

## Pupil Premium Spending Statement – 2016/17

City Academy Birmingham is committed to ensuring that all learners meet or exceed national expectations. At the very least, students from disadvantaged backgrounds should make the same progress as their peers. Often our students will require additional support in order to address areas of weakness or to fill historic gaps in knowledge and understanding. In order to help us address these specific needs, the Department for Education (DfE) has allocated much needed additional funding called ‘The Pupil Premium’.

Pupil Premium funding is used to provide a range of additional support services to economically disadvantaged students and is used in a variety of ways. Staffing, additional resources, new activities and training are just some of the ways that this money can be spent.

All academies are required to provide details of exactly how Pupil Premium funding is used and, of course, the impact upon learners.

The table below identifies how this additional funding was spent at the City Academy Birmingham during the academic year 2016/17 and also identifies future spending plans for the current academic year 2017/18.

| 2016/2017  |   |
|--|---|
| Total number of students in receipt of Pupil Premium funding | 256   |
| Total additional funding available per student               | £935  |
| Total Pupil Premium funding available                        | £204,765  |
| Planned Expenditure  |   |
| Teaching Staff   | To employ additional staff to reduce class sizes and improve attainment. Peripatetic music lessons  |
| Coaching/Mentoring   | To help students achieve their full potential, offering additional support to those who need greater intervention                                       |
| Attendance/Welfare Staff                                     | To support attendance, self-esteem and attitudes to learning  |
| Wider Curriculum Experience                                  | To enhance the curriculum, ensure students are able to participate and to provide them with opportunities to experience new and challenging activities. |
| Provision of School Essential Items                          | To aid inclusion and support the students’ well-being.  |

### Specific Actions

- Reading recovery resources and programme established
- Staff training on guided reading and phonics
- Revised attendance procedures to support early intervention
- Increased learning support staffing and resources

- Breakfast club provision
- Timetable alterations to reduce group size and increase access to extra-curricular study sessions
- Increased staffing in maths and English
- Literacy and numeracy co-ordinators
- Education welfare staffing

### Spending Impact

A significant proportion of students joined City Academy Birmingham with deficits in foundational skills, such as literacy and numeracy. In addition to this, many students started with poor attendance patterns and/or negative attitudes towards school. However, City Academy Birmingham uses the additional Pupil Premium funding to target individuals and groups of learners with timely and effective intervention across identified areas; leading to rapid progress for many. Combined with the statistic that Pupil Premium students achieved the national average attendance rate, the following information is provided to illustrate the data driven impact that additional funding had on targeted students.

### How did this money make a difference to our Pupil Premium students?

#### Progress in English

For a majority of Pupil Premium students in Years 7 - 9, progress in English matched or exceeded that of students outside this cohort. Particular progress was made in Year 8 where the PP cohort achieving expected progress or better was 18.4 per cent greater than their peers. The exception to this positive trend in English was in Year 10. Although the performance gap narrowed significantly it remains a small deficit of 2.7 per cent against non-pupil premium students (data available in tables 1-3 below).

#### Progress in Maths

The picture in maths was less dramatic, however, with only Year 7 and 8 students now out-performing other students. In both Years 9 and 10, the percentage of students in the Pupil Premium cohort achieving expected or better than expected progress showed negative gaps of 5.6 per cent and 4.9 per cent respectively. When the combined English and maths picture is examined for students achieving expected progress or better in both subjects, progress in Year 7 – 9 is again strong with a greater percentage of students in the Pupil Premium cohort achieving this benchmark. Not unsurprisingly, however, the gap remains significant in Year 10 where a negative 11.7 per cent gap still remains.

Tables 1-3 indicating the percentage of students on or above target – 2016/17

| [1] English   |      |      |      |
|---------------|------|------|------|
| Year          | PP   | NPP  | GAP  |
| 7             | 82.8 | 75.6 | 7.2  |
| 8             | 88.7 | 70.4 | 18.3 |
| 9             | 100  | 80   | 20   |
| 10            | 83.1 | 85.7 | -2.6 |
| Whole Academy | 88.6 | 77.9 | 10.7 |
| [2] Maths     |      |      |      |
| Year          | PP   | NPP  | GAP  |
| 7             | 96.6 | 95.1 | 1.5  |

|                                       |           |            |            |
|---------------------------------------|-----------|------------|------------|
| 8                                     | 80.3      | 74.1       | 6.2        |
| 9                                     | 77.3      | 82.9       | -5.6       |
| 10                                    | 47.5      | 52.4       | -4.9       |
| Whole Academy                         | 75.4      | 76.1       | -0.7       |
| <b>[3] Combined English and Maths</b> |           |            |            |
| <b>Year</b>                           | <b>PP</b> | <b>NPP</b> | <b>GAP</b> |
| 7                                     | 81.0      | 73.2       | 7.8        |
| 8                                     | 73.2      | 55.6       | 17.6       |
| 9                                     | 77.3      | 71.4       | 5.9        |
| 10                                    | 40.7      | 52.4       | -11.7      |
| Whole Academy                         | 68.1      | 63.1       | 5          |

### Projected Spending 2017/18

The projected spending identified below will be targeted at three key areas:

1. Reading recovery
2. Maintain high attendance
3. Achieving expected progress

All three areas are closely linked and each plays an important part in ensuring that learners will leave the academy with appropriate levels of literacy and numeracy and be able to access employment, education or training at the next level. The funding will be used to remove barriers to learning through the use of additional staffing to reduce group sizes and targeted resources that will address the needs of individuals within this group.

#### 2017/2018

|   |          |
|---|----------|
| Total number of students expected to be in receipt of Pupil Premium funding | 314      |
| Total additional funding available per student                              | £935     |
| Total Pupil Premium funding available                                       | £293,590 |

A new pupil premium identification excel sheet has been produced with each students pupil premium allocation spending being broken down and a termly breakdown

#### Activities undertaken so this year:

- Reading recovery programme
- Timetable revision creating smaller teaching groups
- Academic mentoring
- Intervention revised and refined each term to support those not making expected progress
- Meetings with the school nurse and then light touch mentoring with pastoral team

#### Expected Outcomes

1. Improvement in overall attainment and progress to reduce gap to national figures
2. Attendance for those eligible for pupil premium to remain above national average
3. Reading ages to be in line with chronological age