

Pupil premium strategy statement 2023–24

City Academy Norwich

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	701
Proportion (%) of pupil premium eligible pupils	57%
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Joanna Franklin (Headteacher)
Pupil premium lead	Ben Jones (Deputy Headteacher)
Governor / Trustee lead	Roger Margand (Trust Compliance Committee)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 368,883
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£103,362
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 472,245

Part A: Pupil premium strategy plan

Statement of intent

At CAN we strongly believe that all of our pupils have access to a world class education that considers their individual starting points, individual contexts, and provides opportunities to progress onto aspirational post 16 pathways. We will be using the latest evidence informed research to provide effective support to enable this to become a reality for all our pupils, especially those who are classed as Pupil Premium.

Our current strategy looks at addressing academic and personal barriers to success. These include:

- High Quality Teaching is at the heart of our strategy. We are confident that our improved curriculum, implemented by our expert teachers and support staff will reduce individual barriers to learning and increase accessibility of the curriculum for all. Our extensive CPD package for all staff will ensure our students receive a world class education that they deserve.
- Ensure students can access all the opportunities available to them both inside and outside of the school curriculum, to allow them to develop cultural capital and set themselves high aspirations, not limited by their lived experiences.
- Increase students' ability to read academic texts in order to succeed in examinations and prepare them for Post 16 transition.
- Ensuring students have access to technology and are aware of the resources and materials available to them through our online platforms to be successful in their learning.

We will ensure our approach is evidence informed making use of the EEF's 'Menu of approaches', to ensure we are modelling best practice.

Challenges

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

Challenge number	Detail of challenge
1	Students may have difficulty accessing all the opportunities at City Academy Norwich because their attendance to school and their presence in lessons is too low. Support systems outside the academy may not be sufficient to enable them to access all that is on offer.

2	Students may have significant gaps in their core knowledge, skills and understanding - especially in key areas such as reading - which in turn may lead to weaker progress across the curriculum.
3	Students who are entitled to Pupil Premium are less likely nationally to attend well and are more likely to be fix-term excluded.
4	Students may arrive at the academy with a limited depth and breadth of cultural capital which may limit their access to opportunities which would help them develop as individuals and in their academic progress.

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 improve attendance of all students, particularly those who are in receipt of the Pupil Premium (PP) funding	Improved overall attendance for PP students with reduced absenteeism
To narrow the attainment gap between disadvantaged students and their peers	Disadvantaged students will be making progress in line with or above their non-disadvantaged peers nationally.
Ensure that student behaviour incidents and sanctions are decreased to allow students to access the curriculum and its teaching	A reduction in FTE's with fewer visits to the Reflection Room.
To enhance cultural capital so that students develop a good knowledge an understanding of the wider aspects of education and can access opportunities provided.	Increased engagement in extended learning/enrichment opportunities in clubs, visits and trips. Students are explicitly taught personal development during curriculum time.

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

Budgeted cost: £295,106

Activity	Evidence that supports this approach	Challenge number(s) addressed
Head of English made Associate AHT responsible for the who school reading strategy	Reading Comprehension Strategies, Education Endowment Foundation Teaching and Learning Toolkit	2
<p>The following Academic Mentors have been appointed to support our EAL, SEMH students and those identified as weak readers:</p> <ul style="list-style-type: none"> • Academic Reading Mentor • EAL Mentor • SEMH Academic Coordinator • SEMH Academic LSA 	Small Group Tuition, Education Endowment Foundation Teaching and Learning Toolkit	1,2,3
SSAT Embedding Formative Assessment 2-year project. All staff taking part in Dylan William's EFA CPD as part of internal Teacher Learning Communities)	Evidence review: The effects of high quality professional development on teachers and students, Education Policy Institute, Report, February 2020	2

<p>Maths subject specific pedagogy CPD delivered by the Maths Hub to improve Maths mastery delivery.</p>	<p>Evidence review: The effects of high quality professional development on teachers and students, Education Policy Institute, Report, February 2020</p>	<p>2</p>
<p>Nurture teacher appointed to teach KS3 SEND learners with both cognition and learning and SEMH needs.</p>	<p>Small Group Tuition, Education Endowment Foundation Teaching and Learning Toolkit</p>	<p>1,2,3</p>
<p>Review of curriculum materials to ensure accessibility for all and created to promote high aspirations with no curriculum narrowing. Quality assurance of curriculum to ensure ambitious yet accessible to all. Classroom resources including access to assistive technology e.g., visualisers</p>	<p>Bridging the Word Gap at Transition. The Oxford Language report 2020 Closing the Vocabulary Gap- Alex Quigley, David Fulton Books, April 2018</p> <p>Oral Language Interventions, Education Endowment Foundation Teaching and Learning Toolkit</p> <p>Reading Comprehension Strategies, Education Endowment Foundation Teaching and Learning Toolkit</p> <p>Using Digital Technology to Improve Learning Educational Endowment Foundation Guidance Report, August 2019.</p>	<p>2</p>

Targeted academic support

Budgeted cost: £100,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve the reading ages of all our pupils, "Reading Solutions" online software is embedded in our whole school reading strategy.	<p>Bridging the Word Gap at Transition. The Oxford Language report 2020 Closing the Vocabulary Gap- Alex Quigley, David Fulton Books, April 2018</p> <p>Oral Language Interventions, Education Endowment Foundation Teaching and Learning Toolkit</p> <p>Reading Comprehension Strategies, Education Endowment Foundation Teaching and Learning Toolkit</p>	2
Online learning in the form of "Tute" is used to improve vulnerable PP students' attainment. These students include those with attendance and/or behaviour needs	<p>Using Digital Technology to Improve Learning Educational Endowment Foundation Guidance Report, August 2019.</p> <p>Small Group Tuition, Education Endowment Foundation Teaching and Learning Toolkit</p>	1,2,3
"Tassomai" and "Seneca" purchased and make up our home learning and revision policy for both KS3 and KS4 students	Using Digital Technology to Improve Learning Educational Endowment Foundation Guidance Report, August 2019.	2
Revision guides purchased for all Year 11 pupils for English, Maths and science	Closing the Vocabulary Gap- Alex Quigley, David Fulton Books, April 2018	2

Wider strategies

Budgeted cost: £77,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

Home School Liaison Officer appointed to provide 1-2-1 support to engage those students who are persistently absent with their learning and reintegration back into school.	Small Group Tuition, Education Endowment Foundation Teaching and Learning Toolkit	1
Breakfast club	Provides all students a space to attend before the academy day and allows targeting of disadvantaged students to ensure they are eating breakfast prior to the school day. This will help promote attendance, health and academic support.	1,2,3,4
Careers Support – including use of Level 6 advisor.	Meeting Gatsby benchmarks and building on recent career marks re-award, following 2017 policy paper around using careers education to 'end the generational cycle of disadvantage'.	2,4
Cognition and learning base lead and SEMH Lead appointed to provide bespoke support.	Small Group Tuition, Education Endowment Foundation Teaching and Learning Toolkit	1,2

Total budgeted cost: £472,245

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	<i>Impact of strategy</i>	<i>Implications for 2023/24 strategy</i>
<p>KS4 outcomes -</p> <p>Closing the gap between non-disadvantaged pupils and disadvantaged pupils</p> <p>Focus on Progress 8, Attainment 8 and Percentage of Grade 4+ in English and maths</p>	<p><i>P8 of disadvantaged pupils was –1.05 (2023). This remains below non-disadvantaged pupils nationally (0.17).</i></p> <p><i>A8 of disadvantaged pupils was 28.6 (2023). This remains below the non-disadvantaged pupils nationally (50.3).</i></p> <p><i>November mock data (2023) predicts significant improvement in P8 of disadvantaged pupils (-0.49 for 2024).</i></p> <p>English & maths at grade 4+ was 39% (2023). This remains below the average for the school</p> <p><i>There have been considerable improvements to the curriculum for 2023/24 for all pupils in KS3 and KS4. Improvements in the quality of teaching are also evident in internal quality assurances processes and external reviews.</i></p>	<p><i>Recent improvements have shown significant improvements in outcomes of disadvantaged pupils.</i></p> <p><i>Ensuring that the focus remains on reducing the gap between disadvantaged and non-disadvantaged pupils.</i></p>
Attendance	<p><i>Disadvantaged attendance remains low but overall attendance has increased by 1% from 2022/23.</i></p>	<p><i>Attendance remains a key focus of the pupil premium strategy going forward.</i></p>

	<p><i>New systems in place developed in conjunction with Sapientia Education Trust and support from the Norwich Priority Area has developed the systems to now be robust.</i></p> <p><i>Trust reviews show that pupils overwhelmingly see improvements in the school. Trust student survey shows that pupils strongly believe that there is a member of staff they can report concerns to.</i></p>	
Ebacc entry	<p><i>Ebacc entry was 11% (2023). This has increased to 13% for 2024.</i></p> <p><i>Focus on the current Year 10 curriculum has been to develop a broad and engaging curriculum that supports learners at CAN. Therefore, new courses have been introduced e.g. Health and Beauty, Health & Social Care, alongside significant consultation with pupils. Feedback from pupils has been extremely positive in Trust reviews. Trust survey data shows that pupils value the support that they receive around curriculum choices and CEIAG.</i></p>	<p><i>Ebacc entry is increasing gradually as quality of MFL curriculum intent and implementation has increased.</i></p>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.