

## Pupil Premium Strategy and Impact Statement Academic Year 2017-18

1. Summary information					
<b>School</b>	Salford City Academy				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£301, 798	<b>Date of most recent PP Review</b>	
<b>Total number of students</b>	614	<b>Number of students eligible for PP</b>	335	<b>Date for next internal review of this strategy</b>	February 2018

Current attainment		
	<i>Pupils eligible for PP (Salford City Academy)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving 5 Standard Passes (including English &amp; Maths)</b>	40.4%	58.5%
<b>% achieving 5 Strong Passes (including English &amp; Maths)</b>	12.3%	39.1%
<b>Progress 8 score average (from 2016/17)</b>	-0.280	0
<b>Attainment 8 score average (from 2016/17)</b>	3.78	4.42

<b>1. Barriers to future attainment (for students eligible for PP including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	Literacy skills across KS3 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in their respective year groups.
<b>B.</b>	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3. This prevents sustained high achievement through KS4.
<b>C.</b>	Behavioural issues at KS3 of those eligible for PP are having detrimental effect on their academic progress and that of their peers.
<b>D.</b>	Attendance rates for pupils eligible for PP are 92.9% (below the Academy target for all pupils of 95%, and Non PP figure at 95.3%). This reduces their school hours and causes them to fall behind. The gap is significant, particularly in Year 8 (PP 90% Non PP 96%).

<b>2. Outcomes</b>		
	<i>Desired outcomes</i>	<i>Success criteria</i>
<b>A.</b>	<b>High levels of progress in literacy for KS3 pupils eligible for PP.</b>	<p>Pupils eligible for PP in Year 7, 8 and 9 make more progress in their RA/ SA by the end of the year than ‘other’ pupils so that at least 50% exceed targets and 100% meet expected targets. Other pupils still make at least the expected progress.</p> <p>This will be evidenced using reading and spelling test scores, accelerated reader assessments and English reading assessments in October, March and June.</p>
<b>B.</b>	<b>Improved rates of progress across KS3 for high attaining pupils eligible for PP.</b>	<p>Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as ‘other’ pupils identified as high attaining across Key Stage 3. Where they are not, departments are putting in place wave 1 interventions, monitored by subject leaders and senior team.</p> <p>This will be evidenced through Step Up Assessments (English &amp; Maths) and pupil Age Related Expectations.</p>
<b>C.</b>	<b>Behavioural issues of identified PP KS3 pupils addressed.</b>	<p>Incidents of exclusion for PP students are close to National Expectations.</p> <p>Incident of exclusions for PP students has reduced between PP and Non PP students.</p> <p>Incidents of repeat exclusions of PP students are close to National Expectations.</p> <p>Fewer behaviour incidents recorded for these pupils on the school system: incidents resulting in IE/ FTE.</p>
<b>D.</b>	<b>Increased attendance rates for students eligible for PP across both Key Stages and to be in line with National Expectations.</b>	<p>PA for students eligible for PP reduces closer to National Expectations.</p> <p>Patterns of attendance for PP students in each Year Group show a narrowing gap.</p>

## Pupil Premium Impact Statement

### Academic Year 2017-18

Barrier	Intended Impact:	Action	Expenditure	Monitored by:	Impact Effectiveness Feb 2018	Impact Effectiveness June 2018	REVIEW September 2018	Actions Underway
A	Improved KS3 literacy progress	Provide staff CPD on self-regulated writing for relevant teachers.	£5470	LDA JDA KHA	<p><i>Suitable UK based course could not be sourced.</i></p> <p><b>Amended action/ approach:</b> Implementation of oral language interventions to emphasise the importance of spoken language and verbal interaction in the classroom.</p>	<p>Plan now underway to explicitly extend pupils' spoken vocabulary through guided oral reading instruction</p> <p>fluent reading of a text is modelled by an adult or peer and pupils then read the same text aloud with appropriate feedback; and the use of structured questioning to develop reading comprehension.</p> <p>Learning Walks, led in the main by SLT, identified that effective questioning and AfL were areas that still required development in ensuring the progress of PP and non PP students.</p>	<p>In response to findings from the learning walks, all staff attended INSET training with Christine Kennedy (UL Advisor) on Effective Questioning and AfL.</p> <p>Further to this, work scrutiny was completed by SLT looking at paired examples of work across Years 7-11 for PP/ non PP students. <i>See attached departmental scrutiny forms and actions.</i></p> <p>From the evidence, it has become apparent that these approaches are not yet embedded. However, there are clear pockets of good practice. In particular, RWI in Business Studies and SHU in Geography. These members of staff have shared good practice at our teaching &amp; learning 'best practice briefings'.</p>	<p>The Academy are now involved in the oracy project, 'Finding Your Voice'. This is an innovative verbal communications programme. Year 8 will be the initial target group launching Autumn 2 2018, with the intention to roll this out to whole staff and other year groups.</p>

							<i>JDA should have further evidence of impact for Autumn 1 2018.</i>	
A	Improved KS3 literacy progress	Provide staff CPD on using Accelerated Reader effectively and developing questioning techniques to follow up text reviews – develop a bank of specific resources to use for follow-up to assess the components of language.	£25,486	KHA DWI LRO	KHA overseeing resources and scheme development with Librarian. Teacher folders created and specific students highlighted for intervention during Literacy lessons.	Better curriculum and intervention links now forged ensuring better targeted sessions.	<p>At the end of the year, Reading Age data for PP students at KS3 evidenced the following average progress:  Year 7 <b>+9 months</b>  Year 8 <b>+11 months</b>  Year 9 <b>+7 months</b></p> <p><b>There was no gap between PP/ non PP students in Year 8.</b>  <b>*Amend to Year 8 PP students made +1 month more average progress than Year 8 non-PP students.</b></p> <p>In Year 7, non-PP students made +3 months more progress than PP students. To support in the closing of this gap, further literacy catch up sessions have been added to The Hive (nurture provision) for 2018/19.</p> <p>Accelerated Reader data from 2017-18 shows that the amount of Y7 and 8 students who were working on or above benchmark had doubled by July 2018.</p>	Specialist Literacy HLTA has been allotted extra hours for specific bespoke intervention. LRO and KST are now timetabled to provide an additional 4 hours of catch up to a specific Year 7 cohort based in The Hive and an additional 11 hours of literacy and numeracy intervention available through our internal alternative provision, The Link (for identified students Y7-11).

							<p><i>See attached AR reports.</i></p> <p>Further individual PP successes celebrated through end of year recognition and awards assemblies included CR (Y7) read 200,087 words in total, CR (Y7 PP male) made 39 months progress from September. BP (Y8 PP female) exceeded target on the Millionaire Wall with 274,948 words read.</p>	
A	Improved KS3 literacy progress	Small group provision of the Lexia programme	£584	KHA LRO	Twenty PP students identified for targeted literacy intervention, ten students from Year 7 and ten students from Year 8. These students were selected as data showed that they were furthest away from their chronological reading age.	Summer reading data is currently being collected/ analysed and will be available by the end of Summer 2.	<p>For the identified cohort of 20 PP students, Summer 2 reading age data showed that 100% of Year 7 PP students had made progress- the average improvement to their reading age was <b>+10 months</b>. 88% of Year 8 PP students had made progress, the average improvement to their reading age was <b>+4 months</b>.</p>	<p>Specialist Literacy HLTA continues to offer 12 hours per week Lexia intervention to groups of up to 12 students.</p> <p>KHA to manage close analysis of PP/ non PP progress to ensure gap continues to close.</p> <p>Priority PP students can be provided with 1:1 additional intervention as required.</p>
A	Improved KS3 literacy progress	Provide staff CPD on high quality feedback.	£0	GBU JDA	Established in-class practice of DIRT tasks across	Identified staff lead on sharing good practice regarding	Learning Walks took place regularly during	Subject Leaders to take overall accountability of

B	Improved rates of progress across KS3 for high attaining pupils eligible for PP				all staff/ subject areas.  Weekly best practice briefings for whole staff focus on key areas for development-questioning/ feedback.	feedback. From this, cycle of peer observations/ coaching implemented to embed.	the academic year, led in the main by SLT.  Previously, pupils would respond to yellow sticker marking with brief comments such as 'ok'. The clear implementation of DIRT tasks across all curriculum areas, demands that students complete extended pieces of writing in response to feedback. This approach is clearly identified within our Marking and Feedback policy.	monitoring the impact of intervention/quality of teaching and learning.
B	Improved rates of progress for high attaining pupils eligible for PP	Weekly small group sessions in Maths and English for high-attaining pupils with subject leader replacing tutor time or assembly.	£12,231	JBA	Small group sessions currently for Y11 only- data tracked in English via tailored support from BDO (UL English Advisor).	Series of HAPP sessions completed with Cambridge University for a cohort of 12 Year 10 HAPP students.	Y11 P8 data HAPP 2017/18 -1.08. This was disappointing and indicated that small group booster sessions had been ineffective.  In response to this, alternative interventions have been offered to Year 10 students. An identified cohort of 12 HAPP students have participated in a series of GM Higher Events and workshops organised by Cambridge University. This appears to have positively influenced attainment	

							and there appears to be an upward trend expected for 2018/19. Current Y10 HAPP P8 prediction is +0.18.	
B	Improved rates of progress across KS3 for high attaining pupils eligible for PP	Implement Step-Up assessments/ programme	£12,000	SRO PTH	SRO and PTH implemented KS3 English and Maths intervention- Step-Up assessments/ programme which will provide a series of clear next steps for identified PP (and non PP) cohorts.	<p>There is overwhelmingly positive data relating to English and Maths 'Step Up' and Catch Up interventions.</p> <p>Looking at Age Related Expectations (ARE) from the recent Year 7 assessments, an identified Year 7 high attaining PP cohort were demonstrating significant progress.</p>	<p>In English, analysis of Step Up intervention showed that 91% of the twelve targeted Year 8 PP students were at or above ARE. 36% of the cohort were significantly above ARE.</p> <p>Further to this, Year 8 English Summer 2 UL data showed that 43% of all students at or above ARE (up from 20% in December 2017). 55% of non- PP students on or above ARE. 39% of PP students at or above ARE.</p> <p>Current Year 9 Summer 18 UL data showed that 50% of all students at or above ARE (up from 26% in December 2017). 49.42% of PP students at or above ARE. 49.15% of non PP students at or above ARE. Last year's Year 8 (current Year 9) were the cohort that completed the Step Up programme and the data suggests that this work contributed to</p>	English and Maths Step Up assessments and intervention now embedded using United Learning whole group assessments to analyse performance against wider student sample.



							<p>closing the gap between PP and non- PP students.</p> <p>In Maths, end of year catch up analysis showed that out of the 10 targeted PP students in Year 7, 39% made ARE+. In Year 8, 62% of the identified 13 PP were ARE+.</p> <p><i>See also attached Maths and English Catch Up reports from SRO and PTH for further information.</i></p> <p>Further positive whole school assessment data (Summer 2) suggested that 100% of high attaining Y9 HAPP students are working to achieve grades 9-5 in five or more subject areas.</p>	
C	Exclusion rates for identified Pupil Premium students to reduce to the same level as non-Pupil Premium students and to be in line with National expectations.	Exclusions of identified PP students to be avoided by use targeted and bespoke behaviour interventions	£193, 257	CLE LDA JRI HoYs	Behaviour Support Assistant (for IE) and Learning Support Assistant (for The Link) employed to offer additional intervention and narrow the gap between PP/ non PP students. Also,	Binary behaviour system was introduced April 2018. Initially, figures for PP students placed in IE were high, however by Summer 2, these numbers had decreased by over	<p>The number of PP students being excluded has decreased throughout the year: FTE's Term 1 – 84.3% FTE's Term 2 – 73.9% FTE's Term 3 – 68.6%</p> <p>These figures, although still showing a gap between PP/ non-PP,</p>	Analysis showed that current Year 10 (of which 61% are PP) were a priority for behaviour intervention. Last academic year, six PP students contributed to over 55% of whole school exclusions.

				<p>to offer additional pastoral support when students are returning from managed moves or exclusions.</p> <p>Whole staff consultation and CPD completed for the launch of Binary Behaviour (staff voice showed overwhelmingly positive support for this initiative).</p> <p>Changing pastoral structure to four non-teaching year leaders. Offering more pastoral support and same day response to safeguarding and behavioural issues.</p>	<p>50 %. The number of students receiving 3+ referrals fell by over 75%.</p>	<p>represent a clear reduction from last year's overall PP FTEs at 81% (2016/17).</p> <p>There is still a gap in the overall figures for students placed in Internal Exclusion between PP (400 students) and non PP (211 students) placed in IE. However, over each half term, the gap is being closed PP 106/ Non PP 64) and there are clear strategic plans in place to continue this trend for 2018/19 (see 'actions underway).</p> <p><i>Also see CLE for further behaviour records.</i></p>	<p>One student exceeded fifteen days exclusion in one term and met with governors.</p> <p>These students are on specific pathways to support re-integration and/ or accessing external AP opportunities. These students will be monitored closely every day.</p> <p>Further to this, The Link offers bespoke catch up sessions with HLTAs and brhavioural intervention with API and DWH.</p> <p>IE data is closely analysed to identify repeat offenders. In response to this, DWH has an identified cohort of priority students who she will work with over a 6 week period. A timetable of classroom observations, analysis and bespoke intervention work</p>
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								will be completed during this time.
C	Exclusion rates for Pupil Premium students to reduce to the same level as non-Pupil Premium students and to be in line with National expectations.	Internal Inclusion Panel to be implemented to create actions for individual PP students at risk of FTE/MM/PEX.		CLE Governors HoYs	Internal Panel in place having impact on FTEs in general, both non PP and PP Students FTEs are reducing.	18 key PP students have met governors. Actions for each student agreed with parents and underway.	Seven key PP students assigned external AP placements to begin September 2018. This is expected to further reduce the FTEs/ IE sanctions for PP students. This will be evidenced in data available Autumn 1 2018.	Internal Inclusion Panel will continue into this academic year.  Continued support offered through the Link- new initiatives planned from September 2018 include weekly small group sessions delivered by our school counsellor and literacy and numeracy catch up provided by HLTAs.
D	Increased attendance rates for students eligible for PP across both Key Stages and to be in line with National Expectations.	PP Students identified as PA to have raft of strategies to encourage attendance – Home Visits/ARC/routes to prosecution	£55.500	KEA LMA HoYs	Attendance officer employed to monitor pupils and follow up quickly on truancies. First day response provision. Thorough briefing of attendance officer about existing absence issues. Same day calls made about progress for targeted students. Reduced timetable integration	PP attendance/PA have improved in line with development planning.  Rewards scheme now in place to encourage attendance. Improved attendance recognised by HoYs through bronze, silver & gold award badges.	There has been a 1% increase in attendance figures for PP students since September 2017. This currently stands at 92.3% (just above National Standard of 92.2%.) It was pleasing to note that Year 8 PP students (who we had identified as a significant concern) had made a 2.02% increase in attendance from September.  End of Year percentages for PP students: Y7- 94.17% Y8- 92.02%	Continued bespoke interventions for identified cohort of PP persistent absentees.  Collaborative work to continue between SLT, attendance office, SENCO/ PP lead, EWO and other external professionals including EPS- further EHCP applications anticipated.

					programme to ensure students attend on a regular basis.		Y9- 91.60% Y10- 92.37% Y11- 90.54%  <i>Also see KEA- End of Year Attendance report for further information.</i>	
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