



**CITY ACADEMY**  
BIRMINGHAM

# Pupil Premium September 2018

Together we **#collaborate**, increase **#opportunity**,  
promote **#respect** and achieve **#excellence**.

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## Pupil Premium

The pupil premium provides additional funding on top of the main funding a school ordinarily receives. This funding is targeted at students from disadvantaged backgrounds to address the social inequality that exists between these students and their less deprived peers.

### How much is the Pupil Premium?

For the 2018-2019 academic year, the premium will be worth £935 per student. This premium is allocated for each student who is in receipt of Free School Meals (FSM), students in care, looked after students and any students who have been in receipt of FSM in the past six years (known as Ever6).

### How many students at City Academy Birmingham are eligible for the Pupil Premium?

As of September 2018, 64% of students at City Academy Birmingham are classified as disadvantaged, and are therefore eligible for the Pupil Premium. This means that our academy is provisionally set to receive Pupil Premium funding for 302 students for the 2018-2019 academic year. This equates to £282,370 for the 2018-2019 academic year.

	Year 7	Year 8	Year 9	Year 10	Year 11	KS3 (Yrs 7-8)	KS4 (Yrs 9-11)	Whole Academy
Number of PP Students	66	55	56	67	58	121	181	302
Total Number of Students	96	96	93	97	93	129	283	475
% of PP students	69	57	60	69	62	63	64	64

\*Information correct as of 18 September 2018

### How does City Academy Birmingham spend Pupil Premium funding?

Leaders at a school are held to account for how they go about spending their Pupil Premium funding and it is necessary for each school to ensure that they monitor and evaluate the impact of each of the ways in which they decide to spend the money. At City Academy Birmingham, we rigorously ensure that the Pupil Premium is used to provide disadvantaged students with opportunities as well as removing barriers to excellence.

The intention is to increase the attainment and progress made by our students eligible for the Pupil Premium, and therefore overtime continue to rapidly narrow gaps that exists between this group of students and their peers. In addition, we aim to continue to close the gap between the achievement of our disadvantaged students and the national achievement standards of all students. The Pupil Premium strategy at City Academy Birmingham is rooted in 'quality first teaching' and underpinned by our CORE values of Collaboration, Opportunity, Respect and Excellence.

## 2017 – 2018 Spending

In the previous academic year (2017 – 2018) 64%\* of students at City Academy Birmingham were classified as disadvantaged, and were therefore eligible for the Pupil Premium. Our academy received Pupil Premium funding for around 303\* students which roughly equated to £283,305\*\* for the 2017-2018 academic year.

*\*Based on Spring Term 18 Data \*\*Actual PP figure may be different due to pupil movement and census data.*

Pupil Premium spending during the previous academic year was targeted at the following key areas:

1. Reducing the progress and attainment gap between Pupil Premium and Non-Pupil Premium students within the academy, especially in Maths and English.
2. Maintaining high attendance and punctuality to ensure that Pupil Premium students were in school attaining and making progress.
3. Ensuring that disadvantaged, as well as other students in school, who had a literacy and reading deficit upon arrival close the deficit gap.
4. Ensuring that high attaining disadvantaged boys make expected progress. Traditionally this group underperformed according to internal data and assessments.
5. Providing Pupil Premium students with a wealth of opportunity to allow them to develop and grow both culturally as well as educationally.

The majority of Pupil Premium expenditure for 2017 – 2018 focused on the following areas:

CORE Additional Teaching Staff	£87,561.00	Employing an additional teacher in core subjects (English, Maths and Science) to enable class sizes to be reduced and curriculum model to expand to 5 sets. Allowed teachers to target and focus on PP and students who needed additional support.
Intervention & Acceleration Tutors	£15,487.96	Graduate mentors in core subjects were used to identify PP students who were underperforming and provide 1 to 1 support sessions outside of their regular lessons and after school. These mentors were also used to push and support our most able disadvantaged students.
Full-time attendance officer & home visits	£23,263.40	During the start of the academic year, the academy employed a full time attendance officer who actively monitored student attendance and punctuality. Along with the attendance and welfare team, strategies were used (including a significant increase in home visits) to ensure disadvantaged students were in school every day and on time.
Cover Supervisors	£10,289.10	Our most vulnerable and disadvantaged students benefit from consistent teachers. Therefore, last year the academy employed cover supervisors for when class teachers were unavoidably absent from lessons, ensuring progress gaps did not open.
Pupil Premium 'Welfare' Meetings	£969.60	Each PP student had a 20 minute initial welfare meeting with the school's Health Care Assistant to check on their wellbeing (both physical and psychological) as well as

		identifying any potential barriers to learning. Where appropriate referrals or follow up meetings were carried out with the pastoral and welfare team.
Class Reader Sessions	£5051.28	At KS3 the academy modified its curriculum so that all students have 1 timetabled lesson of class read each week. The purpose of this was to embed a culture of reading and help to boost reading ages and literacy across the academy. This was particularly a focus for PP students who arrived at City Academy Birmingham with a reading age deficit.
Accelerated Reader Sessions	£2,995.00	Individual and school group sessions for Pupil Premium students with a significant reading age deficit.
Data Manager & Analysis software (SISRA/EVA)	£23,412.6	The academy employed a full time data manager towards the end of last academic half term who introduced new analysis software including SISRA & EVA. The data manager and new software allowed timely and in-depth analysis so that staff could (a) be held accountable for progress (b) interventions and support could be put into place for students and (c) ongoing monitoring could be maintained.
Reprographics	£1,150.00	With the on-going need to differentiate for PP students, the continual use of reprographics to assess and inform teaching and additional support materials for PP students staff at the academy had unlimited printing resources. Students also had unlimited printing credits.  A significant reprographics cost was the cost of creating revision guides and materials for public examinations.
SAM Learning	£1350	In order to empower students to independently 'fill in gaps' and assist in their own progress, the academy used PP funding to purchase a subscription to SAM Learning. The subscription not only enabled students to complete assessments and homework online, but students could set themselves tasks to assist in their own progress.
Visualisers	£1,823.00	Research has shown the modelling can be particularly effective in accelerating progress of more able students and supports less able students in understanding assessment requirements. As part of an overhaul of the academy's feedback policy, a visualiser was purchased for each classroom.
CPD	£1500	Quality first teaching is key to promoting sustained attainment and progress for disadvantaged students. Classroom practices and subject pedagogy needs to be of a good quality and therefore differentiated CPD for staff supports this.
Provision Funding	£10,372.00	One of the biggest barriers to future attainment of disadvantaged students is the lack of resources due to financial reasons. Where this is the case the academy has purchased resources or paid for educational trips. This includes revision guides, cooking resources, cost of trips and coursework e.g. P.E rock climbing.
Excellence Breakfast Club	£2250	Internal assessments had shown that high ability PP boys were significantly underperforming against target grades and their peers, especially in core subjects. The breakfast

		club was created to support progress and future attainment of these boys. 4 days a week, the 'excellence boys' received additional tutoring from 8am to 8.30am in English, Maths and Science. They were also provided with breakfast.
Yr 11 GCSE Exam Breakfast	£550	On the morning of GCSE exams, students were offered breakfast. Previous feedback from students had shown that many do not eat/drink breakfast. Providing these items ensured students are able to concentrate better in exams.
Librarian	£14,391.00	We firmly believe that improvements in literacy/reading across the school will always accelerate the learning, progress and attainment of all students.
Welfare Officer	£41,212.00	A significant amount of CP and safeguarding issues are linked to or arise within our Pupil Premium students. Such issues often disrupt progress and attainment and have very negative impacts on a child's wider health. PP funding was used to fund a full time welfare officer to support such students and remove barriers to future learning.
Additional Staffing Capacity	£39,000 *Estimated*	A comprehensive enrichment programme has been established at the school for some time now which ensure that students identified as underperforming receive additional lessons after school and where possible during school hours. PP funding allows for additional staffing hours to be used to provide support outside regular lessons.

## 2017 – 2018 Impact\*

\*Data used in this section is based on estimated attainment grades and will not be finalised until January 2019 when secondary school performance tables are published by the government.

Our 2018 GCSE results show that there is no gap between Pupil Premium students and their peers in terms of progress made. In fact disadvantaged students made significantly better progress than their peers in all Progress 8 elements.

Progress 8 Scores of Pupil Premium (PP) V Non-Pupil Premium Students						
	Students	P8 Score	English P8	Maths P8	Ebacc P8	Open P8
Non-PP	17	-0.39	-0.02	-0.67	-0.16	-0.79
PP	57	-0.02	0.20	-0.19	0.31	-0.54
Difference	-	+0.37	+0.22	+0.48	+0.31	+0.25

Students eligible for Pupil Premium funding also achieved significantly better in terms of attainment when compared to students in the academy who were not eligible for pupil premium.

## Attainment 8 Scores of Pupil Premium (PP) V Non-Pupil Premium Students

	Students	A8 Score	English A8	Maths A8	Ebacc A8	Open A8
Non-PP	20	37.26	8.70	6.80	10.50	11.27
PP	59	43.93	10.03	8.10	12.87	12.92
Difference	-	+6.67	+1.33	+1.3	+2.37	+1.65

Summer 2018 GCSE results at City Academy Birmingham shows that Pupil Premium Students on average attained higher grades in GCSE qualifications compared to their peers with a +2.12 A8 score difference. The trends described above continue when looking at A\*-C (9-4) thresholds.

<b>A*-C Thresholds of Pupil Premium (PP) V Non-Pupil Premium Students</b>						
	Students	Basics 9-4	Basics 9-5	English 9-4	Maths 9-4	Science 9-4
Non-PP	20	45%	25%	55%	50%	40%
PP	59	56%	36%	75%	59%	69%
All	79	53%	33%	70%	57%	62%

Not only did Pupil Premium Students perform better in the 'Basics' threshold measure but the majority of our academy's top grades (7-9) were achieved by disadvantaged students.

For a detailed review and analysis of Pupil Premium Impact and Spending in 2017/2018 please see our website: [www.city-birmingham.academy](http://www.city-birmingham.academy).

Our Pupil Premium Strategy Statement for 2018-2019 can be found on our school website: [www.city-birmingham.academy](http://www.city-birmingham.academy).



## Pupil premium strategy statement: City Academy Birmingham, 2018-2019

1. Summary information					
<b>School</b>	City Academy Birmingham				
<b>Academic Year</b>	2018/2019	<b>Total PP budget</b>	£282,370	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	475	<b>Number of pupils eligible for PP</b>	302	<b>Date for next internal review of this strategy</b>	Nov 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>Progress 8 score average</b>	-0.02	-0.39
<b>Attainment 8 score average</b>	43.93	37.26

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic Barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
<b>A.</b>	A significant proportion of PP eligible students, as well as other students, have low levels of reading upon entry and do not often undertake wider reading. This impacts progress as students are not always able to access the wider curriculum.
<b>B.</b>	High attaining pupils who are eligible for PP are, on average, not making the expected progress across key stages which prevents sustained high achievement through KS4. In particular, high attaining boys are on average underachieving.
<b>C.</b>	Behaviour data from the previous academic year shows that there is a negative behaviour incidents gap in favour of disadvantaged students relative to their peers. PP eligible students received on average 10 more negative behaviour entries (23.7) in comparison to Non-PP eligible students (13.7). Moreover, PP eligible students received 35.9 positive entries on average while non-PP eligible students received 37.7 positive entries.
<b>Additional barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Based on data from the last academic year absence rates for pupils eligible for PP are 4.33% while absence rates for non-PP students are 3.33%. This reduces their time in school and has the potential to limit progress and attainment.
<b>E.</b>	In some cases, disadvantaged students do not necessarily realise their own potential, and therefore lack aspiration or are limited to wider opportunities/experiences outside of school for various socio-economic reasons. This can often represent a barrier to learning and engagement e.g. students may be unable to conceptualise or put into context abstract

learning or would not have links to high quality work placements.

#### 4. Intended Outcomes (specific outcomes and how they will be measured)

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved attendance of PP eligible students with the attendance gap closing relative to other students in the school.	Decrease the absence rates among pupils eligible for PP to ensure attendance among pupils eligible for PP is in line with 'other' pupils.
<b>B.</b>	Improved rates of progress and attainment across KS3 & KS4 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high attaining from KS2 & baseline assessments should make as much progress as 'other' pupils identified as high attaining, across Key Stage 3 & 4, so that 85% or above are on track to achieve targets by the end of the year. Where they are not, departments are putting in place interventions, monitored by heads of departments (HOD) and SLT.
<b>C.</b>	Improve the behaviour of PP eligible students closing the gap relative to other students in the school (in relation to behaviour entries).	Fewer negative behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards), the gap for negative entries per student should reduce to less than 5.  An increase in positive behaviour entries to ensure that there is no Gap in entries between PP eligible students and their peers.
<b>D.</b>	Improved reading skills of disadvantaged students, and engagement in reading.	Upon entry there is a gap in reading age between Pupils eligible for PP and their peers. By the end of their first year at City Academy Birmingham, although reading ages have improved. There is a GAP between reading ages. Ensure that there is no gap in reading age data between PP and Non-PP students in Year 7. Borrowing rates of books from the library to show an increase and no different between PP and Non-PP.

## 5. Planned expenditure

Academic year

2018-2019

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B/D. Year 7 literacy improvement.	<ul style="list-style-type: none"> <li>- Dedicated literacy lessons in Yr 7.</li> <li>- CPD on effective literacy teaching across the curriculum.</li> <li>- Whole school literacy strategy.</li> <li>- Appointment of Literacy Co-ordinator.</li> </ul>	<p>Literacy is important across the curriculum and is a key skills assess across all KS4 courses. Discrete literacy lessons will allow students to develop and understanding skills but whole school literacy strategy will ensure those skills are further developed and put into action across all subject.</p> <p>CPD will enable teachers to not only understand the importance of literacy but develop pedagogical knowledge on how to future enhance and develop literacy within their own subject areas.</p>	<p>Quality assurance with a focus of literacy and literacy being a regularly whole school focus.</p> <p>Monitor progress of Literacy using baseline GL Assessment as starting point in Yr 7 and monitor with subsequence tests.</p> <p>Quality assurance book scrutinise to comment literacy and monitoring over time.</p>	<p>SHE, Senior Teacher &amp; Literacy Lead.</p> <p>GHO, Literacy SLT Link.</p> <p>GPE, Head of English.</p>	Jan 17
B/D. Improved reading across KS3.	<ul style="list-style-type: none"> <li>- Dedicated timetabled reading lessons in KS3.</li> <li>- Form time 'class reader' sessions.</li> <li>- CPD on using Class Reader effectively and developing questioning techniques to follow up text reviews.</li> <li>-CPD on developing 'challenging' language in lessons and ensure that reading materials in lessons are appropriate and challenging.</li> <li>- Recruitment and Retention of Librarian.</li> <li>- Opening of Library during Lunch and Break times.</li> <li>- Reading Club</li> </ul>	<p>Although reading age data shows that progress is made upon entry there are a number of students who still have below age expected reading levels at the end of KS3.</p> <p>Regular reading was shown to have a positive impact in various independent evaluations and a culture of reading is essential to that.</p>	<p>On-going monitoring of reading ages.</p> <p>Quality assurance to monitor age appropriate reading materials and challenging language.</p> <p>Literacy co-ordinator to monitor and measure library usage.</p>	<p>SHE, Senior Teacher &amp; Literacy Lead.</p> <p>GHO, Literacy SLT Link.</p> <p>GPE, Head of English.</p> <p>BLO, Librarian.</p>	End of each Half Term.

Feb 2018 (Updated Templated)

B. Improved progress for high attaining pupils	<ul style="list-style-type: none"> <li>- Better identification of HA/PP students on data sheets.</li> <li>- Share with staff more detail information from GL assessment needs to HA/PP students.</li> <li>- Improved assessment and tracking of HA/PP students.</li> <li>- Increase staffing in CORE subjects to reduce class sizes and allow better differentiation and support.</li> <li>- CPD on pushing and support HA/PP students.</li> <li>- Provision funding for PP/HA students to remove barriers.</li> <li>- Appointment of HA/PP co-ordinator.</li> </ul>	<p>We want to invest some of the PP in longer term change which will help all pupils but also focus on a real culture change in school around high ability students. This starts with very clear identification on monitoring of students. Ensuring the correct systems are in place and staff know how to access data is crucial.</p> <p>Structurally we want to ensure that students are pushed and challenged, especially in core subjects and we feel differentiation and smaller class sizes allows teachers to focus on higher level work.</p> <p>HA PP students do not always have the resources that their peers have and it is important that PP funding is used in part to provide provisions and remove any barriers to progress.</p> <p>Appointment of a HA-PP co-ordinator will closer monitoring and mentoring of HA PP students as well as supporting staff across school to meet their needs.</p>	<p>Course selected using evidence of effectiveness and discussed with GH0 CPD SLT link.</p> <p>Consistent on-going monitoring of MA students termly with data capture.</p> <p>Regular review through snap shot reports and meetings with HA/PP co-ordinator.</p>	<p>MBE, Deputy Head</p> <p>SAS, Senior Teacher</p> <p>HoDs</p> <p>Class Teachers</p> <p>HA Co-ordinator.</p>	Jan 17
<b>Total budgeted cost</b>					£180,000
<b>ii. Targeted support</b>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved reading	121 and small group provision of reading through team readers and accelerated reading.	Some of the students need targeted reading support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Data tracking of these students to show impact of the programme. Teaching Assistant CPD for TAs delivering. Pupil Premium Co-ordinator to liaise with SEND and Literacy Co-ordinator.	<p>MBE, Deputy Head</p> <p>GH0, Ass Head and Lit Link</p> <p>SHO Literacy Co.</p> <p>KGU SEND</p> <p>GPE, Eng HoD</p>	End of Each HT.

B. Improved progress for high attaining pupils	Regular small group sessions in maths and English for high-attaining pupils with HOD or equivalent, replacing tutor time, after school or assembly.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Engage with parents and pupils before intervention begins to address any concerns. Track data at 3 key points (end of each term). HODs to observe sessions and provide feedback / support.	HoDs	End of each term.
All	Welfare Meetings to ensure any individual barriers are removed.	The school will employ a HCA to carry out 20 minutes PP welfare meetings to check that all students feel supported and any barriers to learning are removed. The meetings will also check on the welfare of each PP child.	MLE to monitor and carry out meetings during first term.	MLE MGE	End of first half term.
<b>Total budgeted cost</b>					£50,000

### iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Decrease absence rates	Attendance officer and Welfare Officer employed to monitor pupils and follow up quickly on trancies. First day response provision.  Reduce teaching load of Pastoral Team to enable additional support and home visits.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Regular team briefing about existing absence issues targeting PP students. PLE and the attendance/pastoral team will collaborate to ensure new provision and standard school processes work smoothly together. Same day calls about progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable. Attendance and progress discussed at least fortnightly with Attendance team. Letters about attendance to parents / guardians. Attendance Team to visit all PA were there are concerns at home to discuss attendance with parents / guardian and explore barriers Form tutors and HOY to actively target PP	PLE, Assistant Head  CJO, Attendance Officer  SHY Welfare  Pastoral Team	Termly

			attendance.		
C. Negative behaviour GAP.	<p>Identify targeted behaviours intervention for identified students.</p> <p>Staff training on important of positive classroom experiences and relationships.</p>	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	<p>Mentoring programmes to ensure identification of pupils is fair, transparent and properly recorded.</p> <p>Use support worker to engage with parents before intervention begins.</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p> <p>Achievement/effort points to be a focus for all staff through a focus month of positive praise/effort cards through form tutors.</p>	PLE and HoY to co-ordinate.	Review Termly.
<b>Total budgeted cost</b>					£80,000

## 6. Review of expenditure

Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Reducing Progress gap between PP and NPP in CORE	Additional Teaching Staff	<i>High:</i> Internal assessment data had shown a consistent negative GAP between PP and Non-PP students however, due to increased staffing in core subjects from 4 sets to 5, enabled better support, targeting, monitoring and intervention of students who were not making expected progress. PP achieved better in terms of P8 and A8 across English, Maths and Science.	Staff were positive about smaller class sizes and students felt more supported. We will continue with this approach.	£87,561.00
Reducing Progress gap between PP and NPP in CORE	Cover Supervisors and Hiring specialist cover staff.	<i>High:</i> Our most venerable and disadvantaged students benefit from consistent teachers. Therefore, last year the academy employed cover supervisors for when class teachers were unavoidably absent from lessons, ensuring progress gaps did not open.  A good evidence base for this is English & Science. English Dept had a significantly higher staff absence rate and Science required a number of supply staff over the academic year. Consistent teaching ensured that those departments achieved the best progress rates across schools.	We will continue with this if funding is available. However, the academy is fully staffed this year.	£10,289.10.
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Reducing Progress gap between PP and NPP in CORE	Intervention & Acceleration Tutors	High: Graduate mentors in core subjects were used to identify PP students who were underperforming and provide 1 to 1 support sessions outside of their regular lessons and after school. These mentors were also used to push and support our most able disadvantaged students. Students who were mentored achieved their target grades and made significantly better progress than their peers.	<p>This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil and there was a clear dialogue between mentor and teacher.</p> <p>At times there were behaviour management issues and we would use more experienced mentors in the future or add support in mentoring sessions from a member of the extended leadership team.</p> <p>If funding allows we will continue this.</p>	£15,487.96
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### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Maintain High Attendance.	Employing Attendance Officer and use of home visits.	During the start of the academic year, the academy employed a full time attendance officer who actively monitored student attendance and punctuality. Along with the attendance and welfare team, strategies were used (including a significant increase in home visits) to ensure disadvantaged students were in school every day and on time. This strategy did help prevent the negative attendance gap from increasing significantly however, more needs to be done as the GAP is still significant.	We will continue with this strategy but we are now fully in line with the wider council's attendance strategy and will be collaborating closely and using the tools available to use to ensure that there is no GAP between PP and NPP in terms of attendance.	£23,263.40

## 7. Additional detail

For a full breakdown of Pupil Premium spending please see the 'Pupil Premium Booklet' on our website: [www.city-birmingham.academy](http://www.city-birmingham.academy).