

The Canterbury Academy

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged students last academic year.

School overview:

Detail	Data
Number of pupils in school	1160 (Years 7 – 11) 2006 (including Sixth Form)
Proportion (%) of pupil premium eligible students	34.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2023/2024 to 2026/2027
Date this statement was published	19 th November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs. Sarah Morgan
Pupil premium lead(s)	Mrs. Sarah Morgan Mr. James Brooke
Governor / Trustee lead	Mr. Ben Hawkins

Funding overview:

Detail	Amount
Pupil premium funding allocation this academic year	£409,100.00
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year:	£409,100.00

Part A: Pupil Premium Strategy Plan

Statement of intent:

Our core belief is that all students, regardless of their background or the challenges they face, should have the opportunity to make excellent progress and achieve high attainment across the curriculum. The primary aim of our pupil premium strategy is to ensure that disadvantaged students have the necessary support to reach this goal.

We are deeply committed to understanding the specific challenges faced by vulnerable students. As a school, we aspire to prioritise their needs, recognising that an unwavering focus on our most vulnerable students will not only transform the life chances of those who need it most but will also raise standards across the entire school. By championing the success of our most disadvantaged students, we believe we will drive improvements in outcomes for all learners.

High-quality teaching is at the heart of our approach:

Our ambition is for every child to receive excellent teaching every day. High-quality teaching has been proven to have the greatest impact on improving outcomes for all students. We recognise that improving outcomes in both English and mathematics is essential, as achieving a grade 4 or above in these subjects is crucial for enabling our pupils to progress to positive destinations whether that be further education, employment, or training.

Investing in recruiting and retaining experienced, committed and expert teachers for all students will continue to be a top priority for our pupil premium spending. Complemented by providing high quality professional development for all and targeted training and support for early career teachers. Over staffing in key areas, including + 1 teacher in both English and Mathematics and +0.5 in Ebacc subjects. These strategies aim to ensure that our teaching staff have the skills, knowledge, and stability needed to deliver the best possible education for all students, particularly those from disadvantaged backgrounds. Furthermore, we know from extensive evidence that targeted academic support can make a real difference in helping students, especially those who are struggling to progress. We have seen the impact of highly effective targeted intervention in mathematics in 2024/2025 GCSE outcomes. Our pupil premium strategy focuses on how both classroom teachers and teaching assistants can work together to provide this support in the most effective way.

We are acutely aware that our most vulnerable learners are those who are not only eligible for pupil premium but are also pupils with SEND. This is why we have increased our investment in SEND leadership and teaching assistants.

Small group intervention, smaller classes, and diagnostic teaching to individual's gaps, are highly effective strategies and we recognise the importance of these strategies being delivered by a subject specialist, which is why we have committed to overstaffing both the English and math's departments by one additional teacher. This will provide our subject leaders with the flexibility to create smaller teaching groups, deliver targeted interventions, and facilitate team teaching, all of which will maximise student progress.

We also understand the importance of a broad and balanced curriculum. To support this, we have further committed to overstaffing 0.5 in our EBacc subjects, ensuring that students have access to a full suite of GCSE qualifications, which we recognise as vital for their future opportunities.

Implicit in the intended outcomes outlined above is the understanding that while we prioritise the progress of disadvantaged students, we also aim to sustain and improve the attainment of non-disadvantaged students, ensuring that all learners benefit from our strategy.

We have developed our evidenced, informed, effective teaching principles to provide teaching staff with a comprehensive framework of best practice. To support staff to work towards these principles, we have invested in StepLab, a platform that will support us to embed the use of Instructional Coaching. We continue to invest in developing the quality of teaching and learning by training instructional coaches to complement our high quality and bespoke CPD and regular supportive drop-ins to ensure that all our students receive the highest quality teaching possible. This allows us to constantly review and improve the quality of teaching and as an outcome see incremental gains in attainment for all, particularly our most vulnerable.

Reading: Key to Accessing the Curriculum

Reading is central to our curriculum and the gateway to learning. We have developed a three-strand reading strategy, led by senior leaders, to ensure all pupils can access learning effectively.

Strand 1: Embedding Disciplinary Literacy and Vocabulary Instruction

We integrate literacy, vocabulary development, and oracy across all subjects to enhance students' reading, writing, and speaking skills. This approach supports students in mastering the language required to succeed in all areas of the curriculum.

Strand 2: Targeted Reading Interventions

We implement rigorous reading assessments and provide targeted, phonics-based interventions tailored to individual needs. A team of dedicated reading tutors delivers

bespoke support, ensuring that interventions are responsive to the specific challenges each student faces.

Strand 3: Fostering a Love of Reading

Through our whole school reading initiative, including '*Canterbury Reads*' during morning mentoring for Key Stage 3, we aim to inspire a lifelong love of reading. This initiative fosters a culture where reading is celebrated and encouraged beyond the classroom. We have also invested in a school library and a school librarian, this an increasingly popular space, particularly during unstructured time and after school.

We prioritise students with SEND, ensuring they have access to a range of both internal and external interventions. Mentors meet regularly with these students to remove barriers to learning and provide the necessary support. Additionally, we continue to work on improving attendance, recognising its significant impact on both academic success and emotional well-being. To address this, we have strengthened our attendance team and introduced targeted strategies to improve attendance, such as allocating mentors additional protected time each week to engage with parents and discuss both attendance and academic progress.

With support from our Ethos team, we are developing tailored interventions that help students build positive relationships with staff, focus better in class, and become successful members of our school community. We recognise and celebrate students' talents both inside and outside the classroom.

Our Goals:

- Increase the number of students reading at age-related expectations, deliberately targeting students eligible for the pupil premium enabling more students to access the curriculum and achieve well.
- Improve the attendance of students eligible for pupil premium by implementing effective strategies to improve student attendance.
- Reduce the amount of learning time that students miss (deliberately targeting students eligible for pupil premium) due to making poor choices e.g., punctuality, removed from main lesson for poor behaviour, truanting, internal and external suspension.
- Over time, celebrate the impact of improved attendance, reading ages, behaviour on Key Stage 4 attainment, ensuring that students are equipped with the qualifications necessary to pursue their chosen future pathways.

Challenges:

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

Challenge number	Detail of challenge
1	<p>Attendance:</p> <p>Attendance remains a priority for The Canterbury Academy. We have seen improvements from 2023-24 to 2024-2025 of 2.76% for all pupils and an improvement of 6.21% for those eligible for PP. Term 1 of 2025 shows further improvements for attendance with attendance for all sitting at 91.7% (slightly above National Average 91.34%) and attendance of those eligible for PP 87.2%.</p> <p>We continue to strive to meet or exceed National Average attendance as we understand that this will have the greatest impact on the overall success and attainment for all students particularly our most vulnerable.</p>
2	<p>Our data, including reading assessment results, observations, and both formative and summative assessments, reveals lower literacy, reading, and vocabulary skills in comparison to non-disadvantaged learners. This is shown in our initial reading ages. The EEF and NFER both recognise the significance of a whole school literacy programme to support students eligible for the pupil premium.</p> <p>We have seen a significant impact of our Reading Strategy and we will continue to implement, reviewing and refining to ensure that we are supporting all children particularly our most vulnerable to read at age expected.</p>
3	<p>The ability to regulate emotions and stay engaged with learning is a barrier for our students eligible for pupil premium. Our internal data shows students who are pupil premium are more likely to receive negative behaviour points, less likely to receive achievement points and most likely to be removed from lessons, truant, or be internally or externally excluded.</p>
4	<p>Our assessments, including observations and discussions with students and families, have highlighted social and emotional challenges for many students, such as anxiety and low self-esteem. These issues, which also impact aspirations, self-confidence, and overall welfare, are particularly prevalent among disadvantaged students and affect their academic attainment. This can be seen in the higher number of safeguarding</p>

	referrals and referrals for Place2Be support for students eligible for pupil premium.
5	The EEF and NFER reiterate the need for strong parent-school relationships. Although our parental engagement is high with existing year groups we continue to aspire for better and need to establish strong relationships with our newest families.

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 continue to improve attendance for all students, particularly our disadvantaged students.	<p>A steady and sustained decrease in overall absence rates and persistent absence figures, with the gap between disadvantaged and non-disadvantaged students narrowing. Sustained high attendance by 2026/27 will be demonstrated by:</p> <ul style="list-style-type: none"> • The overall unauthorised absence rate for all students being in line with the national average, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers will be reduced. • The percentage of all students who are persistently absent being reduced in three years with the figure for disadvantaged pupils being in line with the national average.
To show progress in reading comprehension, literacy, and vocabulary among disadvantaged pupils, particularly across KS3.	Summative outcomes in reading and comprehension-based subjects (English, science, MFL, history, geography, R.E...) show an improvement in end of year data, with a reduced gap between their scores and those of their non-disadvantaged peers. This progress should be further evident through increased engagement in lessons, book scrutiny, and other assessments.
Reduce the amount of time pupils eligible for pupil premium miss learning because of poor behaviour decisions.	<p>Year 1 – 3 (2023-26):</p> <ul style="list-style-type: none"> • Reduce number of minutes recorded as late. • Reduce number of Red Actions and Red Action Plus which both result in missing lessons. • Reduce the number of hours spent in internal and external isolation. • Reduce the number of suspensions and the days missed due to suspensions.

<p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing by 2026/27, as demonstrated by:</p> <ul style="list-style-type: none"> • Data from student voicing, surveys of students and parents. • A significant increase in participation in enrichment activities, especially among disadvantaged students.
<p>Improve outcomes for students eligible for pupil premium at the end of KS4.</p>	<ul style="list-style-type: none"> • Increase the % of students achieving English and maths, deliberately focusing on those eligible for pupil premium. • Increase the Attainment 8 of all students, deliberately those eligible for pupil premium. • Increase the positive destinations, particularly focusing on those eligible for pupil premium.

Activity in this academic year:

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£276,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium First	<p>Taking a whole-school approach to pupil premium means prioritising disadvantaged students in all areas. This may involve placing a focus on disadvantaged students in areas such as:</p> <p>Books and equipment: Check PP students have these ready first.</p> <p>Do now: Deliberately check PP students have this done first.</p> <p>Class questioning: Deliberately target PP students first.</p> <p>Understanding: Check PP students understanding first.</p> <p>Presentations: Ensure PP students present first.</p> <p>Homework: Confirm PP students have recorded and submitted it first.</p> <p>PIT Marking and Assessment:</p> <p>Mark PP students' books first.</p> <p>Rewards: Reward PP students first.</p> <p>Volunteers: Choose PP students first.</p> <p>Parent contact: Reach out to PP students' parents first.</p> <p>Mentor calls and attendance support: Phone PP students first.</p>	1, 2, 3, 4, 5

	<p>PP Mentoring for Y10 and 11: Arrange for PP students first.</p> <p>Trips: Ensure PP students have places first.</p> <p>Evidence link: The tiered approach to Pupil Premium spending Education Endowment Foundation</p>	
Recruit additional teachers to add capacity to develop both the curriculum and quality of teaching in English, mathematics and the EBacc subjects. (Recruited new staff for Sept. 2024).	<p>Quality First Teaching and developing Early Careers Teachers is the most effective way to support student progress.</p> <p>The EEF Guide to the Pupil Premium EEF</p>	1, 2, 3, 4
Purchase of standardised diagnostic assessments for reading ages. Training will be provided for staff to ensure assessments are interpreted correctly.	<p>When used effectively, diagnostic assessments can indicate areas for development for individual students, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1, 2
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development and instructional coaching focussed on each teacher's subject area. It will be rolled out first in maths to help raise maths attainment for disadvantaged students, followed by subjects identified as priorities.	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects:</p> <p>word-gap (Oxford University Press)</p>	1, 3
Effective assessment training.	<p>Continue to embed EEF Formative Assessment programme to ensure well-constructed assessments are in place to maximise information provided on completion to ensure effective use in linking progress to goals.</p> <p>Evidence link: https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment/</p>	2, 3

	feedback?utm_source=/guidance-for-teachers/assessment-feedback&utm_medium=search&utm_campaign=site_search&search_term=ass	
Regular planning and development – systems for cohesion.	Continue to invest. Evidence link: https://www.gov.uk/guidance/supporting-staff-in-curriculum-planning-for-a-phased-return	2, 3
Training on embedding the use of Steplab.	Instructional coaching to improve quality of education.	
Appointment of larger attendance team.	A larger attendance team has been recruited to manage student absenteeism more effectively, with a clear focus and set of objectives specifically targeting disadvantaged students. Evidence link: https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance?utm_source=/education-evidence/leadership-and-planning/supporting-attendance&utm_medium=search&utm_campaign=site_search&search_term=attendance	1

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

Budgeted cost: £78,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tuition for students in need of additional support with reading, using the DfE recommended 'Little Wandle' programme.</p> <p>Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	2, 3
<p>Additional small group tuition and reduced group sizes in English, maths and science.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind:</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	2, 3
<p>Homework club – supported learning for all students.</p>	<p>Homework support can have a marked impact on students' wellbeing, self-regulation and structure as well as an improvement in their academic attainment.</p> <p>Evidence link: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework?utm_source=/education-evidence/teaching-learning-toolkit/homework&utm_medium=search&utm_campaign=site_search&search_term=homework</p>	1, 2, 3, 4
<p>Paper pack club</p>	<p>Peer reading scheme to provide individual reading practice regularly each day.</p> <p>Evidence link: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/739722/literacy_and_numeracy_catch_up_strategies_amended_july-2018_amended_10.09.18.pdf</p>	2

TA support	<p>Additional support in core groups with high numbers of vulnerable students.</p> <p>Evidence link: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=teaching%20assists</p>	1, 2, 3, 4
Tutor mentoring	<p>Years 7 – 10 form tutors. Mentoring students in areas self-identified as being a challenge to maximise progress and potential. Also, to provide support for students who have a lack of structure and ambition.</p> <p>Evidence link: https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	4
Canterbury Reads	<p>Elevating the importance of reading through dedicated daily reading session support Years 7 – 9. Close monitoring of reading skills (2024-25)</p> <p>Evidence link: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4?utm_source=/education-evidence/guidance-reports/literacy-ks3-ks4&utm_medium=search&utm_campaign=site_search&search_term=reading</p>	2
Tutoring (CIC)	<p>Tutors engaged to support specific LA children in care to reduce learning gaps and stretch to and beyond targets.</p> <p>Evidence link: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction?utm_source=/education-evidence/teaching-learning-toolkit/individualised-instruction&utm_medium=search&utm_campaign=site_search&search_term=individualised+instruction</p>	4

	<p><u>toolkit/individualised-instruction&utm_medium=search&utm_campaign=site_search&search_term=individualised</u></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing):

Budgeted cost: £55,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff training and release time to develop and implement procedures. Attendance/support officers will be appointed to improve attendance.</p> <p>Attendance monitoring, intervention and visits. Plus, incentives aimed at targeting improved attendance.</p>	<p>Home visits, calls and contact to push forward engagement with hard-to-reach families on a regular basis to reduce barriers. Breakfast club offered every morning.</p> <p>Evidence link: https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	1
Stepping Stones	<p>Targeted support for EBSA</p> <p>A member of staff dedicated to working with a small group of students to gently transition back to attending mainstream school full time.</p>	1
Commissioning of a school based mental health service, Place2Be for specific students, who require support with regulating their behaviour and emotions.	<p>Early Intervention Foundation's report on adolescent mental health found good evidence that high quality mental health interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions</p>	5
<p>Embedding good practice set out in DfE's guidance on working together to improve school attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	1
Extra-curricular opportunities with specific drive to encourage participation of vulnerable students.	<p>Extra-curricular activities offer a break from study and homework, provide the chance to make friends, pursue an interest or simply relax and de-stress. They can also improve time management and boost self-confidence</p>	4

	<p>whilst broadening students' perspectives on the word.</p> <p>Evidence link:</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=site_search&search_term</p>	
Enrichment activities, including music lessons, participation on school trips, enrichment workshops.	<p>As well as being valuable in itself, arts participation can have a positive impact on wellbeing and education outcomes, including English and maths, when interventions are linked to academic targets.</p> <p>Arts participation Teaching and Learning Toolkit EEF</p>	1, 5
Contingency fund for acute issues, including funding transport to school, uniform and any barriers to attendance.	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All
Year 6 transition	<p>Additional transition days, visits, and activities with vulnerable pupils – both as identified by national parameters and as identified by feeder school.</p> <p>Evidence link:</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-getting-transition-right-part-1-of-2&utm_source=/news/eef-blog-getting-transition-right-part-1-of-2&utm_medium=search&utm_campaign=site_search&search_term=transition</p>	4
Summer school	<p>The summer school programme 'supports effective transition' to The Canterbury Academy and will introduce our new students to our attitudes, values and beliefs.</p> <p>https://www.nuffieldfoundation.org/project/covid-19-and-the-impact-of-school-closure</p>	4
Enhanced pastoral support now supporting with emerging long-term impact and struggles – ongoing.	<p>Additional resources in creating, delivering and reviewing reintegration plans, referrals to agencies and family support to assist in confident return to school of most anxious and vulnerable.</p>	4

Total budgeted cost: £399,594.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils:

Progress in reading: Middle School Reading Profile (2024-25)

	% @ ARE (Age-Related Expectations)					
	All	PP	Non-PP	Boys	Girls	SEND
Year 7	67%	62%	70%	62%	73%	48%
Year 8	75.3% (+13.3%)	64% (+10%)	84% (+15)	75% (+13)	76% (+12)	44% (+15)
Year 9	87% (+7)	80% (+10)	89% (+7)	83% (+13)	91% (+3)	48% (+17)

(Gains made in 2024/25)

Reflections:

- Reading is the gateway to all learning.
- Our PP and our SEND students are our most vulnerable readers.
- This data reiterates the importance of our PP3 strategy.
- It is imperative that subject's approaches to reading are embedding and consistent.
- Disciplinary Literacy is how students speak/write/think like experts in your subjects.
- Data shows whole school approaches (disciplinary literacy and Canterbury Reads) are working:
- Targeted reading interventions are having impact, (24/25 +13.3% gain made to the % of students at age-related expectations in year 7)
- PP pupils made slightly more progress in reading (+13.7 months vs +12.62 months) in 24/25.
- Students receiving reading intervention gained 19 months on average, 59% of whom were PP in 24/25.
- Our reading interventions see the most impact in years 7 and 8, which is why we are committed to front-loading interventions in these years in order to give students a strong foundation to build upon.

Whole school Progress with Attendance:

	2023-24	2024-25	2025-26 (T1*)	Reflections:
All pupils	86.94%	89.7% (+2.76%)	91.7% (+2%)	T1 2023 to T1 2025: +5%
Pupil Premium	78.21%	84.42% (6.21%)	87.2% (+2.78%)	T1 2023 to T1 2025: +6.7%
EHCP	80.36%	81.14% (0.78%)	85.6% (4.12%)	T1 2023 to T1 2025: +4%
Persistent Absentee	37.76%	29.23% (-8.53%)	23% (-6.23%)	T1 2023 to T1 2025: -11%

Gains made in 2024/25

Reflections:

- Pupils need to be in school to make progress
- Attendance improved for all pupils however the biggest improvements were for those who are eligible for pupil premium and those with EHCPs
- Persistent Absenteeism saw a significant decrease
- This indicates that our PP3 Strategy and our focus on vulnerable groups is having a significant impact
- In Term 1, 2025 – our data for all pupils was above National Average
- Our most vulnerable students continue to be those who are eligible for pupil premium, and/or those who have an EHCP.

Suspensions:**1+ suspensions****All pupils - 1 or more suspensions**

Year	Cohort	School	National	National distribution banding	Trend
2024/25	2006				
2023/24	1905	6.77%	7.83%	Close to average (non-sig)	No sig change
2022/23	1844	6.13%	7.12%	Close to average (non-sig)	No sig change
2021/22	1841	5.21%	6.02%	Close to average (non-sig)	Not available

FSM6 - 1 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend
2024/25	2006				
2023/24	368	20.65%	16.57%	Close to average (sig+)	No sig change
2022/23	351	15.38%	15.16%	Close to average (non-sig)	No sig change
2021/22	359	12.53%	13.01%	Close to average (non-sig)	Not available

2+ suspensions**All pupils - 2 or more suspensions**

Year	Cohort	School	National	National distribution banding	Trend
2024/25	2006				
2023/24	1905	2.57%	3.90%	Close to average (sig-)	No sig change
2022/23	1844	1.68%	3.40%	Close to average (sig-)	No sig change
2021/22	1841	1.52%	2.62%	Close to average (sig-)	Not available

FSM6 - 2 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend
2024/25	2006				
2023/24	368	9.24%	9.40%	Close to average (non-sig)	No sig change
2022/23	351	6.84%	8.31%	Close to average (non-sig)	No sig change
2021/22	359	3.90%	6.56%	Below (sig-)	Not available

Gains made in 2024/25

Reflections:

- Pupils need to be in school to make progress, suspensions increase the amount of time students miss school and increase the gaps in knowledge.
- Where behaviour falls significantly short of schools' expectations, suspensions are necessary to maintain a calm and respectful school environment.
- We have been able to reduce suspensions whilst maintaining our high expectations by developing our range of provisions and interventions.
- Clear structures, sanctions and support have assisted more students to self-regulate behaviours and access strategies to avoid missed learning.
- The Canterbury Academy has not had any Permanent Exclusions

Engagement with Trips, Enrichment and Clubs

- 72% of students eligible for PP participated in at least one trip (average 2.7 trips per student)
- 85% of PP students attended a club or activity (average 1.6 clubs per student)

Reflections:

- Main barrier when voiced was either transport or conflicting external commitments.
- Plans to further develop lunchtime club and enrichment offer to benefit pupils eligible for PP not attending clubs and enrichment.
- Improvement in tracking engagement will allow us to evidence improvements.

Pupils' performance in Key stage 4

All pupils - Overall A8 (Average of 8 GCSEs Grades)

Year	Cohort	School	National	National distribution banding	Trend
2024/25	232	3.98*	4.59	Below (sig-)	No sig change
2023/24	199	3.80	4.59	Below (sig-)	No sig change
2022/23	214	3.87	4.63	Below (sig-)	Not available

Disadvantaged pupils - Overall A8

Year	Co ho rt	School disadvantaged compared to national disadvantaged				School disadvantaged compared to national non-disadvantaged		
		School	Nat	National distribution banding	Nat (non dis)	Gap	Gap Trend	

2025	82	3.19	3.49	Close to average (non-sig)	5.03	-1.84	Narrowing
2024	72	3.12	3.46	Close to average (non-sig)	5.00	-1.88	Widening
2023	54	3.42	3.50	Close to average (non-sig)	5.03	-1.61	Not available

All pupils - English and mathematics grade 4 plus

Year	Cohort	School	National	National distribution banding	Trend
2024/25	232	54.3%	64.5%	Below (sig-)	No sig change
2023/24	199	52.8%	65.0%	Below (sig-)	No sig change
2022/23	214	53.3%	65.1%	Below (sig-)	Not available

Disadvantaged pupils - English and mathematics grade 4 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
2024/25	82	34.1%	43.5%	Below (non-sig)	72.7%	-38.6	Widening
2023/24	72	36.1%	43.4%	Close to average (non-sig)	72.8%	-36.7	Narrowing

2022/ 23	54	33.3%	43.4%	Below (non-sig)	72.8%	-39.5	Not available	
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Disadvantaged pupils English and maths GCSE grade 5 or above

Year	School	National average	Compared with national average
2024/25	18.3%	25.6%	Close to average (Narrowing gap)
2023/24	18.1%	25.8%	Close to average
2022/23	22.2%	25.2%	Close to average
2021/22	21.1%	29.6%	Close to average

Destination Data

- Destinations data for year 11 is in line with national average, sitting at 93% (2023). This year's (2025) numbers indicate that 100% of students with EHCPs secured positive destinations and 96.7% of Disadvantaged learners also secured positive destinations.
- An increasing number of our year 11s stay to our sixth form. 69% of our year 11 students remained in 2025, showing an increase of 13% from 56% in 2024.

Externally provided programmes:

Programme	Provider
Little Wandle	Letters and Sounds
Literacy Gold	Literacy Gold

The paper pack club	Previously Franklin Scholars
Sparx	Sparx for homework English, Maths and Science
Steplab	Steplab platform and Instructional Coaching support.