



CITY OF LONDON
ACADEMY
S O U T H W A R K

Pupil Premium – Three Year Strategy

2024/25 – 2025/26 – 2026/27

Approved by Governors in October 2024
Reviewed by the Principal in December 2025

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School overview

Detail	Data
School name	City of London Academy Southwark
Number of pupils in school (2023/24 Census)	1577 1178 Yrs 7-11 and 399 in 6 th Form
Proportion (%) of pupil premium eligible pupils (2023/24 Census)	Years 7-11 = 51%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published and signed off by Governors	10 th October 2024
Date on which it was last reviewed	11 th December 2025
Statement authorised by	Mike Baxter, Principal
Pupil premium lead	Mike Baxter, Principal
Governor / Trustee lead	Steven Berryman Elaine Davis Co-Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2023/24 census)	Approx £660k P.A. This figure is used to cover the three year period, although exact figures year-on-year may vary by 1-5%
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	Approx £660k

Part A: Pupil premium strategy plan

Statement of intent

The intent of our pupil premium strategy is aligned with the wider intent of the academy. Our purpose, the **Exploration of Life**, guides the education of our students during this transformative period of their lives. Students are immersed in the best of all that has come before, to enable them to shape what will come next; for themselves, but also the wider world. Whilst we have the highest expectations of our students academically, we know that to thrive in the wider world our students are required to develop a set of skills and emotional intelligence that cannot be so easily measured.

The academic success of all our students is ensured by our approach of **Inclusion by Design**. All elements of the academy are considered through the lens of our most vulnerable students to ensure that no child is left behind. Our Inclusion by Design approach permeates all academy systems and approaches; for example, we have silent lesson transitions so that all students feel safe in school and run over 40 lunchtime clubs each week so that every child gets access to an enriching co-curricular offer. Therefore, the pupil premium strategy works in-line with this principle however, it must be noted that it is not the pupil-premium finding or strategy that encourages the academy to support these vulnerable students; **we want all students to succeed and thrive regardless of barriers.**

The academy is now in the top 25% for Progress and Attainment at A-Level and in the top 18% for Progress and attainment at GCSE, according to ALPS (A-Level) and FFT Early Release (GCSE). According to FFT, our FSM6 students (i.e. PP) achieved a P8 score of 0.24, vs a cohort average of 0.48. **These are significant improvements from previous years meaning that pupil premium students at CoLA now outperform the average outcomes of non-pupil premium students. This is a fantastic achievement.**

Key Performance Indicators - KPIs

KPI	Success criteria
<p><u>Academic performance.</u> Key subgroups;</p> <ol style="list-style-type: none"> 1. MUST - Outperform national averages 2. SHOULD - Perform in-line with, or better than, their wider CoLA cohort. 	<p>The following will perform above national and in-line with peers;</p> <ol style="list-style-type: none"> 1. WBR and BCR background students 2. SEN – diagnosed suspected 3. Other important vulnerabilities (e.g. LAC)
<p><u>Pastoral/Character support and development.</u></p> <p>All students thrive in the academy and have access to a range of well planned extra-curricular opportunities.</p>	<ol style="list-style-type: none"> 1. Student outcomes - above national averages to top 10% nationally 2. Student attendance – above national averages by at least 2% and ideally above 95% 3. Rates of bullying are rare and dealt with swiftly, as evidenced by focus groups and behavioural data 4. There is a clear sense of belonging within the student body, as evidences by focus groups and surveys 5. Attendance at lunch clubs shows a representation of PP and non-PP in-line with school averages 6. Engagement with ‘gold-ribbon’ extra-curricular opportunities, like DoF, Theatre Trips and musical showcases shows a representation of PP and non-PP in-line with school averages

Challenges

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

Challenge number	Detail of challenge
1	<p>Academic excellence: Not all students, including some disadvantaged students, make exceptional academic progress. This means that too many PP students leave CoLA without the academic grades to shape their own lives, and the lives of those around them, for the better. The gap between PP and non-PP progress in 2022/23 was around 0.4 and again in 2023/24.</p> <p>Whilst below the national gap, this needs to be closed. We will frame our Inclusive by Design approach to specifically ensure that we focus on PP students who also:</p> <ol style="list-style-type: none"> 1. Are from WBR and BCR backgrounds 2. Have SEN needs 3. Have other important vulnerabilities (e.g. LAC or known to social care)
2	<p>Pastoral support and development: Whilst the academic culture and performance of the academy has vastly improved, too few young people develop the soft skills that we know are so important for a productive and fulfilling life. The extra-curricular offer needs to be expertly planned and delivered such that all students are able to;</p> <ol style="list-style-type: none"> 1. Effectively code-switch depending upon the environment (e.g. home vs work vs school) 2. Read in line with, or beyond, their numerical reading age 3. Understand the rights and responsibilities of a 21st Century Global Citizen
3	<p>Mental health and attendance: The impact of the pandemic alongside smartphone addiction has been profound on the mental health and resilience of many of our students as well as, for some, their attendance at the academy. Work is required to support many of our most vulnerable students, often those who lack a secure attachment with a trustworthy adult (either in school or at home) to ensure that mental health nor attendance are barriers to success.</p>
4	<p>EAL needs: We have a slight increase of higher needs EAL students attending the academy. Global political instability alongside London being a hub for 1st generation migrants has contributed towards this.</p>
5	<p>Hardship: CoLA is based in an area in the top quintile of deprivation in the country. Many students come from deprived homes where financial hardship can be a real barrier to success.</p>

Activities over the three academic years

This details how we intend to spend our pupil premium to address the challenges listed above.

Teaching and extended day

Budgeted cost: £350,000 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching capacity in key subjects including Maths, Science and MFL to minimise the impact of cover	Having subject specialists deliver the curriculum compared to support/cover from a different subject specialism has a significant impact upon the planning, delivery and feedback of a taught curriculum. See here .	1
Internal Cover Pool. 1/10 th of every teachers TT is dedicated towards a cover-pool slot that avoids the need to use external cover supply.	Cover lessons undertaken by CoLA-S teachers are cover lessons with good behaviour where students continue to learn. The impact is that cover does not mean lost-learning as behaviour and work expectations are maintained.	1, 2
Weekly CPD. The weekly CPD programme is differentiated and ensures that whole school CPD priorities are revisited at regular intervals, thus driving sustained improvements in T&L across the academy.	Weekly CPD strands include: <ol style="list-style-type: none"> 1. ECT/ITT sessions 2. Bespoke CPD pathways of choice or CoLAT 7 Habits CPD and coaching (new for 2025/26) 3. Curriculum enactment CPD 	1
The academy runs an extended day. For KS3 students this is 24 weeks of the year, for KS4 students this is every week of the year.	<p>The extended day for KS3 provides every KS3 student with either targeted intervention in a subject where performance is poor OR teaches the students how to revise. Techniques include; quizzing, look/cover/write/check and flashcards.</p> <p>At KS4 the additional lesson every week for Year 10 enables curriculum time to run an early entry GCSE whilst in Year 11 the additional curriculum time enables additional Maths to be built into the curriculum.</p>	1

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

Budgeted cost: £210,000 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Bespoke small-group intervention.</u> The running of the ambition centre – a nurture school within CoLA – that support students with pastoral issues that may manifest themselves in low attendance, low self-esteem or other adverse behaviour.</p>	<p>There is a wide array of evidence that nurture groups have a positive impact upon the students who take part in them, See here and here.</p> <p>Ongoing respite placements support students at risk of failing at school.</p>	<p>1,2,3</p>
<p><u>Academic Mentor support.</u> MPA WBR students are being prioritised for tutoring programmes to support with academic performance in Maths.</p>	<p>We run a MVP mentoring programme for students at risk of reaching their potential.</p>	<p>1</p>
<p><u>Additional Reading Support.</u> In Year 7, 8 and 9 there is a targeted catch up group to build upon the universal offer.</p>	<p>In KS3 and Year 10 all students have a universal offer of at least 50 minutes of guided reading a week. For target students this is more and in smaller bespoke literacy classes.</p>	<p>1, 2</p>
<p><u>Additional EAL capacity.</u> Additional resources has been brought in to support with the additional EAL requirements.</p>	<p>Support includes an EAL coordinator.</p> <p>How to effectively deploy EAL support in schools advice and guidance can be found here and here.</p>	<p>3</p>

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

Budgeted cost: £100,000 (Approx)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Enhanced attendance team.</u> Deployment of an enhanced attendance team in 2021/22 to drive up attendance of PA students. This includes daily home visits and picking up of target students in the school mini-bus in the morning.</p>	<p>Staffing includes a safeguarding officer and a family liaison fixed-term role. EWO support for two days.</p>	<p>2</p>
<p><u>Enhanced counsellor team.</u> The academy will maintain the counsellor provision that we currently have of 3 staff.</p>	<p>Research supporting the use of counsellors in schools can be found here and here.</p>	<p>1,3</p>
<p><u>Lunch clubs for all students.</u> The academy has re-worked the school day to facilitate a 50 minute lunch break for all students to enable 30 weekly clubs to run.</p>	<p>The benefit of this is that family and financial barriers no longer prevent attendance at weekly clubs. This is particularly supportive of PP and vulnerable students.</p>	<p>2, 3, 5</p>

Total budgeted cost: £ £660,000

Part B: Review of outcomes in the previous three year PP plan

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2024 academic years.

The past 5 years have shown consistent improvement across the academy culminating in the best ever results in the academy's 20 year history in 2024 and 2025. The academy is in the top 25% for Progress and Attainment at A-Level and in the top 20% for Progress and attainment at GCSE, according to ALPS (A-Level) and FFT Early Release (GCSE).

KS4 Outcomes

GCSE KPIs - Results over time 2017 - 2025

	2017	2018	2019	Covid adjusted grades			2023	2024	2025
				2020	2021	2022			
% 5 to 9 E/M	55	54	36	47	56	59	57	63	58
% 4 to 9 E/M	77	73	62	72	78	74	78	78	80
P8 Score	0.31	0.09	-0.47	0.34*	0.85*	-0.01	-0.01	0.48	NA
A8 Score	56*	53*	44.7	50.6	53.4	52.1	50.79	52.46	52.47

KS5 Outcomes

Post 16 - Results vs results histories provisional

Results overview over time

	2017	2018	2019	2020*	2021*	2022*	2023	2024 Exam	2025 Exam Provisional	Difference 2024 to 2025
No of Entries	331	283	448	400	344	416	529	432	458	NA
No of Students	113	129	148	134	117	142	177	145	156	NA
% A* to A	16	16	15	27	39	25	16.08	26	27.2	+1.2%
% A* to B	45	48	36	53	70	55	47.13	59.5	62.5	+3.0%
% A* to C	74	79	65	78	90	80	73.20	84	85.0	+1
%A* to E	100	98	94	99	99	97	96.86	99	99.35	+0.35%
Av. pt per entry	28.67	30.34	29.78	40.08	41.05	36.02	32.23	36.77	37.65	+0.89
Average grade	C	C	C	B	B	B-	C+	B-	B-	+1 sub-grade

BTEC overall - DDD or Above 87% (HSC – 100% DDD and above. Sport – 57.1% DDD and above; 85.7% M and above)