

# Pupil premium strategy statement

## CITY OF DERBY 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 (PP) strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	930
Proportion (%) of PP eligible pupils	50% (National Average 27%)
Academic year/years that our current PP strategy plan covers	2025 to 2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by PP Lead	Adrian Harding, Headteacher
Pupil premium team	<ul style="list-style-type: none"> <li>• Richard Meehan, DHT: B&amp;A/DSL/LAC</li> <li>• Claire Backhouse, DHT: Teaching &amp; Outcomes</li> <li>• Alex Scanlon, AHT: SENCO</li> <li>• Russ McKee, AHT: Personal Development, Attendance</li> <li>• Emily Eatough, Associate Leader: English and Whole-School Literacy</li> </ul>
Governor / Trustee lead	Duncan Saunders Chair of governing board

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£541,600
Pupil premium funding carried forward from previous years	N/A
<b>Total budget for this academic year</b>	<b>£541,600</b>

# Part A: Pupil premium strategy plan

## Statement of intent

City of Derby Academy (CoDA) will ensure that pupil premium (PP) funding is used in line with the DfE's conditions of grant for academies i.e. **raising the educational attainment of 'disadvantaged' pupils of all abilities to help them reach their potential.**

CoDA will:

- use PP grant funding to support those students eligible for free school meals (FSM) or have been recorded as eligible in the past 6 years (FSM Ever 6).
- use additional pupil premium plus (PP+) funding to support previously looked-after children (PLAC)
- collaborate with the local authority on the best use of PP+ funding for 'disadvantaged' looked-after children (LAC) in the care of the local authority.

CoDA can and will also use PP grant funding to:

- support vulnerable students who may not meet the eligibility criteria, but have other identified needs, such as those who have or have had a social worker, or who act as a young carer.
- support students that the school believes to be economically disadvantaged but have not been identified as eligible for the pupil premium
- embed whole class approaches that benefit *all* pupils, for example high-quality teaching.

Supporting students who do not meet the PP eligibility criteria is especially important as we believe that many of our non-eligible students come from households which are likely to experience sustained financial hardship although their net annual income is above the income-based benefit threshold (N.B. the neighbourhoods of CoDA's catchment area are in IDACI band A i.e. more economically disadvantaged than 80% neighbourhoods in England). We believe that financial hardship exists on a spectrum – a child is not simply disadvantaged or not disadvantaged.

We also recognise that whilst FSM is a reliable proxy for disadvantage, being disadvantaged is more complex than income alone. The neighbourhoods CoDA serves are in the most deprived 10-20% in England according to the Index of Multiple Deprivation (IMD), especially in terms of deprivation indices such as income, employment, education and skills, and crime. Moreover, it is well documented that the COVID-19 pandemic intensified these inequalities, disproportionately affecting students like ours from low-income households in deprived neighbourhoods. Many of our students still require additional support to address post-pandemic issues relating to attendance, gaps in learning and poorer mental health, wellbeing, behaviour and resilience.

Some of our students suffer from "double disadvantage" (Sutton Trust, 2025) in that they are disadvantaged *and* have special educational needs (SEN). Moreover, CoDA serves a multicultural community with over 50 home languages spoken and above-average mobility (with some families being new to the UK) and we would therefore argue that some of our students may suffer from "triple disadvantage" i.e. they are FSM with SEN *and* EAL, recognising that one barrier to attainment is poor early English language development. Some studies have also highlighted that parental education (or lack of) has a stronger influence on disadvantaged students' attainment than being eligible for FSM, and we believe that this too is an additional, significant contextual challenge at CoDA as some parents may lack the knowledge, skills and experience of education themselves to support their child's education.

Undoubtedly, CoDA serves a disadvantaged community, but it is also a complex one. It is essential, therefore, that we do not make broad assumptions or label and treat all disadvantaged students as a homogenous group. Instead, we will conduct forensic analysis of a range of PP-related metrics, and use some PP grant funding to identify students' starting points, needs and the barriers they may face through a range of diagnostic assessments.

Funding will then be allocated to evidence-informed activities that we believe will be the most effective for our context in line with DfE's 'menu of approaches':

1. High quality teaching
2. Targeted academic support (as early as possible)
3. Wider strategies

We fully recognise the Education Endowment Foundation's findings that the most effective way to support disadvantaged students is through consistent, high-quality teaching in the classroom, and this will remain our core PP strategy. Nevertheless, we also fully believe that quality pastoral care, personal development and enrichment opportunities are central to our children's wellbeing and ability to achieve, and have prioritised these accordingly.

All leaders are committed to high expectations of all of our students, to ensuring that this PP strategy aligns fully with the school's broader improvement priorities and strategies, and to using PP grant funding effectively to remove barriers to students attainment in order to realise CoDA's vision of 'improving the life chances of all students', thereby facilitating their social mobility within our community and beyond regardless of their background.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>HIGH DIVERSITY, MOBILITY AND COMPLEXITY OF OUR PP ELIGIBLE COHORT</b>            The school serves an ethnically, culturally and linguistically diverse community with over 50 home languages spoken, and a significant Roma and Asian presence (Autumn 2025-26):            White British: less than half the national average (26.24% vs 60.3% NA).            White Roma: 47 times more than the national average (14.04% vs 0.3% NA).            Asian Indian: 3 times more than the national average (13.07% vs 4.2% NA).            Asian Pakistani: 2.8 times more than the national average (13.07% vs 4.7% NA).            Other Asian: 2.8 times more than the national average (6.48% vs 2.3% NA).</p> <p>According to the IDSR (Autumn 2025), student movement in 2023-24 was “significant” (12%). In June 2025, 32.7% of Y11 students and 24.6% of Y10 students had not been on roll in Y7. Since the start of the current academic year we have had 36 leavers (still counted in attendance figures), 45 new admissions, and 29 in-year fair access (IYFA) decisions on hold.</p> <p>White British (WBRI), White Roma (WROM) and Pakistani (APKN) students constitute the largest proportions of students eligible for PP (113 students/24%, 112 students/24% and 55 students/12% respectively).</p> <ul style="list-style-type: none"> <li>• Of the 243 WBRI students on roll, 46% are PP eligible and 15% are PP with SEND.</li> <li>• Of the 130 WROM students on roll, 85% are PP eligible and 17% are PP with SEND.</li> <li>• Of the 123 APKN students on roll, 45% are PP eligible and 17% are PP with SEND</li> </ul> <p>Although there will be commonalities, such a complex range of starting points, needs, and barriers to attainment within CoDA’s sub-groups presents a significant contextual challenge.</p>
2	<p><b>LOW PRIOR ATTAINMENT AND GAPS IN FOUNDATIONAL KNOWLEDGE</b>            At CoDA, students’ prior attainment for Reading and Mathematics is “<i>below national</i>” i.e. in the bottom 16% nationally (IDSR Autumn 2025). Average KS2 prior attainment for <i>all</i> CoDA students in Y7-10 is below national average (Reading SS: 99.5 vs 105.3; Maths SS: 99.4 vs 104.3 respectively).</p> <p>For students who are disadvantaged (PP) and “double disadvantaged” (PP and SEND), there is a significant prior attainment gap on entry (of the 145 students with SEND, 53% are PP eligible):</p> <ul style="list-style-type: none"> <li>• Reading SS: non PP 101.4 vs PP 97.9; non PP+SEND 95.7 vs PP+SEND 89.4</li> <li>• Maths SS: non PP 101.1 vs PP 97.9; non PP+SEND 95.3 vs PP+SEND 89.2</li> </ul> <p>Internal assessments, work scrutiny and discussions with students also highlight that many students arrive with reading ages at least two years below their chronological age, and require phonics, fluency or comprehension interventions to bring them to “secondary ready” levels.</p> <p>Prior attainment at KS2 has a significant influence on KS4 attainment. Gaps in foundational knowledge (highlighted by prior attainment and internal assessments) are a barrier for all students, but especially for PP students, and most significantly for PP students with SEND. Moreover, some CoDA students, due to in-year immigration from overseas, lack experience of primary school education in the British system completely, and have no prior attainment data available for analysis.</p> <p>Overall, students eligible for PP funding do not achieve as well as their peers at KS4 (see Part B).</p>
3	<p><b>LOWER THAN AVERAGE ATTENDANCE</b>            Overall, PP students at CoDA attend less than their non-eligible peers (see Part B).</p> <p>Absence for some (but not all) PP students and sub-groups is a significant barrier to attainment due to missed learning/widening deficit gaps in knowledge/cumulative dysfluency, lack of routine and effects on mental health/wellbeing.</p>

Challenge number	Detail of challenge
4	<p><b>NEGATIVE WELLBEING, BEHAVIOURS, &amp; SUSPENSIONS</b></p> <p>The neighbourhoods CoDA serves are in the 20% most disadvantaged in England (IDACI) and most deprived 20%, falling to the most deprived 10% for crime (IMD). Some students are on the periphery of gang-related CCE. In the academic year 2024-25, in addition to problems related to deprivation, 20% of CoDA students were classed as “vulnerable” against DfE indicators (including 10% of students living in households where domestic violence had occurred). It is well documented that the COVID-19 pandemic intensified inequalities, disproportionately affecting students like ours from low-income households in deprived neighbourhoods.</p> <p>Day to day observations of and discussions with students, discussions with teachers, pastoral staff, and parents, and analyses of CPOMs and behaviour data indicate some students (including those eligible for PP) have suffered from adverse childhood experiences (ACEs) and suffer from social and emotional issues such as anxiety, depression and low self-esteem, leading to an increase in SEMH-related diagnoses and behaviours.</p> <p>In November this academic year, CPOMs data reveal: Child in Need S17 cases – 6; Child Protection S47 cases – 3; EHA completions – 27; TAF cases – 12; children in receipt of CAMHS support – 7 (many more are on the waiting list); Youth Offending Team support – 3; LAC – 3; SDAT notifications – 68; social care involvement – 66; social care referrals – 68.</p> <p>Too many students (including those eligible for PP funding) appear not to have routines and boundaries established at home that are conducive to good sleep hygiene, punctuality, and readiness to learn in school. Some students then struggle with our routines and high expectations to demonstrate the school’s values of “respectful, responsible and ready to achieve” in school. When challenged, some students lack resilience and struggle to control their emotions. This then manifests in poor behaviour choices in lessons and around the school as students enter into “fight or flight” mode, necessitating suspensions despite our best efforts to avoid them. These behaviours are often not helped by either a lack of parental willingness or ability to support, perhaps exacerbated by linguistic factors and cultural barriers and the value placed on formal education.</p> <p>Whatever the causes, the behaviour of some PP eligible students in lessons presents more challenges than that of their non-eligible peers, and suspensions are higher for this cohort (see Part B), resulting in more absence and missed learning/cumulative dysfluency.</p>
5	<p><b>LIMITED CULTURAL CAPITAL, LOW ASPIRATIONS AND MOTIVATION TO ACHIEVE</b></p> <p>Day-to-day observations of and discussions with students highlight that many of our students (including those eligible for PP funding) have lacked exposure to the wider world around them and the opportunities it provides, and many of them have very limited cultural capital and the confidence it engenders.</p> <p>Through our CEAIG and associated activities, it is clear that although many of our students are aspirational (and many are successful in securing places at local sixth forms), these aspirations are not shared by all. For some, post-16 pathways (or lack of motivation to engage with them) may be shaped by familial and community influences (perhaps due to low aspirations and/or a lack of awareness of what alternatives there are), and too many students lean towards employment and training in lower skilled sectors rather than exploring further education and training options they have the potential to pursue. In this context, it is unsurprising that according to the participation of local areas (POLAR) classification, the neighborhoods CoDA serves are in quintile one i.e. the lowest rates of 18–19-year-old participation in higher education.</p> <p>It is concerning that many training courses linked to these lower skilled sectors don't always require GCSE standard pass grades. Consequently, some students lack the motivation to engage with interventions and revision in or out of school in order to achieve the higher grades they are capable of, and due to the shortage of course places locally too many of our students become NEETs (not in employment or training) and are stuck in the disadvantaged cycle.</p>

## 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
<p>1. Increased attendance of all students including those eligible for PP in line with similar schools and national averages for all students.</p>	<ul style="list-style-type: none"> <li>a) Reduction in PP absence and persistent absence (PA)</li> <li>b) Narrowing gaps between PP and Non PP absence and PA</li> <li>c) PP absence and PA in line with similar schools</li> <li>d) PP absence and PA in line with the national average</li> </ul>
<p>2. Reduced gaps in PP students' foundational knowledge relating to reading to bring them in line with Non PP students.</p>	<p>NGRT/YARC re-tests after diagnostic assessments and interventions show:</p> <ul style="list-style-type: none"> <li>a) Improved standardised scores</li> <li>b) Increased reading ages/narrowing chronological age gaps</li> <li>c) Improved accuracy/decoding, fluency and comprehension/vocabulary</li> <li>d) Narrowing gaps between PP and non PP students</li> </ul>
<p>3. Reduced Gaps in PP students' foundational knowledge relating to mathematics to bring them in line with Non PP students</p>	<p>NGMT re-tests after diagnostic assessments and interventions for targeted students show improved standardised score and narrowing gaps between PP and non PP students relating to:</p> <ul style="list-style-type: none"> <li>a) Number &amp; algebra</li> <li>b) Fractions, decimals, percentages, proportions &amp; ratio</li> <li>c) Measurement, geometry &amp; statistics</li> </ul>
<p>4. Improved behaviours for learning and reduced suspensions for all students, including those eligible for PP</p>	<ul style="list-style-type: none"> <li>a) Reduction in R3 lesson removals recorded on Class Charts for PP students</li> <li>b) Narrowing gaps between PP and Non PP for R3s</li> <li>c) Reduction in suspensions and repeat suspensions for PP students</li> <li>d) Narrowing gaps between PP and Non PP for suspensions and repeat suspensions</li> <li>e) PP suspension rate in line with similar schools</li> <li>f) PP suspension rate in line with the national average</li> </ul>
<p>5. Improved attainment (and progress) for all students including those eligible for PP in line with similar schools and national averages for all students.</p>	<ul style="list-style-type: none"> <li>a) Increase in P8 and A8 for PP students</li> <li>b) Increase in %EM4/5 for PP students</li> <li>c) Narrowing gaps between PP and Non PP P8, A8 and EM4/5</li> <li>d) A8, P8 and EM4/5 in line with similar schools</li> <li>e) A8, P8 and EM4/5 in line with the national average</li> <li>f) Reduced NEETs especially PP students</li> </ul>

**Activity in this academic year: HIGH QUALITY TEACHING (Budgeted cost: £250, 000 on QTF, £150, 000 on targeted £150, 000 on other)**

Activities from the DfE's 'menu of approaches'	Evidence brief from the Education Endowment Fund (EEF)	Additional information	Challenge number(s) addressed
<b>Developing high quality teaching, assessment and a broad and balanced, knowledge- based curriculum that responds needs of pupils.</b>	<p><i>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.</i></p> <p><b>N.B.</b> At CoDA this will include building teacher expertise across the school in disciplinary literacy and oracy.</p>	<p>The directed time budget (DTB) is used strategically to maximise opportunities for CPD, targeted at evidenced-based best practice approaches that will ensure high quality inclusive teaching for <i>all</i> students using the EEF's explore, prepare, deliver, sustain' CPD model. The pedagogical foci (within an "I Do, We Do, You Do" sequence) continue to be:</p> <ul style="list-style-type: none"> <li>• clear outcomes (composite and component)</li> <li>• retrieval practice</li> </ul>	1,2,3
<b>Professional development to support the implementation of evidence-based approaches</b>	<p><i>Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches.</i></p>	<ul style="list-style-type: none"> <li>• direct instruction with modelling to reduce cognitive load</li> <li>• disciplinary literacy/explicit vocabulary teaching (oracy will also be launched in 2026)</li> <li>• achievable challenge via scaffolded practice</li> <li>• AfL/responsive teaching (whole-class checking, live marking, and actionable feedback)</li> <li>• trauma-informed positive behaviour management</li> </ul> <p>Directed time is allocated for regular quality assurance to ensure that the curriculum is broad, balanced, ambitious, well sequenced and is taught effectively.</p>	1,2,3
<b>Mentoring and coaching for teachers</b>	<p><i>Mentoring and coaching can be an important source of support, particularly for early career teachers. Schools should carefully consider the core components that make these strategies effective when developing their approach.</i></p>	<ul style="list-style-type: none"> <li>• All subject mentors are given reduced timetables and protected time slots in the week to effectively meet, observe and feedback to ECTs.</li> <li>• Time is also protected for leaders to support staff on informal support plans.</li> <li>• One AHT is completing the Steplab Certificate in Coaching Leadership and is supporting middle leaders.</li> </ul>	1,2,3
<b>Recruitment and retention of teaching staff</b>	<p><i>Managing workload and offering effective professional development are key to retaining great teachers, which, in turn, is crucial to maintaining a high standard of teaching and learning.</i></p>	<ul style="list-style-type: none"> <li>• We continue to utilise the DTB and integrated curriculum financial planning (ICFP) to keep contact time at FTE 21 hours per week for main scale teachers and to ensure that under-allocated staff are available for interventions.</li> <li>• All staff have the opportunity and protected time to complete a NPQ course e.g. SEND, Literacy, etc.</li> <li>• We continue to fund a TLR for an EAL Coordinator to manage colleagues responsible for delivering lessons to students whose language acquisition needs support using the Bell Foundation system.</li> <li>• We continue to fund a role on the Leadership Scale to strategically lead on whole-school literacy.</li> </ul>	1,2,3
<b>Technology and other resources to support high quality teaching and learning</b>	<p><i>To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged students, and use technology in a way that is informed by effective pedagogy.</i></p>	<p>All classroom visualisers have been updated, and some interactive whiteboards have been replaced with interactive screens. Staff are expected to use them regularly to improve modelling and to enable students to see the application of feedback to improve their responses.</p> <p>We have invested/will be investing in:</p> <ul style="list-style-type: none"> <li>• NGRT, YARC, Lucid Exact, NGMT, Dyslexia screener, BPVS3, WRIT4 and VERBO assessment packages to assess accurately, diagnose precisely, intervene strategically, and review impact regularly in relation to foundational knowledge (reading and mathematics).</li> <li>• IXL- a flexible online platform to support students' reading and comprehension through and adaptive and personalised curriculum.</li> <li>• Pupil Progress software to facilitate our question level analysis, feedback and targeted interventions following KS4 internal assessments.</li> <li>• Provision Map to ensure all staff are aware of and are able to meet students' needs</li> </ul>	1,2,3

## Activity in this academic year: TARGETED ACADEMIC SUPPORT (Budgeted cost: TBC to avoid false precision)

Activities from the DfE's 'menu of approaches'	Evidence brief from the Education Endowment Fund (EEF)	Additional information	Challenge number(s) addressed
<p><b>One to one, small group or peer academic tuition</b></p>	<p><i>Intensive support—either one to one or as part of a small group—can support pupil learning if provided in addition to, and explicitly linked with, normal lessons. Peer tutoring involves pupils working in pairs or small groups to provide each other with explicit teaching support.</i></p>	<ul style="list-style-type: none"> <li>We have introduced a 'RAG' analysis approach to ensure accurate assessments and predictions for %EMS4/5 enable clearly identified interventions to take place.</li> <li>We have purchased Pupil Progress software to facilitate our gap and question level analyses and targeted interventions following KS4 standardised internal assessments.</li> <li>Interventions include sessions during form times, off-timetable in-lesson interventions, and small group 'hard to reach' student mentoring</li> <li>We continue to strategically manage the directed time budget and ICFP to maintain staff to student ratios and minimise contact time to facilitate attendance at RAG meetings, the delivery of targeted interventions and to conduct QA activities.</li> <li>Revision Resources for all students, including those eligible for PP, are free or heavily subsidised.</li> <li>We will be reviewing the ICFP to fund/employ EM 1:1 tuition and phonics/reading interventions.</li> </ul>	<p>1, 2, 3, 5</p>
<p><b>Targeted interventions to support language development, literacy and numeracy</b></p>	<p><i>Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs, while not inhibiting their access to the wider curriculum.</i></p>	<ul style="list-style-type: none"> <li>We continue to purchase NGRT, YARC, Lucid Exact, GLs Dyslexia screener and BPVS3 assessment packages to assess accurately, diagnose precisely, intervene strategically, and review impact regularly in relation to foundational knowledge.</li> <li>We will also be trialling NGMT (mathematics), WRIT4 (Wide Range Intelligence Test) and Verbo (NHS Speech &amp; Language Therapy Toolkit) to support students with SLCN.</li> <li>We continue to fund a TLR for an EAL Coordinator to manage colleagues responsible for delivering lessons to students whose language acquisition needs support using the Bell Foundation system.</li> </ul>	<p>1, 2, 3, 5</p>
<p><b>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</b></p>	<p><i>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.</i></p>	<ul style="list-style-type: none"> <li>We continue to fund a role on the Leadership Scale to strategically lead on whole-school literacy.</li> <li>We continue to fund specialist teachers to deliver an adapted curriculum including Nurture provision to smaller groups sizes of students with the most significant SEND needs.</li> <li>We continue to allocate directed time to staff responsible for teaching low-attaining/EAL students for training on phonics, fluency and comprehension strategies.</li> </ul>	<p>1, 2, 3, 5</p>
<p><b>Teaching assistant deployment and interventions</b></p>	<p><i>Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. TAs should be fully prepared for their role in any given lesson or intervention and their input should supplement (rather than replace) high quality provision from the class teacher.</i></p>	<ul style="list-style-type: none"> <li>We continue to fund the salary of two Learning Mentors, including one whose specific remit is reading interventions.</li> </ul>	<p>1, 2, 3, 4, 5</p>

**ACTIVITY IN THIS ACADEMIC YEAR: *WIDER STRATEGIES* relating to attendance, behaviour, wellbeing  
(Budgeted cost: TBC to avoid false precision)**

Activities from the DfE’s ‘menu of approaches’	Evidence brief from the Education Endowment Fund (EEF)	Additional information	Challenge number(s) addressed
<p><b>Supporting pupils’ social, emotional, and behavioural needs</b></p>	<p><i>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</i></p>	<p>To support students with SEMH/SLCN needs we continue to purchase/will be purchasing a suite of assessment tools:</p> <ul style="list-style-type: none"> <li>• <i>SDQ</i>: Strengths and Difficulties Questionnaire - A brief behavioural screening tool for children and adolescents. We use this to measure the effectiveness of Nurture provision as an entry and exit measure.</li> <li>• <i>BASC3</i> to evaluate the behaviour and emotions of children and adolescents. It can identify strengths and weaknesses in areas such as: Behavioral functioning (e.g., aggression, hyperactivity); Emotional functioning (e.g., anxiety, depression); Adaptive skills (e.g., social skills, communication)</li> <li>• <i>RSCA</i>: Resiliency Scales for Children and Adolescents - a psychological assessment tool designed to measure personal resiliency in young people. It focuses on how well a child or adolescent can cope with stress, adapt to challenges, and maintain emotional balance. It measures three main scales: Mastery - confidence and problem-solving ability; Relatedness - quality of relationships and social support; Emotional Reactivity - how strongly and quickly emotions are triggered and regulated</li> <li>• <i>BVSS</i>: Reynolds Bully Victimization Scales for Schools - used to measure the frequency and severity of bullying behaviours and victimisation experiences among students in school settings. It can: identify students who are involved in bullying (as perpetrators or victims); help understand the dynamics of bullying within a school environment; develop targeted interventions and prevention programs</li> <li>• <i>Verbo</i> - NHS backed online toolkit designed to enhance speech, language, and communication skills.</li> </ul> <p>We continue to fund/offer:</p> <ul style="list-style-type: none"> <li>• Therapeutic mentoring (via Supporting Communities) three days a week for a caseload of our most “high need” students</li> <li>• Support from a speech and language therapist</li> <li>• ‘Soft Start’ - breakfast within the nurture area to support a small Y7 group of vulnerable students to have a supportive positive start to the school day</li> <li>• Nurture group - small, structured classes that provide a safe, supportive environment to help children develop social, emotional, and behavioural skills</li> <li>• ELSA sessions (to provide targeted 1:1 support to help children develop emotional understanding, resilience, and coping strategies); Drawing and Talking therapy (uses drawing as a way for children to express feelings and process emotions they may struggle to verbalise); Zones of regulation: a framework that teaches children to recognise and manage their emotions by categorising feelings and states of alertness into four colour-coded zones for self-regulation; Lego Therapy (social skills intervention to develop communication and teamwork)</li> </ul> <p>We are funding:</p> <ul style="list-style-type: none"> <li>• Additional Nurture and ELSA (Emotional Literacy Support Assistant) training to enhance our team of staff who deliver these provisions to our highest need students.</li> <li>• Learning mentor salaries to staff our Excel and Sanctuary Rooms for students who struggle to attend a full day of mainstream lessons due to physical or mental health or behaviours due to as yet undiagnosed need. Linked to a RAG-rated timetable, these provide students with quiet spaces to rebuild confidence or regulate emotions in order to catch up with learning and ultimately re-engage with full-time lessons.</li> <li>• The salary of an Inclusion and Interventions Assistant to provide support in our internal isolation room.</li> </ul> <ul style="list-style-type: none"> <li>• We are restructuring the pastoral system which will include the appointment of 4 new inclusion-focused Achievement Leaders to ensure that all students receive timely support, not least with their social, emotional, and behavioural needs.</li> <li>• We will be reviewing the ICFP to fund and staff on-site alternative curriculum pathways and investing in more part- and full-time off-site alternative provision to meet the needs of some of our most “high need” students at risk of permanent exclusion.</li> </ul>	<p>1, 3, 4, 5</p>

Activities from the DfE's 'menu of approaches'	Evidence brief from the Education Endowment Fund (EEF)	Additional information	Challenge number(s) addressed
<b>Supporting attendance, including approaches outlined in the DfE's Working Together to Improve School Attendance guidance</b>	<p><i>Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</i></p> <p>Collaborative work with the Inclusive Attendance Initiative provides external support to monitor and strengthen the academy's attendance systems. Regular deep dives offer an additional layer of oversight and guidance, helping to drive attendance improvement initiatives forward.</p>	<ul style="list-style-type: none"> <li>We continue to fund the salaries of our Family Support Worker and Attendance Admin Officer.</li> <li>We continue to purchase services provided by Derby City Council's Inclusion and School Attendance Team.</li> <li>We continue to purchase translation and school-home liaison services provided by Derby City Council's New Communities Action Team (NCAT) to support with attendance issues.</li> <li>To support attendance we use PP funding to poverty-proof our curriculum e.g. paying for cooking ingredients for DT lessons and heavily subsidising school PE kit. We also regularly refresh our stocks of basic uniform items and loan/provide these to all students whenever they need them. All new Y7 students are currently provided with a blazer and tie.</li> <li>We continue to fund learning mentor salaries to staff our Excel and Sanctuary Rooms (see above).</li> </ul>	1, 3, 4
<b>Breakfast clubs and meal provision</b>	<p><i>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance.</i></p>	<ul style="list-style-type: none"> <li>We continue to heavily subsidise our Breakfast Club (student contributions are 30p per day).</li> </ul>	1, 3, 4
<b>Communicating with, and supporting, parents</b>	<p><i>Levels of parental engagement are consistently associated with improved academic outcomes.</i></p>	<ul style="list-style-type: none"> <li>We have purchased Reach More Parents (to replace GroupCall) to increase contact with home and, as a result, parental engagement.</li> <li>We continue to run outreach parents' evenings (with associated venue hire costs) in the community three times a year, targeting (with NCAT support) parents who for whatever reason do not or cannot attend in-school parents' evenings.</li> </ul>	1, 4, 5
<b>Extracurricular activities, including sports, outdoor activities, and arts and culture - for example, music lessons and school trips</b>	<p><i>Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes.</i></p> <p><b>N.B.</b> The rationale of extracurricular activities at CoDA is to build students' confidence, resilience and cultural capital (with a link to potential career pathways) in order to raise their aspirations and motivation to achieve to the best of their ability.</p>	<p>We continue to fully fund and/or heavily subsidise extra-curricular and enrichment activities: for all students including:</p> <ul style="list-style-type: none"> <li>MFL trips to France</li> <li>Peripatetic school choir and instrument teachers</li> <li>CoDA's Greenpower Club (in October 2025, students attended the international kit car final at Goodwood in October 2025)</li> <li>3Rs transition days for Y7 and Y8 students to develop their confidence, resilience and independence, and to develop their strength of character e.g. climbing walls, archery and team problem solving tasks.</li> <li>A variety of department-run trips e.g. Bletchley Park, Tamworth Castle, Oliver Twist theatre trip, RAF Careers Day at Cosford, Nottingham University Christmas Lecture STEM Event</li> <li>We continue to fund the salary of a full-time librarian to support with the delivery of the English curriculum and literacy programmes, and to engage students in reading for pleasure (for <i>all</i> students who may not have access to books at home).</li> <li>We continue to purchase a subscription with Creative Learning Services (CLS) to ensure that our range of books is suitable for this.</li> <li>We continue to purchase books for students using 'Bookbuzz'.</li> <li>Two colleagues are given reduced timetables and protected time slots in the week in order for them to lead our highly successful Combined Cadet Force Unit. Research published by the University of Northampton highlights that this builds leadership skills, resilience, self-discipline, self-efficacy and teamwork skills among eligible pupils especially those eligible for PP funding. Alumni include a former student who is now a Learning Mentor and three Derby Youth Mayors (all of whom were PP students).</li> </ul>	1, 3, 4, 5
<b>Extended school time, including summer schools</b>	<p><i>Extended school time could mean extending core teaching through targeted after-school tuition, homework, or summer school programmes. Such programmes are more likely to impact learning if they are clearly structured, linked to the curriculum, and led by well-qualified and well-trained staff. Schools should consider the cost and implications on teacher time when considering extended school time approaches.</i></p>	<p>We will be reviewing the DTB and ICFP to restructure the school day and to fund/employ EM 1:1 tuition.</p>	2, 5

# Part B: Review of the previous academic year

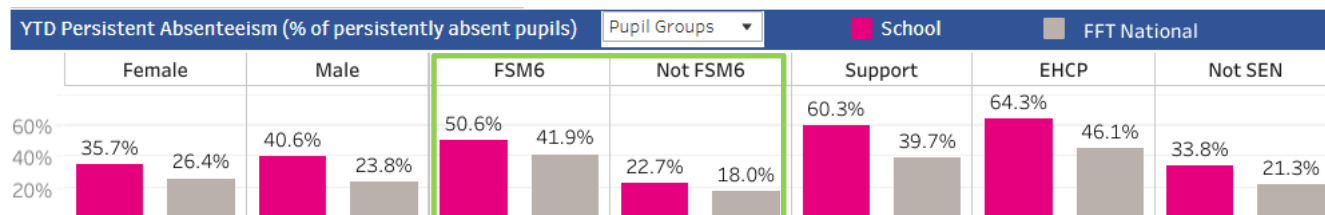
## Outcomes for disadvantaged pupils

### ATTENDANCE 2024-25

Using DfE data, overall attendance was 90.1%. For students eligible for FSM attendance was 87.7% compared to 93.1% for students who weren't eligible. Using FFT data, overall attendance was lower. However, these data do reveal that whilst the attendance of our FSM6 students was lower than the national average overall, it was actually higher than FSM6 data nationally overall and across all year groups apart from Y7.

Attendance breakdown				Year To Date					26 Aug 24	-	01 Aug 25
Pupil Groups		Pupils		All	Year 7	Year 8	Year 9	Year 10	Year 11		
All	All	1,050	School	89.6%	90.2%	90.5%	88.2%	89.0%	90.0%		
			FFT National	91.3%	93.6%	91.8%	90.8%	90.3%	89.6%		
			Difference	-1.7% ●	-3.4% ●	-1.3% ●	-2.6% ●	-1.3% ●	+0.4%		
Gender	Female	518	School	90.5%	90.2%	91.9%	89.3%	90.6%	90.0%		
			FFT National	90.9%	93.7%	91.6%	90.2%	89.6%	88.9%		
			Difference	-0.4%	-3.5% ●	+0.4%	-0.9%	+1.0%	+1.1% ●		
	Male	532	School	88.7%	90.2%	89.0%	87.0%	87.5%	90.0%		
			FFT National	91.7%	93.5%	92.1%	91.3%	90.9%	90.2%		
			Difference	-3.0% ●	-3.2% ●	-3.1% ●	-4.4% ●	-3.4% ●	-0.3%		
FSM6	FSM6	583	School	86.9%	88.3%	87.4%	86.6%	85.2%	86.7%		
			FFT National	86.2%	89.8%	87.0%	85.2%	84.2%	83.6%		
			Difference	+0.7%	-1.5% ●	+0.4%	+1.4% ●	+1.0%	+3.1% ●		
	Not FSM6	467	School	92.9%	93.3%	95.6%	89.8%	92.9%	93.5%		
			FFT National	93.3%	95.2%	93.8%	92.9%	92.5%	91.7%		
			Difference	-0.4%	-1.9% ●	+1.7% ●	-3.1% ●	+0.4%	+1.8% ●		

These FFT data show that the percentage of persistent absence (PA) of the FSM6 cohort (i.e. less than 90% attendance) was over double that of their non-eligible peers. Whilst this is disappointing, CoDA does have a significantly higher percentage of PP students than the national average, and it does align with the national picture. As over 50% of students with SEN at CODA are eligible for PP funding, the high PA of "K" and "E" aligns with the issue of "double disadvantage".



DfE data confirm that attendance of students eligible for FSM rose from 83.6% in 2023/24 to 87.7% in 2024/25. This increase of 4% leads us to believe that our activities to improve PP attendance are appropriate and will be continued.

### BEHAVIOUR AND SUSPENSIONS 2024-25

- Of all the "On Call" requests by teachers for SLT support in lessons, 72.5% were for PP students.
- PP eligible students suspension rate: 113%; 1+ suspensions: 30%; 2+ suspensions: 20.4%
- Students not eligible suspension rate: 29.5%; 1+ suspensions: 12%; 2+ suspensions: 6.3%
- Suspension data worsen for the "double disadvantaged" (PP and SEN) especially WBRI, and even more so for some "triple disadvantaged" cohorts, especially PP+SEN+WROM.

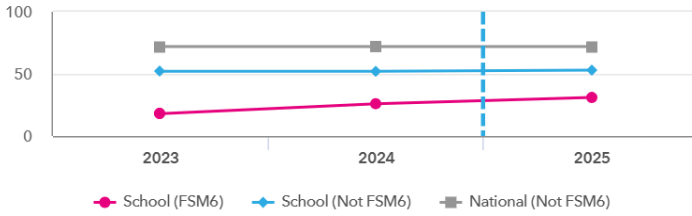
Based on these data, we have much work to do to address the behaviour and suspension gaps between PP students/cohorts and their non-eligible peers, and have adjusted our new plan of activities accordingly especially in relation to supporting students' social, emotional, and behavioural needs and the restructure/enhancement of the pastoral team.

## ATTAINMENT 2023-25

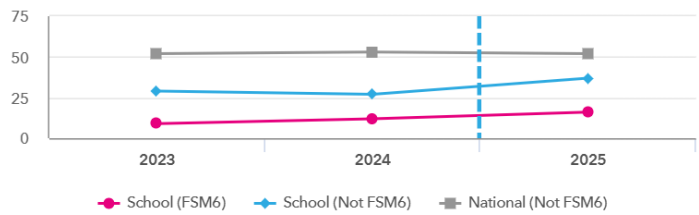
The FFT charts clearly show that the attainment of students eligible for the PP *is* generally improving over time. However, performance gaps still clearly exist between non-eligible peers, both in-school and nationally.

Based on these data, our PP strategy to improve attainment has not to date been as successful as we'd hoped, and we have adjusted our new plan of activities accordingly especially in relation to targeted academic support and a focus on early Maths interventions based upon assessments of need and gaps in foundational knowledge.

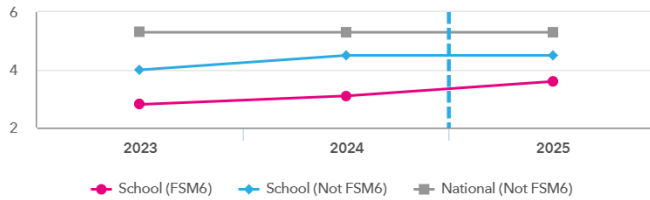
### % English & Maths (Grade 4+) ✓



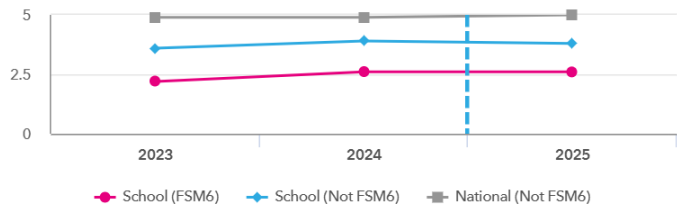
### % English & Maths (Grade 5+) ✓



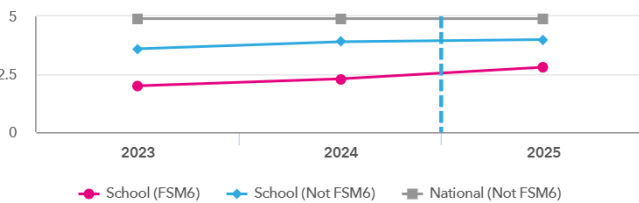
### Attainment 8 (English) ✓



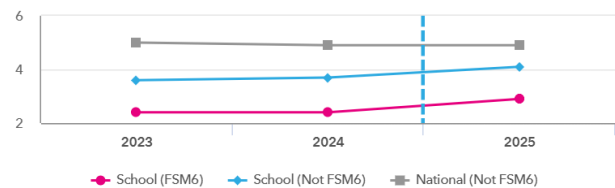
### Attainment 8 (Maths) ✓



### Attainment 8 (Ebacc) ✓



### Attainment 8 (Open) ✓



Part B is for you to explain what outcomes were achieved for disadvantaged pupils in the previous academic year, including reference to performance measures data. It can be challenging to evaluate the impact of any activity that is not directly linked to academic outcomes, such as activity supporting social and emotional wellbeing. You should still write about this in your online statement and refer to any evidence that shows you are making progress.

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. 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.

## Externally provided programmes

Programme	Provider
Speech and Language Therapist support	SALT & Light - The Speech Therapy Company
Therapeutic mentoring	Supporting Communities