

Pupil premium strategy statement (secondary)

1. Summary information					
School	The Manor Academy				
Academic Year	2019-20 (1 of 3 Year Plan)	Total PP budget	£275,825	Date of most recent PP Review	May 2019
Total number of pupils	905	Number of pupils eligible for PP	295	Date for next internal review of this strategy	April 2019

2. Exam Results Summer 2019		
	Pupils eligible for PP (your school)	Like for Like PP (national average)
Basics Standard Pass in Eng/Maths	38%	44%
Strong Standard Pass in Eng/Maths	22%	24%
Progress 8 Eng/Maths	-0.75/-0.57	-0.44/-0.39
Progress 8 score	-0.71	-0.45
Attainment 8 score average	36.7	36.5
EBACC Standard Pass	9%	13%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Underperformance of upper attaining disadvantaged students across all curriculum areas except Maths.
B.	Underperformance in literacy and mathematics on entry for KS2: Literacy 70 (PP ave 99.4 Lit v Non PP ave 103.5) (44% not SR) 31/70 Numeracy 50 (PP ave 100.5 Num v Non PP ave 104.9) (54% not SR) 27/50

	Pupils arrive Sig – in English skills and we have a high proportion of low/middle prior attainers in the Pupil Premium group and a very small proportion of high attainers. We have pupils eligible for the Pupil Premium with reading ages of 8 or below. It is clear that pupils lack cultural capital in knowledge and vocabulary meaning they are at a disadvantage in accessing various subject curriculums.
C.	Many of our pupils have Social Skills difficulties, lack of support at home, don't eat breakfast, need mentoring/counselling, anger management issues, etc., Although this is not just isolated to disadvantaged pupils, it does mean that certain key pupils struggle to access our pastoral curriculum and need support through this via mentoring.
D.	Underperformance of disadvantaged boys as demonstrated by current P8 progress and attainment.

External barriers (*issues which also require action outside school, such as low attendance rates*)

E.	The attendance gap between disadvantaged students and non-disadvantaged students at The Manor Academy is still significant.
F.	Homework/Revision/Organisation: There is an in-school gap for pupils eligible for the Pupil Premium around homework behaviour logs and performance in exams meaning that pupils need support with homework and further strategies on revision. Knowledge retention and recall has also been identified through curriculum reviews.

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Increase the progress of upper attaining disadvantaged students across all curriculum areas.	Outcomes for disadvantaged upper attaining students to improve to a P8 outcome of -0.2 from a current predicted of -0.68 for summer 2019.
B.	Evidence from Catch Up provision to show rapid progress of disadvantaged students and narrow the gap to non-disadvantaged students.	50% of disadvantaged students that were not secondary ready to have caught up by January 2020, 70% by April 2020, 100% by July 2020.
C.	Personal development, wellbeing and character development of disadvantaged students.	Increase the disadvantaged students Manor Values scores and ATL scores from Autumn to Summer by at least 5%
D.	Accelerated progress for disadvantaged students especially boys.	Outcomes for disadvantaged boys to improve to a P8 outcome of -0.4 from a current predicted of -0.6
E.	Higher attendance rates from Pupil Premium children identified as FSM students so their attendance is in line with national attendance data.	Increase the attendance figure for Disadvantaged students from 92% to 94% in 2019/20.
F.	KS4 disadvantaged students will be trained in how to produce condensed revision resources over time that will enable them to recall and retain key subject knowledge.	Outcomes for Yr11 disadvantaged students to improve from -0.71 to -0.4 in 2020. Outcomes for current Yr10 disadvantaged students improve to -0.2 in 2021.

Long-Term Plan (3 Year Timescale)

Priority 1 Metacognition – the academy offers a knowledge rich curriculum that is broad and balanced to all. The ability of our disadvantaged pupils to remember and recall key knowledge is a priority using the latest cognitive learning strategies.

Priority 2 Power of Reading – a significant literacy gap has been identified between our disadvantaged learners and our non-disadvantaged when they arrive at the academy. This is around vocabulary, written and spoken language, specifically around cultural capital and a wider knowledge base.

Priority 3 A priority will always be in place around our disadvantaged pupils pastorally. With interventions in place to assist with care, organisation, equipment, uniform, mental health, confidence, homework, revision and relationships to name a few. We have both plans and systems in place at the academy for all of these.

Priority 4 Aspirations and Experiences – there is a clear gap in the aspirations and amount of enrichment experiences that our disadvantaged pupils receive outside of school and before they arrive with us. The priority is to ensure that there are a plethora of experiences that drive forward confidence and aspirations – there should be as many opportunities as possible and a key target group of pupils each year identified who are reluctant and bespoke experiences arranged for them.

5. Planned expenditure

Academic year **2019-20**

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?
B - Underperformance in literacy and mathematics on entry for KS2 (PP ave v Non PP ave)	Catch up strategy Literacy and Reading	DD students in Year 7 typically have lower reading ages than other students, and therefore this strategy will allow them to access the curriculum better. This has proved to be highly effective in the previous years in contributing to DD achievement in English being better than all students nationally. Small group support for students accelerates their progress, linked to the students' identified misunderstandings and areas for development identified in their mainstream lessons.	Reading ages of identified cohorts to show accelerated progress; progress of identified DD students across subjects. Termly QA of catch up provision	MCR NFA	Jan 2020 April 2020 July 2020
B - Underperformance in literacy and mathematics on entry for KS2 (PP ave v Non PP ave)	Catch up strategy Mathematics	DD students in Year 7 typically have lower mathematics average score than other students, and therefore this strategy will allow them to access the curriculum better.	Numeracy catch up PP cohort students to show accelerated progress across mathematics. Term QA of catch up provision.	MCR NRO	Jan 2020 April 2020 July 2020
C - Underperformance of Disadvantaged Boys as demonstrated by	Boys Achieving Targets strategy	Development of learning "hooks" that engage boys and motivate them to learn. Use of off-site rewards at after data collections to recognise improvements. Link into the MAT underachieving boys programme.	SOL review's at KS3 to improve DD boys engagement and improved BFL.	Second in Faculty's MCR	Termly

current P8 progress and attainment					
A - Underperformance of middle attaining disadvantaged students across all curriculum areas	Zorba	Hold fortnightly Zorba tracking meetings that focus on DD students who are underachieving. Second in faculty's will use CP time to meet with subject teachers to plan first wave short term targets to DD students.	DD/NDD progress gaps across subjects are minimised (including for the Basics measure), and continue to close. Increase proportion of DD students who meet short term targets and offer rewards	Second in Faculty's MCR	Fortnightly
C - Underperformance of Disadvantaged Boys as demonstrated by current P8 progress and attainment	KS3 Curriculum Design	Review and develop KS3 curriculum planning to ensure that they engage disadvantaged boys.	SOL review's at KS3 to improve DD boys engagement and improved BFL.	HOD's	April 2020
A - Underperformance of middle attaining disadvantaged students across all curriculum areas	Individualised Instruction Review To Inform Zorba	Develop subject content student self-review forms that will be used to identify gaps in subject knowledge and skills. Plan individual short term targets for PP students.	DD/NDD progress gaps across subjects are minimised, and continue to close. Attainment gaps for the Basics to close, P8 gaps to close further with DD achievement to be even better than national.	2 nd in Facs MCR	November 2019
A - Underperformance of middle attaining disadvantaged students across all curriculum areas	Planning of personalised first wave teaching and learning strategies – Stretch and Challenge towards the top grades.	With the new grading criteria for GCSE's and new BTEC's being introduced CPD time needs to focus on developing #Challenge tasks that are directly linked to different assessment criteria grades. Disadvantaged students need to understand how to meet the criteria through developing the skills in lessons that allow them to achieve the higher grades.	DD/NDD progress gaps across subjects are minimised, and continue to close. Attainment gaps for the Basics to close, P8 gaps to close further with DD achievement to be even better than national.	HOD's EDU	February 2020
A - Underperformance of middle attaining	Developing Revision techniques	Disadvantaged students are unsure about how to revise and what techniques can be developed to help with preparation for external and internal	A PSHE SOW will be taught to yr11 students from October half term. All students will receive a revision skills guide. Disadvantaged students will	MCR CHU	October 2019 July 2020

disadvantaged students across all curriculum areas	Parent revision workshops	examinations. Use of "Hit the mark" revision events in previous years have been rated highly by students and have helped them explore what revision techniques work. In addition, Revision booklets, resources and homework set by each curriculum area will be developed to aid students in the run up to exams.	complete a Hit the Mark revision event which has proved successful in previous years. Individual subject revision guides will be bought for disadvantaged students. A parents workshop on how to support revision will be held during the yr11 parents evening.		
C - Underperformance of Disadvantaged Boys as demonstrated by current P8 progress and attainment	Boys reading competition	Disadvantaged Boys show a lack of motivation when writing extended pieces of work most subjects. A whole school writing strategy involving competition.	A school wide competition to encourage boys to extend their writing will be launched in January. GRI will research possible approaches and train staff.	EDU GRI	July 2020
A - Underperformance of middle attaining disadvantaged students across all curriculum areas	First, First, First	Targeted questioning, support will be provided for disadvantaged students in all lessons to ensure they can access learning and that they are making appropriate progress. Teachers will also mark the books of DD students first and provide high quality learning questions or activities for them to respond to so they can develop work.	Reaffirm the first, first, first agenda in staff briefings and with posters in staff area to highlight the priority of working with our disadvantaged students.	MCR HOD's	October 2019
Total budgeted cost	£ 125,500				
ii. Desired outcome – Targeted Support for attendance					
D - The attendance gap between disadvantaged students and non-disadvantaged students at The Manor Academy is still significant.	Attendance officer and PSO team to target PP students to improve attendance.	The internal gap PP v Non PP has widened in some year groups	HOY's will monitor attendance figures for PP group. Attendance gaps between DD/NDD to close in each year group, relative to the same year group the previous year. Gaps to remain lower than national. 94% attendance target for disadvantaged students. Gaps to close in year 9, 10 and 11.	MCR CHU HOY's	Weekly monitoring meetings and half termly reviews

D -The attendance gap between disadvantaged students and non-disadvantaged students at The Manor Academy is still significant.	Half termly reward events for most improved and 100% attendance of disadvantaged students.	It is vital that disadvantaged students understand the importance of attendance and the impact that it has on both their personal development and their progress and attainment in curriculum subjects. Recognising excellent attendance and rapidly improving attendance will help to positively reinforce attendance behaviour.	HOY will monitor weekly attendance and will reward students in achievement assembly. Half termly rewards will be given to most improved and 100% attendance for disadvantaged students. Gaps between DD and NDD attendance will close.	MCR CHU HOY PSO's	Weekly monitoring meetings and half termly reviews
D - The attendance gap between disadvantaged students and non-disadvantaged students at The Manor Academy is still.	Communication with home	When DD students are absent from school, the use of the Attendance Telephone system is part of an effective absence management procedure. It also provides a good medium of communication between the college and parents.	Attendance gaps between DD/NDD to close in each year group, relative to the same year group the previous year. Gaps to remain lower than national. Attendance of DD cohorts to improve, relative to the same year group the previous year.	FSU PSO's	Weekly monitoring meetings and half termly reviews
D -The attendance gap between disadvantaged students and non-disadvantaged students at The Manor Academy is still significant	PP student collection	Attendance gaps exist in all year groups, between DD/NDD students. These closed in KS3 overall last year, but the positive causation between attendance and achievement mean that the work of the Attendance Officer, PP Bus Driver and PSO's is crucial in closing these gaps.	Attendance gaps between DD/NDD to close in each year group, relative to the same year group the previous year. Gaps to remain lower than national. Attendance of DD cohorts to improve, relative to the same year group the previous year.	FSU PSO's	Weekly monitoring meetings and half termly reviews
Total budgeted cost	£105,500				
Desired outcome					
iii. Increased participation in both OSHL enrichment and development of values in curriculum time.					

E - Disadvantaged students have not fully engaged with enrichment opportunities that develop pastoral values and personal skills.	Brilliant Club subscription	The Brilliant Club will help the more able students to broaden their horizons and engage with University type learning and therefore improve their knowledge of University education.	Progress of the more able students who partake in the Brilliant Club project to be monitored across their subjects, to evaluate impact of project; ambition with regards future pathways of these students.	BST MCR	January 2020
E - Disadvantaged students have not fully engaged with enrichment opportunities that develop pastoral values and personal skills.	Careers	Taking the DD students to local sixth form colleges and Universities, organising for taster events facilitated by Universities both on and off site, and ensuring more able DD students make sure of the KUDOS software to inform their potential future pathways, will mean that they aim high and in turn will encourage the more able students to achieve well across their subjects. No specific reference	Destination figures of DD students to continue to improve in terms of the level of post-16 course applied for; NEET figures to continue to be low.	JSU	April 2020
E - Disadvantaged students have not fully engaged with enrichment opportunities that develop pastoral values and personal skills.	OSHL – clubs and enrichment activities	Targeting of extra-curricular clubs to increase PP uptake.	Greater PP pupil involvement in breakfast and other clubs. Improved pastoral outcomes linked to this involvement in clubs. Survey PP pupils to establish what clubs and activities they would want to be involved in. Publicise clubs Audit club participation	MCR HOY's	Half termly data reviews
E - Disadvantaged students have not fully engaged with enrichment opportunities that develop pastoral values and personal skills.	Educational visits	To allow DD students to engage in educational visits, to positively impact on their progress in class and build their cultural capital.	No obvious gaps between DD/NDD students in uptake of educational visits as seen on tracker; accelerated progress of DD students across KS3 subjects.	HOY's	Termly review
E - Disadvantaged students have not fully engaged with enrichment opportunities that	D of E participation	Target Yr9 and Yr10 PP students to participate in D of E Silver Award to gain valuable personal skills through leadership and expedition activities	Measure confidence and self-esteem of these students through questionnaires and loom at impact D of E has on attendance and behaviour data of these disadvantaged students	KWI	July 2020

develop pastoral values and personal skills.					
E - Underperformance of middle attaining disadvantaged students across all curriculum areas.	PP Study Room	Many DD students typically do not have a space for self-study. Therefore, the Graduate Lounge provides this, and allows the students the opportunity to complete homework etc. with support from staff also.	Attendance at Graduate Lounge tracked each session, with non-attending DD students followed up. Achievement of students in line with attendance at Graduate Lounge tracked across the AWs.	DWA	November 2019
E - Disadvantaged students have not fully engaged with enrichment opportunities that develop pastoral values and personal skills.	Careers Guidance	A part time member of staff (2 days) with expertise in careers to advise DD more able students is essential to ensuring they aim high and are well informed as to their options for their destinations post-16. This in turn will encourage the students to achieve well across their subjects.	Destination figures of DD students to continue to improve in terms of the level of post-16 course applied for; NEET figures to continue to be low.	JSU DWA LOC	December 2019
E - Disadvantaged students have not fully engaged with enrichment opportunities that develop pastoral values and personal skills.	Work Experience	Work experience placement will help the DD more able students to be well informed as to their options for their destinations post-16. This in turn will encourage the more able students to achieve well across their subjects.	Participation in work experience placements for DD students to remain high; destination figures of DD students to continue to improve in terms of the level of post-16 course applied for; NEET figures to continue to be low.	JTA	July 2020
A - Underperformance of middle attaining disadvantaged students across all curriculum areas.	After School Catch Up Sessions	Targeted intervention sessions will run after school to ensure gaps in knowledge and skills are addressed. Disadvantaged students feel more confident ask questions and teachers can give more personalised teaching in the smaller group sessions.	Personalised sessions for disadvantaged students will run from September until December as they prepare for mock examinations. From January onwards the sessions will be used to prepare students for the final examinations.	MCR HOF's	Half termly data review
Total budgeted cost	£52,500				

