

SCA Pupil premium strategy statement 2023-24

Updated Oct 2023

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Salford City Academy
Number of pupils in school	917
Proportion (%) of pupil premium eligible pupils	383
Academic year/years that our current pupil premium strategy plan covers	2023-24 (Part of 2022-25 priorities)
Date this statement was published	November 2023
Date on which it will be reviewed	December 2024
Statement authorised by	M. Haselden
Pupil premium lead	K. Eaton, A. Rashud
Governor / Trustee lead	J. Andrews

Funding overview

Detail <i>(based on Oct 2022 census)</i>	Amount
Pupil premium funding allocation this academic year	£396,405
Recovery premium funding allocation this academic year	£105,708
National Tutoring grant	£51,705
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	£553818

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium strategy at Salford City Academy has been developed to improve the academic progress and life chances of our disadvantaged pupils. The strategy is a tiered approach that focuses on effective teaching, targeted academic support and wider strategies. These strategic areas are a continued focus with specific actions in each area being reviewed and updated annually. The ultimate aim is to ensure that disadvantaged pupils are provided with high quality teaching, effective support and accessible enrichment opportunities so that they thrive and develop into successful and happy adults.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. These challenges are identified in general terms, for our disadvantaged pupils as a group.

Challenge number	Detail of challenge
1	<p>Disadvantaged pupils perform below their non-disadvantaged counterparts in summative assessments at KS4.</p> <p>Summary evidence:</p> <p><i>Year 11 2022-23</i></p> <ul style="list-style-type: none"> Maths & English match up 4+ PP 42% vs NPP 75%, 5+ PP 32% vs NPP 59%, 7+ PP 7% vs NPP 19%
2	<p>On entry to the academy disadvantaged pupils reading ages are low, restricting their access to the curriculum.</p> <p>Summary evidence:</p> <ul style="list-style-type: none"> PP students have an average standard age score of 92 compared to 103 for NPP students. 44.3% of PP students have a reading age below 9 in comparison to 10% of the NPP cohort.
3	<p>The attendance of disadvantaged pupils is below their non-disadvantaged counterparts.</p> <p>Summary evidence:</p> <ul style="list-style-type: none"> 2022-23 Attendance for PP students is below all students – Y7 90.0% (92.4%), Y8 86.1% (89.4%), Y9 87.1% (90.1%), Y10 84.3% (87.5%), Y11 81.6% (85.7%), Whole School PP 85.7% (89.1%)

4	<p>There is a higher proportion of social and emotional issues affecting disadvantaged pupils, in comparison to non-disadvantaged pupils</p> <p>Summary evidence:</p> <ul style="list-style-type: none"> • 56% of students identified for SEMH triage are PP (Autumn 1 2023/24) • Of the PP students identified for triage, 75% of this cohort are girls • 57% of students identified for small group SEMH interventions are PP (Autumn 1 2023/24)
5	<p>Exclusions for disadvantaged students are higher than for non-disadvantaged students</p> <p>Summary evidence:</p> <ul style="list-style-type: none"> • 50% of PEX were PP students • 72% of FTS were PP students

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
Disadvantaged pupils will know (knowledge) more, understand (understanding) more and be able to do more (skills).	<ul style="list-style-type: none"> - Verbally and in written work, disadvantaged pupils accurately demonstrate their knowledge, understanding and skills. - The performance of disadvantaged pupils in assessments improves and is in-line with non-disadvantaged pupils.
Disadvantaged pupils develop a love of reading and, in turn, a high level of reading competency, allowing them to access the curriculum.	<ul style="list-style-type: none"> - The proportion of disadvantaged pupils reading with 6 months of their chronological ready age (CRA) improves. - Standardised Age Scores (SAS) for disadvantaged pupils increases. - The proportion of pupils reading independently increases.
Disadvantaged pupils' attendance is good so that they fully access the curriculum provision on offer.	<ul style="list-style-type: none"> - Attendance monitoring demonstrates improved attendance for disadvantaged pupils so that it is in-line with non-disadvantaged pupils. - Persistent absence for disadvantaged pupils improves.
Disadvantaged pupils access pastoral support and participate in enrichment activities. As a result, their well-being is supported and they develop valuable life skills.	<ul style="list-style-type: none"> - The proportion of disadvantaged pupils participating in Aspire activities is in line with non-disadvantaged pupils.

- Pupil voice for disadvantaged pupils recognises improved well-being as a result of the support provision and enrichment engagement.

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. Additional academy contributions have supplemented pupil premium funding to support the activity in each of the three areas.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £402,004

Activity <i>Staff responsible identified in each section</i>	Evidence that supports this approach	Challenge number(s) addressed
<p>Student independence at all levels - academy, department and individual teachers.</p> <p>So that: Students are equipped with the skills to learn independently and demonstrate their understanding to a high level</p> <ul style="list-style-type: none"> - The independent ('You do') phase of lessons is at least one third of the lesson timing - The independent phase of the lesson does not use heavily scaffolded writing frames and direction - Students know the phases of lessons and what learning behaviours are required for each - Thinking time is planned, narrated and consistent during the collaborative ('We do) phase of lessons - Targeted questioning consistently uses of 'right is right' approach to secure high-quality responses - Arbor is used for all homework and revision. Completion rates are 90% by Term 3. - Curriculum planning in all subjects is excessively clear, and purposefully sequenced to enable students to develop knowledge and increasingly work with more independence. <p>Costs: T&L AP, T&L team, Revision guides, Student notebooks</p>	<p>Pupil Premium: General and targeted interventions (sec-ed.co.uk)</p> <p>See9f507021911ae35ac6c4d EBE GTT EVIDENCEREVIEW DIGITAL.pdf (website-files.com)</p> <p>Cognitive science approaches in the classroom A review of the evidence.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Knowledge of classes, students and individual requirements.</p> <p>So that: staff can give appropriate and effective support so that all students achieve their full potential.</p>	<p>https://www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	

<ul style="list-style-type: none"> -Circulation follows 'hunting over fishing' approach to target pp students who require support in lessons. -Staff know key groups of students to ensure that support is targeted. -Seating plans are uploaded to Arbor and staff use them to support PP students in lessons. -Student passports are available on Arbor and are used in lessons. -Teaching assistants are deployed effectively to support students. -Staff use summative and formative assessment to close knowledge gaps and reteach when required. -Targeted questioning is used in lessons including 'cold calling' to ensure that all students are accountable. -Staff are meeting the needs of all students in lessons, where bespoke plans are in place and in assessment windows through exam requirements and special considerations. <p>Costs: T&L AP, T&L team (included above),Arbor</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>https://d2tic4wwo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
<p>Teacher CPD – A focus on pedagogy and CPD linked to identified areas for improvement.</p> <p>So that: all staff develop their pedagogical awareness to a high level in order to create the best learning environments for students and deliver high quality teaching.</p> <ul style="list-style-type: none"> -All staff are committed to self-improvement through attending CPD sessions for teaching and learning and CPD appropriate to their career stage. -CPD for teaching and learning supports the evidence of evidence-based approaches including 'Rosenshine's' and TLAC. -Mentoring and coaching are targeted to allow teachers to review and refine their practice to support all students. -The SCA Feedback Model supports the developmental coaching of staff to receive high quality feedback. -90% of staff are retained in the Academy. -CPD for Technology including the use of Surface Pros and visualisers supports high quality teaching and learning. <p>Costs: T&L AP, T&L team, T&L Conference, visualisers, ITT, CPD budget</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://d2tic4wwo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</p> <p>https://d2tic4wwo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</p> <p>https://d2tic4wwo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf?v=1691057377</p> <p>https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnot.s3.amazonaws.com%2Fdocuments%2FNIOT_mentoring_and_coaching_-</p>	1

	_Key_Takeaways.pdf&data=05%7C01%7Ckate.burles%40eefoundation.org.uk%7Ca38f7b4fe14742da2d2808dbb3926fa6%7C9dd08368aa05422d811432d03c0f9273%7C0%7C0%7C638301213743332633%7CUnknown%7CTWFpbGZsb3d8eyJWIjojMC4wLjAwMDAiLCJQIjoiV2luMzliLCBjoi6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C7C&sdata=sJmiM8HLhSQ%2F3uwVJRCBcMCyWzF0%2F7HUXC7PqFZ4Q%3D&reserved=0 https://www.gov.uk/government/collections/reducing-school-workload https://d2tic4wwo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £166, 109

Activity <i>Staff responsible identified in each section</i>	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy- Literacy will be in every classroom every lesson every day.</p> <p>So that: Oracy and reading strategies are delivered across the curriculum to enable students to build confidence in spoken and written language.</p> <ul style="list-style-type: none"> - All subject curricula prioritise reading and consistently incorporate subject-specific reading opportunities. - Reading interventions ensure that all pp students make progress of at least 10 months in their reading age and progress through the stanines to meet expected standard. -Oracy strategies included ‘turn and talk’ and ‘think pair share’ are seen and used effectively in lessons. -Questioning including use of think time and cold calling allowing all pp students to be accountable is consistent. 	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p> <p>https://d2tic4wwo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf?v=1631171996</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	2

<p>-Independence will be developed through 'BigWrites' and timed exam practice.</p> <p>-Reading to learn will be promoted through the whole school DEAR programme and all pp students will use reciprocal reading strategies.</p> <p>Costs: T&L AP, T&L team), Literacy TA, Librarian, Lexonik, DEAR books, Library re-stocks</p>		
<p>Behaviour Interventions: Preventing escalation of behaviour through early intervention; pastoral and mental health support.</p> <p>So that: All students can thrive by removing barriers and offering appropriate support.</p> <ul style="list-style-type: none"> - Ensure attention to detail and high levels of consistency in the execution of the academy's behaviour policy and strategies: rigorous tracking and monitoring to allow for early intervention. - Targeted small group interventions: half termly cohorts assigned to anger management or Zones of Regulation (ongoing from Autumn 1 2023), clear pre & post assessment measures. - Targeted group intervention for Year 9 & 10 PP students at risk of NEET, 'Hitz On Track' led by Sale Sharks (Autumn 2 2023). - TAC access provided for identified cohort of x5 Y11 PP students (1:1 online CBT based therapy). - 1:1 Play Therapist support for identified students (1:1) delivered in 6-12 weekly sessions dependent on need. - Complex behaviour panels x2 per term (target up to 4 individual students at each panel). Input, support and individualised solution focused planning offered via Assistant Principal Behaviour, school counsellor, SENCo, Designated Safeguarding Lead, Governor and other relevant professionals (Early Help, for example) to parents and student. - Staff CPD: Salford cluster-wide solution focused planning session focused on reducing repeat internal / external PP SEND suspensions in collaboration with Salford Educational Psychology Service, SENCos & Behaviour Leads; Use of RAMPs (Reducing Anxiety Management Plans) led by Salford Educational Psychology Service (November 2023) and Speech, Language and Communication Needs & Behaviour led by Salford Speech and Language Therapy Service (December 2023) <p>Costs: Senior Behaviour Manager, Bespoke interventions, related CPD</p>	<p>Impetus Over 1 million days of learning lost after children sent...</p> <p>Disadvantaged children worst hit by suspensions amid sharp rise CYP Now</p> <p>Mainstream Schools — The Difference (the-difference.com)</p> <p>Creating a culture: a review of behaviour management in schools - GOV.UK (www.gov.uk)</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Tuition: Targeted tuition to support progress for students</p> <p>So that: PP students make expected or above expected progress from mid-year exam to end of year exam.</p> <ul style="list-style-type: none"> - Teachers delivering sessions have plan in place each session. - Ensure there is high level of detail in planning, and this is consistent every week by teachers. 	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1

<ul style="list-style-type: none"> - Students regularly attend every week to keep it consistent. Same day same time. - Regular contact with parents for PP students who are border line. - Ensure there are more PP students being targeted for each year group. - Teachers work with students in small groups (less than 6 in group) - Teachers target students with specific topics. - Promote the positives of attending tuition sessions with students and staff. - Small group tuition to be more effective when targeted for pupils specific needs. - Make progress of students explicit to other students. Showing impact of attending extra tuition sessions. <p>Costs: NTP budget</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Peer tutoring EEF (educationendowmentfoundation.org.uk)</p> <p>making-the-most-of-additional-tuition.pdf (lancashire.gov.uk)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £326, 804

Activity <i>Staff responsible identified in each section</i>	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance: Increased profile and effective operation of attendance systems for PP students</p> <p>So that: Pupils' attendance is good so that they fully access the curriculum provision on offer. Disadvantaged pupils' attendance is comparable with their non-disadvantaged peers so that all students are able to access opportunities within school.</p> <ul style="list-style-type: none"> - Attendance is 'everyone's business' and all staff make regular contributions to improving school attendance through their roles. The profile of attendance is raised and this is evident throughout a daily focus by all staff. - Parental communication interventions that all parents receive to increase the awareness of the importance of regular school attendance and the consequences of absenteeism, through email, text messages, post or phone calls. Including whole school communication that includes specific, timely information about their child's attendance. - Targeted parental engagement interventions through the staged meeting process where parents receive targeted information relating to their child's attendance, are responsive in nature and give parents the opportunity to discuss any barriers to attendance that their child is experiencing. 	<p>Attendance-and-Persistent-Absence-ESC-Submission.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>the_demotivating.pdf (harvard.edu)</p> <p>influential_third_parties.pdf (harvard.edu)</p>	<p>3</p>

<ul style="list-style-type: none"> - Pupil attendance mentoring where pupil's at risk or currently persistently absent are assigned a member of staff as an attendance mentor who meets with them weekly to build confidence and relationships, to develop resilience and character, or raise aspirations and promote improve attendance to school. Mentors make short term, achievable targets that are then reviewed on a weekly basis. - Rewards for good attendance are promoted consistently and all students are aware and engaged positively in these. Attendance rewards contribute to the promotion of good attendance and reward students for improvements in attendance as well as high attendance rates. <p>Costs: Attendance Manager, Attendance admin, EWO contribution, attendance rewards, related CPD.</p>		
<p>A Behaviour Curriculum is strategically planned and effectively delivered.</p> <p>So that: Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.</p> <ul style="list-style-type: none"> - Leaders hold high expectations of all students and staff, and a belief that all students matter equally. - Students are explicitly taught routines and habits that reinforce the behaviours expected in regard to the academy's Culture of Excellence: Y7 Behaviour Curriculum delivered via fortnightly tutor sessions, targeted and responsive assemblies for Y7-11. - Create an environment where positive behaviours are more likely by proactively rewarding and recognising students who behave appropriately. - Capture staff and student experiences of behaviour in school via anonymised termly surveys, with both quantitative and qualitative yardsticks, produce an anonymised data map of school behaviour. Tailor staff training in response to feedback from surveys. - Promote high levels of parental commitment to the academy vision: improved communication with parents via launch of school / parent / student promises (home-school agreements), increased use of Arbor app (showing rewards and sanctions), staged letters & face to face meetings tracked and monitored, termly parental survey focused on behaviour and culture, PP Parent Workshop offered 05.12.2023 'Supporting children's emotional regulation / wellbeing'. <p>Costs: Rewards, House system, Behaviour Curriculum resources, CPD</p>	<p><u>Creating a culture: a review of behaviour management in schools - GOV.UK (www.gov.uk)</u></p> <p><u>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</u></p>	5
<p>Aspire: A range of enrichment and experiences are provided for PP students</p> <p>So that: Students are provided with a range of experiences outside of the formal curriculum which serve to develop their character and formation as well-rounded individuals. Students develop attributes that enable them to understand, care about and act on core ethical values such as respect, justice, citizenship and responsibility for self and others to become active citizens in our community.</p>	<p><u>Physical activity EEF (educationendowmentfoundation.org.uk)</u></p> <p><u>Arts participation EEF (educationendowmentfoundation.org.uk)</u></p>	2, 4

- The character development curriculum is well-planned and implemented effectively with Years 7-10 during tutor time. The content of sessions is driven by PP student survey findings (e.g. Bee Well survey) and the emerging needs at the Academy to ensure that sessions deliberately target areas of need.
- Bee Enrichment Clubs are high-quality, wide-ranging, and well attended. The attendance of PP students is robustly monitored, and action taken, including PP student voice, to inform which clubs are offered to improve PP attendance. This will likely include specific PP-focused clubs and sessions that have been directly informed by PP student voice.
- All curriculum areas contribute to extra-curricular provision and contribute to the driving up of attendance to Bee Clubs, and specifically that of PP students.
- All curriculum areas contribute to education trips and visits. Due consideration is given to the participation ratio of PP students to ensure that it is at least broadly in line with the proportion of PP students in the target cohort. Action is taken where possible to provide financial support to PP students to remove or lessen the barrier of socio-economic background to their participation in educational trips and visits.
- Character Development Days are well-planned, purposeful, and directly linked to the desired outcome which is the development of student character. The focus for sessions on the days are informed by Academy priorities and the findings from student voice, with a specific consideration given to student voice provided by PP students.
- Student leadership opportunities are meaningful and representative of the PP context in each year group. Action is taken to actively encourage and ensure the involvement of PP students, providing opportunities for them to take on leadership roles and develop leadership skills.
- Careers guidance is personalised and provides students with clear informative guidance regarding post-16 pathways. PP students are prioritised for these interviews and provided with specific support in ensuring that applications for post-16 pathways are supported and made in a timely manner. Close monitoring of PP students at risk of being NEET to ensure that the earliest possible intervention is implemented.

Costs: Student Leadership lead, Education with Character Lead, Careers Advisor), Director of Careers, Education, Aspire, Enrichment budget, MAPAS, House system, PP budget to support with participation in trips and visits.

[Social and emotional learning | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/)

[Aspiration interventions | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/)

Total budgeted cost: £894,917

Part B: Review of outcomes in the previous academic year (2022-23)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Teaching (for example, CPD, recruitment and retention)

Activity <i>Staff responsible identified in each section</i>	Key Outcomes <i>Next steps in red</i>
<p>1). A T&L focus on planning at all levels – academy, department and individual teacher so that subject curriculums support the development of knowledge, understanding and skills over time.</p> <ul style="list-style-type: none"> - Academy CPD and dept meeting programme supports pre/post-mortems of SoWs - Planning at all levels recognises individual student need - In class T&L strategies (e.g. targeted circulation, targeted, Right is Right questioning) support and challenge PP students - Formative and summative assessment are used to monitor PP performance and inform T&L actions <p>2). Oracy: students are provided with opportunities and support to develop their verbal communication and confidence.</p> <ul style="list-style-type: none"> - Appointment of Oracy lead - DEAR reciprocal strategies are used to support discussion and presentation - Aspire provision for oracy activities increases - Subject curriculums plan for academic talk - Lesson delivery focuses on thinking time, talk and discussion <p>3). Writing: a focus on independent extended writing so students are able to express and demonstrate their knowledge and understanding.</p>	<ul style="list-style-type: none"> - Seating plans in 100% of lessons identify key groups of students including PP students - Annotating seating plans to evidence live marking and ensure PP students are regularly targeted for checking understanding. Targeting of live marking for PP needs to be more explicit. - For 60% of departments planning and structuring of learning have improved significantly. Teacher explanations have reduced in duration and are more concise, allowing more time for independent activities. - Teachers need to demonstrate expert modelling through explicit explanations to impart knowledge to students ('I' phase). This will include use of the 'common phrase' and closing books specifically in the 'I' phase. - In Quality of Education (QofE) reviews, in 80% of departments questioning strategies have improved significantly. - DEAR Oracy took place every Friday. Teacher QA identified showed that 40% of teachers use turn and talk in all of their DEAR sessions, 72% of teachers use turn and talk more than 2 times per week and 52% of students recognised that all students are engaged during DEAR oracy - Staff CPD and video library for crafting debates to be planned and delivered - Majority of departments had a green RAG for teachers purposeful questioning in order to elicit understanding - Teachers to specifically challenge students to use key vocabulary from the lesson in their verbal responses. Questions to be planned to address key knowledge and understanding - Students are all aware of the BUG strategy and what it stands for. They use it when prompted but do not yet use it consistently during independent work and/or exams. The use of student scaffolds was removed over the academic year. As a result students work became more independent. - As whole school revision and independent learning strategy to be launched

<ul style="list-style-type: none"> - The 'BUG' strategy is a focus for written responses in all subjects and lessons - A staged scaffolding approach for planning and structuring BIG WRITES is used. Scaffolds/support removed as academic year progresses - Success criteria are used for BIG WRITE pieces and in feedback - BIG WRITE performance is tracked and tracking information informs interventions and future planning 	<ul style="list-style-type: none"> - Success criteria have been used for BIG WRITES. These have supported student progress in Humanities, particularly for writing structure and dept of explanations. The success criteria in English need to be reviewed and simplified for student understanding - Literacy interventions including Big Writes have shown that Y7 Reading ages overall have progressed by 19 months, and for PP by 21 months. The overall Y7 SAS have also increased overall by 6, and for PP by 7. The average SAS for YR9 PP students is 100. - Review reading interviews so the most effective are used
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity <i>Staff responsible identified in each section</i>	Key Outcomes <i>Next steps in red</i>
<p>1). Tuition: targeted tuition to support progress for students.</p> <ul style="list-style-type: none"> - Continuation of En, Ma, Sc tuition programmes from 21-22 - Assessment performance and QLA used to identify students for tutoring - Tuition for these subjects introduced for KS3 - PP students are proportionally represented as per academy PP/non-PP ratios <p>2). Personal Study; PP students are supported in taking responsibility for their homework and revision.</p> <ul style="list-style-type: none"> - Students complete homework so that they consolidate their knowledge and understanding - Students use knowledge organisers and the SCA recommended revision strategies to prepare for assessments. 	<ul style="list-style-type: none"> - Tuition enrolment was 454 students across KS3 and KS4. There were 207 PP students targeted for PP and 247 for NPP. The proportion of PP students attending all sessions was 63% in comparison to NPP 74%. 4+ and 5+ performance for students who regularly attended tuition was 71% for PP compared to 83% for NPP. Saturday sessions averaged 42 students. Average of 18 PP students and 24 NPP students. - Increased parental engagement with tutoring attendance and value to secure support for Saturday session attendance. Increased use of performance data with parents/carers to support these conversations. - The proportion of students completing homework regularly (less than 5 missed) in HT5/6 was 72.4% for PP and 73.8% for NPP. - The proportion of students missing less than 5 tasks all year was 39.4% for PP and 40.5% for NPP. - Student voice demonstrated an improved awareness of the SCA revision strategies. Students recognised the benefits of period 5 for revision and the structure it provided for them. Students also identified the challenges of time management with regards to revision - Re-development of the revision and independent study provision (see T&L above) so that students are prepared with key revision strategies they can undertake at home with little need for substantial preparation e.g Cornell notes

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

Activity <i>Staff responsible identified in each section</i>	Key Outcomes <i>Next steps in red</i>
<p>1). PP attendance increases so that PP students access all curriculum knowledge, understanding and skills. - PP students attend school regularly which supports their progress, achievement and well-being</p> <p>2). Develop home/school links so that there is greater collaboration to support students. - Guidance and resources for parents/carers so that they can support their child with independent study (see Tier 2 above) and attitude to learning - Improved understanding of family circumstances to support attendance (above) and attitude to learning</p> <p>3). Enrichment – Provision supports PP students’ enjoyment of, and engagement in school. As well as the developing their CofE value. - PP students engage in the Aspire programme to develop personal skills and enjoyment - Visits and experiences enrich PP students’ lives so that they are equipped with knowledge and experiences - PP students participate in the House system to engage as a House community and develop experiences in competition and collaboration - CEIAG: PP students take full advantage of the careers support available to them so that they are prepared and motivated for further study and careers</p>	<ul style="list-style-type: none"> - Attendance processes were reviewed and target cohorts were established. A PP group in each year was created but (as per data above) this did not drive PP attendance to improve it by the desired extent. Home visits, priority calls and attendance rewards were all used. - The profile and underlying expectation on PP attendance needs to be developed before the attendance intervention stage. The profile with students, staff and parents needs to be the central focus for next academic year. - Increased SLT attendance panel meetings to improve attendance for PP students with consistently poor attendance - Targeted home/school events were organised for each half term. For example, Y7 Settling In Evening took place, SEND Parental Coffee Afternoon, Supporting homework, Emotional regulation and well-being, House celebration evening. KS4 Independent Study evening. Parental surveys recorded 75%+ satisfaction with delivery and content. - A communication working party was set up. Opportunities for home-school feedback have increased as a result. For example annual survey promotion (increased responses from previous year), events (see above) and streamlining to Arbor for homework - A system required for regular communication of events and general information. This will support the half termly newsletter - Overall Aspire attendance was 60% with PP 55.4% and non-PP 64.2% at the end of the year - Invite and target PP students specifically across all year groups and BEE clubs, including letters, student meetings and attendance tracking and intervention earlier in each half term - The proportion of PP students attending in and out of school visits and experiences is, as per PP/non-PP school ratio. NPP students had slightly more careers and aspirations experience in each year group, but that is broadly proportionate to the amount of non-PP and PP students we have in school. (Y7 – 730 PP vs. 920 non-PP, Y8 – 597 PP vs. 691 non-PP, Y9 – 859 PP vs. 1259 non-PP, Y10 – 715 PP vs. 742 non-PP, Y11 – 889 PP vs. 926 non-PP. - Develop subject careers provision so that the focus at dept level is meaningful and specific to year group.

- Slightly more NPP students took on leadership opportunities compared to PP but figures were broadly similar in most year groups (Y7 – 40 PP VS. 67 non-PP, Y8 – 37 PP vs. 28 non-PP, Y9 – 25 PP vs. 43 non-PP, Y10 45 PP vs. 45 non-P, Y11 – 5 PP vs. 9 non-PP.
- Each PP student made an application to an appropriate and aspirational post-16 pathway. Official NEET status is not confirmed until Feb 2024, but projection indicates that there is a small target cohort to work with. Of this small cohort 75% are PP students
- Targeted post results and college enrolment interviews to see why NEET risk increased. Information used to inform future planning.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Programme
NGRT reading assessment	Football Beyond Borders
Sparx Reader	Arbor
Sparx Maths	Educake
4 Matrix	
Accelerated Reader	
Lexia	
Seneca	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a