

Pupil Premium - Allocation, Spend and Impact

Executive Summary 2019 - 2022

Summary for Governors

Item of PP expenditure	Amount	RAG - Impact
To improve the attainment of PP students in English and Humanities at KS4	£167, 712.00	
To accelerate the progress of PP and SEND students at KS3 and KS4		
To accelerate progress of Year 11 PP Students	£93, 108.00	
The Introduction and consolidation of Big Write and DEAR to improve literacy of PP Students		
To reduce the number of fixed term and permanent exclusions for disadvantaged students	£79, 215.00	
To improve the attendance of all PP Students		

Pupil premium strategy / Impact

1. Summary information

Academic years	2020-2021		Total PP budget	£364,810 [£955 per student]		Date of most recent PP Review	22/09/20
Total number of pupils	707 Based on Oct 19 Census		Number and %age of pupils eligible for PP	382	54.5%	Date for next internal review of this strategy	LGB Governors – July 2021
	KS3	KS4		KS3	KS4	Year 7 Catch Up Funding Allocation	Not Applicable Sept 2020
Number of PP eligible pupils by key stage	259	123	Budget split by key stage	£247345	£117465	Number of pupils with dual eligibility PP/catch-up	Not Applicable Sept 2020
Allocation of PP funding	Ever 6		£275,902.00	LAC	£0*	Service Children	£0*

Current achievement

2020 Outcomes (Provisional Based on CAGs)	Pupils eligible for PP (SCA)	Pupils not eligible for PP (SCA)	Pupils not eligible for PP (National Average [2019])	UL Target PP	UL Target All	Difference outcome to UL target (RAG)
Progress 8 score average	+0.03 [-0.06]**	+0.50	-0.02	0.00	0.00	
Attainment 8 score average	38.25 [39.84]**	44.85	46.5	38.0	35.4	
4+ Basics	40% [46%]**	59%	64.2%	45%	51%	
5+ Basics	26% [25%]**	39%	43.3%	26%	30%	

*Our ESFA funding letter there is no amount against LAC or service children ** 2019 Results

2. Planned expenditure 2019 - 2021

The five headings enable you to demonstrate how you are using the Pupil Premium: to improve classroom practice; to provide targeted support; to improve attendance and behaviour; to support pupils who need to catch up; and to address pupils' special educational needs.

i. Quality teaching for all [ARA]

Action	Intended outcomes	Costs [TBC by MC]
<ul style="list-style-type: none"> • Ensure the curriculum in each subject provides PP students with the knowledge, understanding and skills to succeed. <ul style="list-style-type: none"> ▪ Subject programmes of study are strategically planned to meet curriculum and specification requirements. ▪ Subject programmes of study make provision for interleaving to support the development of PP student's long-term memory. This provision is supported by online platforms for subjects. ▪ Curriculum Leaders make provision for PP targets groups – PP SEND students and PP MAP boys when planning programmes of study. ▪ The curriculum is supported with enrichment opportunities to develop PP student's cultural capital; Greater Manchester Brilliant Club for Y10 HAP PP students, cultural visits, aspire activities and experiences through subjects e.g. Virtual theatre visits and membership in English. PP students will access all these opportunities. ▪ Good practice (Maths and Science) is shared and mechanisms for this sharing are developed at subject leader level. 	<ul style="list-style-type: none"> • To improve P8 for Year 11 PP SEND and Boys (MAP) • Progress 8 for English and Humanities for PP students to be 0. • Progress 8 for PP SEND students to be 0. • Removal from lessons to IE/FTE for KS3 MPA PP boys reduces. • Programmes of study in subjects are planned and well-resourced to allow teacher personalisation of lessons for classes. • Systems for sharing good practice for PP provision are well established and practices are evident in lessons (T&L QA) • PP Students read more frequently at home (myOn) • PP Students enjoy reading (Student Voice) • PP students demonstrate their understanding confidently and accurately in lessons (lesson visit QA) • PP students work in books is accurate, standards are high and there is no gap with non-PP (work sampling QA) 	<ul style="list-style-type: none"> • Salary costs for enhanced responsibility to develop Teaching and Learning strategies for PP students across the academy with special emphasis on the developing of literacy and numeracy projects. <ul style="list-style-type: none"> ▪ HLTA Numeracy ▪ TLR [English KS3 & KS4] [Two Posts] <p>Total Cost £ 29 814</p> <ul style="list-style-type: none"> • Cost of online teaching and learning platforms to support CPD for all staff. <ul style="list-style-type: none"> ▪ Seneca ▪ Hegarty/Sparx ▪ Bedrock ▪ myOn <p>Cost £ 6 017.25</p>

<ul style="list-style-type: none"> • Ensure that quality first teaching takes places across the academy so that PP students benefit from high quality teaching. <ul style="list-style-type: none"> ▪ Academy Teaching & Learning (T&L) priorities focus on developing PP student's subject knowledge and understanding through a focus on questioning and literacy. ▪ Questioning: TLAC techniques are used to develop PP student's ability to articulate their understanding ▪ Literacy: Tier 2 and Tier 3 vocabulary are a focus in all lessons to develop PP student's range and accurate use of vocabulary ▪ The targeting of (ii) and (iii) are planned by teachers in all lessons. ▪ A T&L PP group is established to raise the profile of PP teaching strategies and to share good practice regularly. A focus will be on the engagement of MPA PP boys at KS3. ▪ T&L quality assurance processes robustly review and evaluate delivery by visiting lessons, sampling PP student's books, and undertaking SV activities with PP students. 	<ul style="list-style-type: none"> • PP students enjoy lessons and school (Student Voice) • To improve the amount of PP students reading within 6 months of their chronological age – see Catch-Up Premium improvement strategies KS3 (including transition Y6-Y7) for Academy Targets and current data. 	<ul style="list-style-type: none"> • CPD Costs for teachers and associate staff on raising achievement of PP students. • Chromebooks for PP students. • Wifi Dongles for PP students <p>Cost £89 513.75</p> <ul style="list-style-type: none"> • Dedicated HLTA for PP catch up in reading. <p>Cost £ 16 142</p> <ul style="list-style-type: none"> • Enrichment opportunity events and programmes <p>Cost £ 10 000</p>
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<ul style="list-style-type: none"> • To further develop reading and writing provision so that PP students can access the curriculum and demonstrate their knowledge and understanding through their written work. This will be through the SCA 3-pronged literacy plan. <ul style="list-style-type: none"> ▪ Catch-up support for students working significantly below the expected standard. PP students will access interventions appropriate for their individual need – Lexia, Direct Instruction ▪ Literacy in every classroom and every subject: Vocabulary will be a focus in all lessons and PP students will complete BIG WRITE activities in target subjects. ▪ Cultivating a whole-school love of reading, words, and grammar: DEAR, myOn, Bedrock and Accelerated Reader will be used as part of the SCA Reading Pathway 		
<ul style="list-style-type: none"> • To provide online resources for PP students to support homework and revision to be led and monitored by the Director of Maths. To provide all PP KS4 students with the revision guides for each course and provide ICT devices to support PP students with homework. • VP (T&L) and Literacy lead to implement in curriculum planning the 'Big Write' 	<ul style="list-style-type: none"> • The number of year 11 PP students who achieve the basic measure at 5+ to improve from 32% (2020) to 40% 	<p>My Tutor online support for students, supplementary costs to enable tutoring, including resources.</p> <p>Revision Guides for all PP Students at KS3 and KS4</p> <p>Cost £1000</p>

<ul style="list-style-type: none"> All PP students to meet with careers advisor to plan and receive advice about the next stage. 	<ul style="list-style-type: none"> All PP in Y11, Y10 and Y9 students will have access to high quality independent careers guidance and to help secure a post 16 destination. High priority students will be identified, and further support provided, working in collaboration with the Local Authority, reducing PP NEETS in Y11 	Part cost of an academy careers support advisor Cost £15000
Monitor and evaluate Disadvantaged students' participation in Aspire especially boys and SEND students. <ul style="list-style-type: none"> Using the Aspire Survey Identify student aspirations and gaps in skills and interests to provide well planned wrap around support, enrichment opportunities and meaningful 1:1 conversation with pupil premium students and SEND students. 10 boys in year 8 identified and 10 boys in year 9 identified, regular group meetings. SEND team to target SEND students and provide Aspire opportunities. TA's to work with their key students and provide 1:1 conversation. Student Voice – Form Tutors/student leaders to speak to PP students. 	<ul style="list-style-type: none"> To improve the numbers of PP SEND and Boy students that attend ASPIRE All activities are evaluated and target PP students to improve attendance at ASPIRE and provide opportunities that are not always available. 	Cost of ASPIRE programme and student support costs for activities. Cost £5 000
Total budgeted cost		£175, 352

ii. Targeted support and intervention

Action	Intended outcome	Cost
<ul style="list-style-type: none"> The directors of maths and English to meet every fortnight with the Principal and VP (Pastoral) and analyse current progress and discuss any issues or remove barriers to support progress. Both directors to work with UL advisors to ensure the appropriate curriculum planning is in place. To meet with UL Cluster Lead (Angela Robinson) to QA data at each assessment point. To provide enhanced support for Year 11 GCSE French PP students through temporary appointment of a French teacher. 	<ul style="list-style-type: none"> The matching of PP students achieving both English and maths at 4+ and 5+ threshold achieved through strategic intervention to achieve 40% 5+ Basic Measure for PP Students, targets for basic measures met. To support the progress of year eleven PP students in achieving GCSE French, contributing towards the EBACC qualification. 	<p>Two term cost for a temporary teacher of French</p> <p>Cost £12 108</p>

<ul style="list-style-type: none"> To research improving boys' achievement and support curriculum leaders with implementation. To introduce assertive mentoring for all the MAP PP boys. Careers adviser to target Year 11 MA PP boys 	<ul style="list-style-type: none"> For the boys who are disadvantaged and who are middle ability to achieve a Progress 8 of 0 	CPD for teachers and resources to support development. An additional English and Maths teacher to increase number of classes. Cost £80 000
<ul style="list-style-type: none"> To continue a period five for all year eleven students that focuses on prior learning, and revision for that subject. 	<ul style="list-style-type: none"> To achieve a Progress score 8 of 0.1 for PP Students 	Intervention Materials Cost £500.00 Rewards Cost £500.00
<ul style="list-style-type: none"> For each PP MAP Boys to have one to one assertive mentoring to support their learning in all subjects 	<ul style="list-style-type: none"> To ensure all PP MAP Boys achieve a Progress 8 score of 0 	Intervention Materials costed above.
Total budgeted cost		£93 108

iii. Behaviour and Attendance improvement strategies		
Action	Intended outcome	Cost
<ul style="list-style-type: none"> New Inclusion structure: 5 Inclusion Leads, Line managed by Behaviour Manager and Safeguarding Lead to support students. Identify students and families for Early Help Assessment to support students and help meet needs. Identify students for Interventions such as Football Beyond Boundaries to support PP students at risk of FTE's To establish a behaviour management provision, led by the behaviour manager with additional support from the Link Manager. 	To reduce the number of FTE and PEX with a focus especially for year 9 and year 11 with a focus on Boys. Ensuring figures are in line with national average	Attendance Officer Cost £ 30 154 Additional inclusion leader Cost £ 20, 835 The Link Manager Cost £ 23 226 Football Beyond Borders Project Cost £ 5000
<ul style="list-style-type: none"> Home visit rota using Inclusion leaders to support – PP, Y9 and Y11 students a priority Inclusion Leaders and Attendance Manager to identify specific cohorts to track, mentor and monitor attendance Panel meeting for Attendance Manager and Governors with PP, Y9 and Y10 at priority Inclusion leaders to identify early help for PP students, working with an external agency. 	To improve attendance of all disadvantaged students with a focus on year 9 and year 11 boys. Ensuring attendance figures are in line with national average	
Total budgeted cost		£79, 215.00

iv. Catch-Up Premium improvement strategies KS3 (including transition Y6-Y7)

Action	Intended outcome	Cost																								
<ul style="list-style-type: none">To improve the number of disadvantaged students reading within chronological reading age, allowing all students to adequately access the secondary school curriculum.To strategically deliver a robust plan of intervention including Lexia and Direct Instruction, which rapidly accelerates progress in reading for disadvantaged students reading 36 months behind their CRA.	<table><tr><th>PP</th><th>December 2019 within 6 months CRA</th><th>Within 6 months CRA</th><th>Reading below 9 years</th><th>24+ months ahead</th><th>Target July 2021</th></tr><tr><td>Year 7</td><td>NA</td><td>43.4</td><td>28.4% (29)</td><td>19.2% (19)</td><td>60% within CRA</td></tr><tr><td>Year 8</td><td>58.1%</td><td>56.9% (58/106)</td><td>14.2% (15)</td><td>24.5% (25)</td><td>70% within CRA</td></tr><tr><td>Year 9 (25%)</td><td>47.1%</td><td>44.2 (42/101)</td><td>15.5% (16)</td><td>21.1% (20)</td><td>65% within CRA</td></tr></table>	PP	December 2019 within 6 months CRA	Within 6 months CRA	Reading below 9 years	24+ months ahead	Target July 2021	Year 7	NA	43.4	28.4% (29)	19.2% (19)	60% within CRA	Year 8	58.1%	56.9% (58/106)	14.2% (15)	24.5% (25)	70% within CRA	Year 9 (25%)	47.1%	44.2 (42/101)	15.5% (16)	21.1% (20)	65% within CRA	Direct Instruction Literacy
	PP	December 2019 within 6 months CRA	Within 6 months CRA	Reading below 9 years	24+ months ahead	Target July 2021																				
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	Year 8	58.1%	56.9% (58/106)	14.2% (15)	24.5% (25)	70% within CRA																				
	Year 9 (25%)	47.1%	44.2 (42/101)	15.5% (16)	21.1% (20)	65% within CRA																				
<table><tr><th>DI Literacy</th><th>Numbers</th><th>Gender</th><th>PP</th><th>PP/SEND</th><th>SEND*</th><th>EHCP</th><th>EAL*</th></tr><tr><td>Year 7</td><td>23</td><td>19 M/ 4 F</td><td>14</td><td>12</td><td>17</td><td>5 (3 PP)</td><td>4</td></tr><tr><td>Year 8</td><td>12</td><td>5 M /7 F</td><td>9</td><td>2</td><td>2</td><td>2 (2 PP)</td><td>7</td></tr></table>	DI Literacy	Numbers	Gender	PP	PP/SEND	SEND*	EHCP	EAL*	Year 7	23	19 M/ 4 F	14	12	17	5 (3 PP)	4	Year 8	12	5 M /7 F	9	2	2	2 (2 PP)	7		
DI Literacy	Numbers	Gender	PP	PP/SEND	SEND*	EHCP	EAL*																			
Year 7	23	19 M/ 4 F	14	12	17	5 (3 PP)	4																			
Year 8	12	5 M /7 F	9	2	2	2 (2 PP)	7																			
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Year 7	41	28M / 13F	21 (13M)	5	11	0	11
Year 8	18	15M / 3F	9	2	5	1	5
Year 9	23	19M / 3 F	15	6	6 (all R>9)	0	7(all R>9)

- To implement and deliver a programme of intervention for numeracy including Direct Instruction and tutor time interventions which supports disadvantaged students to improve their age-related expectation grade and rank in Maths and catch up to non-disadvantaged peers.
- In Y7 deliver Direct Instruction intervention for students score in bottom 20 of year group. Students will receive 2 x 70-minute DI sessions per week. All students screened for correct programme.
- In Y8 Select and deliver Direct Instruction numeracy to a group of 20 students in Y8. All students are entered the academy with KS2 maths results >95. These students have been prioritised from mid-year assessments as those struggling to make improvements in numeracy.

Maths Baseline			Average % Y7	
Average %			45.7%	
Non-PP%			48%	
PP%			39.2%	
SEND%			21.5%	
DI Maths	Numbers	PP	PP/SEND	SEND
Year 7	27	15	9	17
Year 8	17	9	3	7

[KS3 Curriculum Recovery Plan](#)

<ul style="list-style-type: none"> Implement a tuition programme for disadvantaged Y8 and Y9 students who are identified from baseline assessments as requiring further support in English and Maths. (26 students in Y8 and 25 in Y9). 	<p>To close the gap with Year 8 and 9 catch students not yet reaching age related standards in English and Maths.</p> <p>14 PP students in Y8 to receive one hour a week of tuition of Maths through an online tutoring programme part funded through NTP programme. Ration of 1/3 tuition. Students selected who are not reaching age related standards in Maths.</p> <p>14 PP students in Y8 to receive one hour a week of tuition of English through an online tutoring programme part funded through NTP programme. Students selected who are not reaching age related standards in English</p> <p>13 PP students in Y8 to receive one hour a week of tuition of English through an online tutoring programme part funded through NTP programme. Students selected who are not reaching expected progress in English but are working above in Maths.</p> <p>13 PP students in Y8 to receive one hour a week of tuition of Maths through an online tutoring programme part funded through NTP programme. Students selected who are not reaching expected progress in Maths but are working above in English.</p>	
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v. SEND improvement strategies (PP eligible pupils who also have identified SEN)

Action	Intended Outcome	Cost
<ul style="list-style-type: none"> • SENCO and Attendance Manager to identify priority SEND PP students to mentor and monitor attendance. Regular attendance updates shared via Inclusion Meetings. • Home visits / outreach work as required using Inclusion Leaders, Key Workers and SENCo to support – SEND PP Priority. • Key workers assigned to every student on the SEND register. Clear assess, plan, do, review cycle including 1:1 meeting with students and parents. During review, attendance discussed as part of this. • Where the above fails to have an impact, SENCO will liaise with EPS, IReach and ESBA pathway as necessary. 	To improve attendance of all, SEND PP students ensuring attendance figures are in line with national average.	Attendance Manager Cost [Included in previous section]
<ul style="list-style-type: none"> • Identify students and families for Early Help Assessment to support students and help meet needs • Weekly Inclusion meetings include updates from Behaviour Manager, SENCo and Early Help Co-Ordinator to put clear actions in place for students at risk. • On site social worker available to support those most in need (as of December 2020) • The Link to provide anger management, anxiety management and bespoke support for students' needs ensuring a successful reintegration into lessons • Key workers assigned to every student on the SEND register. Clear assess, plan, do, review cycle including 1:1 meeting with students/ parents. 12 weekly review • Bespoke IE time and additional support packages confirmed by SENCo and Behaviour Manager – to be implemented asap as early data is showing PP higher than non-PP IE data from lessons. • Liaison with EIP (MA) to offer parenting support groups x2 per Y7, 8, 9 in HT3 and HT5. 	To reduce the number of FTE and PEX for SEND students ensuring figures are in line with national average.	Cost [Included in previous section above.]

IMPACT STATEMENT

The strategy is led by the Vice Principal (Curriculum and Achievement). The strategy will be driven by the academy's Extended Leadership Team (ELT). The membership of this team is the key leaders of all areas, SLT, SENDCO and the directors of English, Maths and Science. As a team they will work together to ensure progress for PP in all areas with a focus on PP boys and PP SEND. The impact of the PP plan will be reported to the LGB at every term.

3. Impact Statement for Academic Year 2019 - 2020

i. Quality teaching for all

Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost
BIG Write	<p>BIG WRITE activities took place in all BIG WRITE subjects at KS3 and KS4. These took place in English, Geography, History, RS, Citizenship and MFL. For students in a typical year group during the only full term of 2019-20 (Term 1) they will have undertaken at least 10 BIG WRITE activities that were marked with WCF.</p> <p>Students have had to read challenging texts on subject specific content, plan extended pieces of writing, write extended pieces for specific purposes, and improve these pieces using feedback. Work scrutiny, lesson observations and staff voice reported that this has developed PP and non-PP student's expertise and confidence. Over the course of the programme the use of subject specific vocabulary and the structure of PP student's writing has improved (shown in T&L QA)</p> <p>The BIG WRITE programme has supported improvements to reading ages. Reading data shows that PP boys in Y7 last year made 9 months progress in one term. NGRT testing of our current intervention cohort in Y8 and Y9 demonstrates we have reduced the number of students in Y8 reading < 9 years from 22% to 6% and in Y9 from 25% to 7% from when the students started at SCA. When they started at SCA, 19% of disadvantaged students in Y8 read <9 years, this has reduced to 2% and a reduction from 24% of disadvantaged students in Y8 reading < 9 to 3%. In December 2019 average reading ages increased across all year groups from one term. The average reading age of disadvantaged students in Y7 (current Y8), Y9 (current Y10) increased significantly for girls and for Y7 PP boys.</p>	<p>Due to the Covid 19 lockdown it was not possible to assess the impact of the BIG WRITE programme fully as KS3 and KS4 assessments and exams did not take place. Similarly, providing and assessing BIG WRITE activities remotely is less effective than learning which focuses on knowledge acquisition, recall and application.</p> <p>Therefore, the programme will continue for 2020-21 so that it can run for a full academic year and so that a full assessment of its impact can be undertaken.</p>	<p>Total Costs</p> <p>£169,936.25</p> <p>Teachers CPD Costs and learning resources</p> <p>Additional responsibility costs to develop T & L across the curriculum</p> <p>Literacy Lead Costs</p>

	<p>This has also focused staff and curriculum planning so that extended writing is regularly undertaken and developed.</p> <p>The analysis of Centre assessed grades demonstrated that Improvement in P8 for BIG WRITE subjects (see below).</p>		
Key Vocabulary	<p>Key vocabulary is a focus in all lessons. Tier 3 vocabulary is explicitly shared, used and reviewed in lessons. As a result, students are using subject specific terminology more frequently and more accurately, both in verbal responses and written work. This is evident in BIG WRITE activities as seen through T&L QA - work sampling and lesson visits. Staff voice through Curriculum Leader's feedback supports this development in extended writing for PP and non PP students.</p> <p>All lessons during Half Term 3 quality use the Common Lesson Slide and over 80% used the whiteboard to record, form and share key words. This has had a positive impact as the profile of key vocabulary has been raised. Tier 2 vocabulary is also a focus – it is shared and used when answering questions (BUG) at KS4 which has enabled students to answer questions accurately.</p> <ul style="list-style-type: none"> - This has supported an improvement to reading ages (see above). - Centre assessed grades for Y11 show that focusing on Tier 3/subject vocabulary has supported an improvement in outcomes. P8 for PP was +0.04 	<p>This will need to be continuously reinforced and will therefore be a priority for 2020-21.</p> <ul style="list-style-type: none"> - Specifically, Tier 2 command word vocabulary now requires a further focus to raise students' awareness, use and expertise. The purpose being to increase PP student's ability to understand questions and demonstrate their understanding. - CPD will be focused on strategies to improve Tier 2 vocabulary use and will focus on the use of the common lesson slide and BUG strategies. Curriculum planning time will also be focused on planning to provide for Tier 2 vocabulary in units of work and lessons. QA activity will monitor the delivery and impact of this 	

DEAR	<ul style="list-style-type: none">- A whole school reading programme (DEAR) was introduced during Half Term 3. Effective staff CPD supported a productive launch to the programme and initial feedback from students and staff was very positive, both in terms of enjoyment and value (increasing vocabulary, generating an interest in reading and desire to continue reading at home). PP and non PP students all initially benefited from this provision, in particular those students who do not read and/or are not encouraged to read at home.- In Y8 57% of PP students are reading within 6 months of their chronological reading age compared to 51% non-PP. In Y9 this is 45% which is in line with pre-lockdown results (47%) and remained consistent compared with the non PP students in Y9 that have fallen by 10% during the same period (62% to 51%).- Accelerated Reader word millionaires also show that PP students are achieving in line with non PP students. In 2019-20 pre-lockdown there were 6 word millionaires (3 PP, 3 non PP). For Term 1 2020 there are 8 (4 PP, 4 non PP). As a point of comparison, the last full academic (2018-19) there were 12 (8PP, 4 non PP).- In terms of student feedback 86% of students surveyed agreed that DEAR helps to improve their reading skills and 87% also agreed that DEAR helps them to improve their vocabulary.	<ul style="list-style-type: none">- Planning was effective but due to the Covid 19 lockdown the programme could not be fully embedded and run over a substantial amount of time for impact to be judged. This has been re-introduced during Half Term 2, 2020-21- CPD will be provided to staff and QA activity will regularly monitor the delivery and impact of DEAR- MyOn is to be introduced to provide online access to books. This will be particularly beneficial where access to literature at home limited.													
Reading Interventions:	<table><tr><th>Year</th><th>Sept 19 PP Students RA <9:00</th><th>Dec 19 PP Students RA <9:00</th></tr><tr><td>7</td><td>25</td><td>14</td></tr><tr><td>8</td><td>16</td><td>9</td></tr><tr><td>9</td><td>7</td><td>5</td></tr></table>	Year	Sept 19 PP Students RA <9:00	Dec 19 PP Students RA <9:00	7	25	14	8	16	9	9	7	5	<ul style="list-style-type: none">- In the one term that we delivered interventions, Year 7 made the most progress, with an average of 13 months progress in their reading ages. We need to intervene with students as quickly as possible, as this is where we have the most impact.-An alternative to Lexia is needed for students who are not making progress; these students will now take part in the Direct Instruction programme	
Year	Sept 19 PP Students RA <9:00	Dec 19 PP Students RA <9:00													
7	25	14													
8	16	9													
9	7	5													

<p><i>High Quality Teaching during Lockdown and successful was the remote offer and how did we know.</i></p>	<ul style="list-style-type: none"> - Remote learning and live lessons were effectively planned, structured and delivered. This supported pleasing engagement scores from all students (KS3 – completion of some/all work was 47% on 23.3.20 and increased to 81% on 1.7.20. Y10 improved from 76% to 94% during this period. Completion of no work also dropped during this same period e.g. KS3: 44% - 19%. During the same periods PP some/all work completion improved from 46% to 73% and NPP improved from 71% to 93%. - Quality assurance through live lesson observations and monitoring of set MS Teams Assignments showed consistency with the model for lesson delivery and structure for set activities. PP students ‘experienced’ this delivery which supported the levels of engagement outlined above. - Y10 PP attendance during their lockdown return was good due to the provision made for them (organisation, delivery, tracking). Close to 80% of the year group attended. - PP student Engagement scores for subjects were highest where online platforms were used effectively e.g. Hegarty, Educake in Maths and Science. English engagement increased after Doodle introduction. PP Students in Maths had a completion rate of 85% on week 12 and Science with a completion rate of 88%. English made a massive improvement with a completion rate of 83%. - Attendance at live lessons improved throughout lockdown for all year groups. It improved from 43% to 52%. For PP this improved from 29% to 43% - Engagement in all work for PP student increased from 46% in the opening week to 73% in the final week before summer 	<p><i>What lessons did you learn?</i></p> <ul style="list-style-type: none"> - Consistent instructions and regular timetables for live lessons provided a structure for PP students to work to - Providing IT access supported engagement and removed barriers to accessing the work. Technical support provided by tutors and teachers further helped this to enable access - Tracking completion of work and implementing actions to address low completion/engagement supported improvements to engagement scores for PP students during the lockdown - The importance of student and staff feedback was recognised to refine systems and practice throughout lockdown. For example, this led to developments to the delivery model for live lessons - We recognise the need for a level of effective technical support for students and staff. Capacity to address technical issues was challenged on a number of occasions and this has identified the need to fully resources this aspect of provision 	
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ii. Targeted support and intervention			
Action	Impact	Lessons learned	Cost
Year 11 Intervention Period 6 Intervention supported revision and knowledge retrieval	Progress 8 improve from -0.06 to +0.04	Period 6 intervention, attendance was good, and evaluation demonstrated that this intervention should continue next year. Basic Measure at 4+ needs improvement, more focused approach with directors of English and Maths. The regular meetings did go some way to improve the progress of PP students as can be seen by the CAG P8 of +0.04, the basics at KS4 needs a different approach.	£109, 936.25 Cost of additional lesson at each of school day Additional CPD and resources cost.
Targeting the needs of PP students during lockdown?	Each year 11 PP student had a mentor to support their work after the lockdown began and it was announced about the cancellation of GCSE examinations. This resulted in that every student was tracked for their next stage in education, support work provided by the colleges for their new courses. SCA worked with Salford City College to support students who were not on track for Grade 4 English and Maths.	All students at the end of the summer term had secured an apprenticeship or college place. Pastoral issues were identified and dealt with quickly. A smoother transition despite the national picture.	Cost of Chromebooks and Wi-Fi devices Additional revision resources and online learning platforms to support engagement at home. Additional resources to support transition to FE/Apprenticeship

How successful were the strategies?	Communication between academy and home was maintained through the summer term and holidays.	<p>To continue with the approach of a dedicated mentor for each PP student to support both pastorally and academically.</p> <p>To continue to improve communication between home and the academy for PP students.</p>	
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iii. Behaviour and Attendance improvement strategies			
Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost
Support for PP students to participate in remote learning during lockdown	An audit of PP students took place at the beginning of lockdown, and all students who needed a device were allocated a Chromebook and where needed a wi-fi device.	<p>This enable our students to have access to online learning platforms and improved engagement, especially with the introduction of live lessons.</p> <p>We have adapted the scheme of work for Computer Science in the academy due to the recognition that IT skills needed improvement.</p>	<p>£84, 968.13</p> <p>Additional staffing costs to support attendance, transition and behaviour support.</p>
Successful strategies used during lockdown	<p>There were 119 students that we have identified as ‘vulnerable’ – students that are under Child Protection, Child in Need, Early Help (TAF and CAF) Looked After and other students that we have concerns about.</p> <p>All students were given a Key Worker from the Inclusion team. These students were contacted twice a week by their tutor through email but also receive a phone call by their Key Worker twice a week.</p> <p>Weekly conversations with Social Workers, Early Help Workers and any external agencies involved.</p> <p>All students in the ‘vulnerable’ list that had been contacted regularly and information was recorded each week.</p> <p>Expectations for all other students is that they were contacted by their tutor twice a week through email. Should the student not respond the tutor then tried to call the students for two days. If no contact, then staff logged on CPOMS and then</p>	<p>Laptops for students - now providing more laptop to students – every student now has a laptop to work from home with</p> <p>Internet access for students – dongles provided for students with access</p> <p>Parents refusing to send Students into school - has been challenging to get some students to return from lockdown. There are 4 PP students that have not returned</p> <p>Students refusing to attend school and next steps for them returning</p> <p>Continues the vulnerable list through the summer holidays and when students go into isolation for 2 weeks, they still receive a phone call to check on their wellbeing.</p> <p>Continued with donations throughout the year identifying families that require support and dropping off hampers etc</p>	

	<p>picked up by the Inclusion Team. Simple flow chart was designed and sent out to all staff.</p> <p>Website was updated regularly to include information on advice and support for parents and students, including financial support, food banks and staying safe online.</p> <p>School Counsellor continued her services with 30+ students as school counsellor and completed sessions with students online and over the phone.</p> <p>Weekly home visits rota where Inclusion staff went round to houses to see students and parents, with no contact or engagement concerns at over 20 visits per week.</p> <p>Horizon App for ringing parents for all staff</p> <p>Successful grant awarded from Cash for Kids which was shared between vulnerable families. 10 free meals for 4 donated by Hickery's Smokehouse which were deliver to 9 vulnerable families on Thursday 28th May. More donations from Sammie cooking for families, £1000 from the police, Waitrose, Kellogg's, Morrison's etc which enabled us to make and deliver hampers for families every week.</p> <p>Over 100 Rewards for student's engagement Bag of sweets dropped off at the door. Rewarded 30+ students in each Year group</p> <p>47 places offered to 'vulnerable/key worker' students to attend school. Identified families that will require support with uniform for September and sign posting to agencies that can support Mission Street etc.</p> <p>SCA.Concerns@salfordcity-academy.org email address for parents and students to email in which was monitored 24/7 by Inclusion Team</p>	<p>SCA Concern email address continues to be use as a communication line for students and parents</p> <p>Weekly meeting with Early Help continues and they are fully embedded in the Inclusion Meetings each week</p>	
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iv. Catch-Up Premium improvement strategies (including transition Y6-Y7)															
Action	Impact			Lessons learned (and whether you will continue with this approach)	Cost										
Reading Intervention Lexia Programme	23 PP students in Year 7 were reading below the age of 9 upon entry in September 2019; this has been reduced to 13 as of December 2019. Year 7 PP students in the intervention cohort, who received 30 minutes of Lexia each day, made on average 11.4 months progress in their reading ages in Term One. 3 PP students (all boys) graduated Lexia in this term by catching up to their chronological age or above.			The Lexia programme will continue to be used as it is having an impact on the improvement of our students' reading ages.	£800 DI resources £2000 DEAR Programme										
Numeracy Programme	<p>Mid-year assessments in Maths demonstrate a very small gap in the average point score between PP and Non-PP students for Y7 and Y8 students. (Year 7 PP 44.4 Y7 Non-PP 46.8) and (Y8 PP 37.4/ 40.3 Non-PP)</p> <p>PP students at Salford City Academy in Y7 and Y8 perform better than their PP peers across United Learning. (see table below)</p> <table><tr><th></th><th>Year 7 PP</th><th>Year 8 PP</th><th>Year 9 (UL average)</th><th>Year 9 PP</th></tr><tr><td>Maths</td><td>44.4 (37)</td><td>37.4 (31.8)</td><td>33.4 (33.6)</td><td>28.3(29 .1)</td></tr></table> <p>* Mid-Year Headlines. Average point score compared to UL average. (UL average in brackets)</p> <p>Analysis of numeracy intervention data demonstrates from the mid-year assessments that the number of PP catch up students meeting age related expectations in maths has improved across all three KS3 groups. (see below) Y7: 32% of PP Catch Up students were working at age related expectation in Maths</p>				Year 7 PP	Year 8 PP	Year 9 (UL average)	Year 9 PP	Maths	44.4 (37)	37.4 (31.8)	33.4 (33.6)	28.3(29 .1)	To develop the numeracy intervention programme, key staff took part in training and CPD to begin the implementation of a new Direct Instruction package for Mathematics. Due to COVID it has not be possible to evaluate, but this will be completed in the next academic year. DI planning has identified that DI will be a specific strategy that will operate alongside existing strategies to close gaps e.g. numeracy Ninjas and form time fluency support.	DI Pilot £2828
	Year 7 PP	Year 8 PP	Year 9 (UL average)	Year 9 PP											
Maths	44.4 (37)	37.4 (31.8)	33.4 (33.6)	28.3(29 .1)											

<p>How did you support the transition from Year 6 to Year 7 during Lockdown</p>	<p>All year 6 students were provided with Transition Learning booklets that included preparation work for the first term and activities to practice key terms.</p> <p>Transition meetings took place with all primary schools and between the academy SENCO and primary school SENCO's.</p> <p>Vulnerable students were identified, and tours of the school took place prior to September. Vulnerable students identified were also placed in a transition class and tutor group which is supported by a full time TA</p> <p>All Y6 SEND students (lower ability) were provided with a bespoke paper workbook to complete over the summer holidays which included literacy and numeracy activities as well as preparation for those who were anxious.</p>	<p>Students in Y7 have been assessed as being 22 months behind in writing comparative to what is expected. The proportion of students, particularly PP students reading within 6 months of chronological reading age is below what is normal for Y7. The access to digital devices has clearly hindered students' ability to engage with learning during the lockdown period and it would be beneficial to ensure all students have access to a device prior to attending the academy.</p> <p>The provision of a SEND specific workbook could be adapted to better monitor completion of activities to further identify who may require additional; interventions on arrival at SCA. Furthermore, baseline SEMH assessments (SDQs) could be incorporated into this work.</p>	
<p>How successful was the academy in this?</p>	<p>Virtual transition meetings between feeder primary school SENCOs/ Y6 teachers/ key safeguarding staff and SCA SENCo, VP and Y7 Inclusion Leader were extremely informative in allowing EHA planning and actions. Key workers were identified prior to summer holidays for highest priority SEND students and contact was made with parents. Plans were put in place to create 'nurture' group with just 12 students with most complex needs. These students have made an excellent start over HT1 with recognised awards for attendance, no exclusions and excellent feedback from T&L QA procedures.</p>	<p>This collaborative approach will certainly continue (hopefully with more face to face opportunities in 2021). Proposed Health Schools Transition Bid may allow for SEMH project work to begin from HT3. (Expected to hear if bid successful by 4/12/20)</p>	

<p>What lessons did you learn including those initiatives that did not work.</p>	<p>There were still some instances of incomplete or poor handover of transition information for a small minority of students. In particular, we would like to work more closely with WWP in the identification and support of their students. We hope that this will be possible through the proposed Healthy Schools bid and the project work that would support SEMH students. Additionally, restrictions allowing, we will complete more observations of SEND students in their primary school settings to allow for early identification and support to relevant professionals as necessary.</p>	<p>Transition work will also aim to begin intervention in Y6 with programmes such as Lexia and DI which screening could take place during the summer term of Y6.</p> <p>LDA would also like to explore completion of SEMH baselines (SDQs/ Boxall) prior to students starting at SCA.</p> <p>Possibility of ELKLAN screeners offered to Y6 students</p>	
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v. SEND improvement strategies (PP eligible pupils who also have identified SEN)

Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost
<p><i>Curriculum leaders to adapt curriculum planning to address the under-performance of SEND students</i></p>	<p>Overall SEND P8 was 0.31. This is an improvement of +0.59 on 2018/19. These figures are based on 2020 CAG</p> <p>Notable successes in the following subject areas in their P8 SEND (all):</p> <ul style="list-style-type: none"> • Chemistry 2.41 • Physics 1.91 • Biology 1.91 • SEND student progress in triple science exceeded that of non-SEND students. <p>Other particularly positive P8 SEND (all) scores were recorded in:</p> <ul style="list-style-type: none"> • Maths 0.22 • Science (combined) 0.26 <p>Additionally, although smaller cohorts, positive P8 SEND (all) scores were also recorded in: Art, Construction, Food, Childcare, Photography, French and Computer Science.</p>	<p>The SENDCO worked collaboratively with English, Maths and Science to support focused learning walks, work scrutiny and curriculum review.</p> <p>Leaders of Maths and Science were particularly enthusiastic about improving SEND provision across their departments and were keen to implement suggested strategies, as well as their own departmental approaches.</p> <p>English were focused on alternative priorities and had some changes in leadership. This year, all departments will have a dedicated member of their team to lead on SEND planning.</p> <p>The SENDCO is to continue to work collaboratively with curriculum leaders, particularly in English, History and Geography. KHA to also support with literacy strategies to enable progress in writing.</p>	<p>Costed in above two sections.</p>

<p><i>SENCo working with key students through different methods, additional opportunities through form time and intervention.</i></p> <p><i>Breakfast revision sessions provided by the SENCo to help with revision strategies</i></p>	<p>Particularly impressive was the improvement seen for Y11 students with an EHCP up +3.00 on 2018/19 at P8 0.13.</p> <p>It was also pleasing to see the improvement for SEND boys up by +0.44 from 2018/19 to P8 0.08.</p>	<p>Dedicated tutor group for SEND students led by the SENDCO with TA support was helpful in motivating and caring for SEND boys identified as requiring additional support (WB, SO, LW, ES).</p> <p>LDA to continue to provide form time interventions and breakfast revision strategies to support SEMH</p>	
<p><i>Key workers assigned to every student on the SEND register. Clear assess, plan, do, review cycle including 1:1 meeting with students/ parents. 12 weekly review</i></p>	<p>Overall SEND P8 was 0.31. This is an improvement of +0.59 on 2018/19.</p>	<p>Parents of students with EHCPs were contacted weekly via email or telephone updates. This had a positive impact on relationships, motivation and outcomes.</p>	

<p><i>How did you support students with SEND to access remote learning?</i></p>	<p>Live literacy and numeracy lessons provided to small groups of identified SEND students in Y7 and 8.</p> <p>Regular key worker contact to support SEND students with any IT issues, passwords, alternative work packs and emotional support.</p> <p>SEND students given priority access to laptops.</p> <p>Paper based work packs / bespoke work packages tailored to meet needs provided via discussion with SENCo, key worker and parent/ student</p> <p>LDA completed 'observations' of live lessons and provided feedback to ARA. LDA produced a guide for teachers in supporting access to live lessons and remote learning for SEND. This was shared via T&L video briefings.</p> <p>Regular links to SEND advice posted through the Academy's social media platforms and via the website. Supporting documents for parents including video message from SENCo also uploaded to website and shared via email.</p>	<p>There was an improving engagement for SEND students home learning and completion of work evidenced.</p> <p>There were still a number of issues in the differentiation of tasks via live lessons for lower ability SEND students. There needed to be a greater focus on key vocabulary, pre teaching / flip learning activities and a simplification of expectations.</p> <p>Key worker support was trialled on these live lessons, but not consistent. In the event of further national lockdown, this approach would need to be expanded to support more teachers/ students through timetabling of TA support.</p> <p>In the case of isolating students, careful consideration needs to be given to the tasks provided for lower ability SEND students. Would workbooks/ literacy/ numeracy / key vocabulary tasks be more appropriate in the short term?</p> <p>When providing curriculum work, links should be made to accessible visual media – videos, audiobooks, podcasts – to allow a kinaesthetic approach that supports all learners. Key word mats should be sent home to support students' access to lesson content.</p>	
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