

Pupil premium strategy statement – Improving the life chances of our eligible pupils.

CITY OF DERBY ACADEMY

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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 Derby Academy
Number of pupils in school	993
Proportion (%) of pupil premium eligible pupils	441 (44.4%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 - 2023
Date this statement was published	December 2021
Date on which it will be reviewed	June 2022
Statement authorised by	Phil Smith
Pupil premium lead	Richard Meehan
Governor / Trustee lead	Michelle Kelly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£426,995
Recovery premium funding allocation this academic year	£65,540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan



Statement of intent – this is our ‘why?’

Children from ‘non-disadvantaged’ families...	Children from ‘disadvantaged’ families...	CODA Response
Know 1100 words at 3	Know 400 words at 3	All teachers are the teachers of language
Engage in 487 verbal interaction per hour	Engage in 167 verbal interactions per hour	Oracy Culture across the school
Enjoy 500000 encouragements	Only enjoy 20000 encouragements	System of meaningful relationships and rewards
Given 15000 discouragements	Given 300000 discouragements	Tackle the behaviour and NOT the child
Have more than 100 books	Have fewer than 20 books	The library and literacy is in every classroom

We aim to provide a learning environment where we can improve the life chances of our eligible pupils by reducing the challenges that they face by creating a culture where all members of staff consistently provide the ‘CoDA response’, outlined above.

Challenges

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

Challenge number	Detail of challenge
1	There is an achievement gap between disadvantaged and non-disadvantaged students across all subjects. As a school, we are in the highest quintile for deprivation and the lowest quintile for prior attainment.
2	Levels of literacy are very low in the school. An example of this is that 61% of pupils have a reading age below their actual age in years 7-9, rising to 66% for eligible students. This is an improvement on the 83% from 2017, but is still a significant barrier to progress.
3	Low aspirations/little understanding of the value of education. Historically, the motivation levels and attitudes to learning are low in school. Pupil emotional health and well-being is also a persistent barrier, although our eligible pupils report a high level of satisfaction with their school experience. The discrepancy, using the school 3Rs behaviour monitoring, is an average of 1.4 for non-disadvantaged and 1.6 for disadvantaged pupils (2019-20 data).
4	There are higher absence rates for eligible pupils than for non-eligible pupils – For 2020-21 the absence rate of non Ever6 FSM was 6.8. For Ever 6 FSM it is 9.7. The persistent absence rate for disadvantaged students across the school is 35.4, compared to 22.7 for non-disadvantaged.
5	Due to the shutdown of schools enforced by the Covid-19 virus, the variation in performance between eligible and non-eligible pupils may worsen, due to disadvantaged families not being in a position to provide effective home learning.

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
To close the attainment gap between eligible and non-eligible pupils with effective learning strategies across the school and more targeted interventions.	The residual flightpath, Attainment and Progress gap between eligible and non-eligible pupils will reduce.

<p>To improve the reading levels of through a targeted and specific range of interventions by specialist teachers.</p>	<p>The gap between PP pupils and non PP will reduce. Reading ages of all pupils will improve.</p>
<p>To increase our offer of learning opportunities through lunch time clubs, after school clubs, peripatetic teaching, rewards events and extra-curricular activities to help engage pupils in a wider range of learning opportunities.</p>	<p>Extra-curricular activities and events will be attended by as many PP pupils as non PP.</p>
<p>To raise the aspirations of our pupils through activities that demonstrate the value of success and rewarding them for positive behaviour for learning and effort in school. Increase the number of eligible pupils who go on to appropriate post 16 pathways.</p>	<p>PP pupils will have increased their aspirations, behaviour in school will improve and they will receive rewards as often as non PP pupils.</p>
<p>To improve the absence rates by targeting PP pupils with low attendance and addressing individual barriers to attending school. The focus on persistent absentees will increase in 2020-21.</p>	<p>Close the gap in the absence rates between PP pupils and non PP Pupils.</p>
<p>To ensure that the attainment gap between eligible and non-eligible pupils does not widen as a result of school closure in March 2020 and January 2021.</p>	<p>The residual flightpath gap between eligible and non-eligible pupils will not increase.</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)

Budgeted cost: £200,000 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers will be given a checklist of teaching strategies and expectations. The CODA lesson philosophy will reflect the teaching and learning priorities for 2021-22, namely accessibility to learning.	Quality of teaching matters most to disadvantaged students, according to the Sutton Trust	1,2,3,4
Teachers to use Classcharts and Go4Schools to identify PP pupils in their classes.	All teaching staff are responsible for the success, development and progress of PP pupils, and the whole school focus on the improvement of quality first teaching will benefit all pupils, including those who qualify for PPG.	1
<p>All teachers set homework in line with the CODA home learning policy.</p> <p>We will provide homework club after school in the library, advertise this widely and offer encouragement and support to attend, as well as drinks and snacks.</p> <p>As a result of Covid-19, our remote learning strategies will change completely. Eligible pupils in year 7 will receive a Chrome Book.</p>	EEF toolkit suggests that regular, meaningful homework can add 5 months of learning per year	1,2,3,4,5
Teachers to provide all students (including eligible pupils) with detailed feedback about their learning from each of their teachers. Disadvantaged students will be a focus on the training provided as the whole school review and	EEF toolkit suggests that quality feedback can add 8 months of learning per year	1,4,5

implementation of the feedback and assessment policy.		
<p>Staff training on making the learning accessible to all pupils in their lessons (CoDA T&L priority 2020-22).</p> <p>Ongoing support to ensure reciprocal reader continues to be embedded throughout our curriculum. We will support through the purchase of highlighters and other resources.</p>	<p>Too many lessons are task driven and are not given a learning focus accessible for all. Providing training on this over the coming weeks will improve outcomes for all pupils, but according to the EEF this is especially valuable to PP pupils.</p>	1,2,3,4,5

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

Budgeted cost: £230,000 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued contribution to the salary of the Family Support Worker.	The 2018/19 absence rate of non Ever6 FSM is 4.6. For Ever 6 FSM it is 8.2. This is an improvement on 9.3% from Sept – Jan 19, since the appointment of a family support worker. The family support worker will continue to work closely with DHoYS in order to work with pupils and families to reduce absence rates.	4
Continued contribution to the salary of the librarian/reading lead and the strategies identified to improve the reading culture.	According to the EEF targeting reading comprehension is a high impact, high value strategy.	Specific focus on reading in 2021-22, in response to challenge 2.
Provide after-school tuition for 271 eligible pupils using the NTP school led model	Tutoring is one of the most effective ways to accelerate pupil progress. Evidence suggests that small group and one-to-one tuition can boost progress by 3 to 5 months per pupil. By providing high-quality tuition to pupils through the NTP, we want to extend this catch-up opportunity to pupils whose education has been impacted the most by the COVID-19 pandemic.	1,2

<p>To develop the reading for pleasure culture across the school.</p> <p>Purchase STAR testing to monitor progress.</p> <p>Create reading 'nooks' around the school site.</p>	<p>According to the EEF targeting reading comprehension is a high impact, high value strategy.</p>	2
<p>To develop the CoDA Combined Cadet Force Unit.</p>	<p>According to research published by the University of Northampton, the gap was reduced in non-cognitive skills (such as leadership, resilience, self-discipline and teamwork) and self-efficacy among eligible pupils (v. non-eligible) who participated in the CCF compared to eligible pupils who had not.</p>	3,4
<p>Continued contribution to the salary of the Ignite teacher for Year 7/8/9.</p>	<p>Small group work targeted at Literacy and Numeracy skills to accelerate their progress. A specialist teacher teaching small groups of pupils who are underachieving in a specific aspect of English or maths. The pupils will attend regular intensive sessions for a short period with a specialist teacher before quickly returning to mainstream lessons.</p>	1,2,5
<p>Make a 'curriculum commitment' to all CoDA students.</p>	<p>Through broadening their life experience and giving pupils ownership of this through their pledge passport, their motivation to succeed in school will increase also. Pupil voice will be used to gain evidence of the impact of this strategy.</p>	3,4

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

Budgeted cost: £ 62,000 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parents' evenings will be held in the community in order to engage with families who find it difficult to come to school.</p> <p>In 2021-22 this will take the shape of a mobile internet café to offer parents the chance to meet</p>	<p>Attendance at parents' evenings is traditionally below 50% at CoDA. We plan to regularly hold event for parents that are more convenient for them to get to, using family support workers employed by the NCAT.</p>	1,3,4,5

with teachers remotely, via the SchoolCloud system.		
Breakfast club. Contribution to the subsidy of breakfasts for pupils down to 20p Per pupil per day.	Breakfast club is well attended, but to improve the educational impact we need to make it easier for pupils to access the resources they need to study out of school hours.	2,3,4,5
Funding 24 Y7 eligible pupils to go on an Outward Bounds course.	Pupils will work on improving their self-esteem, raising their aspirations and increasing their engagement in learning.	3
Improve access to careers information to Students in KS3.	Pupils achieve better when they have a clear idea that they are working towards something. As a school, we are currently above the national average in all 8 of the Gatsby benchmarks, and we continually strive for innovative ways to improve on this.	2,3
Individual support made available for PP pupils on a case by case basis. Changes for 2021-22 include support to buy PE kit and temporary bus tickets to those most in need.	Examples could include purchasing reader pens, e-readers, trips and visits or experience days provided by external agencies when particular learning needs are identified.	1,2,3,4,5
Provide education and PPE for eligible pupils in line with government advice.	In light of the increased statistical likelihood of families who live in lower socio-economic areas of contracting Covid-19, we will ensure we can provide support such as sanitiser, face masks and grief counselling to pupils whose families cannot provide this for themselves.	5

Total budgeted cost: £ 492,000

Part B: Review of outcomes in the previous academic year

Action	Intended outcome	Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)
Teachers to use Classcharts and Go4Schools to identify PP pupils in their classes.	All teachers and support staff are aware of the PP pupils that they teach and are identifying strategies for key individuals, in particular more able PP students.	Climate walk data suggests that all teachers are aware of who their eligible students are and their departmental strategies used to narrow the attainment gap.	Continue with strategy, but a wider range of QA will take place (in line with the new CoDA QA policy) to ensure the strategies identified by heads of department in the PP review are in place in classrooms.
Teachers will be given a checklist of teaching strategies and expectations. CODA lesson philosophy	Improve the consistency in the quality of lessons on a daily basis. This will increase focus on low stakes testing and key vocabulary	The outcomes for Y11 improved in 2021, but the gap between eligible and non-eligible pupils has widened. The quality of teaching is improving across the school and that eligible pupils were benefitting most from this, but their progress has been interrupted by periods of remote learning during the school closures of 2020 and 2021.	Continue with strategy, but with an increased focus on improving the accessibility of lessons for all learners. Eligible students will benefit from improved accessibility in lessons. Staff training to be provided on effective learning strategies for eligible pupils.
All teachers set weekly homework in line with their department's homework policy.	All PP pupils receive weekly homework from every subject, they complete the work on time and to the best of their ability. We will provide a safe place to complete homework, with the library being available at lunchtimes and between 3-4pm everyday.	The new CoDA home learning policy encourages teachers to set homework appropriately, in line with their departmental plans. Homework clubs both before and after school are well attended, more than 50% of the attendees	Continue with strategy, using 3Rs data to monitor that homework is being done and enhancing the promotion of homework clubs around the school, as well as providing snacks and drinks in the library. Eligible pupils will also increasingly benefit from the new CoDA remote learning policy

		before the school closures were eligible students.	and from the devices we were able to loan to them during the school closures of 2020 and 2021.
Teachers to provide all students including PP pupils with detailed feedback about their learning from each of their teachers. Disadvantaged students will be a focus on the training provided as the whole school review and implementation of the feedback and assessment policy. All students have target stickers on books.	PP pupils know their current level of performance in each subject and know how to improve.	The outcomes for Y11 improved in 2021, but the gap between eligible and non-eligible pupils has widened. The quality of teaching is improving across the school and that eligible pupils were benefitting most from this, but their progress has been interrupted by periods of remote learning during the school closures of 2020 and 2021.	Continue to ensure quality feedback is provided in line with the new school marking and feedback policy.
Individual support made available for PP pupils on a case by case basis.	Funds made available throughout the year in order to support PP pupils as support needs arise.	The need for Support for eligible pupils repeatedly occurred throughout the year, with need ranging from revision materials to uniform. This strategy is successful as it means those pupils do not lose out as a result of being eligible for the PP grant.	Continue with the strategy in 2021-22, as needs for support will continue to occur.
Eligible pupils receive mentoring.	Targeted mentoring by TTF. A 2 nd wave of mentoring using strategies appropriate to the individual will also be used, including Boxall Profile, CISS test, Level Best and character development opportunities.	Some data from TTF showed improved behaviour in eligible students, but not conclusively as a result of the input from TTF.	Continue with the strategy in 2021-22, as needs for support will continue to occur.
Continued contribution to the cost of an Attendance officer. Improve the process/flow of absence management.	Reduce the rates of persistent absenteeism among disadvantaged pupils in the school. Appropriate staff given,	Attendance remains a focus for 2020-21, but improved absence rates for all pupils and a reduction in the gap between eligible and non-	Continue with strategy, with increased focus on eligible pupils who are persistent absentees, which has shown a sharp

	timely, accurate data to intervene	<p>eligible pupils shows this strategy to be succeeding. This goes along with improving learning experiences and behaviour in the school that have also made pupils want to attend.</p> <p>CODA attendance is now above national average for similar schools and the attendance for eligible students is down to 7%.</p>	increase since schools reopened in April 2021.
To initiate a CoDA Combined Cadet Force Unit.	In year 1, 15 eligible pupils will commit time to become regular members of the CCF. Cohort 2 will be 30 and Cohort 3, in 2012-22, will grow further as then we will become an independent CCF Unit, based at CoDA.	According to research published by the University of Northampton, the gap was reduced in non-cognitive skills (such as leadership, resilience, self-discipline and teamwork) and self-efficacy among eligible pupils (v. non-eligible) who participated in the CCF compared to eligible pupils who had not.	<p>We now have our own on-site SSI to develop numbers who can participate in the unit. This worked successfully in 2021-21 and included 20 students completing their rifle training in July '21.</p> <p>Interest is increasing, with upwards of 80 Y8 pupils registering their interest to sign up to the 2021-22 cohort.</p>
Continued contribution to the salary of the Ignite teacher for Year 7/8/9.	<p>PP pupils who joined our school who qualify for Catch Up funding make accelerated progress on Literacy and numeracy.</p> <p>Pupils in year 8 and 9 who have not yet caught up with expected national standards continue to receive support through an adapted curriculum.</p>	Small group work targeted at Literacy and Numeracy skills to accelerate their progress. A specialist teacher teaching small groups of pupils who are underachieving in a specific aspect of English or maths. The pupils will attend regular intensive sessions for a short period with a specialist teacher before quickly returning to mainstream lessons.	<p>Continue to offer an Ignite curriculum to those pupils who cannot access mainstream. In 2021-22 we will widen this offer to more pupils for whom this is appropriate.</p> <p>Catch Up funding is no longer limited to use for Y7 pupils.</p>

Make a 'curriculum commitment' to all CoDA students.	To provide opportunities through the curriculum to enrich the lives of all students with access to activities that broaden their experiences. PP students to experience the CODA additional curriculum promises.	Through broadening their life experience and giving pupils ownership of this through their pledge passport, their motivation to succeed in school will increase also. Pupil voice will be used to gain evidence of the impact of this strategy.	Opportunities to provide this for pupils were very limited due to CV-19. We will continue with the strategy and consider its effectiveness in the next full review.
Three times a year we will hold a CoDA parents' event in Normanton.	Increase engagement with parents who live in Normanton.	Attendance at parents' evenings is traditionally below 50% at CoDA. We plan to regularly hold event for parents that are more convenient for them to get to, using family support workers employed by the NCAT.	No NPE events could take place due to the restrictions on large gatherings in 2021-21. All parent consultations were done online or over the phone, which resulted in very similar numbers of parents attending the event. A new 'Community Engagement Plan' will be launched in 2021-22, with PP funding used where appropriate to support community events.
Tablets used for breakfast club. Contribution to the subsidy of breakfasts for pupils down to 20p Per pupil per day.	Increase the number of pupils attending the breakfast club and homework club.	Breakfast club is well attended, but to improve the educational impact we need to make it easier for pupils to access the resources they need to study out of school hours. Homework club is a new initiative starting in Sept 2021.	Breakfast club will continue to be subsidised by the PP budget. In 2021-22 breakfast club can return to the operational procedures that were in place before the CV-19 pandemic, but registers will continue to be taken.
Funding 24 Y7 eligible pupils to go on an Outward Bounds course. Subsidy of Y8 and Y9 eligible pupils on the Bushcraft residential trip to Cholmondeley Castle.	Improving the life chances of eligible pupils by providing learning opportunities outside of school. Reduce absence rates, raise aspirations, learning resilience and self-esteem of eligible pupils.	Pupils will work on improving their self-esteem, raising their aspirations and increasing their engagement in learning.	Did not take place due to CV-19 pandemic. DC will explore the possibility of this for Y7 in the 2021-22 academic year, as things start to re-open. We remain committed to providing

			this opportunity for our eligible students.
Improve access to careers information to Students in KS3.	To raise the aspirations of our disadvantaged students and increase the numbers who stay in education post 16. Aim to narrow the gap in the Ofsted analysis.	In 2017 78% of disadvantaged school-leavers were recorded as 'in education', as opposed to 92% of non-disadvantaged. We need to raise the aspirations of our disadvantaged students to close this gap. More recent data has been difficult to locate.	Continue with the strategy and prioritise all eligible students when timetabling their careers interviews. All eligible Y11 students will also have priority access to Unifrog.
Individual support made available for PP pupils on a case by case basis.	Funds made available throughout the year in order to support PP pupils as support needs arise.	Examples could include purchasing reader pens, e-readers, trips and visits or experience days provided by external agencies when particular learning needs are identified.	Continue with the strategy in 2021-22, as needs for support will continue to occur.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)