

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	City Heights E-Act Academy
Number of pupils in school	592
Proportion (%) of pupil premium eligible pupils	56.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Errol Comrie
Pupil premium lead	Zeen Al-Hilli
Governor / Trustee lead	E-Act Trustee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£349,545
Recovery premium funding allocation this academic year	£86,526
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£436,071

Part A: Pupil premium strategy plan

Statement of intent

The Academy is focused on; improving opportunities for disadvantaged students both academically and socially through high quality support and effective teaching and learning.

Effective quality first teaching is a vital and central part the Academies approach to support disadvantaged students. Enabling them to access high quality learning via a range of classroom strategies. This has seen a positive impact in closing the disadvantaged progress and attainment gap, whilst also benefiting the attainment of non-disadvantaged students.

The strategy focuses on key areas we feel supports the all-round development of students and therefore supports disadvantaged students thrive within the academy. Through rooting Achievement, Aspirations, Attitudes, Awareness and Accessible at the heart of the heart of the strategy we provide disadvantage student exposure to a range of experiences to enable them to develop in all areas and access the Academy aims.

The strategy focuses on developing the student academically through high quality teaching, but combined with enhance cultural capital, raising aspirations and providing financial and psychological support.

Education recovery is also incorporated into our delivery, with the use of recovery strategies such as National Tutoring Programme also utilised with positive effect to address those that have had their education impacted and gaps established.

The approach to disadvantaged covers all key areas to ensure that disadvantaged students have a positive experience within their education, providing them the tools, knowledge and desire to achieve, through effecting the classroom practice, raising aspirations, removing barriers to learning, attendance and cultural experiences.

Challenges

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

Challenge number	Detail of challenge
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1	The attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks in subjects like Mathematics.
2	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
3	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations in all subjects.
4	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils.
5	Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths and science.
6	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.

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 attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	<p>By the end of our current plan in 2024/25, 60% or more of disadvantaged pupils enter the English Baccalaureate (EBacc).</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score of 47 (Above local and National attainment) • an EBacc average point score of 0.2 (Above local and national for score)
Improved reading comprehension among disadvantaged pupils across KS3.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to less than 3%. <p>The percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • create a student leadership team that lead on pupil well-being
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</p> <ul style="list-style-type: none"> • develop personal development program to support development of metacognitive and self-regulation

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: **£280,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop staff expertise to support pupils' learning in lessons and in the wider curriculum.</p> <p>Enhance the quality of T&L via a comprehensive CPD programme, continue with "Walkthru" package and staff development via research literature.</p> <p>Embed "Walkthru 2." Provide teaching staff with opportunities to enhance</p>	<p>Teachers to identify areas to develop through research and provide literature to support the desire to continue developing: https://educationendowmentfoundation.org.uk/public/files/Publications/Meta-cognition/EEF_Metacognition_and_self-regulated_learning.pdf</p> <p>Retrieval Practice: https://www.retrievalpractice.org/why-it-works</p> <p>Rosenshine: https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</p>	All
<p>Developing quality of teaching and learning to better support pupils learning.</p> <p>Teaching & Learning resources to enhance provision and accessibility for PPG students Inc: Hegarty Maths, Seneca and staff provided access to premium package, PAM, Provision Map.</p>	<p>Resources available to enable student to access learning in the lessons alongside materials outside of the classroom.</p> <p>Intervention clear and accessible to all, provision Map will enable, HOFs/HOY and SLT access to whole school intervention and key students, enhancing provision and identification of areas of success: https://help.senecalearning.com/en/articles/2483297-how-should-my-child-be-using-seneca</p>	1, 2, 3, 5, 6
<p>Enhancement of our maths teaching and curriculum planning. Using Mastery in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p>	1, 2, 3, 5

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

Budgeted cost: **£91,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention for PP pupils to ensure that progress is consistent with non PP pupils</p> <p>KS4 revision classes/sessions Bespoke programme, including holiday sessions, P6 and Saturdays, PET-XI (GCSE High 5), short term curriculum choices and catch-up opportunities, development of core subject's revision in morning enhancement. Use of small group intervention sessions</p>	<p>Small group tuition has 4+ months impact</p> <p>Extended school time 2+ months impact (EEF)</p> <p>Provide a bespoke timetabled direct intervention to students to ensure they are targeted in key areas and not attending sessions they consistently succeed in.</p> <p>https://www.gov.uk/government/publications/teaching-a-broad-and-balanced-curriculum-for-education-recovery</p>	<p>All</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>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)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>
<p>Purchase resources for developing literacy and oracy within the library.</p> <p>Improve language acquisition and close literacy gaps requires expansion of the reading resources in our library. Increasing our coverage of non-fiction texts that</p>	<p>Developing a love for lifelong learning requires that pupils are supported to access resources that will enrich their learning:</p> <p>https://teacherstoolkitblog.com/2020/10/why-reading-nonfiction-is-important.html</p>	<p>2, 3, 5, 6</p>

<p>support deepening subject curriculum knowledge is a key focus.</p>		
<p>Develop strategic partnerships to support PP pupils.</p> <p>Provide additional in-class support PP SEND students, as well as targeted withdrawal intervention in Maths, English and Science.</p>	<p>Past successful partnership Dulwich College Academy Assistants during 2018-19 and 2020-21 academic in providing quality interventions. This forms an important aspect of our partnership with Dulwich College, and part of a wider plan to strengthen the ties further between the two communities.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/467855/DFE-RR466_-_School_improvement_effective_school_partnerships.pdf</p>	<p>3, 5, 6</p>
<p>Develop literacy and oracy in partnership with English department & SENDco.</p> <p>Utilise Lexia Program, ART AMT, SOUND and CATS. To enhance the current position of students to enhance their attainment and progress.</p> <p>Use of accelerated reader. Establish and effectively use the library to improve literacy.</p>	<p>The needs of students to be clearly identified and addressed, data and accurate position of students is lacking, this will provided accurate and bespoke targeted provision through the use of interventions.</p> <p>Accelerated reader makes 3+ month progress for students and 5+ months for FSM students (EEF)</p> <p>https://www.readingrockets.org/article/for-practical-principles-enhancing-vocabulary-instruction</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</p>	<p>2, 3, 5,</p>
<p>Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>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:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3</p>

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

Budgeted cost: **£64671**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing social, cultural and emotional ability of pupil</p> <p>Support students through peer mentoring. Mentoring package Man Utd to Yr 11/10students. TAs to work with key students. Use of SLT, HOY, tutors alongside peers to enhance the mentoring process.</p>	<p>EEF highlight the success of Peer mentoring, the strategy provides students the opportunity to learn from those who have taken exams and prepared for them. Year 12 students gaining skills to help them in further education and society. Peer mentoring provides 5+ months impact. (EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	<p>3, 4, 5, 6</p>
<p>Developing adults ability to support pupil internal and external to school</p> <p>Provide Elevate Education. Workshops delivered to Yr 11 students and parents on Revision strategies, time management and exam technique.</p>	<p>This was a successful strategy last year with 98% of students feeling the sessions were positive and informative.</p> <p>Students will gain advice from College & University students on how to revise and deal with the pressure of exams. Parental engagement and education is also important in the process.</p> <p>https://uk.elevateeducation.com/programs/parent</p>	<p>4, 5, 6</p>
<p>Developing social, cultural and emotional ability of pupil</p> <p>Provide opportunities for trips that will have a direct benefit to achievement, all PPG will attend trips, focused on careers, university and curriculum.</p>	<p>Remove financial barriers to ensure all PPG students attend trips that enable students to gain experiences outside the classroom, develop confidence and raise attainment and aspirations.</p> <p>https://www.anewdirection.org.uk/blog/using-pupil-premium-to-enrich-cultural-education</p>	<p>4, 6</p>
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>4</p>

and implement new procedures. Attendance/support officers will be appointed to improve attendance.		
To reward 100% attendance at termly certification assemblies and link to achievement points & competition awards. Weekly attendance % for Pastoral team to be published on prominent notice boards. Pastoral team liaison with parents to support attendance.	When pupils do not attend school regularly enough this is shown to affect their learning and academic progress.	4, 6
ICT and learning resources	Provision of Chromebooks and equipment enables better quality work in lessons and performance in exams.	3, 5, 6
Contingency fund for acute issues.	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.	All

Total budgeted cost: £436,071

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 2020 to 2021 academic year.

Please see separate Evaluation document for 2020-21

Externally provided programmes

Programme	Provider
National Tutoring Program	Action Tutoring

Service pupil premium funding (optional)

Further information (optional)

Additional activity

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

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- 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.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.