

# Pupil premium strategy statement – The Canterbury Academy

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	2096
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023 - 2026
Date this statement was published	15 <sup>th</sup> December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs. Sarah Morgan
Pupil premium lead	Mr. James Brooke
Governor / Trustee lead	Mr. Ben Hawkins

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 380,952.00
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>	£113,712.00
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£626.00
<b>Total budget for this academic year</b> <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>	£495,290.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Canterbury Academy we place quality first teaching at the heart of our pupil premium 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 embedded Steplab, a platform for Instructional Coaching, alongside 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 a result rapidly close the achievement gap.

Reading is at the core of our curriculum; we have developed a three-strand reading strategy led by senior leaders across the school.

- Strand 1: Embedding disciplinary literacy and vocabulary instruction within our lessons to improve reading, writing and oracy.
- Strand 2: Implementing robust reading tests and providing targeted, phonics based, intense reading intervention from a team of dedicated reading tutors delivering an intervention called 'Little Wandle' and a computer-based intervention called 'Lexia'
- Strand 3: Developing a wider love of reading through a whole school approach to reading.

Alongside reading interventions, we have academic mentors delivering additional tuition for English and Maths; using assessment data to identify where pupils are falling behind in these subjects and using targeted and timely intervention to support pupils to access lessons. We prioritise pupils with SEND to access a range of external and internal interventions and mentors meet regularly with these pupils to remove any barriers to learning.

We recognise that there are still areas we need to improve, attendance remains and challenge. We have invested in additional capacity within our attendance team and we continue to embed whole school and bespoke strategies to support pupils to improve their attendance. For example, reward trips and incentives for those who achieve attendance targets set.

We also plan to develop our pastoral support for pupils eligible for pupil premium who have additional vulnerabilities such as SEND or gender as we recognise in some cases additional support is needed. With the support of our Youth and Ethos team we are embedding bespoke packages for pupils to further develop their relationships with staff, support them to focus in classrooms and become a successful member of the school community recognising their talents both in and out of the classroom.

As a result of our strategy, we aim to:

- Close the gap in reading ages between pupils eligible for the Pupil Premium and their peers so that all pupils are reading at age related expectations.
- Close the attendance gap.
- Ensure that attainment continues improve year on year so that our pupils have the qualifications they need to be able to pursue the futures they choose.

## Challenges

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

Challenge number	Detail of challenge
1	Improving the attendance of pupils eligible for pupil premium so that they attend at least as well as their peers and reducing the number of persistent absentees.
2	Some students have low literacy and numeracy levels upon entry and there is a gap for pupils eligible for the Pupil Premium and their peers. This is shown in our initial reading ages. The EEF and NFER both recognise the significance of a whole school literacy programme to support pupils eligible for the Pupil Premium.
3	We know that during National Lockdowns pupils eligible for the Pupil Premium struggled to access remote learning, as a result there are gaps in their education. We need to close these gaps rapidly.
4	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.
5	Mental Health and ability to regulate emotions continues to be a barrier for pupils eligible for the Pupil Premium. Internal Behaviour Data shows us that there is a significant gap between the Achievement and Behaviour points awarded to pupils eligible for the Pupil Premium and their peers.

## 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
<i>All pupils have high levels of literacy and there is no gap between pupils eligible for the Pupil Premium and their peers.</i>	<p>Year 1 : 90% of pupils are reading at age related expectations.</p> <p>Year 2 : The PP gap reading at age related expectation closes.</p> <p>Year 3 : 95% of pupils are reading at age related expectations. There is no PP gap.</p>
<i>Attendance of pupils eligible for the Pupil Premium is good, with no gap between them and their peers.</i>	<p>Year 1 : To close the 7% PP attendance gap.</p> <p>Year 2 : To ensure that attendance for all pupils is at 95% with no gap for PP pupils.</p> <p>Year 3 : To ensure that attendance for all pupils is 96% with no gap for PP pupils.</p>
<i>Continue to reduce the attainment gap in all year groups.</i>	<p>Year 1 : To reduce the attainment gap for PP pupils to within 5%</p> <p>Year 2 : To close the attainment gap for PP pupils completely.</p> <p>Year 3: For PP pupils to meet national standards in KS4 exams.</p>
<i>Pupils eligible for the Pupil Premium demonstrate positive behaviour in school, with no gaps between them and their peers.</i>	<p>Year 1: Reduce the behaviour points awarded to PP pupils by 50%.</p> <p>Year 2 : There is no gap in behaviour points between PP pupils and non PP pupils.</p> <p>Year 3 : There is no gap in Achievement points between PP and non PP pupils.</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: £354,664.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality First Teaching using our Effective Teaching Principles, Steplab, Instructional Coaching and Collaborative Planning</i>	<i>EEF and NFER both advocate for the priority of QFT for all students. We have seen success with this strategy in previous years.</i>	1, 2 and 3
<i>Embedding the Expert Teaching Assistant Principles, supported by CPD, Steplab Coaching and Collaborative Planning.</i>	<i>The EEF states that effective TA interventions can add +4 months progress each year. Our ETAPs are informed by the EEF Guidance Report 'Making Best Use of Teaching Assistants'.</i>	1, 2 and 5.
<i>Further develop whole school approach to Reading using a three strand strategy: 1 - Curriculum design 2 - Reading interventions (see below) 3 – Wider reading strategies</i>	<i>Stricht's Law : Reading ability in children cannot exceed their listening ability Myhill and Fisher assert that: "Spoken language forms a constraint, a ceiling not only on the ability to comprehend but also on the ability to write, beyond which literacy cannot progress."</i>	1 and 2
<i>Whole school homework approach means homework is accessible and manageable to all.</i>	<i>The EEF suggests that meaningful homework can contribute an additional 5 months progress across a year.</i>	1, 2 and 4
<i>Further training for leaders and teachers to empower them to use data to inform their planning</i>	<i>NFER, EEF, Marc Rowland and Daniel Sobel all advocate for a data informed, personalised approach to interventions involving pupils eligible for the Pupil Premium. This will empower us to achieve that. This will support leadership of QFT. It will also empower teachers to use the data generate in our diagnostic assessments to its maximum potential.</i>	1, 2 and 5

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

Budgeted cost: £70,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading interventions including reading groups, Little Wandle and Lexia interventions.</i>	<i>We know that pupils need to have a reading age that matches or exceeds their chronological age and when this is not the case rapid support is needed. The EEF states that comprehension based strategies will add 6 months progress.</i>	<i>1 and 2</i>
<i>Tutors for English, Maths and Science to directly support progress in the curriculum.</i>	<i>Highly recommended use of National Tutor Grant, supported by the EEF who state that 1:1 tutoring (+5 months) and small group tuition (+4 months) are high impact strategies.</i>	<i>1 and 2</i>

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

Budgeted cost: £70,626.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Free after school homework club and subject specialist revision clubs with teacher and TA support as well as access to IT facilities.</i>	<i>EEF highlights the importance of homework (+5 months).</i>	<i>1 and 2</i>
<i>Pastoral interventions Including in school counsellors and boxing club, horse riding and a range of interventions.</i>	<i>The EEF Schools Planning Guide highlights the importance of a strong SEL curriculum. Moreover Daniel Sobel and Marc Rowland both advocate for working with underlying reasons for underachievement.</i>	<i>4 and 5</i>

	<i>The EEF states that Social and Emotional Learning interventions can contribute +4 months progress and Behaviour Interventions contribute +3 Months. We know we are working with a heightened time of mental health issues post-pandemic.</i>	
<i>Attendance Policy with higher trigger points for pupils eligible for the Pupil Premium.</i>	<i>Attendance is a national priority for all students and we know from our own data that those with the highest attendance also have the highest achievement.</i>	3
<i>Family Support Fund</i>	<i>Remove any barriers for pupils to attend or achieve at school. Moreover, the need for financial support is particularly crucial post-pandemic.</i>	4
<i>Ensure our Keystage 4 Pupils are adequately prepared for external exams with a revision skills day and revision guides purchased for pupils eligible for the Pupil Premium.</i>	<i>Recommended by Pixl and previous success.</i>	1, 2 and 5
<i>Ensure all pupils have Many opportunities to participate in extra curricular and personal development opportunities whilst in our care.</i>	<i>Cultural capital and increasing life experiences and chances,</i>	2, 3 and 5

**Total budgeted cost: £495,290.00**

## Part B: Review of the previous academic year Outcomes for disadvantaged pupils

### Canterbury Academy Headline Data Year 11- unvalidated

	Total in Year 11 Cohort	PP	SEND	EHCP	HPA	Non attending/ Disengaged
Number of pupils	214	49	33	7	20	24
As a percentage (%)	100%	23%	15.4%	3%	15.4%	11%

	Targets (FFT 50)	Outcomes (ALL)	PP	Difference All/PP
P8	0	-0.61	-0.99	0.38
En/Ma 4+	65%	52%	29%	13%
En Ma 5+	35%	30%	20%	10%
Science 4+	71%	55%	38%	17%
EBacc entries	N/A	10%	5%	5%



## 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
Little Wandle	Letters and Sounds
Lexia	Lexialearning.com

## Service pupil premium funding (optional)

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

## 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.*