

## Pupil premium strategy statement 2021 – 2024 City of Peterborough Academy

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 of Peterborough Academy
Number of pupils in school	833
Proportion (%) of pupil premium eligible pupils	361 (43%)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	3 years
Date this statement was published	September 2021
Date on which it will be reviewed	March 2022 / Sept 2022
Statement authorised by	B Pearce
Pupil premium lead	N Treacy
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£336,235
Recovery premium funding allocation this academic year	£50,605
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 386,840

## Part A: Pupil premium strategy plan

### Statement of intent

*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*

### Challenges

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

Challenge number	Detail of challenge
1	Inconsistent Literacy skills around inference and low chronological reading ages
2	Lack of fundamental numeracy skills with a focus on measurement
3	Low aspirations and weak understanding of potential career pathways
4	Limited understanding from parents regarding effective support
5	Low knowledge career opportunities locally and nationally

## 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
Effective teaching strategies to enhance disadvantaged progress and attainment, are embedded across the Academy, particularly within the boys, most able groups across all year groups	Disadvantaged students make progress and attain in line with their peers via consistently high quality teaching & learning
Increased and consistent attendance of disadvantaged pupils	Attendance of disadvantaged students is in line with whole academy and national averages for all students.
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. Students to be reading at chronological reading ages
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. Maths attainment at 4+, 5+ and 7+ to improve
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. In addition the access of COPA students accessing A level courses and other Level 3 courses increases
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.

## 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)

Budgeted cost: £8,126

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
<i>Teaching is consistently good across the Academy underpinned by strategies that have most impact on disadvantaged students such as targeted questioning which is data informed</i>	EEF guidance supports that quality first teaching is the most important lever to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.	1,2,3
<i>CPD has clear links to pedagogical concepts which have high impact on disadvantaged student learning such as modelling, retrieval practice, feedback and metacognition with a focus on HAPS and boys.</i>	EEF PP Toolkit – Metacognition and self-Regulation +7 months DfE Research Brief on closing the attainment gap highlights these areas as a particular area of focus for articulating success and good practice.	1,2,3

<i>Up skilling of the Extended Leadership Team (ELT) so that a better understanding of PP provision is embedded in ELT skill set and highlighted in FIPs and RAPs</i>	Improving Leadership knowledge produces high functioning teams. This in turn leads to better experiences for students and better outcomes	
<i>Embedding of online live behaviour system, Class Charts to track positive and negative behaviour live. This allows lessons to be uninterrupted</i>	EEF PP Toolkit – Behaviour Interventions +3 months	
<i>Homework is embedded in all MTP and is set in all subjects for all students. Assemblies have been delivered to all students explaining the importance and impact of students regularly completing homework. A supervised designated space has been provided for KS3 and 4 for those students who do not have a quiet space at home.</i>	EEF Toolkit: Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).	1,2,3
<i>Enhanced CPD and systems through the Power BI system to support effective tracking, monitoring and then analysis of disadvantaged student progress and attainment to ensure effective and accurate feedback and data informed planning in lessons interventions are applied</i>	EEF PP Toolkit – Feedback +8 months and within class attainment grouping +3 months	1,2,3
<i>Academy is a member of PIXL which provides information, training and resources to staff over</i>	Improving Leadership knowledge produces high functioning teams. This in turn leads to better experiences for students and better outcomes.	1,2,3

<i>many aspects of school leadership.</i>	Working with other schools allows collaboration of ideas	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 183,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>1.Improving Literacy through:</b></p> <p><i>1a. Employment of literacy Instructors to read in small groups or 1 to 1 with students across key stages</i></p> <p><i>1b. Employment of Library Lead to lead on Achievement 300 scheme and improve library usage especially at KS3</i></p> <p><i>1c. Timetabled ERIC lessons to encourage all students in KS3 to read out loud</i></p> <p><i>1d. Introduction of Disciplinary Literacy across all subject areas into MTP</i></p> <p><i>1e. Library investment to improve space and expand diversity of books in order to foster a reading culture</i></p> <p><i>1f. Employment of HLTA in English to reduce group sizes in KS4</i></p> <p><i>1g Use of Lexia system to support the teaching of literacy to wave 2 and 3 students</i></p>	<p>EEF PP toolkit – Reading Comprehension Strategies +6 months</p> <p>EEF – Improving Literacy In Secondary Schools states the challenge of improving literacy is fundamental. As this guidance documents, literacy is key to academic success across the curriculum, and is more important than ever as curriculum reforms place new demands on students and teachers.</p> <p>Last year, over 120,000 disadvantaged students made the transition from primary to secondary school below the expected standard for reading.</p> <p>NFER data for COPA students indicates a cohort of students below National levels of literacy</p>	1

<p><b>2. Improving Numeracy at KS3 through:</b></p> <p><i>2a Employment of HLTA in maths to provide 1 to 1 tuition for students across key stages</i></p> <p><i>2b Employment of a maths instructor to provide small group work support for students with low levels of numeracy on entry and requiring extra support</i></p> <p><i>2c Use and promotion of Maths Rockstars to KS3 students</i></p>	<p>EEF – Catch up Numeracy +3 months</p>	<p>2</p>
<p><b>3. Improving outcomes for KS4 students by:</b></p> <p><i>3a Providing a bespoke intervention programme with 3 waves for each faculty area: wave 1, in class support with data informed exam strategy delivered in all subjects; wave 2, small group work with targeted students using breakfast, tutor time, after school and holiday sessions; wave 3, 1 to 1 tutoring</i></p> <p><i>3b Providing learning materials for students – revision guides core subjects, art materials, PE t shirts for OCR sport</i></p> <p><i>3c Bespoke rewards programme for Year 11 students</i></p> <p><i>3d Motivational speakers to work with small groups and whole year group students eg Cameron</i></p>	<p>EEF Toolkit– Small Group tuition +4 months</p> <p>One to one tuition +5 months</p> <p>Aspiration intervention? months</p> <p>Mentoring +2 months</p> <p>Extending School Time +3 months</p> <p>The 'Waves of Intervention' model (National Strategies) <b>describes how different levels of intervention can be understood and systematically implemented.</b> Wave 1 (Universal): describes quality inclusive teaching which considers the learning needs of all the children in the classroom</p>	<p>1,2,3</p>



<p><i>Parker (Dreams to Reality) Kevin Hayes (the Change Company)</i></p> <p><i>3e Careers advisor on site weekly to provide advice and support to students in their post 16 choices</i></p> <p><i>3f Aspirations of students raised by use of Brilliant Club where targeted HAP Year 10 students are invited to access the annual scheme in which there is a focus on STEM activities and higher-level thinking. University visits also arranged in non-Covid year – New Peterborough University in 2022</i></p>		
<p><b>4. Improving Cultural Capital for all students through:</b></p> <p><i>4a Music tuition provided to disadvantaged students as an enrichment opportunity to develop interest and engagement in the arts.</i></p> <p><i>4b Educational visits planned into MTP to enhance the curriculum</i></p> <p><i>4c Termly enrichment timetable created to allow students to experience additional activities including D of E</i></p>	<p>EEF Toolkit – Arts Participation +2 months</p> <p>EEF Toolikit – Outdoor Adventure Learning 0 months</p> <p>/Sports Participations +1 month</p>	<p>3,5</p>

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

Budgeted cost: £ 180,908

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>1.Attendance is improved through</i></p> <p><i>1a improved systems incorporated across the Academy at all levels in increase accountability</i></p> <p><i>1b the employment of an attendance officer to work within the school alongside pastoral staff and with our families focusing on pp attendance being in line with non pp attendance</i></p> <p><i>1c assistance with provision of travel for vulnerable students eg taxi/bus tickets</i></p>	<p>The Department for Education (DfE) published <a href="#">research</a> in 2016 which found that:</p> <p>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</p> <p>Pupils with <b>no absence</b> are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</p> <p>Pupils with <b>no absence</b> are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lesson</p>	1,2,4
<p><i>2.Behaviour is improved through:</i></p> <p><i>2a Embedding of Class Charts to record and monitor behaviour of all students coupled with guideline booklets produced for all stakeholders linked to a clear rewards and sanctions programme</i></p> <p><i>2b Development and expansion of the YDP partnership focusing on raising self-esteem by delivering boxing sessions to selected students in KS3 weekly</i></p> <p><i>2c Key external speakers booked to raise awareness of key social development in relation to the local community eg Prison Me No way</i></p>	<p>EEF Toolkit – social and emotional Learning +4 months</p> <p>Sports Participation +2 months</p> <p>EEF Toolkit – Behaviour Interventions +2 months</p> <p>The interventions themselves can be split into three broad categories:</p> <ul style="list-style-type: none"> <li>• Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning.</li> </ul>	4

<p><i>used to highlight the implications of committing crime</i></p> <p><i>2d Inclusion area known as “Return to Learn” used to reduce exclusions and work intensively with students on modifying their behaviour in order for them to be successful back in the classroom</i></p>	<ul style="list-style-type: none"> <li>• Universal programmes which seek to improve behaviour and generally take place in the classroom; and</li> <li>• More specialised programmes which are targeted at students with specific behavioural issues</li> </ul>	
<p><i>3 Student well being addressed through:</i></p> <p><i>3a Employment of a family key worker who works alongside Year 11 students providing mental wellbeing support and mentoring</i></p> <p><i>3b YMCA Counsellors employed to work with targeted students on 3 days per week</i></p> <p><i>3c Annual Humanutopia programme embedded into school calendar, including peer mentoring and primary links to improve student confidence and self-esteem so that they develop an aspirational and resilient mindset.</i></p> <p><i>3d Provision of school uniform – all year 7 students provided with a bag and PE top at the start of the year. Shoes and other uniform provided to those families in need during the academic year</i></p> <p><i>3e Breakfast club to provide students with cereal to take home for all students and in school breakfast provided for Year 11 students before all exam series.</i></p>	<p>EEF Toolkit - Social Emotional Learning +4 months</p>	<p>3,4,5</p>

**Total budgeted cost: £372,554**

## 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.

Disadvantaged Attendance Analysis				
	Whole Cohort	Disadvantaged	Gap	National Attendance: 94.6%
Year 7	93.62	93.5	0.12	National Disadvantaged Attendance: 91.2%
Year 8	92.89	90.80	2.01	
Year 9	91.45	88.3	3.15	
Year 10	90.41	86.5	3.91	
Year 11 (affected by early finish for TAGs)	80.78	75.3	5.48	
<b>Whole-School</b>	<b>90.1</b>	<b>87.4</b>	<b>2.71</b>	

<b>Disadvantaged Attendance Analysis</b>				
	<b>Whole Cohort</b>	<b>Disadvantaged</b>	<b>Gap</b>	
<b>Year 7</b>	90.6	87.6	2.96	National Attendance: 94.6% (21) National Disadvantaged Attendance: 91.2% (21)
<b>Year 8</b>	89.2	88.6	0.63	
<b>Year 9</b>	88.3	86.2	2.15	
<b>Year 10</b>	88.4	84.4	3.94	
<b>Year 11 (affected by early finish for TAGs)</b>	87.1	83.2	3.93	
<b>Whole-School</b>	<b>88.6</b>	<b>86.2</b>	<b>2.63</b>	

<b>Disadvantaged Progress &amp; Attainment Analysis (based on Summer 2021 TAGS)</b>			
	<b>CoPA non-disadvantaged (102) (61%)</b>	<b>CoPA Disadvantaged (65) (39%)</b>	<b>Gap</b>
<b>Progress 8</b>	0.71	-0.35	1.06
<b>Attainment 8</b>	4.38	3.18	1.20
<b>English p8</b>	0.66	-0.38	1.04
<b>Maths p8</b>	0.97	-0.03	1.00
<b>EBacc p8</b>	1.06	0.01	1.05
<b>Open p8</b>	0.22	-0.93	1.15
<b>Standard Pass 4+ EM</b>	54.9%	33.8%	21.1%
<b>Strong Pass 5+ EM</b>	39.2%	20%	19.2%

<b>Disadvantaged Progress &amp; Attainment Analysis (Summer 2022 Results)</b>			
	<b>CoPA non-disadvantaged (102) (61%)</b>	<b>CoPA Disadvantaged (57) (39%)</b>	<b>Gap</b>
<b>Progress 8</b>	0.52	0.04	0.48
<b>Attainment 8</b>	47.7	37.25	1.45
<b>English p8</b>	0.46	-0.06	0.52
<b>Maths p8</b>	0.73	0.46	0.27
<b>EBacc p8</b>	0.65	0.06	0.59
<b>Open p8</b>	0.31	-0.20	0.51
<b>Standard Pass 4+ EM</b>	76.8%	54.4%	22.4
<b>Strong Pass 5+ EM</b>	48.8%	22.8%	26

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Counselling	YMCA
Crime and Safety Day	Prison Me No Way
Who am I? Harmony Camp	Humanutopia
HAPS Brilliant Club	The Brilliant Club
Boxercise and intervention	YDP
Dreams to Reality – Bronze Power Package	Cameron Parker
Behaviour and Resilience Training	Think for the Future
Maths Tutoring	Kip McGrath
Mindfulness Workshops	Cheryl Wellness Workshops
Kevin Hayes – Study Skills: Mind mapping	The Change Company