

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 2022 to 2023 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	466
Proportion (%) of pupil premium eligible pupils	48.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	December 2021
Date on which it will be reviewed	Throughout 2022-23
Statement authorised by	Adrian Harding
Pupil premium lead	Richard Meehan
Governor / Trustee lead	Michele Kelly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 459,650
Recovery premium funding allocation this academic year	£ 128,616
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. The average reading age in year 7 is 9.09 years old; in year 8 it is 10.01 and in year 9 it is 10.03. Overall in KS3, 82.5% of students are reading below their chronological age (567/594 tested – STAR reader, March 2022).
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 1.32 for non-disadvantaged and 1.59 for disadvantaged pupils. The behaviour ratio for PP pupils is 96.3% and for non-PP pupils it is 98.6% (All data is for 2021-22 up to Summer 1).
4	There are higher absence rates for eligible pupils than for non-eligible pupils. PP absence 10.49 for 2021-22 up to Summer 1, non-PP is 5.53. PP/PA is 38.75, non-PP/PA is 17.64 for 2021-22 up to summer 1.
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 2022/23.</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 2022-23, namely accessibility to learning and consistency of implementation.	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 have receive a Chrome Book.</p> <p>Home learning expectations relaunched in June 2022, implemented in 2022-23.</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	EEF toolkit suggests that quality feedback can add 8 months of learning per year	1,4,5

will be a focus on the training provided as the whole school review and 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>	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.	1,2,3,4,5

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

Budgeted cost: £200,000 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued contribution to the salary of the Family Support Worker.	The gap between PP and non PP grew by 20% in Autumn 1 data. In Spring 2 the gap grew by 0.8%. The gap is widening, but at a much slower rate, so it will soon be shrinking.	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.	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>	According to the EEF targeting reading comprehension is a high impact, high value strategy.	2
To develop the CoDA Combined Cadet Force Unit.	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	3,4

	compared to eligible pupils who had not.	
Continued contribution to the salary of the Ignite teacher for Year 7/8/9.	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.	1,2,5
Spelling through morphographs	Targeted students (25 in Y7 and 25 in Y8) will receive spelling interventions sessions that will include a baseline test, intervention workbooks and then a final assessment. There are 140 lessons to deliver for 20 minute blocks.	2
Writing Mastery.	A subscription to the writing mastery programme will be purchased and delivered to all KS3 students during English lesson. This is a programme of study designed to ensure students develop their writing skills at an accelerated rate.	2
Make a 'curriculum commitment' to all CoDA students.	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.	3,4

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

Budgeted cost: £ 59,000 (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 2022-23 we will experiment with returning to face-to-face parents' evenings, possibly blending them with online consultations and the SchoolCloud booking system.</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.	1,3,4,5

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
Contribution to the cost of staffing singing sessions and the school choir.	The choir and singing sessions provide a therapeutic and enriching element to the school day for many students, who find this form of expression beneficial to their well-being. We aim to provide that opportunity as part of our graduated response of support.	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

Total budgeted cost: £ 459,000

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 2021 to 2022 academic year.

A8 APS		Cohorts							
		Result 2019		CAG 2020		TAG 2021		Result 2022	
Pupil Premium Indicator : Yes	Grades Estimate	2.9	No. 59	2.8	No. 59	2.7	No. 68	2.5	No. 85
	Difference	-0.6		-0.3		-0.6		-0.7	
Pupil Premium Indicator : No	Grades Estimate	3.7	No. 96	4.0	No. 116	3.9	No. 133	4.3	No. 114
	Difference	-0.2		0.8		0.7		0.2	

9-5% EM		Cohorts							
		Result 2019		CAG 2020		TAG 2021		Result 2022	
Pupil Premium Indicator : Yes	Grades Estimate	6.8%	No. 59	11.9%	No. 59	11.8%	No. 68	7.1%	No. 85
	Difference	-7%		2%		-13%		-8%	
Pupil Premium Indicator : No	Grades Estimate	22.9%	No. 96	25.9%	No. 116	31.6%	No. 133	35.1%	No. 114
	Difference	-4%		-3%		-4%		5%	

Absence%	National			All Year			
	18-19	20-21	21-22	18-19	19-20	20-21	21-22
Pupil Premium	8.2	8.9	13.7	7.32	8.02	9.66	11.25
Non Pupil Premium	4.5	4.2	7.6	4.67	4.59	4.87	5.95

Persistent Absentee%	National			All Year			
	18-19	20-21	21-22	18-19	19-20	20-21	21-22
Pupil Premium	8.2	8.9	13.7	7.32	8.02	9.66	11.25
Non Pupil Premium	4.5	4.2	7.6	4.67	4.59	4.87	5.95

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

