

Pupil premium strategy statement – Canterbury Academy

This statement details our school's use of pupil 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 outcomes for disadvantaged pupils 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 pupils	34%
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	15 th December 2024
Date on which it will be reviewed	July 2025
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	£399,594.00
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£399,594.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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, and 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 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 section 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
All pupils have high levels of literacy and there is no gap between pupils eligible for the Pupil Premium and their peers.	Year 1: 90% of pupils are reading at age related expectations. Year 2: The PP gap reading at age related expectation closes. Year 3: 95% of pupils are reading at age related expectations. There is no PP gap.
Attendance of pupils eligible for the Pupil	Year 1: To close the 7% PP attendance gap.

<p>Premium is good, with no gap between them and their peers.</p>	<p>Year 2: To ensure that attendance for all pupils is at 95% with no gap for PP pupils. Year 3: To ensure that attendance for all pupils is 96% with no gap for PP pupils.</p>
<p>Continue to reduce the attainment gap in all year groups, which will reflect on incremental improvements seen in outcomes at the end of key stage 4.</p>	<p>Year 1: To reduce the attainment gap for PP pupils to within 5% Year 2: To close the attainment gap for PP pupils completely. Year 3: For PP pupils to meet national standards in KS4 exams.</p>
<p>Pupils eligible for the Pupil Premium demonstrate positive behaviour in school, with no gaps between them and their peers.</p>	<p>Year 1: Reduce the behaviour points awarded to PP pupils by 50%. Year 2: There is no gap in behaviour points between PP pupils and non-PP pupils. 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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£259,594**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit additional teachers to add capacity to develop both the curriculum and quality of teaching in English, mathematics and the Ebacc subjects.	Quality First Teaching and developing Early Careers Teachers is the most effective way to support pupil progress. The EEF Guide to the Pupil Premium EEF	1, 2, 3, 4
Purchase of standardised diagnostic assessments for reading ages. Training will be provided for staff to ensure assessments are interpreted correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	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 pupils, followed by subjects identified as priorities.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: word-gap (Oxford University Press)	1, 3

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

Budgeted cost: **£85,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tuition for pupils in need of additional support 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 pupils 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 pupils or those falling behind:</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	2,3

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

Budgeted cost: £77,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Commissioning of a school based mental health service, place2be for specific pupils who require support with regulating their behaviour and emotions.</p>	<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: 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. Staff training and release time to develop and implement procedures. Attendance/support officers will be appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	1
<p>Enrichment activities, including music lessons, participation on school trips, enrichment workshops.</p>	<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. Arts participation Teaching and Learning Toolkit EEF</p>	1, 5
<p>Contingency fund for acute issues, including funding transport to school, uniform and any barriers to attendance.</p>	<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

Total budgeted cost: £399,594.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that as a school we continue to see improvements in our whole school attendance, however the gap between PP and non-PP fluctuates and the gap remains.

Outcomes at key stage 4 remained stable for all students (-0.67), however the performance of our disadvantaged pupils remains a concern (-1.15) and did not meet expectations, and we are at present not on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Programme	Provider
Little Wandle	Letters and Sound
The paper-back writer club	Previously Franklin Scholars
StepLab	StepLab platform and Instructional Coaching support.