



## 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.

### School overview

Detail	Data
School name	Salford City Academy
Number of pupils in school	921
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers	2024-25 (Part of 2022-25 priorities)
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	M. Haselden, K. Eaton
Pupil premium lead	A. Rashud
Governor / Trustee lead	K. Lecheko

### Funding overview

Detail <i>(based on Oct 2023 census)</i>	Amount
Pupil premium funding allocation this academic year	£424,200

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£424,200</b>

## 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><b>Summary evidence:</b></p> <ul style="list-style-type: none"> <li>Y11 outcomes for disadvantaged students have improved from 2022-23 for P8 and 4, 5 and 7+. Performance is closer to non-disadvantaged. However there is still a gap.</li> </ul>
2	<p>On entry to the academy disadvantaged pupils reading ages are lower, restricting their access to the curriculum.</p> <p><b>Summary evidence:</b></p> <ul style="list-style-type: none"> <li>On entry (Y7, 24-25 cohort) disadvantaged students have an SAS of 94 (all students 97). 43% of these students are reading within 6 months of their chronological reading age (all students is 52%). The average ready age for this group is 10.06 (all students is 11.01). 33% of disadvantaged students fall in stanines 1-3.</li> </ul>
3	<p>The attendance of disadvantaged pupils is below their non-disadvantaged counterparts.</p> <p><b>Summary evidence:</b></p> <ul style="list-style-type: none"> <li>Whilst disadvantaged student attendance has improved from 2022-23 it is still lower than non-disadvantaged.</li> <li>2023-24: Attendance for disadvantaged was 86.5%. For non-disadvantaged this was 92.7%. The average for all students was 90%.</li> </ul>
4	<p>There is a higher proportion of social and emotional issues affecting disadvantaged pupils, in comparison to non-disadvantaged pupils</p> <p><b>Summary evidence:</b></p> <ul style="list-style-type: none"> <li>Typically, nearly 60% of students identified for SEMH triage are disadvantaged. This is the same proportion identified for small group SEMH interventions</li> <li>Of the disadvantaged students identified for triage, three quarter of this cohort are girls</li> </ul>
5	<p>Exclusions for disadvantaged students are higher than for non-disadvantaged students</p> <p><b>Summary evidence:</b></p>

- Whilst the proportion of disadvantaged students fixed term excluded reduced from 2022-23 it is still higher than the proportion of disadvantaged students in school and higher than non-disadvantaged.

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

## Activity in this academic year

This details how we intend to spend our student premium (and recovery premium funding) **this academic year** to address the challenges listed above.

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £426,664

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>AIP Priority:</b> To ensure consistency of good teaching enables students to make great progress</p> <p><b>AIP Target (EBO)</b> Student learning is structured through consistent learning behaviours and the embedding of associated T&amp;L strategies</p> <p><b>PP Focus Action and Benchmarks</b></p> <ul style="list-style-type: none"> <li>- Embed teacher practice and student learning behaviours for lesson phases – Teach/Check/Practice</li> <li>- Introduce and embed the use of StepLab to collate, monitor and action T&amp;L quality assurance</li> <li>- Strategically plan and deliver the CPD programme so that it addresses key T&amp;L priority areas – independence, literacy and learning behaviour consistency</li> <li>- Raise the profile of homework and improve routines (student diary use, teacher setting procedures) interventions and parent/carer engagement to improve completion and independence. PP completion in-line with NPP</li> <li>- Revision strategies are embedded in curriculum subjects</li> </ul>	<p><a href="#">Student Premium: General and targeted interventions (sec-ed.co.uk)</a></p> <p><a href="#">5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCEREVIEW_DIGITAL.pdf (website-files.com)</a></p> <p><a href="#">Cognitive science approaches in the classroom A review of the evidence.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p><a href="#">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	1
<p><b>AIP Priority:</b> To ensure consistency of good teaching enables students to make great progress</p> <p><b>AIP Target (EBO)</b> Develop student confidence and accuracy in reading, spoken language and written work</p> <p><b>PP Focus Action and Benchmarks</b></p> <ul style="list-style-type: none"> <li>- Sentence Stems are embedded and student independence of use increases throughout the academic year</li> <li>- Turn and talk delivery is consistent through narration, timings and student behaviours</li> <li>- Student responses are challenged through 'Right is Right' so that they are accurate and confidently articulated</li> <li>- The Literacy marking strategy is embedded across the curriculum</li> <li>- Literacy is a prominent feature of the CPD programme, specifically for deliberate practice to embed the above</li> </ul>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/send/Five-a-day-poster_1.1.pdf">https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/send/Five-a-day-poster_1.1.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217">https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</a></p>	1, 2

- Termly calendared debate events to take place as per calendar including a 'debate day'.
- Establish links with wider school CofE to develop student's verbal confidence outside of lessons
- Ensure DEAR and Reading to Learn lessons are delivered consistently through CPD and QA
- Develop student's love of reading at home
- Raise the profile of subject specific literature, reading strategies and responses to texts
- Extended writing (Practice phase) is given sufficient duration and is independent. Live marking for this is targeted and developmental
- Reading strategies across the curriculum (subjects and interventions) are effective and support progress in PP reading ages/SAS/stanines

**AIP Priority:** To ensure our curriculum is ambitious for all students

**AIP Target (SBO, CLA)** To secure excellent progress by implementing and embedding an SCA assessment programme that is regular, accurate and responsive

#### PP Focus Action and Benchmarks

- Emphasis on active circulation during the independent practice phase of the lesson. Ensure that a proportion of PP student are targeted during each lesson.
- PP performance is in line with non PP at both key stages. There is clear evidence that the gap between the groups is reducing, with both cohorts' performance also improving.
- Sampling of PP student work indicated that feedback is developmental and has enabled progress as a result of regular targeted circulation and live marking.
- Visits to lessons indicates that PP students have been specifically targeted for questioning and live marking.
- PP students make clear progress from their starting points, evidence by this metric on the new assessment tracker.

<https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf?v=1691057377>

[https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnot.s3.amazonaws.com%2Fdocuments%2FNIOT\\_mentoring\\_and\\_coaching\\_-\\_Key\\_Takeaways.pdf&data=05%7C01%7Ckate.burls%40eefoundation.org.uk%7Ca38f7b4fe14742da2d2808dbb3926fa6%7C9dd08368aa05422d811432d03c0f9273%7C0%7C0%7C638301213743332633%7CUnknown%7CTWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQIjoiV2luMzliLjBTIl6Ik1haWwlcjV6Mn0%3D%7C3000%7C%7C%7C&sdata=sJmiM8HlH5QC%2F3uwVJRCBcMCyWzFO%2F7HUXC7PqFZ4Q%3D&reserved=0](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnot.s3.amazonaws.com%2Fdocuments%2FNIOT_mentoring_and_coaching_-_Key_Takeaways.pdf&data=05%7C01%7Ckate.burls%40eefoundation.org.uk%7Ca38f7b4fe14742da2d2808dbb3926fa6%7C9dd08368aa05422d811432d03c0f9273%7C0%7C0%7C638301213743332633%7CUnknown%7CTWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQIjoiV2luMzliLjBTIl6Ik1haWwlcjV6Mn0%3D%7C3000%7C%7C%7C&sdata=sJmiM8HlH5QC%2F3uwVJRCBcMCyWzFO%2F7HUXC7PqFZ4Q%3D&reserved=0)

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy>

[https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/Selecting\\_interventions\\_tool.pdf?v=1631171996](https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf?v=1631171996)

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4>

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

Budgeted cost: £162,502

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>AIP Priority:</b> To ensure KS4 students make progress above national average</p> <p><b>AIP Target (SBO)</b> To implement the year 11 action plan</p> <p><b>PP Focus Action and Benchmarks</b></p> <ul style="list-style-type: none"> <li>- Half-termly work scrutiny conducted ensures representation of all cohorts including PP and SEND.</li> <li>- Use of seating plans to ensure that students are sat according to what is most conducive to their learning and that teachers can actively and purposefully circulate. PP students identified and known.</li> <li>- Mock exam data during Year 11 indicates that headline measures are improving on end of Y10 data and moving towards being in line with and/or exceeding national averages. Progress of PP students to be broadly in line with their non-PP counterparts, demonstrating improvements from their starting points.</li> <li>- PP students make a clear contribution to the achievement of national averages or higher across the majority of subjects.</li> <li>- Attendance of PP parents is broadly in line with non-PP.</li> <li>- PP students should be represented in line with their overall proportion of the year group in each set, ensuring that PP students are not underrepresented in the higher sets.</li> <li>- Creation of a Y11 PP target cohort on Arbor to enable daily attendance monitoring and responsive action.</li> </ul>	<p><a href="#">Impetus   Over 1 million days of learning lost after children sent...</a></p> <p><a href="#">Disadvantaged children worst hit by suspensions amid sharp rise   CYP Now</a></p> <p><a href="#">Mainstream Schools — The Difference (the-difference.com)</a></p> <p><a href="#">Creating a culture: a review of behaviour management in schools - GOV.UK (www.gov.uk)</a></p> <p><a href="#">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<p><b>AIP Priority:</b> To ensure KS4 students make progress above national average</p> <p><b>AIP Target (SBO)</b> To develop a bespoke Year 10 strategy that rapidly improves Year 10 progress</p> <p><b>PP Focus Action and Benchmarks</b></p> <ul style="list-style-type: none"> <li>- Creation of a Y10 PP target cohort on Arbor to enable daily attendance monitoring and responsive action.</li> <li>- Review the proportion of PP students in each set, specifically focusing upon their representation in higher sets.</li> <li>- Progress of PP students to be broadly in line with their non-PP counterparts. Progress of PP students to be broadly in line with their non-PP counterparts, demonstrating improvements from their starting points.</li> <li>- Attendance of PP parents is broadly in line with non-PP.</li> </ul>	<p><a href="#">Peer tutoring   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">making-the-most-of-additional-tuition.pdf (lancashire.gov.uk)</a></p> <p><a href="#">Creating a culture: a review of behaviour management in schools - GOV.UK (www.gov.uk)</a></p> <p><a href="#">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<p><b>AIP Priority:</b> A culture of excellent behaviour and attendance is embedded across all year groups.</p>		4, 5

**AIP Target (NGL)** An effective behaviour curriculum and targeted behaviour interventions ensure all students follow culture of excellence standard

**PP Focus Action and Benchmarks**

- Reduce the numbers of PP suspensions, narrowing the gap between PP and Non-PP numbers.
- Reduce the number of PP OSD's in comparison to 2023-24.
- Weekly and termly suspension/ OSD figures show year on year improvement. Decrease in PP numbers of suspensions
- Staff and student voice will show that behaviour and conduct around the building is improving. Ensure that 50% of pupils completing the student voice are PP

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

Budgeted cost: £169,934

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>AIP Priority:</b> To ensure our curriculum is ambitious for all students</p> <p><b>AIP Target (ARA, SHA)</b> The character (Aspire) curriculum is re-organised to provide coherence so that students develop character and values to become active, happy and successful members of the community</p> <p><b>PP Focus Action and Benchmarks</b></p> <ul style="list-style-type: none"> <li>- Personalised invites to secure improved PP attendance</li> <li>- Develop student belonging through access and engagement in enrichment opportunities</li> <li>- Regular and high profile focus on PP attendance and engagement in all EWC aspects – Bee, charter, CEIAG, character</li> <li>- Reduction in PP NEETS from 23-24</li> <li>- The proportion of PP students securing apprenticeships and A-levels increases from 28 enrolled on to A-Levels &amp; 5 secured an apprenticeship last year.</li> </ul>	<p><a href="#">Attendance-and-Persistent-Absence-ESC-Submission.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p><a href="#">Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p><a href="#">the_demotivating.pdf (harvard.edu)</a></p> <p><a href="#">influential_third_parties.pdf (harvard.edu)</a></p> <p><a href="#">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 4



<ul style="list-style-type: none"> <li>- PP Bee club attendance represents the proportion of PP students in school. Students from the Y9 and Y10 target cohorts have all attended at least 3+ sessions a term</li> <li>- The proportion of PP students achieving Charter rewards is equal to or above the PP academy proportion at each reward stage</li> <li>- The proportion of PP students in leadership positions is equal to or above the PP academy proportion at each reward stage. Students from the Y9 and Y10 target cohorts are in leadership positions</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/arts-participation/">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/social-and-emotional-learning/">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/aspiration-interventions/">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a>	
<p><b>AIP Priority:</b> A culture of excellent behaviour and attendance is embedded across all year groups.</p> <p><b>AIP Target (ADN)</b> To implement an effective attendance strategy that engages our community, as a result we are above national average %</p> <p><b>PP Focus Action and Benchmarks</b></p> <ul style="list-style-type: none"> <li>- Absent PP students are prioritised for home visits</li> <li>- Mentoring: Pastoral Managers, Heads of Year and attendance team have identified PP students to mentor with a card to monitor consecutive day attendance. Set bespoke targets and rewards for key identified students.</li> <li>- Attendance for PP students is on or above National Average</li> <li>- A higher proportion of PP students receive targeted home visits compared to NPP students</li> <li>- PP parents/carers engagement to equal that of Non PP parent/carers.</li> <li>- Parent voice including PP students (through UL survey) indicates positive reaction to attendance communications.</li> <li>- An equal proportion of PP students report positive engagement with Streaks as NPP.</li> <li>- PP students receiving attendance interventions improve attendance at the same rate as NPP students on the same interventions.</li> <li>- All students (including PP) on the Complex Case cohort have a suitable educational provision arranged for them</li> <li>- Number of am L codes and U codes decrease from previous year by for both PP and NPP students.</li> </ul>		3

**Total budgeted cost: £759,100**

## Part B: Review of outcomes in the previous academic year (2023-24)

### Student premium strategy outcomes

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

### Teaching (for example, CPD, recruitment and retention)

<b>Activity</b> <i>Staff responsible identified in each section</i>	<b>Outcomes (summary)</b>
<p><b>Student independence at all levels - academy, department and individual teachers.</b></p> <p><b>So that:</b> Students are equipped with the skills to learn independently and demonstrate their understanding to a high level</p>	<ul style="list-style-type: none"> <li>- As a result of CPD being focused on T&amp;L and the 'check' and 'independent' phases of lessons, independent practice has significantly improved as evidenced in lesson visits and work scrutiny. 75% of lessons visited have referenced independent practice as a strength in the lesson.</li> <li>- As a result of 'Check' phase CPD focused on targeted questioning, the quality of check phase has significantly improved in lessons across the Academy. 80% of lesson visits have referenced questioning as a strength including the 'right is right' approach whereby staff have bounced and revisited students. This has increased engagement and understanding.</li> <li>- As a result of new visuals in classrooms and assemblies on learning behaviours, students know the phases of the lesson and demonstrate the correct learning behaviours. For example, tracking the teacher during the 'teach' phase.</li> </ul>
<p><b>Knowledge of classes, students and individual requirements.</b></p> <p><b>So that:</b> staff can give appropriate and effective support so that all students achieve their full potential.</p>	<ul style="list-style-type: none"> <li>- Seating plan QA on Arbor showed that PP students and key groups are identified on seating plans and strategies within the CPD programme are used effectively to meet need. For example, targeted live marking has supported PP student progress during independent practice.</li> <li>- Learning walks completed with the SENDCo showed good climates for learning and instructions were chunked down, clarifying questions were seen to ensure students understood the next steps.</li> <li>- Due to a parental SEND contact programme focused on T&amp;L, parents were given clarity on how we support students with SEND. Parents also gave feedback about how some of their children found cover lessons challenging with external staff. An action from this was to use SCA staff for lessons where there was greater need and avoid external supply for those lessons.</li> </ul>
<p><b>Teacher CPD – A focus on pedagogy and CPD linked to identified areas for improvement.</b></p>	<ul style="list-style-type: none"> <li>- Due to weekly CPD sessions on the 'teach', 'Check' and 'Practice' phases of lessons there is common language in lessons which supports all students to learn.</li> <li>- Technology including surface pros, lecterns and visualisers have enhanced the teaching process in lessons as staff are able to model forward facing and annotate work. It has also allowed staff to use TLAC strategies such as 'show call' to live mark student work under the visualiser.</li> </ul>

**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.

- As a result of improved tracking and logging of learning walks, staff have received quality feedback swiftly and CPD has been responsive to the needs of staff due to weekly collation/summarisation of what has been seen well/ AFI's. The high leverage feedback has provided focus for teachers to develop specific aspects of practice related to T&L priorities.

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

Activity <i>Staff responsible identified in each section</i>	Outcome
<b>Literacy- Literacy will be in every classroom every lesson every day.</b>  <b>So that:</b> Oracy and reading strategies are delivered across the curriculum to enable students to build confidence in spoken and written language.	<ul style="list-style-type: none"> <li>- As a result of focused oracy enrichment opportunities, students have developed confidence in presenting to their peers (e.g ITV and Oracy Enrichment Day).</li> <li>- As a result of CPD on questioning including the 'right is right' approach students are using key terminology/vocabulary to respond to questions. Students are being asked a follow up question to show their deeper understanding.</li> <li>- At the end of Term 3 in 2024, the average SAS of KS3 cohorts showed that good progress had been achieved.</li> <li>- The proportion of PP students improving their stanine was in-line with NPP. Targeted interventions have also had a more significant impact in comparison to 2022-23.</li> </ul>
<b>Behaviour Interventions: Preventing escalation of behaviour through early intervention; pastoral and mental health support.</b>  <b>So that:</b> All students can thrive by removing barriers and offering appropriate support.	<ul style="list-style-type: none"> <li>- Improved pastoral tracking allows for students to be identified for appropriate interventions both internally and externally led. E.g. Zones of regulation, Anger Gremlins, MMA.</li> <li>- The proportion of PP students receiving Reflect referrals and/or FTS reduced over the academic year.</li> <li>- There are still proportionally more PP students receiving such sanctions in comparison to NPP students. This will be a focus area for 24-25.</li> </ul>
<b>Tuition: Targeted tuition to support progress for students</b>  <b>So that:</b> PP students make expected or above expected progress from mid-year exam to end of year exam.	<ul style="list-style-type: none"> <li>- 449 students received 15 hours of tutoring, including 189 PP students (42%) .</li> <li>- The proportion of PP students taking up tuition offers was in-line with NPP.</li> <li>- The performance of PP students for En/Ma Basics outcomes improved in comparison to the previous year, as did the gap between PP and NPP</li> </ul>

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

Activity <i>Staff responsible identified in each section</i>	Outcome
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<p><b>Attendance: Increased profile and effective operation of attendance systems for PP students</b></p> <p><b>So that:</b> Students' attendance is good so that they fully access the curriculum provision on offer. Disadvantaged students' 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"> <li>- Whole school PP attendance increased by +0.1% from 22-23 however the gap between PP and NPP students also increased by +0.1%.</li> <li>- 51% of the PP attendance mentoring cohort improved their attendance significantly.</li> <li>- The work with targeted PP cohorts had a positive impact and will be continued and developed further as part of strategies to improve PP attendance in 24-25.</li> </ul>
<p><b>A Behaviour Curriculum is strategically planned and effectively delivered.</b></p> <p><b>So that:</b> Students behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.</p>	<ul style="list-style-type: none"> <li>- Behaviour curriculum sessions have taught routines that enable them to move around the building demonstrating the academy's Culture of Excellence. All students complete roll-call in the morning and afternoon and this has supported the efficient start and end of lessons.</li> <li>- Students move around the building on a one way system to allow for a calm, orderly environment movement around the school. A development for 24-25 is student community conduct.</li> <li>- Rewarding positive behaviours forms a large part of the school culture. Students can receive weekly, termly and annual rewards for demonstrating the Culture of Excellence. This has supported motivation, engagement and belonging as students have strived for success and responded positively to the acknowledgement</li> </ul>
<p><b>Aspire: A range of enrichment and experiences are provided for PP students</b></p> <p><b>So that:</b> 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>	<ul style="list-style-type: none"> <li>- There is a gap between PP and NPP engagement with after school enrichment opportunities. This will be a focus for 24-25.</li> <li>- Financial support was provided to students to combat the socio-economic barrier around access to educational trips, e.g. Y10 History trip to London.</li> <li>- All students were provided with careers guidance during the course of Year 11, ensuring that PP students received personalised support with post-16 applications.</li> <li>- The proportion of students with leadership positions identifies a gap as 31% PP of student leaders are PP.</li> </ul>

## 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	Arbor
Sparx Reader	YARC Reading Assessment
Sparx Maths	4 Matrix
Sparx Science	Aspire Survey
Lexonik Advanced	
Lexia	
Seneca	

## Service student 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 student premium allocation last academic year?	n/a
What was the impact of that spending on service student premium eligible students?	n/a