

Pupil premium strategy statement for the City of Peterborough Academy

The City of Peterborough Academy is committed to providing the very best provision and support for all its students. We are also committed however to providing provision and support for our disadvantaged students that is evidence informed and proven to have impact where it has been implemented previously. The Academy's continued drive towards research based strategies will play a fundamental role in ensuring that our Pupil Premium provision is based on a core moral purpose but also ensures those students receive a well-rounded education and support towards an aspirational future.

Summary information					
School	City of Peterborough Academy				
Academic Year	18-19	Total PP budget	Nominal: £309,485	Date of most recent PP Review	January 2018
Total number of pupils on roll	776	Total number of pupils eligible for PP	331	Date for next internal review of this strategy	January 2019

Pupil Premium Breakdown					
	Total on roll	Male	Female	Total number of students who are eligible for PP funding	Total number of pupils who are SEN and eligible for PP
Year 7	179	96	83	68	20
Year 8	167	90	77	80	16
Year 9	165	91	74	73	12
Year 10	149	86	63	61	9
Year 11	116	64	52	49	11
Total	776	427	349	331 (43%)	68 (21% of PP cohort)

Barriers to future attainment (for pupils eligible for PP)

In-school barriers

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| A. | Literacy skills and chronological reading ages |
| B. | Fundamental Numeracy skills with a focus on measurement |
| C. | Aspirations and Career Pathways |

External barriers

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| D. | Parental Support and Opportunities |
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	1. Desired outcomes (<i>desired outcomes and how they will be measured</i>)	Success criteria
A.	Effective teaching strategies to enhance disadvantaged progress and attainment, are embedded across the academy	Disadvantaged students make progress and attain in line with their peers via consistently high quality teaching & learning
B.	Increased and consistent attendance of disadvantaged pupils	Attendance of disadvantaged students is in line with whole academy and national averages for all students.
C.	Improved literacy skills and chronological reading ages	Reading ages improve and common weaknesses in areas such as inference improve, shown by improvements in internal data validated by the QA process.
D.	Improved numeracy skills with a focus on the key fundamentals such as measurement	Numeracy ages improve, and common weakness in areas such as measurement improve, shown by improvements in internal data validated by the QA process.
E.	Enhanced bespoke careers provision	Career pathways are easily accessible for all and readily provided. Confidence and therefore aspirations within disadvantaged pupils grow as a result which is shown the Academy NEET figure.
F.	Parental engagement supports Academy improvement and the embedding of an aspirational culture	Increased participation by parents at academy events and opportunities for parents to feedback to the Academy on school development.

Planned Expenditure

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
EEF resources are provided and embedded into the Academy Research CPD Model with a specific focus on PP strategy studies	All CPD research strands have access to PP strategies	DfE Guidance heavily supports taking an evidence informed approach to PP and the EEF are recommended as an evidence base and toolkit	School Research Team will ensure that specific PP strategies are embedded into strands by strand leads	BPE, HAS & DBU	July 2019
The 'Metacognition & Self-Regulation' CPD strand has a specific focus on supporting disadvantaged students	Strand participants to focus on disadvantaged students in trial studies throughout the year	DfE Research Brief on closing the attainment gap highlights Metacognition as a particular area of focus for articulating success and good practice.	Strand leader will ensure that disadvantaged students remain a focus for the implementation of research	BPE, HAS & DBU	On-going
Up skilling of the Extended Leadership Team (ELT) so that a better understanding of PP provision is embedded in ELT skill set	Additional support and CPD opportunities are encouraged with a focus on successful PP strategies	Middle Leadership development highlighted as a key area for driving PP standards in the most recent Pupil Premium Awards case studies	Co-ordinated CPD is triangulated with teaching and outcomes with options offered on in-house, external and Learning Alliance CPD.	BPE & HAS	On-going
Enhanced CPD and systems to support effective tracking, monitoring and then analysis of disadvantaged student progress and attainment.	Effective tracking, monitoring and analysis built into and embedded into CPD delivery across the year	Accurate tracking of progress and attainment critical to firstly, identification of students for intervention, and then tracking impact of that intervention.	Senior Team to ensure that CPD links to key time periods for PPEs, moderation and data analysis.	SLT	Half termly
Total budgeted cost					£ 59,485

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved SEMH and confidence of disadvantaged students via Boxercise club	Targeted disadvantaged students access a regular and bespoke boxercise class for a block of classes	Strong links between regular exercise, metabolic exertion and social skills improving mental health and confidence	Selection is linked to existing mentoring and well-being provision so that a smooth transition and regular support is achieved	DBA & SEL	July 2019
Existing Learning Support Assistants (LSAs) are provided with opportunities to access Level 2&3 qualifications so that small group interventions can be enhanced.	Specific LSAs are targeted (linked to PDR) and provided with external CPD to gain qualifications.	EEF recommend that the development of Learning Support experience and ability to develop refined targeted support has higher effect size than generic lesson support.	SENCo and SLT link ensure that correct students are identified with appropriate support in order to support emotional development as well as academic development.	ARO & DBA	On-going
Improved SEMH and confidence of disadvantaged students (specifically SEND) via Sanctuary and Gardening Club	Students given daily opportunities to have head space and quiet areas to support mind-set	Time and space for students specifically with specialised provision essential for them to then access learning within the classroom.	Students' attendance is regularly tracked and monitored by SEND team and a member of that team staffs the club daily to support any needs.	ARO	On-going
Blocks of tuition are provided to disadvantaged students with a focus on progress and attainment at Key Stage 4 improving for those students	Students are identified and then targeted for additional tuition from Top Class Tutors	Specialised tuition also highlighted as having a higher effect size by EEF particularly for disadvantaged students	Regular tracking and monitoring of progress from the appropriate Heads of Department and RAB will track students via assessment.	BPE, MBU & HoDs	Termly
A love for literacy, specifically reading, is embedded in all PP students via the Accelerated Reader Programme. Therefore contributing to improved chronological reading ages.	The Accelerated Reader programme is embedded into the Academy's Literacy Strategy	Reading ages are shown to be some of lowest amongst disadvantaged students and the key literacy skills such as inference are critical in closing the gap particularly at Key Stage 3	Programme is embedded into whole-school initiatives such as DEAR and library provision.	HAS	Termly
Holiday Revision Sessions are implemented after Christmas to ensure that GCSE students have opportunities to revise and embed key knowledge and understanding outside the classroom.	Students sign up for holiday revision sessions at their leisure (some targeted) via a menu of choices	A good proportion of disadvantaged students simply do not have the environment outside of school to revise effectively – the holiday revision programme allows those students to access this without fear or any barriers.	Attendance and progress is monitored and evaluated by the Raising Standards Team and Heads of Department to ensure impact is gained.	BPE, JFE & HoDs	Post-Holidays

Disadvantaged student attendance is in line with peer attendance and national expectations and averages	Clear system and expectation in relation to punctuality and attendance below 95%	Strong correlation between attendance and outcomes show that it is essential for students to be in school and on time.	All lates are tracked and followed up daily and are supported by clear non-attendance procedures and support	JSM & HoYs	Daily
Increased knowledge of supporting and improving disadvantaged attendance with all key stakeholders	High quality and informative CPD and information provided to Pastoral Teams and parents.	Pastoral consistency is critical to attendance being effectively tracked and compulsory safeguarding expectations adhered to.	Information provided at; Supporting Success Evening, key Parents Evenings and via the Student Character & Inclusion strands of the CPD Model	JSM	Termly
A focus of literacy and numeracy threaded into the SMSC Programme being delivered via tutorial time.	Reading, comprehension, inference and numeracy skills are embedded into tutor activities.	A large proportion of students (particularly disadvantaged) arrive at the Academy with gaps in key literacy and numeracy skills. A consistent drip-feeding of those 'soft-skills' is essential for development	SMSC Lead will create resources and then track, monitor and analyse the completion and success of activities.	RIB	Termly
Student well-being is monitored within more vulnerable students via continued accessible support from internal pathways and external providers.	Purchase and roll-out of the 'Thrive App' to ensure students always have a voice and an avenue of support. Supplemented by the allocation of a YMCA Counsellor to targeted vulnerable students	Students will attend school when they feel supported and positive. Increased attendance leads to improved progress. Well-being is fundamental to those students being in school, and with a positive mind-set.	Thrive App released to all students via specific assemblies and monitored by a Senior Leader. YMCA Counselling sessions to be monitored by SAFE Lead via mentoring provision and within Pupil Needs.	SEL & JSM	Termly
Total budgeted cost					£150,000
iii. Raising Aspirations and a Resilient Mindset					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Student confidence and self-esteem is raised so that students develop an aspirational and resilient mindset.	Annual Humanutopia programme embedded into school calendar, including peer mentoring and primary links.	Personal development impact of Humanutopia work has contributed to a large increase in student engagement with peer mentoring work.	Student Resilience Lead will liaise with Humanutopia and ensure that effective links are embedded with relevant Heads of Year. Humanutopia also provide impact reports.	LRO	July 2019

Key external speakers booked to raise awareness of key social development in relation to the local community	Prison Me No Way booked to deliver a range of workshops highlighting why an awareness of crime is essential for young people.	Student engagement with Prison Me No Way is high and feedback from students is extremely positive about the delivery and content of the sessions.	A full review will take place after the day to ensure that key areas of focus were hit and then are planned to be hit for future bookings	SLT	September 2018
Key external speakers booked to raise awareness of the importance of mental health and the impact this can have on education	Positively MAD workshop booked to deliver a range of workshops highlighting how considering mental health is pivotal to a healthy lifestyle.	Feedback from other schools booking Positively MAD is very good and workshops offered provide a balance to support whole-school strategy and focus on Student Well-Being	Communication between Resilience Lead and Senior Lead for student well-being to ensure that key areas that are within the CoPA context are hit and developed	LRO & SEL	September 2018
HAP University Day to raise awareness and aspiration in relation to the university process and time allocated for academic intervention.	Links made to local universities (Lincoln & Loughborough) and day booked for university talk in the morning and HAPs intervention in the afternoon.	Promoted at PiXL Conference in September 2018 as a focussed intervention strategy for HAPs particularly in core subjects.	Heads of Department to provide detailed feedback on what intervention would be relevant for specific target grades of HAP group	BPE & HoDs	December 2018
Strengthening of transition from Key Stage 2 by embedding a Team Building day for Year 7.	Booking of 'Wise-Up' to run a bespoke programme for Year 7 around supporting others and a cohesive environment.	A supportive and community feel to the cohort is essential to embed early on in school life so ensure that students feel positive about their year group and school experience.	Year Team to liaise with Wise-Up to ensure that programme is bespoke to school context and needs.	SEL & ABR	December 2018
Strengthening of the Work Experience Programme so that all students access a placement that enhances their own personal development and skill set.	All students provided with detailed 'lead-up' information so that choices are well-informed and personalised.	1to1 conversations and support with all students embeds a personalised and supportive culture behind Work Experience.	SAFE and Aspiration Lead, along with HoY to ensure that programme is calendared, blocked and progressive	JSM, SCO & FVA	April 2019
Holiday Revision Sessions supported by discounted Revision Guide purchase opportunities to support the home learning experience in Year 11	Specific revision guides available to support specific curriculums and specifications at Key Stage 4	Student requests for additional resources are high, specifically in the lead up to the examination period.	Students offered the opportunity to purchase guides at a heavily discounted rate at key points in the academic year.	BPE & JFE	Easter 2019
Raising of student awareness in relation to a working and team environment within the world of employment	Link between DHL, Outward Bound and the Academy embeds an 'employment' calendar where students receive regular guidance and opportunities.	Strong links between Trust and partners such as DHL & Outward Bound	SAFE and Aspiration Lead to ensure that programmes and opportunities are personalised to specific cohort via liaison with the HoY	JSM, SCO & JFE	July 2019
Music tuition provided to disadvantaged students as an enrichment opportunity to develop interest and engagement in the arts.	1:1 or small group lessons provided via booking system and the Music Department	Opportunities for development in the arts subjects support the holistic experience of the child	Head of Music to ensure that programme is consistently run and linked to Key Stage 3 Curriculum	LSH	On-going

Enrichment and subject specific excursions that disadvantaged students may not be able to access due to price are subsidised.	Heads of Year to ensure that matters regarding subsidising excursions are dealt with discreetly and only on a one to one with the family.	All excursions at CoPA are linked to educational value and the holistic experience. All students should have access to this.	Heads of Year to liaise with Senior Leader for PP in relation to expenditure and students subsidised.	BPE & HoY	July 2019
Total budgeted cost					£100,000

To be reviewed January 2019 and July 2019