

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:	The Canterbury Academy
Number of pupils in school	1955
Proportion (%) of pupil premium eligible pupils	21.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-23
Date this statement was published	18.11.2021
Date on which it will be reviewed	31.12.2022
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	£334,250
Recovery premium funding allocation this academic year	£53,160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£36,754
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	£424,164

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 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 Emotional wellbeing practitioners and mental wellbeing led.
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.
An increased level of aspiration as a result of engagement of parents in structured conversations. Resilience develops in both parents and children by giving strategies to support sustained effort when tackling learning and challenges in school.	Parents will be more empowered, leading to pupils having increased aspiration and attendance resulting in improved progress and attainment. To implement the education philosophy of growth mind and metacognition set throughout the school, with particular focus on PP children.

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 – particularly teacher assessment – is one of the great unclaimed prizes of learning. EEF resources, including the Teaching and Learning Toolkit, the growing number of independent evaluations of projects and Guidance Reports, put a heavy emphasis on the value of identifying pupils in need of additional support. This requires good diagnostic assessment, and the effective monitoring of pupil progress.	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: £ 95,000 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 to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)	1
Assessments for mental health and emotional wellbeing support input for support;	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund EIF's report on adolescent mental health found good evidence that CBT 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 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:	1

	Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	
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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. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	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.		5
Enrichment activities to enhance and support the curriculum.		4,5

Total budgeted cost: £ 424, 000 approx

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.

Our internal assessments and observations during 2020/21 suggested that the performance of disadvantaged pupils was lower than non-PPG learners in key areas of the curriculum. More emphasis will need to be placed on the academic interventions such as maths interventions and literacy interventions and we will continue to identify those who require this support, throughout RAP meetings.

Our assessment of the reasons for these outcomes' points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. All of our learners that were identified as vulnerable were offered the opportunity to attend school but, in many cases, they did not attend, nor did they engage consistently with our learning platform. Those who did not have access to laptops or internet were offered the opportunity to borrow a laptop, but some of the learners still found engagement a challenge.

Overall attendance in 2020/21 was lower than in the preceding years. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence was higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. 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 continuing to observe the long-term impact of COVID.

Last academic year with the COVID restrictions, most extra-curricular activities, e.g. trips, were not able to run due to the mixing of 'bubbles' and to keep in line with government guidance. However additional support was given to families through additional food vouchers, uniform and resources.

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, COPE qualification, Angling courses and City and Guilds qualifications in Bike maintenance), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.