

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Salford City Academy
Pupils in school	787
Proportion of disadvantaged pupils	51%
Pupil premium allocation this academic year	£339,872.50
Academic year or years covered by statement	2019 - 2021
Publish date	October 2019
Review date	December 2020
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

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 0.00	September 2020
Attainment 8	40.00	September 2020
Percentage of Grade 5+ in English and maths	20%	September 2020
Other	Attendance for PP students to be at National Average	September 2020
Ebacc entry	15%	September 2020

## 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	£169,936.25

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Introduction of 'Big Write' and 'DEAR' (Feb 2020)
Priority 2	To accelerate progress of Year 11 PP students - Long term memory strategy
Barriers to learning these priorities address	Legacy of poor performance from primary and low reading and numerical scores.
Projected spending	£109,936.25

## 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	£84,968.12

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring a sharp focus to academy's T &amp; L plan</p> <ul style="list-style-type: none"> <li>- Long term memory strategy</li> <li>- Tier 2 &amp; Tier 3 Vocabulary</li> </ul>	Use of Inset days, Best Practice Briefings, support from UL and academy's SLT
Targeted support	<p>To reduce the size of classes for English and Maths</p> <ul style="list-style-type: none"> <li>-Target Intervention English &amp; Maths support using QLA data</li> </ul>	Use of assertive mentoring to support PP progress
Wider strategies	Engaging the most challenging families	Working with external agencies for support. Early Help Assessments

## Review: last year's aims and outcomes

Aim	Outcome
To accelerate Year 11 Student Progress	Achieved: PP P8 = -0.06
To accelerate progress in reading for disadvantaged students.	Achieved: Each year group has increased the number of students reading within six months of their chronological age by at least 10%.
To continue to improve the progress of year eight students who are PP (48% of the year group)	<p>Partially achieved: The percentage of PP students who have achieved ARE 4+ in maths has improved from 38% to 55%.</p> <p>The percentage of PP students who have achieved ARE 4+ in English has improved from 41% to 49%</p>
To improve the quality of education for disadvantaged SEND students.	<p>Partially achieved: Evidence from academy's QA systems show that there has been improvement in progress for all SEND students.</p> <p>Year 11 SEND student's progress 8 has improved from -1.47 to -0.26.</p>