

Pupil premium strategy statement – City of London Academy Shoreditch Park

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	875
Proportion (%) of pupil premium eligible pupils	56.8%
Academic year/years that our current pupil premium strategy plan covers	25-28
Date this statement was published	17 December 25
Date on which it will be reviewed	Sept 26
Statement authorised by	Holly Arles
Pupil premium lead	Hannah-Claire Cameron
Governor / Trustee lead	Thomas Kibling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£498,079
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£498,079

Part A: Pupil premium strategy plan

Statement of intent

At the City of London Academy Shoreditch Park we are committed to ensuring every student makes exceptional progress and fulfils their potential regardless of background. Our key objective in using the pupil premium grant is to narrow the gaps between PP and non PP students ensuring exceptional achievement and progress for all.

The barriers to learning faced by our students include lack of aspiration and motivation, low levels of esteem and confidence, risk of exclusions, attendance, parental engagement and teaching quality.

We aim to eliminate these barriers to learning through high quality teaching, highly effective support for teacher development, exceptional pastoral support and targeted academic & pastoral support. Through careful implementation, monitoring and evaluation of student achievement we will regularly review the impact of these interventions to ensure exceptional outcomes.

Challenges

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

Challenge number	Detail of challenge
1	<p>From Summer 2025, our GCSE data shows the following differences for disadvantaged v non-disadvantaged pupils:</p> <ul style="list-style-type: none">- Average Attainment 8 score for Pupil Premium pupils was 48.6, whereas the average Attainment 8 score for non Pupil Premium was 52.9- The gap between the Attainment 8 score of the two groups is therefore 4.3 <p>Looking at outcomes for GCSE English and Maths only, the differences between disadvantaged and non-disadvantaged students are shown below:</p> <ul style="list-style-type: none">- English and Maths 4+: Disadvantaged = 75%, non-disadvantaged = 85% (a difference of 10%)- English and Maths 5+: Disadvantaged = 49%, non-disadvantaged = 71% (a difference of 22%)
2	<p>Disadvantaged students form a significant proportion of both Internal Exclusions and External Suspensions at City of London Academy Shoreditch Park.</p> <p><u>Internal Exclusions</u>: 65% of the Internal Exclusions in the academic year 2024/25 were from disadvantaged students.</p>

External Suspensions: 67% of the External Suspensions in the academic year 2024/25 were from disadvantaged students

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Student attendance and Punctuality

Attendance 2024/25

Attendance among disadvantaged pupils (90.67%) was 2.57% lower than for non-disadvantaged pupils (93.24%).

Persistent Absenteeism 2024/25

(Persistent Absentee is defined as a student who has less than 90% attendance)

In the academic year 2024/25, there were 131 pupils who were classed as 'persistent absentees', of whom 91 (69%) are Pupil Premium and 40 (31%) are not.

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Student Literacy

Disadvantaged pupils generally have a lower level of literacy than their peers. This gap in literacy continues to raise a challenge, which risks having a negative impact on their progress across all subjects.

The information in the tables below shows the percentage of each Key Stage 3 year group who are above or below their current expected reading age. The difference between disadvantaged and non-disadvantaged is lowest in Year 8 (7%) and higher in Years 7 (20%) and 9 (10%).

Year 7	Below (>6 months below)	At / Above
PP	33%	67%
Non-PP	13%	87%

Year 8	Below (>6 months below)	At / Above
PP	29%	71%
Non-PP	22%	78%

Year 9	Below (>6 months below)	At / Above
PP	34%	66%
Non-PP	24%	76%

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
Further improvement of attainment of disadvantaged students across the curriculum at the end of KS4, with a focus on English and maths	<ul style="list-style-type: none"> • Attainment 8/Progress 8 to be higher than non disadvantaged students with reduction within the school • EM4+,EM5+ to be higher than last year and reduction in the gap
Improved teaching and learning for teachers and students	Using the trust initiative for teaching we will see more high quality adaptive, responsive and tailored teaching
Improvement in behaviour of students	<ul style="list-style-type: none"> • Decrease in internal exclusions • Decrease in external exclusions • Increase in support for behaviour
Improved attendance and punctuality	<ul style="list-style-type: none"> • Attendance to improve to 95% aligned with the whole school figure. • Decrease of persistent absentee figure of disadvantaged students

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: £ 142,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Improve teaching and learning by providing high quality CPD that focuses on essential habits and incorporates deliberate practice</i>	EEF Effective professional development report 2021	1,2
<i>Maths Hub CPD programme for 2ics</i>	EEF mastery learning NCETM	1,2
<i>Support ECTs/ITT and mentors by appointing a AP Teaching and Learning to develop</i>	EEF Evaluating the impact of the early-roll out of the ECF	1,2

<i>coaching model and embed best practice to ensure best possible support for ECTs/mentors</i>		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 163,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Yr 11 Directed Intervention programme after school	EEF Small group tuition = +4 months	1,4
KS3 reading intervention small group work with support and English teaching staff using the Reading plus programme	EEF reading intervention = +7months EEF Teaching assistant interventions = +4months	1,4
Saturday and Holiday GCSE revision sessions	EEF Small group tuition = +4 months EEF Extended school time = +3 months	1,4
1:1 academic mentoring in Maths/English for Yr9/10/11	EEF Small group tuition = +4 months EEF Extended school time = +3 months	1,4

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

Budgeted cost: £ 195,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Behaviour mentoring of students struggling with socialisation</i>	EEF Behaviour interventions =+4 months, moderate evidence EEF Mentoring =+2 months EEF improving behaviour in schools 2019	1,2,3,4

<i>Additional studies programme for all KS3 students in creative, sports and arts areas</i>	EEF Arts Participation = +3 months EEF Extended School time = +3 months EEF Physical Activity = +3 months	1,2,3,4
<i>Educational Welfare officer support and PSA</i>	DfE Working together to improve school attendance	3
<i>Extended school day programme ie Library and breakfast club</i>	EEF Extended school time = +3 months impact	3

Total budgeted cost: £ 500,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024		
KPI	PP Students (National Ave)	Whole School (National Ave)
Eng & Ma 5+ %	62% (26)	70% (46%)
Eng & Ma 4+ %	77% (43)	87% (65%)
P8 score	0.33 (-0.57)	0.68 (0.0)
A8 Score	54.72 (34.6)	59.55 (45.92)

2025		
KPI	PP Students (National Ave)	Whole School (National Ave)
Eng & Ma 5+ %	49% (25.6%)	62% (45.2%) ¹
Eng & Ma 4+ %	75% (43.5%)	84% (64.5%)
P8 score	Not Applicable	Not Applicable
A8 Score	48.6 (34.9)	52.9 (45.9)

¹

<https://explore-education-statistics.service.gov.uk/data-catalogue/data-set/9e761bdf-fe02-4e1e-9d3d-b32dac9fa6ef>

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 funding.