Pupil premium strategy statement

School overview

Metric	Data
School name	Salford City Academy
Pupils in school	801
Proportion of disadvantaged pupils	53%
Pupil premium allocation this academic year	£367,675.00
Academic year or years covered by statement	2020 - 2022
Publish date	November 2020
Review date	September 2021
Statement authorised by	Mrs M Haselden
Pupil premium lead	Mrs S Barker
Governor lead	Mrs J Andrews

Disadvantaged pupil performance overview for last academic year [2019]

Progress 8	-0.06
Ebacc entry	32%
Attainment 8	39.92
Percentage of Grade 5+ in English and maths	27%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	To achieve P8 of 0.05	September 2021
Attainment 8	40.00	September 2021
Percentage of Grade 5+ in English and maths	26%	September 2021
Other	Attendance for PP students to be at National Average	September 2021
Ebacc entry	30%	September 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1	To improve attainment for PP students in English and Humanities at Key Stage Four.
Priority 2	To accelerate progress of PP & SEND Students at both KS3 & KS4
Barriers to learning these priorities address	Attendance of Pupil Premium Students
Projected spending	£169,130.50

Targeted academic support for current academic year

Measure	Activity
Priority 1	To improve reading ages and Tier 2 Vocabulary
Priority 2	To accelerate progress of Year 11 PP students
Barriers to learning these priorities address	Legacy of poor performance from primary and low reading and numerical scores.
Projected spending	£110,302.50

Wider strategies for current academic year

Measure	Activity
Priority 1	To improve attendance of all PP students
Priority 2	To reduce FTE and PEX for all PP students
Barriers to learning these priorities address	Low level of parental support and engagement with challenging home background.
Projected spending	£88,242.00

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	To implement the academy Teaching and Learning plan to inspire, support and challenge PP students to achieve their best. To focus on boys MPA in English and EBACC subjects. Low levels of literacy with PP students especially boys MPA and LPA. Stretch and challenge of HPA PP students.	To ensure that CPD and professional development are designed to impact on the progress of all disadvantaged students. Teaching and learning strategies, Rosenshine and literacy support through intervention and Lexia PP Teacher Champions using small scale action research to share good practice. To provide subject specialist support and intervention for HPA students.
Targeted support	To reduce the size of classes for English and Maths Target Intervention English & Maths support using QLA data	The introduction and implementation of Tuition for students who are not making progress in all years due to the impact of COVID To improve reading ages of PP Boys Use of assertive mentoring to support PP progress
Wider strategies	Engaging the most challenging families	Working with external agencies for support. Early Help Assessments The appointment of an Intervention Transition Leader for Year 6/7

Review: last year's aims and outcomes

Aim	Outcome
To accelerate Year 11 Student Progress	Achieved. This is based on the evidence of PP students' assessments, work scrutiny and mock examinations.
To accelerate progress in reading for disadvantaged students.	Achieved. The use of reading intervention and the Lexia Reading programme, evidence shows that PP students at KS3 have made accelerated progress with reading. Due to the impact of COVID, the reading ages of a cohort of year 8 PP students regressed, this is being addressed through intervention on their return.
To continue to improve the progress of year eight students who are PP (48% of the year group)	Achieved: The percentage of PP students who have achieved ARE 4+ in maths has improved from 38% to 55%. The percentage of PP students who have achieved ARE 4+ in English has improved from 41% to 49%
To improve the quality of education for disadvantaged SEND students.	Achieved: Evidence from the academy's QA systems show that there has been improvement in progress for all SEND students.