



What is the Pupil Premium Grant?

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces. The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers. We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

Why is this Important?

In most schools, educational outcomes for pupils from disadvantaged backgrounds are much weaker than their peers. Disadvantaged pupils are more likely to not achieve GCSE grades according to their potential; they are more likely to have poor attendance; they are more likely to be excluded from school; they are more likely to not be in education, employment or training after leaving school. Pupils of all abilities are affected. There is evidence that life chances for disadvantaged pupils can be improved with targeted support and the pupil premium grant helps with this.

Who is entitled to pupil premium funding?

The pupil premium grant is allocated to the school based on the number of eligible pupils in Years 7-11.

Eligible pupils fall into the categories explained below:

1. Ever 6 free school meals

- Pupils recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).
- This includes pupils first known to be eligible for free school meals in the most recent January census.
- It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

2. Looked after children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.



3. Post-looked after children

Pupils recorded in the most recent January census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

4. Ever 6 service children

Pupils:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces



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How many disadvantaged pupils do we have at ICA 2020-21 (Financial Year)?

| | |
|-------------------------------|------------|
| Pupil Premium | 228 |
| Ever 6 FSM | 224 |
| Looked After (In Care) | 7 |
| Ever 6 Service | 3 |

Ability (Based on FFT20)

| | Cohort | | | HPA | | | | MPA | | | | LPA | | | |
|--------------|------------|------------|-----------|-----------|-----------|-----------|-----------|------------|-----------|------------|-----------|-----------|-----------|-----------|-----------|
| | All | PP | % | Non-PP | % | PP | % | Non-PP | % | PP | % | Non-PP | % | PP | % |
| Total | 598 | 228 | 38 | 87 | 78 | 24 | 22 | 164 | 60 | 110 | 40 | 38 | 45 | 45 | 55 |

| Year | Cohort | | | HPA | | | | MPA | | | | LPA | | | |
|-----------------|------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|
| | All | PP | % | Non-PP | % | PP | % | Non-PP | % | PP | % | Non-PP | % | PP | % |
| 7 | 115 | | | | | | | | | | | | | | |
| 8 | 111 | 56 | 50% | 20 | 71% | 8 | 29% | 30 | 45% | 36 | 55% | 2 | 18% | 9 | 82% |
| 9 | 144 | 50 | 35% | 16 | 84% | 3 | 16% | 59 | 73% | 22 | 27% | 20 | 54% | 17 | 46% |
| 10 | 119 | 40 | 35% | 27 | 66% | 14 | 34% | 38 | 67% | 19 | 33% | 10 | 59% | 7 | 41% |
| 11 | 113 | 43 | 38% | 24 | 86% | 4 | 14% | 39 | 60% | 26 | 40% | 6 | 35% | 11 | 65% |
| 11 ('20) | 112 | 36 | 32% | 27 | 69% | 12 | 31% | 45 | 76% | 14 | 24% | 6 | 54% | 5 | 46% |



Broad strategic principles:

Whilst elements of our pupil premium strategy will change from year to year, the broad principles behind the strategy focus on seven aspects. The Educational Endowment Fund (EEF) toolkit suggests that all of these strategies have high impact on pupil learning. This document is not intended to reference the detail behind this EEF evidence.

More detail can be found at: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>

1. Ensuring that teaching & learning is the highest quality: It is imperative that disadvantaged pupils have access to the best teaching. All teachers have the authority and ability to adapt their pedagogy in support of individual pupils. Marking work in such a way that feedback is timely and challenges pupils to think is an example of ensuring this quality. Micro strategies such as ensuring pupils can see the interactive white board or that pupils are equipped for lessons are critically essential in helping children to learn.
2. Ensuring that the curriculum is right for all pupils: A school should provide a broad and balanced curriculum which is also exciting and relevant. We want our disadvantaged pupils to have access to courses which are relevant to their ability and aptitudes. In KS3, we want our pupils to develop skills. For a minority, as a precursor, it will be necessary to ensure that literacy and numeracy skills are developed to assist them in accessing the broader curriculum. For most, our aim is to lay the foundations of learning including the ability to become self-sufficient. We believe that pupils should have access to different routes of learning. Disadvantaged pupils are not pre-destined to study a specific set of subjects to examination level. Some will choose subjects seen as 'academic', some will choose subjects that are a mix of 'academic' and 'creative' and others will choose practical routes which may include vocational learning.
3. Ensuring that disadvantaged pupils have access to the best career education advice: Our aim is to inspire disadvantaged pupils so that they are in education, training or employment when they leave school. All pupils possess different aspirations but sometimes, disadvantaged pupils do not perceive their own potential and are limited by other factors beyond school. We see our responsibility as stimulating the desire to take study routes appropriate to each's ability and aptitude.
4. Ensuring that disadvantaged pupils maintain high rates of attendance and punctuality: There are three reasons for this. The first is that children will only make progress in their learning if they are in school. The second is that being in school supports the overall safeguarding agenda relevant to all pupils. The third is that healthy attendance and punctuality helps young people develop life skills which will impact on attitudes to work in the future.
5. Ensuring that rates of exclusion for disadvantaged pupils are the same as the low rates for other pupils. Evidence shows that the opposite happens. This further disadvantages the disadvantaged and tends to place vulnerable pupils at greater risk. It is possible to create systems for all pupils which are fair and reduce the need to exclude from school. As for attendance, the aim is to keep pupils in classrooms so that progress is maintained, and children are not placed at risk.



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6. Ensuring that we develop a better dialogue and engagement with parents and carers of disadvantaged pupils: For many disadvantaged pupils, there are more barriers to parental engagement than for other pupils. Put simply, it can be harder for some families to physically visit school because of hardship and other reasons. We will develop strategies to help overcome these barriers.

7. Ensuring that disadvantaged pupils experience a nurturing, caring and supportive environment: We know that hierarchically, children develop when physiological, safety, belonging and self-esteem needs are met. These are our aims for all pupils but the challenges and barriers for disadvantaged pupils are usually greater.



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Summary Information:

| | | | | | |
|---------------------|-----------------------------|--------------------------------------|---------------------|---|----------------|
| School | Irlam and Cadishead Academy | | | | |
| Academic Year | 2019-20 | Total PP Budget: | £222,080 (£207,855) | Date of most recent PP Review: | September 2019 |
| Total no. of pupils | 598 | Number (%) of pupils eligible for PP | 228 (38%) | Date for next internal review of this strategy: | July 2021 |

Current Attainment:

| | Av. KS2 Non-PP | Av. KS2 PP | School Non-PP P8 | PP P8 | National PP P8 | School Non-PP A8 | PP A8 | National PP A8 | School 4+ Non-PP | PP 4+ | National PP 4+ | School Non-PP 5+ | PP 5+ | National PP 5+ |
|------|----------------|------------|------------------|-------|----------------|------------------|-------|----------------|------------------|-------|----------------|------------------|-------|----------------|
| 2020 | 4.8 | 4.7 | -0.19 | -1.31 | | 47.28 | 34.74 | | 64.1% | 44.1% | | 38.5% | 26.5% | |
| 2019 | 4.78 | 4.59 | -0.53 | -0.70 | | 40.91 | 33.71 | | 43.4% | 37.3% | | 30.3% | 9.8% | |
| 2018 | 4.82 | 4.56 | -0.86 | -1.32 | | 38.63 | 29.89 | | 40.3% | 40.0% | | 19.4% | 14.3% | |

Barriers to Attainment:

| Academic: | |
|-----------|---|
| A | Literacy and numeracy skills significantly lower than national values (KS2 many below expected standard on entry). This prevents them from making good progress across the curriculum. Some pupils identified as having significant issues in these key skills. |
| B | Faster progress of most able pupils not sustained throughout KS3 and 4 due to lack of challenge |
| C | Attendance issues cause pupils to have gaps in their knowledge and understanding leading to slower progress being made by all attaining groups of pupil premium pupils. |
| D | Curriculum offer too limited to enable all pupils, particularly the disadvantaged pupils, to make good or better progress |
| External: | |
| A | Culture of low aspiration and achievement particularly relevant to this group of pupils in this local area of Irlam and Cadishead – Salford. |
| B | Lack of parental support impacts on both the aspiration and achievement of pupil premium pupils. |



ICA PUPIL PREMIUM STRATEGY REVIEW OF 2019-20

Review of 2019-20 Strategy

| | Focus | Impact | Cost |
|----|--|---|--------------|
| 1. | Raise standards and secure good or better progress for all groups of students, especially Pupil Premium and SEND across all subjects, in all year groups by improving the quality of teaching so it is at least good | <ul style="list-style-type: none"> Improved progress for High Prior Attaining PP students identified as not meeting expected progress during KS4. Progress still weak for PP. 12 pupils; KS2 Av. 5.24; 5+ - 50%; 4+ - 91.7%; P8 - -1.41. PP student's attainment and progress in line with non-PP students in school variation of quality of teaching and learning for PP students is reduced. Gaps still exist. Despite CAG, PP P8 was -1.31. Develop a broad and balanced curriculum at KS3 which is ambitious and designed to give all students the knowledge and cultural capital they need to succeed in life. Adopting UL schemes of learning across the core and in other key departments has ensured a well-planned, challenging and rigorous curriculum has now been introduced and begun to be embedded in the Academy. Create a consistent approach to classroom practice through the curriculum that ensures Rosenshine's Principles are systematic and learners are stretched and challenged. Last QTLA triangulation document suggests 84% of teachers are graded satisfactory or better. Regular INSET and a weekly teaching focus ensured that Rosenshine Principles are at the forefront of teachers practice. | £70,000 |
| 2. | Literacy and Numeracy taught in tutor groups in all Year groups | <ul style="list-style-type: none"> Literacy and numeracy levels of PP students in all years to improve and are to access the curriculum. Introduction of Numeracy and Literacy reading programme at form time has been established. The monitoring of this was interrupted by lockdown and the absence of the Literacy Co-ordinator. This has been relaunched in September 2020 with the introduction of the Numeracy Ninjas programme. | Cost neutral |



ICA PUPIL PREMIUM STRATEGY REVIEW OF 2019-20

| | Focus | Impact | Cost |
|----|---|--|----------|
| 3. | Continue to improve the reading and numeracy ages of all pupils including PP and SEND | <ul style="list-style-type: none"> Improvement in attainment and progress of PP boys in English and Maths at KS4 and in line with national average. Develop the use of peer reading programme utilising KS4 students as reading role models for KS3. This took place in the Autumn Term but was interrupted by lockdown. Feedback suggested this was of benefit to both sets of pupils. Develop the intervention of targeted students in Yr11 via a timetabled Literacy/numeracy lesson staffed by a subject specialist. Completed but interrupted by lockdown. Continue to embed Hegarty Maths across the Academy, including MEMRI to reinforce learning. Hegarty used across the school. Uptake is high. Sanctions and rewards given for quality of engagement. Continue to develop and monitor. | £111,152 |
| 4. | Improve aspiration and attitudes to learning so that barriers to learning are reduced so that attendance is increased and behaviour incidents decrease. | <ul style="list-style-type: none"> Continue to develop main and subsidiary roles for pastoral leader to boost capacity and skills and therefore create additional capacity to further improve attendance and punctuality. Regular HoY meetings minute the consistent approach. Line management meetings are consistent supported/reinforced by SLT link. PP to be introduced as a termly focus, including specific actions. To continue to be able to offer in-house counselling programme and reduce the waiting time for external agency support. Ongoing support was maintained during lockdown. CPOMS, Safeguarding and Counsellor/HoY records detail the ongoing support given to vulnerable pupils. | £35,000 |
| 5. | Ensure there is a wide range of extra-curricular opportunities across the academy. | <ul style="list-style-type: none"> Increase the offer of extra-curricular activities. Uptake prior to lockdown was high. Most staff committed to enrichment programme – Education with Character was launched and subscribed to by pupils. Review to be undertaken. Develop and increase student uptake onto the Duke of Edinburgh programme. Programme interrupted by the lockdown period. Advice to be taken on re-introduction. | £31,691 |



ICA PUPIL PREMIUM STRATEGY REVIEW OF 2019-20

| | Focus | Impact | Cost |
|----|---|--|--------------|
| 6. | Quicker targeting of students by Attendance Officer, HOY and Form tutor focusing of barriers to learning. | <ul style="list-style-type: none"> Increased attendance rates for PP students. Early intervention for school refusers or students with significant barriers to learning due to non-attendance. PP attendance 2019-20: <ul style="list-style-type: none"> All years: Sep - 91.48%; Dec – 79.30%; Mar – 85.72% Year 11: Sep – 93.75%; Dec – 75.23%; Mar – 85.01% Year 10: Sep – 92.74%; Dec – 82.67%; Mar – 86.24% Year 9: Sep – 89.80%; Dec – 85.11%; Mar – 86.72% Extra attendance officer employed. Early intervention used. IE established for reintegration following exclusion. IE Manager employed to monitor behaviour and provide support. | Main budget |
| 7. | Ensure that pupils gain GCSE Grade 4 Age Related Expectations at the end of Year 8. | <ul style="list-style-type: none"> PP Students identified as being below age related expectations at KS3, achieve in line with non-PP peers and national average with additional tutoring at lunch and after school. Quality first teaching established and re-iterated through bulletins, INSET and weekly focus. The resignation of the PP Lead meant that a whole school approach was not adopted and intervention was left to individual departments. Inconsistent. | £6,700 |
| 8. | Ensure that students who arrive with <90 have extra timetabled numeracy and literacy lessons in Year 7. | <ul style="list-style-type: none"> PP Students identified as being below age related expectations at KS3, achieve in line with non-PP peers and national average. Baseline testing clarified the cohort. Completed but interrupted by lockdown. Specialist teaching staff employed to deliver these lessons. | Cost neutral |
| 9. | PP and SEND students access high quality, independent careers guidance and secure a post-16 destination | <ul style="list-style-type: none"> Embed a comprehensive CEIAG programme which develops careers education through PSHCE lessons from Yr7 to Yr11 to reduce NEET students and raise aspiration of SEND/PP students. Aspire Programme launched. Information collated to inform careers programme. The absence of a CEIAG lead meant that this was not acted upon. Link between Aspire and CEIAG to be re-actioned. Work with Career Connect in Yr10 to ensure students have an overview of careers and training opportunities. 1 to 1 interviews took place with careers advisor. Prior to lockdown, assemblies held with a career focus. | £30,000 |



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| | Focus | Impact | Cost |
|------------------------------------|---|---|---------|
| 10. | Raise aspirations of PP students across the school and ensure they have equal opportunities to experience trips and residential | <ul style="list-style-type: none">Enrichment days to build a broad, balanced and varied curriculum that embraces the philosophy of 'Education with Character'. Implemented with varying degrees of success. Feedback mixed. Planning an issue in some cases. Year 11 day used for curriculum delivery.Career Days and 1:1 college guidance throughout both key stages. 1:1 interviews delivered for Year 10 and Year 11. Gatsby Benchmark 8 – 100%. KS3 Aspire programme launched and to be embedded. Bronze Award achieved. | £25,575 |
| Total Expenditure: £310,318 | | | |