



Salford City Academy

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PUPIL PREMIUM STATEMENT EVALUATION

2018 – 2019

Pupil Premium Evaluation 2017 – 2018

Last year's outcomes for disadvantaged pupils were not good enough, their progress eight score was -0.37. This was due to weaknesses within middle leadership, these have now been addressed and there are six new middle leaders in place.

There were gaps in the provision for SEND students, these have now been addressed and progress is now improving. Some pupils have made good progress in reading, but progress overall was inconsistent, this is an area of focus for this year.

From the evaluation of 2017 – 2018 the specific priorities have been, SEND, Literacy, Year 11 outcomes and the progress of disadvantage students in year 8. To improve progress in these areas and of the progress disadvantaged students overall is in the statement below.

Pupil Premium 2018 – 2019

The grant for 2018 - 2019 is £294,202.00 and the outline of this spend can be seen on page three.

Summary of main barriers to educational achievement faced by disadvantaged students

The main barriers to educational achievement are:

- insufficient progress of year eleven disadvantaged students
- slower progress in reading for disadvantaged students
- the number of fixed term and permanent exclusions issued to disadvantaged students
- low attendance for SEND students

Date of next review of the Pupil Premium Strategy

The Pupil Premium Strategy will be reviewed and evaluated after the GCSE outcomes are published in August 2019.

PUPIL PREMIUM STATEMENT 2018 – 2019

TOTAL GRANT: £294,020.00

QUALITY OF EDUCATION	Cost
Curriculum Provision	£87,350.00
Software to support Learning & Homework	£2847.08
Learning Materials	£1660.00
Additional Staffing Costs	£10573.00
Quality of Teaching and Learning	£2963.00
BEHAVIOUR & ATTITUDES	£256,196.00
PERSONAL DEVELOPMENT	£950.00
TOTAL	£362,539.08

Section 1: Accelerate Progress of Year 11 Students	Impact	Milestone Evaluation
	Internal data shows that 45% of students are tracking at 5+ in English and Maths	<ul style="list-style-type: none"> • Provisional Progress 8 for PP students is -0.05 which is broadly in line with national average for all students. This is an improvement from the last academic year of – 0.80. • Provisional PP Basics 4+ is 46%, an improvement from 35% (2018) • Provisional PP Basics 5 + is 25%, an improvement from 12% (2018) • Provisionally we have one student who could be classed as an outlier, who is a disadvantaged student.
	Attendance continues to improve and is above 95%	<ul style="list-style-type: none"> • The final attendance for Year 11 students is 96.1%, which is above the national average of 94.6%
	All year 11 disadvantaged students have attendance above 97%	<ul style="list-style-type: none"> • The final attendance for Year 11 disadvantaged students is 95.4%, which is above the national average for all students

Section 2: To accelerate progress in reading for Disadvantaged Students	Impact	Milestone
	60% of year seven catch up students are within six months of chronological reading age.	<ul style="list-style-type: none"> • In September, none of the catch-up cohort were reading within 6 months of their chronological age. Now, in July, 26% of the cohort are at Chronological Reading age. • 88% of the catch-up cohort have made progress since September in their reading age. Furthermore, since December we have doubled the amount of progress Year 7 have made from an average of 8 months progress to an average of 17 months progress: this is largely due to students accessing Lexia every day. Comparatively, the whole of Year 7 made, on average, 18.8 months progress. • Disadvantaged students made, on average, 17 months progress in their reading age, which is more in comparison to our Non-Disadvantaged students who made, on average, 15 months progress. Four of our students who made the most progress in the catch-up cohort were Disadvantaged boys who made between 37-50 months progress each.
	75% of year eight catch up students are within six months of chronological reading age.	<ul style="list-style-type: none"> • 23.3% of the catch-up cohort are reading within six months of Chronological reading age. • 100% of the catch-up cohort have made progress in their reading age since September. On average the students have made 25 months progress in their reading ages, this has increased significantly from an average of 17 months progress due to the change in the intervention programme. Comparatively, the whole of Year 8 made, on average, 20.4 months progress. • Disadvantaged students made, on average, 25.7 months progress, which is more in comparison to our Non-Disadvantaged students who made, on average, 22.7 months progress.
	Library data continues to show that more students are taking out books	<ul style="list-style-type: none"> • The use of the library continues to increase. The percentage is now 61%, an improvement from the last evaluation. Students are still taking out more non-fiction books than fiction, however we have put in two funding bids to secure more fiction books based on students' needs.

Internal data shows that students are making accelerated progress in reading

- Since September 2018, each year group has increased the number of students reading within 6 months of their chronological reading age by at least 10%: this is much improved from 2017/18 where the biggest increase of students reading within 6 months of their chronological reading age was 4%.

All students	% within 6 months		
	July 2018/ September*	December 2018	July 2019
Year 7*	52%	52%	62%
Year 8	55%	49.6%	61.8%
Year 9	42.4%	47.8%	57.7%

**PP students have also increased the proportion reading within six months of chronological reading age.*

PP students	% within 6 months		
	July 2018/ September*	December 2018	July 2019
Year 7*	43%	41%	54.7
Year 8	56%	43%	56%
Year 9	43%	45%	57.%

Section 3: To continue to improve progress of year eight students who are PP (135 students and 66 are PP – 48%)	Impact Internal data shows that students are making improved progress in English and Maths	Evaluation Year 8 PP Students Progress in English and Maths – Assessment Point 2 July 2019 <ul style="list-style-type: none"> There have been improvements in the % of students achieving 4+ in both English and Maths. There have been significant interventions targeting 4+ students since September and this is evident in that the % of students achieving 4+ has improved by 26%. Y8 Maths students have significantly improved in all grade bands.
	FTE and IE are reduced for year eight PP students	<ul style="list-style-type: none"> The number of disadvantaged students in year seven (current year eight), who received an FTE in 2017/18 was 38. This figure has reduced to 9 students. The number of IE referrals for year seven students (current year eight) who received an IE referral in 2017/18 was 59, (this figure is high due to this time being the start of Disruption Free Learning in the academy). This figure has reduced to 17.
	75% of the year group will be at least a 4 (ARE) in English and Maths	Year 8 All Students <ul style="list-style-type: none"> Matching of students achieving both 4+ in Maths and English has improved in July. Disadvantaged students have made progress 11.2% compared to 10.5% for all students.

Section 4:	Milestone	Evaluation
<p>To improve the quality of education for disadvantaged SEND students</p>	<p>Attendance will continue to improve (target 95%)</p>	<ul style="list-style-type: none"> SEND student attendance was 90.8% however, disadvantaged SEND student attendance was 88.7%. There are some particularly complex cases that we are currently working with the Local Authority to try to address. If we were to remove the outliers the attendance of SEND disadvantaged students would be 94.1% Our SEMH outreach programme, The Link, has supported some of our most vulnerable students in returning to school through a programme of bespoke interventions and home visits. As a result, PA is 20.9% for SEND disadvantaged students has improved from 22.2% (2018). SEND Disadvantaged students' attendance is still an area for improvement and will be a target for the next academic year.
	<p>Internal data shows that 75% of students (disadvantaged SEND) will show good progress</p>	<ul style="list-style-type: none"> Disadvantaged SEND students have made progress, evidence in lesson visits and work scrutinies. This remains a priority for the next academic year. <p>Year 7 (Based on UL End of Year Assessments)</p> <ul style="list-style-type: none"> For students whose target is ARE 4+ progress has been made across all subjects, with the biggest increase in Geography. In Science, English and Maths students whose target is ARE 5+ no improvement has been made and in Science and Maths students have regressed. This will be a priority in the next academic year. Of the 12 year 7 students in the HIVE provision have made on average, ten months progress in their reading age. One notable success is that two of these students are now reading above their chronological age. <p>Year 8 (Based on UL End of Year Assessments)</p> <ul style="list-style-type: none"> For students whose target is ARE 4+ progress has been made across all subjects, with the biggest increase in Maths. For students whose target is ARE 5+ no progress has been made.

		<p>Year 9</p> <ul style="list-style-type: none"> Year 9 students whose target is ARE 4+ they have made progress in Maths, Science and History. Year 9 students whose target is ARE 5+ they have made progress in Maths and History. <p>Year 10</p> <ul style="list-style-type: none"> HPA students continue to make progress and provisional Progress 8 is above average. Students continue to make progress in Maths and Science, English is still a concern. <p>Year 11</p> <ul style="list-style-type: none"> Year 11 predictions have shown a marked improvement in P8 scores for SEND disadvantaged students compared to last academic year from -1.41 (2018) to -0.28 (Provisional, 2019)
	Internal and FTE for SEND PP students will have reduced	<ul style="list-style-type: none"> The number of disadvantaged students referred to IE has reduced from 36 occasions (Spring Term 1) to 13. For SEND students the number has reduced from 15 occasions to 3 in the same term. Currently 65% of SEND students are participating in the Aspire programme. This has given SEND students more opportunities to enhance and enrich their educational experience. The Inclusion sports team has allowed SEND students to thrive and interact with other schools developing their social skills. This has contributed to the reduction of IE incidents and FTEs.
	TAs will be proactive in their approach to ensuring good progress for students	<ul style="list-style-type: none"> At the start of the academic year, a full review and audit of the SEND provision took place. As a result, the SEND faculty has been re-structured and aligned to better meet the needs of all SEND students. The TAs were deployed to support a cohort of ten Year 11 SEND students. The impact of this is that the provisional Progress 8 of Year 11 students (2019) is -0.39 this is an improvement on the previous year of -1.41.