

Pupil Premium Strategy Statement 2024 – 2027 City of Peterborough Academy

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 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	840
Number of Pupils eligible for PP funding	420 (50%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	November 2024
Date on which it will be reviewed	November 2026
Statement authorised by	
Pupil premium lead	M Ladak
Governor / Trustee lead	C Leitheiser

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£444,075.96
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 444,075.96

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	Not all students are working at their chronological age in reading and in literacy
2	The attainment gap between disadvantaged and non-disadvantaged students is greater than the national average
3	Low aspirations and weak understanding of potential career pathways
4	Limited opportunities to broaden cultural capital
5	Inconsistent attendance and understanding of impact

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 and student groups.
Improved literacy skills and chronological reading ages	Through reading intervention, 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
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, Online Learning Platforms)

Budgeted cost: £23,973

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.</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 Faculty Leadership Team (FLT) so that a better understanding of PP provision is embedded in FLT 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	1, 2, 3
<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	3,4
<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</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	1,2,3
<i>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>	– it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).	

<i>Enhanced CPD and systems 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
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 236,789.96

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1.Improving Literacy through:</p> <p><i>1a. Employment of Literacy Coordinator to develop and implement tutor group reading programme and to develop culture of reading across the school.</i></p> <p><i>1b. Employment of Library Lead to lead on Lexia and Lexonic schemes and improve library usage especially at KS3</i></p> <p><i>1c. Disciplinary Literacy embedded across all subject areas through the COPA Principles of Learning Teacher Toolkits.</i></p> <p><i>1d. Employment of Primary Trained teaching staff to provide small group adapted support to KS3 students in all core subjects</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 significantly below National levels of literacy</p>	1,3

<p>1e. Library investment to improve space and expand diversity of books to foster a reading culture</p> <p>1f Use of Lexia and Lexonik systems to support the teaching of literacy to students below expected levels.</p> <p>1g. Development of phonics provision using Twinkl resources.</p>		
<p>2. Improving outcomes for KS4 students by:</p> <p>2a 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</p> <p>2b Providing learning materials for students to aid their revision and capacity to learn at home.</p> <p>2c Bespoke rewards programme for Year 11 students</p> <p>2d Motivational speakers to work with small groups and whole year group students eg Cameron Parker (Dreams to Reality) Kevin Hayes (the Change Company)</p> <p>2e Careers advisor on site weekly to provide advice and support to students in their post 16 choices</p> <p>2f Aspirations of students raised by use of STEM Pathway and the STEM Potential Programme in partnership with Imperial College. 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.</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) describes how different levels of intervention can be understood and systematically implemented.</p>	1,2,3,4
<p>4. Improving Cultural Capital for all students through:</p> <p>4a Music tuition provided to disadvantaged students to support engagement in the arts.</p>	<p>EEF Toolkit – Arts Participation +2 months</p> <p>EEF Toolikit – Outdoor Adventure Learning 0 months</p> <p>/Sports Participations +1 month</p>	3,4

<p>4b Educational visits planned into MTP and highlighted in FIPs to enhance the curriculum</p> <p>4c Termly enrichment timetable created to allow students to experience additional activities including D of E</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 183,313

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Attendance is improved through</p> <p>1a improved systems incorporated across the Academy at all levels in increase accountability</p> <p>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</p> <p>1c assistance with provision of travel for vulnerable students eg school car/taxi/bus tickets</p>	<p>The Department for Education (DfE) published <u>research</u> 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 no absence 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 1015% of all sessions</p> <p>Pupils with no absence 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>	<p>1,2,3,4,5</p>

<p><i>2. Behaviour is improved through:</i></p> <p><i>2a Continual embedding of Class Charts to record and monitor behaviour of all students coupled with strategies to enhance student and parental engagement with the platform as part of behaviour processes and homework.</i></p> <p><i>2b Development and expansion of the YDP partnership focusing on raising self-esteem by delivering boxing sessions to selected wave 2 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 Anti-Violence campaign workshops used to highlight the implications of knife crime</i></p> <p><i>2d Inclusion area known as “Achieve Room – A85” used to reduce exclusions and work intensively with wave 3 students on modifying their behaviour for them to be successful back in the classroom</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"> • Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning. • Universal programmes which seek to improve behaviour and generally take place in the classroom; and • More specialised programmes which are targeted at students with specific behavioural issues 	4
<p><i>3 Student well being addressed through:</i></p> <p><i>3a Employment of a family key worker who works alongside students providing mental wellbeing support and mentoring and access to external support agencies</i></p> <p><i>3b Counsellor employed to work with targeted students on 1 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>	EEF Toolkit - Social Emotional Learning +4 months	3,4,5

<p><i>3d Provision of school uniform –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>		
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Total budgeted cost: £444,075.96

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 2024 to 2025 academic year.

Intended outcome	Success criteria	Impact
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	Our disadvantaged gap for both Maths and English are significantly less than that of the national gap for these subjects. In addition, Copa Maths year 11 HAP PP students made similar progress to year 11 HAP whole cohort Improving picture of Adaptive Teaching in classrooms and more CPD time being dedicated to this through COPA Principles of Learning programme and toolkit.
Increased and consistent attendance of disadvantaged pupils	Attendance of disadvantaged students is in line with whole academy and national averages for all students.	Attendance of PP students has improved on that of the previous year and continues to improve this current academic year with a very small gap between PP and NonPP students.
Improved literacy skills and chronological reading ages	Through reading intervention, 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.	Reading ages of our targeted students on intervention has improved. During the year more students are transitioning back into lessons to access the full curriculum with improved reading ability.
Enhanced bespoke careers provision	Career pathways are easily accessible for all and readily provided.	Careers has improved significantly in the Academy with a senior member of staff leading in this area, working closely

	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	with many local external partners. Meaningful encounters, experiences and workshops for all disadvantaged students from year 7 -11 have been targeted for specific impactful events and workshops both in school and externally Gatsby benchmark report has improved from the previous year's demonstrating a breadth of encounters and support for our disadvantaged students.
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.	More opportunities for parents to attend Academy events in 2025 e.g. Post 16 evening expanded to include apprenticeships, school performances, in person parents evening for Y11, 9 and 7. Celebration events throughout the year including Annual Awards, Assemblies and breakfasts where parents attend. Open mornings on 3 Fridays per half term attended by existing and prospective parents Parents providing regular feedback after events and completing questionnaires including OFSTED Parent view

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

Programme	Provider
Anti-Violence Workshops	Alison Cope
Counselling	YMCA
Core Subject Tuition	Kip McGrath

Who am I? Harmony Camp	Humanutopia
Boxercise and intervention	YDP
Dreams to Reality – Bronze Power Package	Cameron Parker
Kevin Hayes – Study Skills: Mind mapping	The Change Company