

## SCA Pupil premium strategy statement 2025-26

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Salford City Academy
Number of pupils in school	890
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	M. Haselden, K. Eaton
Pupil premium lead	A. Rashud, S. Bowie
Governor / Trustee lead	K. Lecheko

### Funding overview

Detail <i>(based on Oct 2024 census)</i>	Amount
Pupil premium funding allocation this academic year	£434,095
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b>	<b>£434,095</b>

## Part A: Pupil premium strategy plan

### Statement of intent

The pupil premium strategy at Salford City Academy has been developed to improve the academic progress and life chances of our disadvantaged pupils. The strategy is a tiered approach that focuses on effective teaching, targeted academic support and wider strategies. These strategic areas are a continued focus with specific actions in each area being reviewed and updated annually. The ultimate aim is to ensure that disadvantaged pupils are provided with high quality teaching, effective support and accessible enrichment opportunities so that they thrive and develop into successful and happy adults.

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. These challenges are identified in general terms, for our disadvantaged pupils as a group.

Challenge number	Detail of challenge
1	<p>Disadvantaged pupils perform below their non-disadvantaged counterparts in summative assessments at KS4.</p> <p><b>Summary evidence:</b></p> <ul style="list-style-type: none"><li>• The proportion of disadvantaged students who achieved basics measures in English and Maths was lower than the proportion of non-disadvantaged students who achieved these basics measures. 4+ PP = 55% / 4+ NPP = 73%, 5+ PP = 33% / 5+ NPP = 45%, 7+ PP = 4% / 7+ NPP = 17%.</li><li>• The gaps between disadvantaged and non-disadvantaged students achieving basics English and Maths measures widened in 2024-2025 in comparison to 2023-2024.</li><li>• The overall Attainment 8 figure for disadvantaged students (39.64) was lower than non-disadvantaged students (49.63).</li></ul>
2	<p>On entry to the academy disadvantaged pupils reading ages are lower, restricting their access to the curriculum. Despite progress made by disadvantaged students as a result of interventions, there remains a gap in reading ages between disadvantaged and non-disadvantaged students.</p>

	<p><b>Summary evidence:</b></p> <ul style="list-style-type: none"> <li>On entry (Y7, 25-26 cohort) disadvantaged students have an Standard Aged Score (SAS) of 96 compared to 99 for non-disadvantaged students.</li> <li>49.4% of these students are reading within 6 months of their chronological reading age (NPP 59.8%).</li> <li>The average reading age for this group is 10.11 (NPP – 11.07).</li> <li>33% of disadvantaged students fall in stanines 1-3, indicating that they are reading below average.</li> </ul>
3	<p>The attendance of disadvantaged pupils is below their non-disadvantaged counterparts.</p> <p><b>Summary evidence:</b></p> <ul style="list-style-type: none"> <li>The attendance of all students was 89.7% This was 84.5% for disadvantaged students. For non-disadvantaged students it was 93.9%</li> <li>Year 7 attendance was below the Year 7 attendance for 23-24. A point to note is that attendance for the whole Year 7 24-25 cohort was 1.8% higher than the same cohorts attendance when they were in Year 6.</li> <li>ImpactEd survey findings showed that PP students scored the lowest for key attendance decisions. For example, being able to differentiate between feeling poorly and being to sick for school</li> </ul>
4	<p>Exclusions and lesson removals for disadvantaged students are higher than for non-disadvantaged students</p> <p><b>Summary evidence:</b></p> <ul style="list-style-type: none"> <li>Three quarters of fixed term suspensions (FTS) were for disadvantaged students.</li> <li>Of the 59 students who were given more than 1 FTS, 47 were disadvantaged students</li> <li>Over 50% of removals from lessons were for disadvantages students</li> </ul>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved. Our core principles that underpin our approach are:

- Developing meaningful and effective relationships with disadvantaged students and families to identify and address the causes and impact of poor attendance and behaviour.
- Developing teacher's knowledge and expertise to effectively meet the needs of disadvantaged students through deliberately planning to remove barriers, enabling full access to the curriculum.

Our core principles ensure ambition for all, an accessible curriculum, high quality CPD for staff, clear T&L routines, equity in assessment, data led improvement and evidence based interventions so that disadvantaged students are supported and challenged in being successful.

Intended outcome	Success criteria	Summary Actions
Disadvantaged students will know (knowledge) more, understand (understanding) more and be able to do more (skills). As a result, the attainment of disadvantaged students improves rapidly.	<ul style="list-style-type: none"> <li>• Verbally and in written work, disadvantaged students accurately demonstrate their knowledge, understanding and skills.</li> <li>• The performance of disadvantaged students in assessments improves rapidly and is in-line with non-disadvantaged students.</li> <li>• The proportion of disadvantaged students who achieve English and Maths basics measures at 4+, 5+ and 7+ increases and is more in line with the performance of non-disadvantaged students.</li> <li>• The Attainment 8 figures for disadvantaged students increases to at least 40.00.</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised Seating Plans (PSPs) are used routinely to strategically seat disadvantaged students and to prioritise disadvantaged students for questioning and live marking, following the mantra of 'PP first', enabling teaching to be responsive.</li> <li>• Use of the pre-planning toolkit to ensure that disadvantaged students' needs are deliberately planned for, removing barriers and enabling full curriculum access. Key subject-specific terminology is prioritised as part of this and opportunities maximised to empower disadvantaged students with this language through explicit instruction and modelling.</li> <li>• Disadvantaged students disproportionately provided with funded academic interventions, namely additional Maths and English tuition and holiday sessions.</li> <li>• Disadvantaged student books and work is prioritised for review by teachers to ensure that re-teaching and the addressing of misconceptions is specifically aligned to the emerging needs of disadvantaged students.</li> <li>• Comparative work and assessment review, ensuring that disadvantaged and non-disadvantaged student work is routinely compared and differences are swiftly addressed and remedied.</li> <li>• Prioritise parental communication with disadvantaged families, maximising opportunities to praise disadvantaged students and discuss their emerging needs.</li> <li>• Monthly PP review meetings are calendared to ensure that each year group's EoY data for 2024-2025 is reviewed and specific actions</li> </ul>

		generated, with subsequent assessment data also reviewed throughout the year.
Disadvantaged students develop a love of reading and, in turn, a high level of reading competency, allowing them to access the curriculum.	<ul style="list-style-type: none"> <li>The proportion of disadvantaged students reading with 6 months of their chronological ready age (CRA) improves in line with non-disadvantaged CRA</li> <li>Standardised Age Scores (SAS) for disadvantaged students improves to non-disadvantaged SAS.</li> <li>The proportion of students reading independently increases.</li> <li>The proportion of students in stanines 1-3 decreases and the proportion of students in stanine 1 significantly reduces</li> </ul>	<ul style="list-style-type: none"> <li>Disadvantaged students prioritised for Lexia and Lexonik reading interventions to rapidly address deficits in their reading.</li> <li>Intervention tutor groups created, prioritising disadvantaged students to ensure deficits in reading are addressed.</li> <li>Personalised Seating Plans (PSPs) are used routinely to prioritise PP students for live marking using our literacy marking strategy and targeted for popcorn reading during tutor time.</li> <li>Promote the use of the Sora app which has free access to books for students so that they can read at home.</li> </ul>
Disadvantaged students' attendance is good so that they fully access the curriculum provision on offer.	<ul style="list-style-type: none"> <li>Attendance monitoring demonstrates improved attendance for disadvantaged students so that it is in-line with non-disadvantaged students.</li> <li>Persistent absence for disadvantaged students improves.</li> </ul>	<ul style="list-style-type: none"> <li>Re-allocation of attendance leadership.</li> <li>Increased profile and rewards systems with students and staff. Setting up inclusive criteria and supporting disadvantaged students achieving of rewards</li> <li>Weekly SCA Way attendance tutor sessions to track and address attendance, focus on disadvantaged mentoring cohorts and developing positive attendance relationships.</li> <li>Using attendance data effectively to work with students and families to develop an improved understanding of the importance of good attendance</li> <li>Rigorous targeting of sub-groups (E.g. PA, WBPP, boys) to ensure that disadvantaged students requiring support and challenge are well known to staff and actions impactful.</li> </ul>
Disadvantaged student's behaviour improves so that removals from lessons and fixed term suspensions reduce.	<ul style="list-style-type: none"> <li>The proportion of disadvantaged students participating in enrichment activities is in line with non-disadvantaged students.</li> <li>Student voice for disadvantaged students recognises improved well-being as a result of the support provision and enrichment engagement.</li> <li>Disadvantaged students behaviour data is in-</li> </ul>	<ul style="list-style-type: none"> <li>Restructure of Pastoral leadership and staffing.</li> <li>Introduction of the SCA Way – clear expectations for behaviour, work ethic and relationships to show disadvantaged students how to behave and act.</li> <li>Updating of the Student Charter to develop character provision and support future success. Focussing on ensuring the engagement and participation of disadvantaged students.</li> <li>Development of direct links between good behaviour and rewards.</li> </ul>

	line with non-disadvantaged students.	<p>Making rewards and the process understandable, motivational and enjoyable so disadvantaged students self-manage their behaviour for a purpose.</p> <ul style="list-style-type: none"> <li>• Embedding of an interventions programme so that disadvantaged students requiring support, guidance and challenge have the opportunity and resources to make positive changes.</li> <li>• Delivery of an SCA Way curriculum to explicitly teach and promote good behaviour so that disadvantaged students learn how to be good role models.</li> </ul>
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## Activity in this academic year

This details how we intend to spend our student premium (and recovery premium funding) **this academic year** to address the challenges listed above. Additional academy contributions have supplemented student premium funding to support the activity in each of the three areas

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £145,602

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Focus Area:</b> The quality of teaching is consistent across all subjects, enabling PP students to make good and consistent progress.</p> <p><b>Actions &amp; Outcomes</b></p> <ul style="list-style-type: none"> <li>• The attainment of PP students should improve in comparison to the previous year and the difference between the attainment of disadvantaged students at SCA should be closer to the attainment of non-disadvantaged students nationally.</li> </ul>	<p><a href="#">The EEF Guide to the Pupil Premium   EEF</a></p> <p><a href="#">Teacher Feedback to Improve Pupil Learning.pdf</a></p> <p><a href="#">Cognitive science approaches in the classroom - A review of the evidence.pdf</a></p> <p><a href="#">EEF-Effective-Professional-Development-Guidance-</a></p>	1

<ul style="list-style-type: none"> <li>• The SCA T&amp;L approach is consistently implemented, ensuring that disadvantaged students benefit from equality in terms of a research-informed approach to T&amp;L</li> <li>• During lessons, teachers consistently target PP students for questioning, live marking and feedback (using PSPs) to ensure that the participation and thinking ratio for PP students is consistently high.</li> <li>• Live marking is well thought-out and purposeful, providing prompts for PP students which genuinely enable them to develop their understanding and improve the quality of their work.</li> <li>• Whole-class feedback and re-teaching is predominantly focused on knowledge gaps and misconceptions demonstrated by PP students.</li> <li>• Quality assurance (QA) is thorough and robust and by design ensures that comparative evaluation is undertaken, viewing PP students and their work in comparison to NPP students and their work. The documenting and tracking of QA is precise and clear, with Step Lab tags used effectively to drill down into AFIs surrounding provision for PP students.</li> <li>• T&amp;L CPD is highly responsive to the emerging picture as identified from QA, specifically ensuring that it equips teachers to provide equity in their teaching of PP students.</li> </ul>	<a href="#">Report.pdf</a>  <a href="#">EEF Digital Technology Guidance Report.pdf</a>  <a href="#">Pupil Premium: General and targeted interventions</a>  <a href="#">Special Educational Needs in Mainstream Schools   EEF</a>  <a href="#">EEF KS3 KS4 LITERACY GUIDANCE.pdf</a>	
<p><b>Focus Area:</b> Teachers consciously plan to remove barriers to ensure that PP students access the full curriculum offer in order to attain well.</p> <p><b>Actions &amp; Outcomes</b></p> <ul style="list-style-type: none"> <li>• Departmental curriculum materials map out the curriculum in granular detail including clearly defined end-points and the core knowledge that students must learn. This provides clarity to teachers so that they can ensure PP students are equipped with all core knowledge, regularly seeking evidence of this through checking for understanding.</li> <li>• Consistent use of the Pre-Planning Toolkit alongside class-level contextual data across departments ensures that teachers deliberately adapt planning to meet the needs of PP and SEND students so that there is equity in approach.</li> <li>• Precision Seating Plans (PSPs) are utilised consistently and effectively, moving beyond compliance to the tracking of misconceptions and knowledge gaps on an individual and whole-class level, meticulously returning to these gaps in subsequent teaching to address them.</li> <li>• Planning routinely considers independent practice and ensures that sufficient time is allocated to this, so that PP students are able to produce significant amounts of work that is a produce of their own thinking.</li> </ul>		1, 2

<p><b>Focus Area:</b> To develop student confidence and ability to read and articulate themselves with clarity, both in writing and verbally.</p> <p><b>Actions &amp; Outcomes</b></p> <ul style="list-style-type: none"> <li>• CPD is delivered which focuses upon the effective promotion of oracy in classrooms, specifically ensuring that there is a high degree of participation from PP students so that there is no 'opting-out' of structured academic talk.</li> <li>• Structured talk and oracy opportunities are deliberately planned and thoughtfully designed so that they empower students to deploy the highest leverage subject content, thereby effectively preparing PP students to complete subsequent independent work to a consistently high standard.</li> <li>• Independent practice (including extended writing) is a consistent feature of all lessons, with targeted circulation employed to ensure full compliance from PP students, reflecting the highest expectations from teachers.</li> <li>• Reading is developed across the subject curriculum, with consideration and CPD provided where required to ensure that all subject areas effectively contribute to improving the ability of PP students to read and their enjoyment in this regard.</li> </ul>		1, 2
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £193,915

Activity	Evidence that supports this approach	Challenge number(s) ) addressed
<p><b>Focus Area:</b> To ensure that the academic attainment of PP students improves through the implementation of the KS3 and KS4 Raising Standards action plan.</p> <p><b>Actions &amp; Outcomes</b></p>	<p><a href="#">Pupil Premium: General and targeted interventions</a></p> <p><a href="#">A New Chapter for Careers</a></p>	1



<ul style="list-style-type: none"> <li>• The average Attainment 8 figure for PP students should be at least 40.0, indicating that PP students are achieving on average a Grade 4 across the full suite of nine KS4 qualifications.</li> <li>• Assessments are robust and generate meaningful information for teachers and subject leaders about what PP students need further support with. This information is systematically acted upon.</li> <li>• SCA Assessment Trackers and Departmental Trackers are utilised purposefully by departments and teachers to identify specific gaps and misconceptions which are appropriately addressed and mitigated.</li> <li>• PP students make good progress from their starting points.</li> <li>• PP performance moves closer to being in line with NPP at both key stages.</li> <li>• Fortnightly meetings with KS3 leads and the Year 10/11 match-up meetings have a consistent focus on the progress and attainment of PP students, with subsequent data-led actions monitored for effectiveness of implementation and impact.</li> <li>• Regular year group PP monitoring meetings take place to focus on PP attainment, effort and progress to provide, assess and improve support for PP students</li> </ul>	<a href="#">Guidance   Gatsby Benchmarks</a>  <a href="#">Independent review of careers guidance in schools and further education and skills providers - GOV.UK</a>  <a href="#">Ready for work: Careers Education in England 2023/24   The Careers and Enterprise Company</a>  <a href="#">Extending school time   EEF</a>  <a href="#">EEF KS3 KS4 LITERACY GUIDANCE.pdf</a>	
<p><b>Focus Area:</b> Academic interventions and accurate identification of gaps for PP students ensure that barriers to curriculum access are rapidly addressed and effectively mitigated.</p> <p><b>Actions &amp; Outcomes</b></p> <ul style="list-style-type: none"> <li>• Prioritisation of academic interventions (e.g. reading and numeracy) for PP students, ensuring that they are precisely targeted at addressing gaps. Within this, WBPP students are prioritised further. As a result, PP students make rapid progress to achieve a reading stanine of at least 4+.</li> <li>• All PP students in Years 9-11 are screened so that any potential barriers to independent work and exam success are identified and arrangement put in place to mitigate these barriers.</li> <li>• Tuition is provided and targeted for Y11 PP students. There is also a provision for PP students to access revision materials (e.g. revision guides) at home to support with effective independent study and revision.</li> </ul>	<a href="#">Double Disadvantage</a>	1, 2
<p><b>Focus Area:</b> Behaviour Interventions support improvements in behaviour for PP students requiring support</p> <p><b>Actions &amp; Outcomes</b></p> <ul style="list-style-type: none"> <li>• An organised interventions programme is put in place to provide a range of interventions for targeted cohorts.</li> <li>• A focus on target PP groups for these interventions where exclusions and lesson removals are higher</li> <li>• Reduction in proportion of PP students FTS so that it is more in line with school PP proportion (46%).</li> <li>• Reduction of Repeats FTS</li> </ul>		4

<ul style="list-style-type: none"> <li>Reduction in proportion of PP removed from lessons</li> </ul>	
<p><b>Focus Area:</b> Access to, and engagement in enrichment opportunities for PP students improves</p> <p><b>Actions &amp; Outcomes</b></p> <ul style="list-style-type: none"> <li>Access to financial support for experiences and resources through a Supporting Achievement fund is made widely available and utilised</li> <li>PP student involvement in enrichment and experience based activities is at or above 46%. WBPP involvement is a requirement</li> <li>The Aspire enrichment programme is run as part of the curriculum so all KS3 students participate</li> <li>WBPP students are targeted for sustained extra-curricular Aspire.</li> <li>Residential opportunities are provided for PP students and equity ensures at or above 46% participation</li> </ul>	3, 4
<p><b>Focus Area:</b> Careers provision effectively supports PP students future plans and destinations</p> <p><b>Actions &amp; Outcomes</b></p> <ul style="list-style-type: none"> <li>Early careers information and activities equips PP students with an understanding of pathways</li> <li>UL Survey data recognises increased scores for questions based on future success and understanding of next steps.</li> <li>Reduce the proportion of PP NEETs to below the school PP proportion</li> <li>Increase support for work experience organisation so all Y10 WBPP students attend</li> </ul>	1,3

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £208,098

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Activity	Evidence that supports this approach	Challenge number(s)
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<p><b>Focus Area:</b> The SCA Way is introduced and embedded to drive behaviour and conduct consistency</p> <p><b>Actions &amp; Outcomes:</b></p> <ul style="list-style-type: none"> <li>• The SCA Way is embedded in policy and practice for all stakeholders so that there is a raised awareness and accountability for good behaviour. PP FTS reduces and WBPP FTS reduces. Repeat PP FTS also reduces</li> <li>• The SCA Way linked behaviour curriculum focuses on students understanding of reasons for lesson removal and self-reflection on behaviours</li> <li>• A behaviour curriculum is developed that reinforces the SCA Way and ensures curriculum continuation for removed/suspended students. This reduces lesson removals for PP students StepLab is used to monitor the SCA Way delivery and develop practice.</li> </ul>	<p><a href="#">Attendance-and-Persistent-Absence-ESC-Submission.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p><a href="#">Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p><a href="#">The home learning environment and attainment - GOV.UK</a></p> <p><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	4
<p><b>Focus Area:</b> The profile of attendance and supporting strategies improves the attendance of PP students</p> <p><b>Actions &amp; Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Clear rewards and incentivisation are launched and run at high profile for the academic year</li> <li>• Mentoring cohorts operate for target groups (e.g. WBPP) to develop relationships and focus on specific actions for identified students</li> <li>• A-Star attendance monitoring is introduced to improve attendance administration and early addressing of behaviour issues</li> <li>• PP attendance improves from and specifically WBPP attendance improves</li> <li>• ImpactEd student feedback demonstrates improved scores for PP students in the attendance question selection</li> </ul>	<p><a href="#">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Texting parents about number of school days their child has...   EEF</a></p> <p><a href="#">2. Build a culture of community and belonging for pupils   EEF</a></p> <p><a href="#">Behaviour in schools - advice for headteachers and school staff</a></p>	3
<p><b>Focus Area:</b> The Community Hub engages the community and provides support for PP attendance, behaviour and outcomes</p> <p><b>Actions &amp; Outcomes:</b></p>		3, 4

<ul style="list-style-type: none"> <li>• Through coherent educational experiences, consistent relationships and connected services the Cradle to Careers programme develops community relationships to support student's school experience</li> <li>• Academy community leaders work collaboratively with community stakeholders to improve communication and as a result support attendance, behaviour and achievement</li> <li>• An events programme is run to meet the needs/requests of the community and supports wider collaboration between community stakeholders</li> </ul>	
<p><b>Focus Area:</b> The development of meaningful relationships supports improved behaviour and attendance for PP students</p> <p><b>Actions &amp; Outcomes:</b></p> <ul style="list-style-type: none"> <li>• The Pastoral team fundamental P's inform strategic and daily work to best support PP students: Positivity – Perseverance – Presence – Purpose – Professionalism</li> <li>• The lesson warning system builds in opportunities for student reflection and relationship development: Remind – Reprimand – Remove</li> <li>• The Student Charter and rewards systems are re-developed so that they are simple and accessible</li> <li>• Regular year group PP monitoring meetings take place to focus on PP attendance, behaviour and performance, to provide, assess and improve support for PP students</li> </ul>	3, 4

**Total budgeted cost: £547, 615**

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Programme
NGRT reading assessment £4,976	Arbor £7,570
Sparx Reader £6,159 (all packages)	YARC Reading Assessment
Sparx Maths	4 Matrix £1,170
Sparx Science	A-Star attendance £1,747
Lexonik Advanced	Power Bi
Lexia £1,297	
Seneca £2,230	

## Service student premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service student premium allocation last academic year?	n/a
What was the impact of that spending on service student premium eligible students?	n/a

## Part B: Review of outcomes in the previous academic year (2024-25)

### Student premium strategy outcomes

This details the impact that our student premium activity had on students in the 2024 to 2025 academic year.

### Teaching (for example, CPD, recruitment and retention)

Activity	Outcomes (summary)
<p><b>AIP Priority:</b> To ensure consistency of good teaching enables students to make great progress</p> <p><b>AIP Target (CGA)</b> Student learning is structured through consistent learning behaviours and the embedding of associated T&amp;L strategies</p>	<ul style="list-style-type: none"><li>• Predictable learning behaviours within each phase have been explicitly taught to all students, providing excessive clarity of what they should be doing within each phase of the lesson. This creates a consistent environment where there is equity in all classrooms and subjects.</li><li>• Improved outcomes for PP students in key subject areas.</li><li>• Whole staff CPD sessions have been strategically and deliberately sequenced to ensure staff are provided with the skills and tools necessary to create a classroom environment that is conducive to learning. Therefore PP students experienced predictable, structured environments.</li><li>• There was a 12% increase of PP students who successfully completed all of their Sparx homework last academic year.</li><li>• Precision seating plans have been introduced and are now regularly utilised by teachers to strategically seat and prioritise PP students for cold call questioning and live marking to enable bespoke feedback to be provided.</li></ul>
<p><b>AIP Priority:</b> To ensure consistency of good teaching enables students to make great progress</p> <p><b>AIP Target (CGA/ EBO)</b> Develop student confidence and accuracy in reading, spoken language and written work</p>	<ul style="list-style-type: none"><li>• In Year 7 the number of PP students at stanine 4 has increased from 31% to 73%. PP Students in stanine 7 have increased from 6% to 20%. (All 69% to 74% 4+) Y7 UL average stanine at 4+ is 81.44%</li><li>• In Year 8 the number of PP students at stanine 4 has increased from 52% to 67%. PP Students in stanine 7 have increased from 14% to 25%. Y8 UL average stanine at 4+ is 81.34%</li><li>• In Year 9 the number of PP students at stanine 4 has increased from 75% to 77%. PP Students in stanine 7 have increased from 21% to 34%.</li></ul>

<p><b>AIP Priority:</b> To ensure our curriculum is ambitious for all students</p> <p><b>AIP Target (SBO, EBO)</b> To secure excellent progress by implementing and embedding an SCA assessment programme that is regular, accurate and responsive</p> <p>-</p>	<ul style="list-style-type: none"> <li>Precision seating plans have been introduced and are now regularly utilised by teachers to strategically seat and prioritise PP students for live marking to enable bespoke feedback to be provided.</li> </ul> <p><b>EoY Assessment (remaining in a quintile means students are making expected progress, and moving up a quintile means students making better than expected progress)</b></p> <ul style="list-style-type: none"> <li>In Y9 English EoY exams 23% of PP students moved up a band was 9% more than NPP. 53% of students remained in the same band with 57% of NPP in the same band. 76% of PP students are making expected or above expected progress. (71% NPP) 19% of PP went down a band while 28% of NPP went down a band.</li> <li>In Y9 Maths EoY exams 4% of PP students moved up a band with 6% of NPP moving up one band. 63% of students remained in the same band with 70% of NPP in the same band. 67% of PP students are making expected or above expected progress. 33% of PP went down a band while 24% of NPP went down a band.</li> <li>In Y8 Maths EoY exams 8% of PP students moved up a band with 35% of NPP moving up one band. 88% of PP students remained in the same band (UL average 62%) with 60% of NPP in the same band. 3% of PP went down a band while 4% of NPP went down a band.</li> <li>In Y8 English EoY exams 6% of PP/NPP went up two bands. 19% of PP students moved up a band with 13% of NPP moving up one band. 5% more of PP students went up a band. 48% of PP students remained in the same band with 44% of NPP in the same band. 76% of PP students are making expected or above expected progress. 19% of PP went down a band while 25% of NPP went down a band. 8% of PP went down two bands while 11% of NPP students went down a band.</li> </ul>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Outcomes (summary)
<p><b>AIP Priority:</b> To ensure KS4 students make progress above national average</p> <p><b>AIP Target (SBO, ADN)</b> To implement the year 11 action plan</p>	<p><i>It is important to note that the proportion of PP students in this cohort is much smaller than Year 11 2023-24 (38% compared to 46%).</i></p> <ul style="list-style-type: none"> <li>The gap between PP and NPP students has remained broadly stable with a slight increase at 4+ and 5+.</li> <li>In many cases, PP performance for 2025 at SCA is better than the national averages for 2024 for PP students.</li> </ul>

	<ul style="list-style-type: none"> <li>○ A8 PP SCA 2024-2025 39.9 compared to 34.9 nationally. SCA performance here is therefore significantly above national average.</li> <li>○ Disadvantaged Boys A8 for 2024-2025 was 42.0 compared to 32.8 nationally on this measure.</li> <li>○ Disadvantage Girls A8 for 2024-2025 was 37.7 compared to 37.1 nationally for this measure</li> <li>○ PP Grade 4+ English and Maths SCA 2024-2025 was 52.9% compared to 43.5% nationally for PP.</li> <li>○ PP Grade 5+ English and Maths SCA 2024-2025 was 32.4% compared to 26% nationally for PP.</li> <li>○ Disadvantaged EBACC A8 SCA 2024-2025 was 11.3 compared to 9.9 nationally for disadvantaged students.</li> <li>○ Disadvantaged Open A8 SCA 2024-2025 was 12.2 compared to 10.3 nationally for disadvantaged students.</li> </ul>
<p><b>AIP Priority:</b> To ensure KS4 students make progress above national average</p> <p><b>AIP Target (SBO, ADN)</b> To develop a bespoke Year 10 strategy that rapidly improves Year 10 progress</p> <p>-</p>	<ul style="list-style-type: none"> <li>• The proportion of PP students achieving basics English and Maths increased from the mid-year to the end of year exams in Year 10. PP 4+ EnMa increased from 27% to 31% WAG. PP 5+ EnMa increased from 16% to 17% WAG, PP 7+ EnMa increased from 2% to 3% WAG.</li> <li>• Grades demonstrate an increase on the previous end of year proportion of PP students achieving 7+ (7% compared to 5%) and 5+ (32% compared 31%). However, there is a drop at 4+ (41% compared to 54%).</li> <li>• There are some subjects for the 2024-2025 end of Year 10 assessments which represent increases in the proportion of PP students achieving key measures in comparison to the previous year's end of Year 10 assessments. <ul style="list-style-type: none"> <li>○ Science: +4% 4+, +3% 5+ and +6% 7+</li> <li>○ Maths: +7% 4+, +8% 5+ and +3% 7+</li> <li>○ English Literature: +13% 5+ and maintained 7+,</li> </ul> </li> </ul>
<p><b>AIP Priority:</b> A culture of excellent behaviour and attendance is embedded across all year groups.</p> <p><b>AIP Target (CLA)</b> An effective behaviour curriculum and targeted behaviour interventions ensure all students follow culture of excellence standard</p>	<ul style="list-style-type: none"> <li>• Suspensions among Pupil Premium (PP) students rose indicating a widening gap in behaviour outcomes between PP and non-PP students. This underscores the need for more impactful targeted pastoral interventions and an increase in relational practice across the academy.</li> <li>• Weekly and termly behaviour data shows that 59% of all referrals to Reflect were PP students—a slight decrease from 2023–24.</li> <li>• Analysis of four of the most consistent and embedded interventions revealed that 90% of participating students were PP, demonstrating strong targeting of support.</li> <li>• The PRU Outreach Programme, involving 100% PP students, showed measurable impact: average Reflect referrals dropped from 5.5 pre-intervention to 3.7 during intervention.</li> <li>• Even greater impact was observed with the IYSS group work cohort (88% PP), where average Reflect referrals decreased from 4.07 pre-intervention to 3.09 during intervention, and further to 0.57 in the two weeks following.</li> <li>• The IYSS MMA intervention (70% PP) also showed significant improvement over an 8-week programme. The cohort had</li> </ul>



	received 30 suspensions pre-intervention, with only 9 occurring post-intervention, a reduction from 0.5 suspensions per student to 0.08.
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Outcomes (summary)
<p><b>AIP Priority:</b> To ensure our curriculum is ambitious for all students</p> <p><b>AIP Target (ARA, SHA, DNI)</b> The character (Aspire) curriculum is re-organised to provide coherence so that students develop character and values to become active, happy and successful members of the community</p>	<ul style="list-style-type: none"> <li>PP participation and engagement in careers, leadership, enrichment and character provision has been prioritised and as a result PP students have benefited by developing skills, expertise and experiences. Some examples are as follows: <ul style="list-style-type: none"> <li>Careers <ul style="list-style-type: none"> <li>Jan - All About Law conference. 33% PP – 15 students</li> <li>Feb - Kings Trust Intervention Programme. 29 students 100% PP</li> <li>March - World of Work event– 28 Students – 100% PP</li> <li>April - Hello Health care 14 Students – 50% PP</li> <li>May - ITV office Tour – 10 students – 100% PP</li> <li>June - Cyber Fest. 29 100% PP girls</li> <li>GM Gateway – 12 PP HPA in each year</li> </ul> </li> <li>Character <ul style="list-style-type: none"> <li>Termly Character days for all students and half term value and virtue sessions</li> <li>KS3 Activity Residential – 50 students, 90% of which were PP</li> <li>Rowing Intervention – Y8, 63% PP</li> <li>Excellence in Music – 35%PP</li> <li>Of all trips/activities off site - 56% of student participants have been PP students in</li> <li>The student who has attended the most 17 and is a PP student</li> <li>40 students have attended over 5 trips – 33% of these are PP. The student with the highest participation has 17 and is a PP student</li> </ul> </li> </ul> </li> <li>Targeted RONI interventions were put in place to identify students at risk or NEET. 48 students were identified of which 38 were PP. These students were supported and post 16 pathways secured.</li> <li>Of the Y11 leavers in 2023-24, 92.7% met the duty to participate and 6.3% (12 students) did not. Of these 12, 50% were PP students.</li> </ul>

	<ul style="list-style-type: none"> <li>• Over half of the school have attended over 5 enrichment clubs with 47% of those participating being PP which is in-line with the proportion of PP students in school (46%)</li> <li>• Support for students and work to raise the profile and contribution of student leadership has engaged PP students. 52% of the Prefect team are PP students and 50% of the Senior Prefect team are PP students. 48% of the Student Council members are PP students</li> </ul>
<p><b>AIP Priority:</b> A culture of excellent behaviour and attendance is embedded across all year groups.</p> <p><b>AIP Target (ADN &amp; DNI)</b> To implement an effective attendance strategy that engages our community, as a result we are above national average %</p>	<ul style="list-style-type: none"> <li>• 80 WBPP students participated in Cohort 1 of the mentoring programme and 47 in cohort 2. 79 of these students improving their attendance (62%). Average improvement in attendance for Cohort 1 was +0.6% and +2.1% for Cohort 2. 18% more PP students in Cohort 1 and 16% more in Cohort 2 improved their attendance compared to all PP students.</li> <li>• Average attendance for PP students from the introduction of Feel Good Friday improved by 2.4% from 79.8% to 82.2%. Average attendance for all students since it's introduction has improved by 1.6%.</li> <li>• 50.8% of PP students have improved since engaging in the Fast Track process compared to 70.0% of Non PP students have improved since engaging in the Fast Track process.</li> <li>• 37.5% of PP students have improved since receiving a Notice to Improve letter compared to 57.6% of Non PP students have improved since receiving a Notice to Improve letter.</li> </ul>

**Total budgeted cost: £572,764**