

Pupil premium strategy statement: Salford City Academy

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

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

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Literacy skills across Year 8 and 9 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in their respective year groups.
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.
C.	Behavioural issues (of those eligible for PP) are having detrimental effect on their academic progress and that of their peers.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	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%)

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy for Year 8 and 9 pupils eligible for PP.	Pupils eligible for PP in Year 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. This will be evidenced using reading and spelling test scores, accelerated reader assessments and English reading assessments in October, March and June.
B.	Improved rates of progress across KS3 for high attaining pupils eligible for PP.	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 heads of departments (HOD) and senior team.
C.	Behavioural issues of identified PP students addressed.	Fewer behaviour incidents recorded for these pupils on the school system: C system, incidents resulting in IE/ FTE (without changing recording practices or standards).
D.	Increased attendance rates for pupils eligible for PP	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 13% or below. Overall attendance among pupils eligible for PP improves from 92.9% to 95% in line with 'other' pupils.

5. Planned expenditure

Academic year

2017/18

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved Year 8 and 9 literacy progress	CPD on self-regulated writing for relevant teachers.	We want to offer high quality teaching to all pupils to improve whole school literacy. CPD course was selected which offered a combination of pedagogical knowledge and subject knowledge, and involved both external contributors and peer support. These things are said to be effective in the Teacher Development Trust research review on professional development.	Course selected using evidence of effectiveness, cover staff organised well in advance. Peer observation of attendees' classes after the course to enable the sharing of good practice.	KH	Jan 18 £5470
A. Improved Year 8 and 9 literacy progress	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.	Questioning techniques identified as an area of weakness from lesson observations. Schools in the English network have successfully trialled this approach. Accelerated Reader was shown to have a positive impact in an independent evaluation.	Whole school Literacy Lead to oversee resources and scheme development with Librarian, Literacy HLTA and SENCO.	KH	October 17, March and June 18 £25,486
A. Improved Year 8 and 9 literacy progress B. Improved progress for high attaining pupils	Staff training on high quality feedback to be delivered by GB.	We want to invest some of the PP funding in longer term change which will help all pupils. Many different evidence sources (including Johan Hattie's Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. This will focus specifically on effective assessment of writing for a purpose.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed. Lessons from training embedded in school feedback policy. Initial, 3 month and 6 month evaluation of CPD through moderation and assessment grades.	GB	Jan 18 £0
Total budgeted cost i					£30,956

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved Year 8 and 9 literacy progress	Small group provision of the Lexia programme	Some of the pupils need targeted literacy support to catch up. Lexia is one of the most rigorously researched and independently evaluated reading programs in the world, Lexia has been proven to accelerate the development of critical fundamental literacy skills in eight studies published in peer-reviewed journals.	Clear timetable organised by Literacy HLTA. Data tracking of these pupils to show impact of the programme.	KH	Dec 17 £584
B. Improved progress for high attaining pupils	Weekly small group sessions in maths and English for high-attaining pupils with HOD or equivalent, replacing tutor time or assembly.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. These sessions should incorporate meta-cognition and self-regulation approaches- these have consistently high levels of impact, with pupils making an average of eight months' additional progress.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Engage with parents and pupils before intervention begins to address any concerns. Track data in English and maths at 3 key points, October, March and June HODs to observe sessions and provide feedback / support.	JB	Mar 18 £24,231
Total budgeted cost ii					£28,056

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Increased attendance rates	Attendance officer employed to monitor pupils and follow up quickly on truancies. First day response provision.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, SLT will collaborate to ensure new provision and standard school processes work smoothly together. Same day calls about progress for targeted students and possible reduced timetable integration programme to ensure students attend on a regular basis (building to full timetable.) Personalised support and assertive mentor assigned to each PA pupil eligible for PP. Attendance and progress discussed at least fortnightly with PP Coordinator and mentor. Letters about attendance to parents / guardians. Support worker to visit all PA at home to discuss attendance with parents / guardian and explore barriers	KE	Jan 18 £55,500
C. Problem behaviour of identified PP students addressed	Employ targeted and bespoke behaviour interventions for identified students. This will include: use of internal and external AP (engagement with SIS/ IYSS/ Salford Foundations/ School of Military/ City West/ Salford Online). SLA with Salford EPS (use of 'solution circles'/ individual assessments). Appointment of new VP Behaviour (Jan 18). Bespoke interventions offered by Inclusion Managers/ HoYs.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills seem to be equally effective.	Ensure identification of pupils is fair, transparent and properly recorded. Use behaviour manager to engage with parents before intervention begins. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Reward points to be a focus for all staff through a focus month of positive praise/effort cards through form tutors.	JPR	Jun 18 £193,257
Total budgeted cost iii					£248,757
Overall					£307,769

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>Improve attainment across specific subject areas: computing, ICT, maths, history, geography.</p> <p>To develop mastery pedagogy at KS3 and exam pedagogy at KS4 to improve learning of PP students.</p>	<p>Internal/ external moderation.</p> <p>Source external support.</p> <p>Faculties to create bespoke planning formats to suit curricular needs.</p>	<p>Mixed: external support has informed approach to building aspiration in school. We measured the impact on attainment for all children, not just PP eligible.</p> <p>Success criteria: not fully met. Approach shows promise as evident from staff developing questioning technique as seen in lesson observation – best practice shared in briefings. However, Progress 8 data shows that PP students did not make expected progress.</p>	<p>Staff were positive about the additional support and believe it has affected attitudes of students. We will continue to work with external UL support this year, implementing suggested approaches and monitoring pupil response.</p>

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>To develop Alternative Provision and personalised packages of support for identified PP students.</p>	<p>Development of internal AP.</p>	<p>Mixed: some observed progress amongst participating pupils compared to peers, as measured using behaviour scores/ Boxall scores.</p> <p>Success criteria: met.</p>	<p>Interventions completed in AP seemed to be most effective when the areas of focus/ learning were determined by relevant class teachers based on their observations of the pupil and subject specific requirements.</p> <p>Difficulties arose where some 'institutionalised' pupils (who spent lengthy periods of time within AP) were unable to reintegrate back into the mainstream. Reintegration needs more careful planning/ support. between Behaviour Manager/ Inclusion Managers/ HoYs/ SENCo/ external agencies is required to allow for clear tracking of progress to targets.</p>

iii. Other approaches			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
N/A			

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.highschool.sch.uk