

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 funding to help improve the attainment of our disadvantaged pupils for the 2024 to 2027 period.

It outlines our pupil premium strategy, how we intend to spend the funding over the next 3 years 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	512/966
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	Throughout 2024/25
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	£535,500
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. 53% of Y7 students, 46% of Y8 students and 45% of Y9 students have a reading age below secondary school level (age 11) when tested using NGRT (July 2024).
3	Low aspirations/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 persitent barrier, although our eligible pupils report a high level of satisfaction with their school experience. The behaviour ratio for PP pupils is 93% and for non-PP pupils it is 98%, suggesting that the behaviour and attitudes of non eligible students in better than those eligible for PP funding (All data is for 2023/24 up to Summer 1).
4	There are higher absence rates for eligible pupils than for non-eligible pupils. PP absence 12.5 for 2023-24 up to Summer 1, non-PP is 7.5. PP/PA is 52%, non-PP/PA is 24.3% for 2023-24 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.
To improve the reading levels of through a targeted and specific range of interventions by specialist teachers.	The gap between PP pupils and non PP will reduce. Reading ages of all pupils will improve.
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.	Extra-curricular activities and events will be attended by as many PP pupils as non PP.
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.	PP pupils will have increased their aspirations, behaviour in school will improve and they will receive rewards as often as non-PP pupils.
To improve the absence rates by targeting PP pupils with low attendance and addressing individual barriers to attending school.	Close the gap in the absence rates between PP pupils and non-PP Pupils.
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.	The residual flightpath gap between eligible and non-eligible pupils will not increase.

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 trained in a range of teaching and assessment strategies. The CODA lesson philosophy will reflect the teaching and learning priorities for 2024/25, namely consistency of implementation and ensuring learning moves on only when the students are ready.	Quality of teaching matters most to disadvantaged students, according to the Sutton Trust	1,2,3,4
Teachers to use Go4Schools and/or Classcharts 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.</p> <p>Home learning expectations relaunched in June 2023 and continue to be implemented in 2024/25.</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	EEF toolkit suggests that quality feedback can add 8 months of learning per year	1,4,5

teachers. Disadvantaged students 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>Specific vocabulary teaching to be introduced across the curriculum in 2023-24 and will continue into 2024/25.</p>	Too many lessons are task driven and are not given a learning focus accessible for all. Ongoing training provided for staff will improve outcomes for all pupils, but according to the EEF this is especially valuable to PP pupils.	1,2,3,4,5
Investment in resources to support the implementation of the SSAT 'Embedding Formative Assessment' programme.	QA of curriculum implementation shows teachers have been too quick to move on before checking that learning has been embedded. It is a whole school training focus to improve AFL including a wide range of strategies to check for learning in lessons. Some investment has been required to support this with classroom resources, such as mini whiteboards and traffic light cards.	1,2,3,4,5

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

Budgeted cost: £135,000 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued contribution to the salary of the Family Support Worker.</p> <p>A new attendance admin appointed in 2023/24 to add capacity to the attendance team.</p> <p>Contribution made to the cost of the NCAT to have 3x mornings per week of an extra FSW to add capacity to the attendance team.</p>	<p>The gap between PP and non PP narrowed in 23/24, down from 7.21% in summer 1 of in 2023 to 5% in summer 1 2024. Despite this reduction, it is still higher than pre-Covid 19 levels. Our PA for eligible pupils is still very high (52%), and this will be our focus in 24/25.</p>	4
<p>Continued contribution to the salary of the librarian/reading lead and the strategies identified to improve the reading culture.</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: £ 200,000 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parents' evenings will be held in the community in order to engage with families who find it difficult to come to school.	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
Contribution of funds to subsidise the cost of a trip to France organised by the MFL department.	Pupils will work on improving their self-esteem, raising their aspirations and increasing their engagement in learning as well as being provided with the life experience provided by foreign travel.	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	1,3,5

	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.	
Individual support made available for PP pupils on a case by case basis. 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
Purchase IXL licences for KS3	IXL is a flexible online platform to support students' reading and comprehension through and adaptive and personalised curriculum.	1,2,3,4,5
Contribution made to the cost of employing a youth worker 'Supporting Communities' three days per week in 2024/25.	To tackle student disengagement and from poor attendance 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
Phonics training for key staff to deliver sessions as part of a package of reading interventions	Strengthen the early reading intervention process to accelerate progress for low-attaining/EAL readers with phonics and fluency. Getting all pupils reading (Ofsted); The reading framework (DfE); the Reading House (EEF); Closing the Reading/Vocabulary Gap (Quigley); Ambition NPQLL.	1,2,3,4,5
Book buzz	To register with the Book Buzz scheme that allows pupils to select their own novel chosen from a selection of 17 titles that they get to keep. Part of the CoDA response to disadvantaged pupils having low levels of literacy in homes is to provide every pupil in years 7 and 8 with a book of an appropriate level of challenge.	1,2,3,4,5
Purchase 8 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 EBSNA, 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

Fluency reading training	Strengthen the early reading intervention process to accelerate progress for low-attaining/EAL readers with phonics and fluency. Getting all pupils reading (Ofsted); The reading framework (DfE); the Reading House (EEF); Closing the Reading/Vocabulary Gap (Quigley); Ambition NPQLL.	1,2,3,4,5
Purchase of the Peerscroller App	An app that will be available for students to use to support their personal development and wellbeing and provide a learning resource to support the PSHE/Citizenship curriculum in school.	1,3,4,5

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.

Removed from Previous strategy:

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 lesson to deliver for 20 minute blocks. Discontinued strategy due to lack of impact on targeted students.

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. Discontinued funding but programme remains in place in English, it was a one-off cost in 2022/23.

TFTF - 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. Strategy discontinued due to lack of impact and declining standards in provision. Replaced with mentor from Supportive Communities.

EFD - 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. Strategy discontinued due to lack of impact. Replaced with mentor from Supportive Communities.

Yipiyap tutors - 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. Strategy discontinued due to rising costs and difficulty in recruitment of suitable tutors.

All other strategies on this plan are new to this cycle or have been retained due to having a successful impact on the outcomes for students in the previous strategy cycle.

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