SCA Pupil premium strategy statement 2022-23

Updated Oct 2022

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Salford City Academy
Number of pupils in school	888
Proportion (%) of pupil premium eligible pupils	46% (406) Sept 2022
Academic year/years that our current pupil premium strategy plan covers	2022-23 (Part of 2021-23 priorities)
Date this statement was published	Oct 2022
Date on which it will be reviewed	Sept 2023
Statement authorised by	M. Haselden
Pupil premium lead	A. Rashud
Governor / Trustee lead	J. Andrews

Funding overview

Detail *(based on Oct 2021 census)*	**Amount**
Pupil premium funding allocation this academic year	£417,148
Recovery premium funding allocation this academic year	£116,886
National Tutoring grant (60% contribution of cost)	£70,308
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	£604,343

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 in identified in general terms, for our disadvantaged pupils as a group.

Challenge number	Detail of challenge
1	Disadvantaged pupils perform below their non-disadvantaged counterparts in summative assessments at KS4.
2	On entry to the academy disadvantaged pupils reading ages are low, restricting their access to the curriculum.
3	The attendance of disadvantaged pupils is below their non-disadvantaged counterparts.
4	There is a higher proportion of social and emotional issues affecting disadvantages pupils, in comparison to non-disadvantaged pupils

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).	- 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.	- 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.	- Attendance monitoring demonstrates improved attendance for disadvantaged pupils so that it is in-line with non-disadvantages 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.	- 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: £192,987

Activity ***Staff responsible identified in each section***	**Evidence that supports this approach**	**Challenge number(s) addressed**
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. **ARA, KEA, EBO, SBO** - 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	Pupil Premium: General and targeted interventions (sec-ed.co.uk) 5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCEREVIEW_DIGITAL.pdf (website-files.com) Cognitive_science_approaches_in_the_classroom_A_review_of_the_evidence.pdf (d2tic4wvo1iusb.cloudfront.net)	1
Oracy: students are provided with opportunities and support to develop their verbal communication and confidence. EBO, RWA - 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	Literacy | EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 | EEF (educationendowmentfoundation.org.uk)	2

Writing: a focus on independent extended writing so students are able to express and demonstrate their knowledge and understanding. EBO - 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	Literacy | EEF (educationendowmentfoundation.org.uk) Selecting_interventions_tool.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 2

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

Budgeted cost: £141,945

Activity *Staff responsible identified in each section*	Evidence that supports this approach	Challenge number(s) addressed
Tuition: targeted tuition to support progress for students. MAT - 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	Pupil Premium: General and targeted interventions (sec-ed.co.uk)	1, 2
Personal Study; PP students are supported in taking responsibility for their homework and revision. EBR, AGO - Students complete homework so that they consolidate their knowledge and understanding - Students used knowledge organisers and the SCA recommended revision strategies to prepare for assessments	Homework | EEF (educationendowmentfoundation.org.uk)	2

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

Budgeted cost: £273,607

Activity *Staff responsible identified in each section*	Evidence that supports this approach	Challenge number(s) addressed
PP attendance increases so that PP students access all curriculum knowledge, understanding and skills. BTH, DMB - PP students attend school regularly which supports their progress, achievement and well-being	EEF_Parental_Engagement_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net)	3

Develop home/school links so that there is greater collaboration to support students. **ARA, LDA, EBO** - 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	Behaviour interventions | EEF (educationendowmentfoundation.org.uk) Parental engagement | EEF (educationendowmentfoundation.org.uk)	3, 4
Enrichment – Provision supports PP students' enjoyment of, and engagement in school. As well as the developing their CofE value. BTH, EBR, YMI - 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	Improving Behaviour in Schools | EEF (educationendowmentfoundation.org.uk) Gatsby Benchmarks | The Careers and Enterprise Company	3, 4

Total budgeted cost: £608,539

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

Part B: Review of outcomes in the previous academic year (2021-22)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 20212 academic year.

Teaching (for example, CPD, recruitment and retention)

Activity ***Staff responsible identified in each section***	**Outcome** ***Next steps in red***
A T&L focus on planning at all levels – academy, department and individual teacher. ARA, KEA, WMG - Subject curriculums support the development of knowledge, understanding and skills over time. - Academy CPD and dept meeting programme supports pre/post-mortems of SoWs. - Planning at all levels recognises individual pupil need. - In class T&L strategies (e.g. targeted circulation, targeted, Right is Right questioning) support and challenge PP pupils. - Formative and summative assessment are used to monitor PP performance and informed T&L actions.	-Academy focus areas have been on academic talk – discussion, articulation, vocabulary. QA (internal, UL, Ofsted) has recognised increased consistency in planning and delivery - Questioning strategies are consistent and thinking time is being used more frequently. Explicit reference through narration, timers and agreed phrases now required. Oracy lead appointed for Sept 2022 to develop confidence and accuracy. - No PP/non-PP gap in book sampling. Standards, volume and DIRT improved from 20-21 and consistent. Recognised by QA at all levels. See writing below for actions - QA system has supported teacher development through T&L leads and coaching (5 coached – practice improved). Evidence in UL termly teacher submissions. This now needs to be through HoDs with ownership at subject level - SEND PP: Ofsted (Feb 22) recognised *'Teachers accurately identify the needs of pupils with SEND. Teachers are skilled at adapting the delivery of the curriculum. This enables pupils with SEND to learn the same ambitious curriculum as others. These pupils achieve well…* This adaptation of curriculum materials now needs to be consistent across all subject areas through SGP. This work also needs to be reflected in the attainment of Y11 SEND PP students through appropriate individualised intervention and tutoring as necessary.
Reading – Embedding whole school reading and developing a love of reading so that pupils reading ages and inference skills improve. ARA, KHA - Continue to develop a love of reading in pupils by ensuring that: (i). DEAR is well delivered and enjoyable. (ii). Rewards and enrichment for reading stimulate engagement. and increased personal reading.	- Reading interventions for PP students at KS3 are having a positive impact. By Y9 PP students have caught up in all 3 measures - Ofsted Feb 22*: Leaders have implemented an effective programme to support pupils who are at the earliest stages of learning to read. These pupils quickly make gains in their reading knowledge. This helps these pupils to access the wider curriculum.'*

(iii). The library and librarian create a culture of reading.

Group	SAS		% 6 mth CRA		Av reading age	
	Entry	T3	Entry (09.21)	T3	Entry (09.21)	T3
Y7 All	95	100	47%	56%	10:08	12.02
Y7 PP	92	97	40%	47.5%	10:01	11.06
Y8 All	96	102	49% (54%)	53%	11:00 (12:02)	13.03
Y8 PP	95	102	43% (45%)	55%	10:09 (11:08)	13.04
Y9 All	98	101	54% (52%)	53%	11:03 (13:00)	13.09
Y9 PP	98	102	54% (56%)	55%	11:03 (12:04)	13.11

- Staff circulation evident in DEAR sessions and DEAR book completion improved vs 2020-21. Focus required on linked DEAR activities to promote vocabulary development through clarifier use and inference skills through book discussion (mind maps, guided questions, reciprocal hand). Promotional focus to raise profile and enjoyment

- Academic reading evident in 70% lessons (40% high focus, 30% part focus) during QA sample. Subject specific reading strategies to be developed and embedded

Writing: a focus on independent extended writing so pupils are able to express and demonstrate their knowledge and understanding. ARA, KHA

- 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.
- Student oracy skills and confidence are developed so that they can accurately articulate their understanding.

- BIG WRITE tracking data demonstrates that in Eng and Hu PP students largely achieve as well as their non-PP peers. In MFL in Y7/8 there is a slight attainment gap, however PP students typically catch-up by Y9.

The BIG WRITE – Spring Term

Year	Group	1			2			3			4		
		English	Humanities	MFL	English	Humanities	MFL	English	Humanities	MFL	English	Humanities	MFL
7	All	8.9%	7.4%	15%	39.3%	38.6%	25.9%	33.9%	36.3%	21%	4.5%	8.1%	34.6%
	PP	8.7%	14.7%	13.5%	37%	24.5%	40.5%	39.1%	36.3%	18.9%	0%	4.6%	24.3%
	Male	12.7%	11.7%	17.5%	41.8%	28%	20%	29.1%	35.6%	22.5%	1.8%	7.4%	30%
	Female	5.3%	9.5%	7.3%	36.8%	26.9%	41.3%	38.6%	37.1%	19.5%	7%	8.9%	39%
8	All	11.5%	3.1%	13.2%	28.7%	40.6%	30.2%	36.8%	32.7%	5.7%	11.5%	14.1%	35.8%
	PP	7.9%	5.4%	20%	23.7%	40.7%	40%	42.1%	26.3%	6.7%	10.5%	8.5%	26.7%
	Male	22.5%	4.7%	9.5%	27.5%	45.2%	28.6%	32.5%	27.1%	9.5%	5%	9.6%	23.8%
	Female	2.1%	1.2%	15.6%	29.8%	29.7%	31.3%	40.4%	39.4%	3.1%	17%	19.5%	43.8%
9	All	17.9%	5.5%	10.3%	42%	30.4%	26.4%	19.6%	37.2%	27.6%	2%	9.5%	14.9%
	PP	10.5%	4.9%	15.6%	43.9%	32.7%	24.4%	26.3%	33.6%	26.7%	2%	9.5%	11.1%
	Male	23.8%	8.6%	20.6%	54%	35%	23.5%	6.3%	36%	29.4%	0%	6.1%	5.9%
	Female	10.2%	1.4%	3.8%	26.5%	25.3%	28.3%	36.7%	38%	26.4%	4%	13.7%	20.8%

- HT6 book and exam sampling identified that in 100% of books (KS3 and 4) there was evidence of BUG use. In end of year assessments this was approximately 20% evidence in papers. 80% none. Focus on independence BUG required, especially in assessments/exams

- The structure, quantity and accuracy of extended writing has improved (recognised in QA at all levels). There is still too much scaffolding. Greater independence in writing and use of alternative examples at modelling phase

Planning and delivery provide for spaced repetition and interleaving to support long term memory development. ARA, KEA, WMG

- Interleaved DiN activities take place in all lessons and results inform live and planned re-teaching.

- Analysis of students sanctioned for incomplete homework shows that the proportion of PP is higher than PP in 4 of the 5 year groups

	NON- PP% homework incomplete	PP% homework incomplete	PP% in school
Y7	55%	45%	46%

Y8	57%	43%	42%
Y9	48%	52%	49%
Y10	58%	42%	52%
Y11	56%	44%	44%

- Low stakes retrieval quiz questions are planned into all lessons to consolidate and inform next steps.
- MS TEAMS and online platforms are used for retrieval across the curriculum. Performance used to inform teaching.
- Devices and internet access provided where PP pupils do not have access to homework.
- Simplification of revision approaches and use of key strategies across the curriculum (Knowledge Organisers, homework, retrieval in lessons).
- Interleaving of topics and questions into summative assessments.

- Homework support sessions for parents/carers and students
- QA supports that interleaved DiN and low stakes questions consistently planned and used. Students are being made to recall and apply. Increased teacher circulation during DiN to ensure student completion rather than waiting for answers
- Device use analysis (Jun 2022) shows that 54% have not used Chromebooks since end of lockdown. SV identifies that students would prefer work space at school. Promotion and extension of Homework Hub
- MS TEAMS and online platform use has been embedded for homework. Revision strategies have been simplified and students are aware of them (SV June 2022) but don't independently undertake them at home. HT6 focus at tutor time has helped. CofE focus on student motivation and desire for revision and success. Parental/carer events and extra day allocation for knowledge organisers during tutor time

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

Activity ***Staff responsible identified in each section***	**Outcome**
Targeted Maths, English and Science tuition to support progress for Y11 pupils. KEA, MAT - Small group tuition for identified cohorts of pupils that have been impacted by lockdown loss of learning and are falling behind. Tuition to be based on QLA information and grouped into similar skills and knowledge areas of development.	

	English		Maths		Science	
	Students	Attendance	Students	Attendance	Students	Attendance
All	45	82.3%	68	83.2%	43	83.5%
Male	25	86.3%	38	85.6%	22	83.7%
Female	20	80.5%	30	84.0%	21	84.0%
PP	27	78.7%	37	79.8%	22	80.6%
Non-PP	18	88.4%	31	86.0%	21	85.0%
SEN	4	84.4%	4	82.8%	3	85.7%
Non-SEN	41	83.1%	64	86.9%	40	88.9%
HPA	5	96.0%	7	97.5%	8	83.5%
MPA	38	85.2%	50	83.4%	31	84.8%
LPA	2	77.0%	11	81.0%	4	87.5%
NPA	0		0		0	
PP-M-MPA	7	84.2%	5	83..3%	7	82.3%

- 38 PP students received tutoring in either Ma and Eng
- 27 PP students received tuition in Ma. 89% of PP students achieved 4+. 56%, 5+. 1 PP student moved up 3 grades. 15 moved up 2 grades and 11 moved up 1 grade from the start of the year
- 17 PP students received tuition in En. 81% of PP students achieved 4+, 51%, 5+. 9 PP students moved up 2 grades and 7 students moved up 1 grade.
- 27 PP students out of 38 achieved 4+ in both Ma and Eng. 21 PP students out of 38 achieved 5+ in Eng and Ma
- Further extension to Y10 and KS3. Increase tutoring capacity for English. Explore tutoring replacement for AP

<table>
<tr>
<td>Increasing English and Maths capacity to provide targeted small group intervention. KEA

- ECT for Maths and English for 2021 - 22. Additional capacity for targeted 1:1 small group intervention and to provide period 5 intervention once a week for all students.</td>
<td>- Increased capacity supported improvements to student progress. 23% increase in the number of students working at a 4+ in Ma from the end of the year.
- Tutors (above) have also supported capacity in English and ECT (x2) have provided P5 intervention for Y11, allowing smaller group revision. Supported +P8 in Eng for first time in several years</td>
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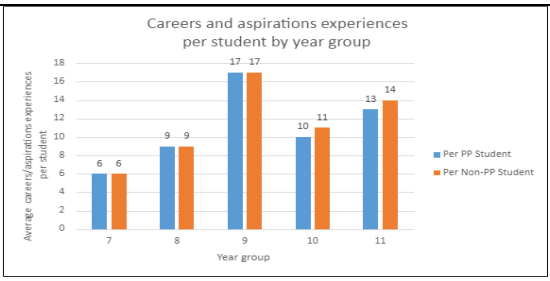
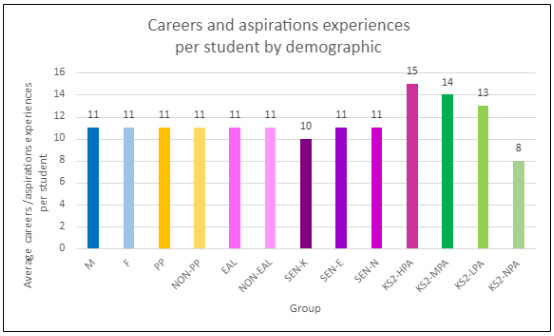
<tr>
<td>Reading Interventions improve reading ages for targeted pupils KEA, KHA

i). Direct Instruction programme for Y7 & Y8 to improve readings ages.
- In Y7 Pupils in lowest stanine in Midyis, Maths's baseline and NGRT assessments to be screened for Direct Instruction Mathematics and Reading. Two groups for Y7 generated.
- Pupils will receive 5 X 70-minute DI sessions per fortnight. Provision mapping in place to ensure curriculum catch up plan.
- Year 8 x 2 groups to continue with DI groups where necessary as part of covid catch up plan.

ii). Lexia programme to improve readings ages for KS3 pupils to enable access to the curriculum
- In Y7, 8 & 9 Pupils in the lowest stanine in NGRT, compared to MIDYIS scores, will be selected for Lexia if not participating in the DI programme (above).
-Pupils will receive x 4 Lexia lessons per fortnight to complete the recommended 100 minutes of Lexia per week and will graduate the programme once their RA has improved to a level that allows them access to a Secondary curriculum.</td>
<td>- Direct Instruction (DI) for Reading and Maths is now embedded in the curriculum for identified PP (& non PP) students in Y7 and 8. DI is carefully tracked, assessed & monitored (lesson by lesson tracking of errors, mastery tests & termly reports against assessment matrix). Teaching is good and students are progressing
<table>
<tr><th>Group</th><th>Number PP (non-PP)</th><th>Average RA Sept 21 PP (non-PP) in months</th><th>Average RA July 22 PP (non PP) in months</th></tr>
<tr><td>Y7</td><td>16
(9)</td><td>78.3
(91.1)</td><td>94
(109)</td></tr>
<tr><td>Y8</td><td>3
(7)</td><td>95.3
(103.5)</td><td>103
(109)</td></tr>
</table>
- The Year 7 PP DI cohort have made, on average, 15.7 months progress in their reading ages
- 82% of the Year 7 PP cohort have made progress in their reading ages; the four students who have not will need further bespoke provision to support their progress in Year 8
- The Year 8 PP DI cohort have made, on average, 7.7 months progress in their reading ages.
- 78% of the Year 8 PP cohort have made progress in their reading ages; the two students who have not will need further bespoke provision to support their progress in Year 9.</td>
</tr>
</table>

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

Activity *Staff responsible identified in each section*	**Outcome**
A comprehensive CEIAG offer provides guidance and motivation for post 16 pathways. CLE, LEM, EBR - Additional two days funded for Careers Advisor. Due to increasing numbers and decreased motivation in Y11 pupils. An additional two days of the salary for the school careers advisor to be funded through covid catch up.	- 56 PP Pupils in Year group. 55 of which have been offered a college/apprenticeship place. 15 to do an apprenticeship, 16 A Levels, 23 BTEC or vocational course, 1 T Level - Careers and Aspirations Experiences

- Funding of coach transport to ensure all Y11 pupils can sample college courses of interest prior to applications. - Coach for 22 HPA pupils to visit Oxford University. - Team Building activities for Y7 & Y8 on enrichment days.	  - Y10 and 11 experiences analysis show that PP students have had more than non-PP students. This is due to targeting PP students for trips and events, especially those run by GM Higher and STEM Learning. Examples… - Corpus Christi Oxford visit for 15 students. 7, PP - 30 students attended virtual campus tour and workshop from Corpus Christi college, 13 PP. - Year 7 Gateways visit to Manchester University for 12 students 5 pp - Development of CEIAG provision to focus on inherent motivation and high aspirations for post-16 pursuits - Year 10 advanced NEET focus. 55 pupils have been interviewed. 37 of these students are PP. - 10, Y10 students to be assigned a business mentor, 7 of these pupils are PP pupils.
Address the attendance gap between disadvantaged and non-disadvantaged pupils. BTH, DMB - Utilisation of resources to address the gap in attendance and persistent absenteeism between disadvantaged and non-disadvantaged pupils. - Additional funds (half day EWO) have been allocated to provide additional capacity to support pupils and families back into school.	- PP attendance – 87.7% (Not inc' COVID 88.9%) - Non-PP attendance – 92.5% (not inc' COVID 93.6%) - IL's / DMB have prioritised home visits, calls and follow ups for PP students. Attendance Intervention Cohort HT6 26/32 were PP - PA PP – 44.2% (Not inc' COVID 40.4%) - PA Non-PP - 21.1% (Not inc' COVID 18.2%) - PA – Y10 PP 51.5%, Y10 Non-PP 21.4% - PA National average Y10 35% /Y11 - 40%. PA National average 33% compared to SCA 32.9%. - Interventions implemented: Attendance cohorts from DMB and Inclusion Leaders, rewards for 100% attendance, attendance league rewards breakfasts. Governor's attendance panels and Senior leader attendance panels conducted with targeted students.

<table>
<tr><td></td><td>- The EWO has had 24 (16 PP) different students open since Sept 2021, 9 (7 PP) of these are now closed. EWO currently has 13 (10 PP) students open.
- Punctuality: 1.9%. PP 2.5% Non-PP 1.8%. Rewards/consequences introduced has dramatically reduced numbers.
- Continuation of above interventions and targeting of PP students for attendance. Targeting improvement in-line with 2018-19 pre-Covid levels</td></tr>
<tr><td>Address higher exclusion rates for disadvantaged (compared to non-disadvantaged) pupils. CLE, BTH

- Implement the new Inclusion structure: 5 Inclusion Leads, line managed by Behaviour Manager
- Safeguarding Lead to support pupils.
- Identify pupils and families for Early Help Assessment to support pupils and help meet needs.
- Identity pupils for Interventions such as Football Beyond Boundaries to support PP pupils at risk of FTE's
- To establish a behaviour management provision, led by the behaviour manager with additional support from the Link Manager.
- Inclusion Leader Intervention groups</td><td>- Full year PP Suspensions data:

<table><tr><th></th><th>Y7</th><th>Y8</th><th>Y9</th><th>Y10</th><th>Y11</th><th>Total</th><th>SEND & PP</th></tr><tr><td>19/20</td><td>15</td><td>8</td><td>13</td><td>12</td><td>11</td><td>59</td><td>18</td></tr><tr><td>20/21</td><td>7</td><td>11</td><td>8</td><td>21</td><td>8</td><td>55</td><td>12</td></tr><tr><td>21/22</td><td>4</td><td>16</td><td>9</td><td>31</td><td>7</td><td>67</td><td>5</td></tr></table>
- Decrease in Y7, Y9 and Y11 PP suspensions from 19/20 and 20/21 even though COVID impacted time spent in school.
- SEND and PP suspensions reduced by 72% since 19/20 and 58% since 20/21.
- In Y8 all PP suspensions have been due to 5 students. 1 of these students accounted for 6 of the total Y8 PP. 3 students make up 81% of Y8 PP suspensions. Interventions and support planned for these students
- In Y10, 18 students have been responsible for all PP suspensions. 3 students have accounted for 39% of suspensions. As above
- FBB 16, Y8 - 11/16 being PP. As a result 4 boys involved in rewards day. Average data for each term below.
On student from the cohort will be part of the behaviour panel mentoring with SLT

<table><tr><td>Attendance Aut1
Average: 91.0%</td><td>Attendance Aut2
Average: 77.1%</td><td>Attendance Spr1
Average: 78.4%</td><td>Attendance Spr2
Average: 82.9%</td><td>Attendance Sum1
Average: 82.9%</td><td>Attendance Sum2
Average: 79.5%</td></tr><tr><td>Incidents Aut1
Average: 5.2</td><td>Incidents Aut2
Average: 7.0</td><td>Incidents Spr1
Average: 7.4</td><td>Incidents Spr2
Average: 3.7</td><td>Incidents Sum1
Average: 5.8</td><td>Incidents Sum2
Average: 2.8</td></tr></table>
- Specific anger management, self-esteem sessions and City Wall used as interventions to support students with different needs. E.g. Rugby intervention - 15 Students from across KS3 – 10/15 PP. 9/15 have shown positive improvement with their behaviour. Evidenced by the number of Reflect referrals.
- Continue reduction in exclusions from previous term. Begin Inclusion Leader Interventions after KS3 and Y10 assessments. Introduce Lancashire Cricket intervention nd meet with FBB to review impact early from HT1 and 2.</td></tr>
<tr><td>The enrichment programme provides disadvantaged pupils with opportunities to develop new skills and support well-being. EBR, CLE</td><td>- Participation in Aspire activities

<table><tr><td>%</td><td>Total</td><td>Female</td><td>Male</td><td>SEN</td><td>PP</td><td>Non-PP</td></tr><tr><td>7</td><td>84</td><td>86</td><td>81</td><td>72</td><td>83</td><td>85</td></tr></table></td></tr>
</table>

- Using the Aspire Survey Identify pupil aspirations and gaps in skills and interests to provide well planned wrap around support, enrichment opportunities and meaningful 1:1 conversion with pupil premium pupils and SEND pupils. - Ensure PP attendance to Aspire clubs is equal or better than NPP - Pupil Voice – Form Tutors/pupil leaders to speak to PP pupils. - Enrichment opportunities linked to subjects – recreational visits, programmes, events	<table><tr><td>8</td><td>74</td><td>68</td><td>79</td><td>81</td><td>67</td><td>78</td></tr><tr><td>9</td><td>52</td><td>50</td><td>55</td><td>46</td><td>51</td><td>54</td></tr><tr><td>10</td><td>50</td><td>50</td><td>49</td><td>29</td><td>38</td><td>63</td></tr><tr><td>Total</td><td>65</td><td>64</td><td>65</td><td>60</td><td>59</td><td>71</td></tr><tr><td>KS3</td><td>70</td><td>68</td><td>72</td><td>70</td><td>66</td><td>73</td></tr></table> - Slight increase in Key Stage 3 PP students attending Aspire activities as the academic year has progressed. - Little difference between Y7 and Y9 PP and non-PP participation, so Y9 strategies have had some impact for PP. Overall engagement needs to match Y7 and Y8 - Y8 into Y9 participation will continue to be a focus next academic year as this is where engagement drops - House system to be introduced to support character education and CofE - A wide range of opportunities provided through enrichment and CEIAG. SV, QA and Oftsed have recognised the depth and breadth of this offer
Develop parental engagement so that disadvantaged pupils are effectively supported in school and at home. **LDA, ARA** - Strengthen communication and relationships with parents/carers of PP pupils to maximise support for PP pupils. - Raise parent/carer awareness of academy pupil expectations. - Develop parent/carer and parent knowledge and understanding of further and higher education and vocational pathways.	- Half termly SEND parental sessions have been successful with 70% attendance of parents of PP SEND students. These will continue 2022/23 and focus will be more closely linked to performance - Additionally, SJO to encourage growth of PTA and targeted invitation to parents of PP students. - Y6 parents' evening in Summer 1 was attended by 126 families; five additional Stepping Stones sessions delivered in Summer 2 to 40 targeted PP SEND and vulnerable students. Student and parental feedback positive and PP transition supported - September Ready booklets developed and personalised for year groups - Parental/carer knowledge and understanding of post-16 pathways to be

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	Provider
NGRT reading assessment	https://www.gl-assessment.co.uk/assessments/new-group-reading-test/
Bedrock Learning – vocabulary programme	https://bedrocklearning.org/
Hegarty Maths	HegartyMaths
Sparx	Sparx Maths
4 Matrix	Welcome | 4Matrix Online

Accelerated Reader	https://www.renaissance.com/products/accelerated-reader/

Service pupil premium funding (optional)

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

Measure	Details
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