

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium for the 2022 to 2023 academic year 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name:	The Canterbury Academy
Number of pupils in school	2029
Proportion (%) of pupil premium eligible pupils (Year 7-14)	17.4% (Years 7-14) 30% (Years 7-11)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	09.11.2022
Date on which it will be reviewed	31.12.2023
Statement authorised by	Jon Watson
Pupil premium lead	Victoria Butler
Governor / Trustee lead	A Weinel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£362,973
Recovery premium funding allocation this academic year	£101,706
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,512
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£474,191

Part A: Pupil premium strategy plan

Statement of intent

The Canterbury Academy intends to use the Pupil Premium funding in a targeted and strategic way to support all children in reaching their full potential. The Canterbury Academy will ensure that this funding is directed towards the students for whom it is intended so that it impacts positively on their educational development and future life chances by:

- closing the attainment gap between disadvantaged students and their peers, in particular in maths and English
- accelerating pupil progress
- improving attendance of disadvantaged groups
- Improving wellbeing and mental health
- increasing participation in extracurricular activities during school time and school holidays

Challenges

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

Challenge number	Detail of challenge
1	Assessments, data and observations of attainment show that disadvantaged pupils have been lower than for the non-disadvantaged pupils.
2	Our attendance data indicates that attendance among disadvantaged pupils has been between lower than for non-disadvantaged pupils. Disadvantaged pupils have been 'persistently absent' compared to their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have lower literacy skills than their peers. This negatively impacts their development as learners and their reluctance to read.
4	Observations and discussions with pupils and families have identified wellbeing and mental health issues. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Teacher referrals for support have markedly increased during the pandemic. PP pupils currently require additional support with social and emotional needs, where they will be receiving small group interventions.

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
Improved rates of progress for PPG learners	Pupils eligible for PP make progress by the end of the Key Stage Three and four so that most pupils achieve age related expectations in English and maths.
Improved attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP e.g. attendance incentives and where appropriate use the attendance service.
Improved wellbeing and mental health of PP children, allowing them to access the curriculum and increase progress and attainment in all subject areas.	Children will have improved SEMH, allowing them to make progress in line with their peers. Input from Place2Be – School project manager.
Pupils eligible for PP will have the same participation rates as all pupils for activities provided in school.	Equal participation in residential trips, events, holiday clubs, activities and extra-curricular activities.
<p>An increased level of aspiration as a result of engagement of parents in structured conversations.</p> <p>Resilience develops in both parents and children by giving strategies to support sustained effort when tackling learning and challenges in school.</p>	<p>Parents will be more empowered, leading to pupils having increased aspiration and attendance resulting in improved progress and attainment.</p> <p>To implement the education philosophy of growth mind and metacognition set throughout the school, with particular focus on PP children.</p>

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 (for example, CPD, recruitment and retention)

Budgeted cost: £250,000 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training in quality teaching and focusing on literacy strategies	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools	1, 3
Whole staff training on coaching	Observations from our previous use of coaching with a smaller number of learners, demonstrated that this process improved outcomes.	2, 4, 5
Moderation and monitoring of core subjects, including moderating with other schools.	Assessment – whole school focus on Embedding formative assessment	1
Whole school training on metacognition	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	1

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

Budgeted cost: £145,000 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths Whizz	Tuition targeted at specific needs and knowledge gaps can be an effective method	1

	to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)	
Assessments for mental health and emotional wellbeing support input for support;	Place2Be to support with group and individual support for wellbeing. Cognitive Behavioural Therapy - Youth Endowment Fund Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	4,5
Tutoring Maths and English	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)	1
Brilliant Club	Peer support offered from the university, to provide opportunities to promote positive relationships and aspirational opportunities for young people. This type of support has worked in our setting in previous years.	1,2,5
Literacy support	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £79,000 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing school project manager to oversee wellbeing, to increase the capacity of wellbeing support	HM government Children and Young People's mental health Coalition – Promoting children and young people's mental health and wellbeing. Whole school approach.	4, 5

Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2
Wrap around care, including breakfast and holiday clubs.	Activities run every holiday throughout the school year. PPG learners offered places first.	5
Enrichment activities to enhance and support the curriculum.	Any curriculum subject or extend service, can request support for a PPG learner.	4,5

Total budgeted cost: £ 474,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our unvalidated data from the GCSE results 2022 shows that the disadvantaged students progress 8 and CI score was -0.93. The last results in 2019 showed that the disadvantage students' progress 8 score was -1.04, this demonstrates the gap is narrowing.

Our internal assessments and observations from English and maths tutoring sessions, suggested that the students who received this additional support, improved the scores from within their assessments and also 34% of them attended school more regularly as they were able to engage with their learning. This year we will continue to focus on the academic interventions such as maths interventions and literacy interventions.

Overall attendance in 2020/21 was lower National than in the preceding years. However, our overall attendance closed at 79.2% for disadvantaged learners, this compares with non PPG students who were at 84.5%. The reasons for this are the support offered from the attendance team, the coaching conversations which happened throughout the year and the additional support that learners received across the school. From the internal data we can see that 34% of the students that received interventions increased their attendance to school. These gaps are larger than in previous years, which is why attendance continues to be a focus within our 3 year plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are going to extend this provision for the next few years as we are working with Place2Be to develop an additional layer of support for wellbeing.

2020-21 has seen a return to additional enrichment activities for all learners. It has meant that we are developing our learners in a range of ways. This has included learning how to play music instruments, going on field trips, having guest speakers, we have also improved our enrichment support with the Brilliant Club, which provided Year 9 students with a university experience to improve.

Our aim moving forward with this is to encourage more enrichment opportunities for the disadvantaged learners and further wrap around care including breakfast club and enrichment activities.

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Regular monitoring through; book scrutiny, pupil voicing, learning walks and tracking interventions.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.