

PP 3 Year Strategy statement 2010-2022 CAN Pupil premium strategy statement 2019-22

School overview

Metric	Data
School name	City Academy Norwich
Pupils in school	638
Proportion of disadvantaged pupils	59%
Pupil premium allocation this academic year	£326,610
Academic year or years covered by statement	2018-19 -2020-2021
Publish date	October 2020
Review date	October 2021
Statement authorised by	Paul Collin
Pupil premium lead	Hannah Boag
Governor lead	Stephanie Copsey

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.87
Ebacc entry	27%
Attainment 8	40
Percentage of Grade 4+in English and maths	48%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	July 2022
Attainment 8	Achieve above national average for attainment for all disadvantaged (PP) pupils	July 2022
Percentage of Grade 4+ in English and maths	Achieve above national average English and maths 4+ scores for disadvantaged (PP) vs similar schools	July 2022
	Improve attendance to above national average	July 2022

Teaching priorities for current academic year

Measure	Activity
Priority 1	Improve literacy and oracy of disadvantaged students through <ul style="list-style-type: none"> • Quality first teaching – • Continue to develop Lexia PowerUp • Continue to develop P4C oracy strategies
Priority 2	Recruitment, retention and professional development of English and Maths departments
Barriers to learning these priorities address	Subject specialism lacking in some areas of subjects' curriculum
Projected spending	£150,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Literacy and numeracy interventions across KS3 to promote student progress.
Priority 2	Mentoring of pupils identified with poor progress
Barriers to learning these priorities address	Poor private study skills of students outside of school
Projected spending	£72,615

Wider strategies for current academic year

Measure	Activity
Priority 1	Continue to develop cultural capital and aspiration through offer a breadth of culturally rich, experientially-led, activities for pupils to engage with e.g. 'University of CAN', including outside activities, DofE, allotment activities, trips, visits etc. Access provided to these activities for PP students through grant funding.
Priority 2	Increased attendance rates for pupils eligible for PPG.
Priority 3	To ensure all PP students have access to cultural experiences such as music tuition
Barriers to learning these priorities address	Low aspirations due to low exposure to cultural experiences.
Projected spending	£103,995

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> • Ensuring enough time is given over to allow for staff professional development • Ensuring accountability for Lexia delivery • Culture of highest expectations for all embedded within lessons - metacognitive strategies explicitly taught. 	<ul style="list-style-type: none"> • Protected time for CPD; CPD calendar linked to Line Management; LoD agendas etc. • Red lines evolve to incorporate explicit teaching of vocabulary, writing, reading and oracy. • Lexia led by English team and embedding within data-reporting processes • Lexia lead from English team nominated for Y7 Core Team • CPD and co-planning focused on maximising progress and raising expectations. Use of whole school 'Learn Like a Champion' techniques to build metacognitive skills.
Targeted support	<ul style="list-style-type: none"> • Ensuring sufficient time / resource to drive UCAN offer • Ensuring clarity of message to all stakeholders and then follow up actions in school • Use of online tuition to support disadvantaged students in English/Maths (covid catch-up and NOA funding and UEA 'Make it Count') 	<ul style="list-style-type: none"> • Creation of 'Achieve' team to lead / coordinate U-CAN • Strategic embedding of UEA within UCAN strategy • Remodelling of school day to enhance U-CAN time • Communication through many channels, reviewed and implemented on short, medium and long term basis. • Monitoring, implementing and tracking the impact of online tuition. Prioritising disadvantaged students for intervention.
Wider strategies	<ul style="list-style-type: none"> • Motivating the families facing most challenges to encourage participation and attendance 	<ul style="list-style-type: none"> • Pastoral team to prioritise attendance, communication and mentoring. • Virtual School to track and monitor involvement of pupils eligible for PPG.