

# 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 2023 to 2024 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  | 500/965               |
| Proportion (%) of pupil premium eligible pupils   | 51.85%                |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2024             |
| Date this statement was published   | December 2021         |
| Date on which it will be reviewed   | Throughout 2023-24    |
| 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                                    | £ 496,100 |
| Recovery premium funding allocation this academic year                                 | £ 139,780 |
| 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 1.39 for non-disadvantaged and 1.75 for disadvantaged pupils. The behaviour ratio for PP pupils is 92% and for non-PP pupils it is 97% (All data is for 2022/23 up to Summer 1). |
| 4                | There are higher absence rates for eligible pupils than for non-eligible pupils. PP absence 14.88 for 2022-23 up to Summer 1, non-PP is 7.67. PP/PA is 54.81, non-PP/PA is 26.76 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 2023/24.</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 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&amp;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 has grown by in 22/23, up from 10.49 in summer 1 of in 2022 to 14.88 in summer 1 2023.  | 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.                            |
| To develop the reading for pleasure culture across the school.   | 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 compared to eligible pupils who had not. | 3,4                           |
| 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  | 1,2,5                         |

|  |   |     |
|--|---|-----|
|  | 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.   |     |
| 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: £ 96,000 (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 2023-24 we will experiment with reducing the number of separate parent events, but increasing the length of those that we have.</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                       |
| <p>Breakfast club.</p> <p>Contribution to the subsidy of breakfasts for pupils down to 20p<br/>Per pupil per day.</p>  | 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 Y9 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         |
| 50% contribution to the cost of PE tops for all students.  | In order to reduce the amount spent on PE kit that students are reluctant to borrow, in times when parents are struggling to meet the needs of purchasing expensive sportswear for their children, we will reduce that burden by supplying standardised kit to students to allow them to participate in PE lessons.                                     | 1,3,5     |
| Contribution to the cost of materials in Design and Innovation, especially cooking ingredients.  | Increasingly parents are unable to provide students with the ingredients to participate in cooking in school, which is stretching the D&I budget beyond its limits. We will use PP funding to support pupils without the means to provide ingredients for themselves to learn vital life skills in school through the participation in cooking lessons. | 1,3,5     |
| Individual support made available for PP pupils on a case by case basis.<br><br>Changes for 2023-23 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: £ 496,000**



## 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 2022-23 academic year.

| A8 APS Progress               | Y7 Data 6<br>Current Year 7 |     | Y8 Data 6<br>Current Year 8 |     | Y9 Data 6<br>Current Year 9 |     | Y10 Data 6<br>Current Year 10 |     | Y11 Data 5<br>Current Year 11 |     |
|-------------------------------|-----------------------------|-----|-----------------------------|-----|-----------------------------|-----|-------------------------------|-----|-------------------------------|-----|
|                               | Residual                    | No. | Residual                    | No. | Residual                    | No. | Residual                      | No. | Residual                      | No. |
| Pupil Premium Indicator : Yes | -0.1                        | 102 | -0.2                        | 108 | -0.1                        | 102 | -0.8                          | 91  | -0.8                          | 92  |
| Pupil Premium Indicator : No  | 0.3                         | 96  | 0.1                         | 98  | 0.2                         | 95  | -0.3                          | 80  | -0.2                          | 94  |

#### Behaviour Ratio 22-23 Summer 2 by Ratio by focus group

*\*colour scale to indicate focus group issues by year group*

| Ratio (%) | All  | 7    | 8    | 9    | 10   | 11   |
|-----------|------|------|------|------|------|------|
| All       | 94.8 | 97.3 | 94.1 | 94.3 | 94.6 | 93.3 |
| PP        | 92.6 | 95.5 | 92.3 | 91.8 | 92.2 | 90.4 |
| Non PP    | 97.1 | 99.1 | 96.0 | 96.9 | 97.1 | 96.3 |

| Absence% | National |       |       | All Year |       |       |       |
|----------|----------|-------|-------|----------|-------|-------|-------|
|          | 19-20    | 21-22 | 22-23 | 19-20    | 20-21 | 21-22 | 22-23 |

|                   |  |     |  |      |        |         |         |
|-------------------|--|-----|--|------|--------|---------|---------|
| Pupil Premium     |  | 8.4 |  | 8.02 | 9.66 ↑ | 11.25 ↑ | 15.56 ↑ |
| Non Pupil Premium |  | 5.5 |  | 4.59 | 4.87 ↑ | 5.95 ↑  | 7.85 ↑  |

| Persistent Absentee% | National |       |       | All Year |       |       |       |
|----------------------|----------|-------|-------|----------|-------|-------|-------|
|                      | 19-20    | 21-22 | 22-23 | 18-19    | 19-20 | 20-21 | 22-23 |

|                   |  |      |  |       |         |         |         |
|-------------------|--|------|--|-------|---------|---------|---------|
| Pupil Premium     |  | 30.2 |  | 26.12 | 40.00 ↑ | 42.14 ↑ | 57.64 ↑ |
| Non Pupil Premium |  | 12.7 |  | 15.42 | 17.74 ↑ | 19.14 ↑ | 28.43 ↑ |

## 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     |

## Recovery premium funding:

2023/24 allocation: £139,780

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| To employ academic mentors using YiPiYaP in Maths and Science.   | To provide opportunities for students with opportunities to work in small group settings with trained academic mentors which, according to the EEF can accelerate progress by 4 months.  | 1,2,3,5                       |
| To employ Think for the Future - a social enterprise organisation that partners with schools nationally to deliver structured interventions which are proven to have a positive and measurable impact on engagement in learning. | To tackle student disengagement by providing mentors who focus on a social and behavioural curriculum that supports students to make better choices regarding education and their future.  | 1,3,4                         |
| Purchase IXL licences for KS3  | IXL is a flexible online platform to support students' reading and comprehension through and adaptive and personalised curriculum.   | 1,2                           |
| To purchase Elite Football Development (EFD)- P.E.E programme (Progression Empowerment Enjoyment).   | To tackle student disengagement by providing mentoring sessions with a P.E.E focused curriculum that supports students with their self-esteem, resilience and motivation.  | 3,4                           |
| Purchase 12 EdClass seats  | EDClass is an online alternative provision platform used to teach students who have problems with their physical or mental health, have poor attendance or are school phobic, have behavioural issues, are suspended, at risk of being permanently excluded. | 3,4,5                         |
| Continued contribution to the salary of 2 Learning Mentors.  | According to the EEF teaching assistant interventions can have an impact of accelerating learning by 4 months for the students they work with.   | 1,2,3,5                       |