and expectations are high and there is consistency of teaching across the Academy. Feedback, coaching, CPD and group planning meetings will be used to achieve this.</p>	<p>3</p> <p>Key evidence: Outcomes Attendance Pupil voice Exclusion & behaviour metrics Lesson Walks</p>
<p>Increased planning and assessment time for all teachers increased by 10%.</p> <p>£99,098</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%. Departments will be timetabled to have 1 session per week of group planning. This means departments will meet and discuss planning of subjects to improve the quality of teaching and learning. This time is also to be used by teachers to provide excellent feedback for students so</p>	<p>3 and 4</p> <p>Key evidence: Outcomes Attendance Lesson Walks</p>

	<p>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>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	
Group planning session for all teachers	<p>As part of the above planning and assessment time, all teachers and departments to have a session timetabled together for group planning. Group planning to be organised weekly with Head of Faculty directing towards how teaching and learning can be improved through planning and CPD.</p> <p>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>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	Group planning session for all teachers
<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>£10,000</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> <p>Reading data</p> <p>Intervention outcomes</p>
<p>Funding of an EAL team to deliver specialist teaching of English as an additional language and EAL support to students and staff.</p> <p>£66,510</p>	<p>This funding provides a team of specialist EAL teachers. Students are tested on entry and given intensive EAL lessons if required. Students are supported through the different stages of EAL until they are ready to fully participate in all lessons. Outstanding EAL teaching will lead to accelerated progress for EAL students.</p>	<p>2 and 3</p> <p>Key evidence:</p> <p>Outcomes</p> <p>Pupil and family voice</p> <p>Intervention outcomes</p>

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

Budgeted cost: £47,347

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy Programmes delivered by teaching and support staff and 2 x HLTA with remit for literacy.</p> <p>Reading ages of all students tested using NGRT online tests.</p> <p>£41,776 (HLTAs) £5,571 (NGRT)</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
<p>Reading phonics That Reading Thing</p>	<p>Small group work sessions organised Literacy Lead 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>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>2</p> <p>Key evidence:</p> <ul style="list-style-type: none"> Reading data Pupil and family voice Intervention outcomes
<p>Mathswatch, Tassomi and Seneca</p>	<p>Homework</p> <p>High impact for very low cost</p>	<p>4 and 5</p> <p>Key evidence:</p> <ul style="list-style-type: none"> Homework

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

Budgeted cost: £261,773

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Free Breakfast club to help support better nutrition, attendance and punctuality.</p> <p>£850</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme</p> <p>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.</p>	<p>4</p> <p>Key evidence:</p> <ul style="list-style-type: none"> -Numbers attending -Attendance and behaviour figures for those attending -Outcomes for those attending <p>Funded by the National Schools Breakfast Programme in 21-22</p>
<p>Employment of an extra full time Attendance Officer.</p> <p>£37,107</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
<p>BCC Education Welfare Service = 19x1/2 days at £255 each</p> <p>£4,845</p>		
<p>Pastoral Support Assistants (PSAs)</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</p>	<p>1, 2 and 3</p> <p>Key evidence:</p>

£97,169	focus not just on removing barriers to learning, but on tracking and enhancing the achievement of students. Deep involvement with families and ensuring any disadvantage for PP students is mitigated as much as possible. Mentoring EEF	-Attendance -Pupil and family voice - Exclusions & behaviour measures
Parental engagement Family Support Team £108,323	Family Support Workers x 2 Family Support Manager x 1 Deep involvement with families and ensuring any disadvantage for PP students is reduced.	1, 4 and 5 Key evidence: Attendance Parental voice
Careers advice and guidance £8,479	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 Key evidence: NEET figures. Outcomes Numbers securing first choice P16 destinations. Student and family voice.
School Uniform All students feel a sense of belonging and pride in the Academy. £2,000	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. Students will be also able to access swap shop to borrow uniform daily. 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 Key evidence: Number of students in full CAB uniform
Curriculum Enrichment To increase the number of students who are able to attend trips and take part in extra-curricular activities. £3,000	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.	3 and 4 Key evidence: Numbers of students partaking in activities. Student and family voice.

Total budgeted cost: £508,703

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance

Overall attendance at the Academy improved last year from 87.7% to 88.1%. Our disadvantaged pupils attendance also improved from 85.5% to 85.8%. Whilst this is above the national average for disadvantaged students (85.6%) and is one of the highest figures in Bristol, it still remains below the attendance of non-disadvantaged students. However, it does continue the upward trend of disadvantaged attendance at CAB.

Year	Disadvantaged Attendance
2020-2021	81.6%
2021-2022	85.4%
2022-2023	85.5%
2023-2024	85.8%

The attendance team was boosted this year by the appointment of a new experienced attendance officer who has been able to support and challenge our working and systems. Texts are sent home with home visits carried out by the attendance, safeguarding or pastoral teams where the absence is not notified to the Academy. Punctuality to the academy remains a focus to ensure we are maximising all learning time available. We continue to offer a Breakfast club for students which is free of charge to students between 7.45am - 8.30am in the morning, not only ensuring they have had food, but also giving students an incentive to come into the academy earlier. Numbers of students accessing the breakfast club is steadily increasing across last academic year.

Literacy

Last academic year we used NGRT tests for the first time. This enabled us to quickly test every student in Years 7 to 10. These adaptive tests have enabled us to identify those students who are currently below their chronological age but also the reason why they are below. This has allowed us to provide interventions that respond to the need identified in the tests including inference, phonics and ...

Phonics CPD was provided to all staff with continuous literacy CPD throughout the year including strategies around vocabulary, comprehension, fluency and supporting taking reading into writing.

The HLTAs worked with small groups and we have been able to improve the reading ages of students. Within our current Year 7 (2023-24) 22.8% of students have a reading age of between 5 and 7 years. By Year 8 this has reduced to 13.3% and Year 9 to 12.4% following the interventions that have taken place.

Attainment

Pupil Premium student attainment for students in Best English 9-4 improved this year from 46.4% to 55.1% and in Maths from 48.5% to 49%. The progress 8 figure for Pupil Premium students was -0.29 which is above the national average for pupil premium students but below national average for all students. Within this progress figure, pupil premium boys Progress 8 improved from -0.67 to 0.08 alongside Progress 8 improving for High Prior Attainers from -2.33 to -1.02 and for low prior attainers from -0.22 to 0.00.

Destinations

Our Careers and Guidance co-ordinator continues to work hard to secure the Gatsby benchmarks and create more opportunities for students to explore future career paths. We continue to offer Into University, targeted at our disadvantaged students as well as a range of trips out to careers and Post 16 events across the academic year. As well as this, we have continued to deliver a programme to support students moving forwards with future careers and aspirations after CAB. Students have received a range of assemblies and visits from colleges, Post 16 providers, apprenticeship providers and employers to ensure that our students are able to make informed choices about their next destination. During lunchtimes and parent's evenings we have offered pop up stalls for providers so that students and families have more opportunities to talk about future decisions. Our tutor programme has focussed on ensuring students have completed applications to a good and timely quality. We have once again achieved our aim of all students having at least one application for one of their potential intended destinations. We continue to see an increase in the number of students who are not NEET and increased retention rates on courses.

Externally provided programmes

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

Programme	Provider

Further information (optional)

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

We continue to try to make the Academy Day as enjoyable and interesting for students as possible and to create a sense of belonging here. We have also used the following activities to meet our intended outcomes for disadvantaged students:

- Offering a wide range of extra curricular activities ranging from the Duke of Edinburgh Award, Sporting Clubs, a Dungeons and Dragons club to an ever growing chess club.
- Constant review of menus cooked by our own chefs. Our student voice tells us that students enjoy our meals and are another good reason to come to school. The menus are monitored by the team and new dishes are tried which are then tested with students.
- We have invested in reward trips to encourage strong and consistent punctuality, attendance and effort in lessons.
- We continue to offer adult ESOL lessons to help families with learning English and also run a separate course for parents about school language and how the British school system works.