

Pupil premium strategy statement (secondary)

1. Summary information					
School	The Manor Academy				
Academic Year	2017-18	Total PP budget	£276,605	Date of most recent PP Review	20/6/17
Total number of pupils	770	Number of pupils eligible for PP	265	Date for next internal review of this strategy	Jan 2018

2. Exam Results 2017		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (Standard Pass 9-4)	46%	64.7%
% achieving 5A* - C incl. EM (Strong Pass 9-5)	16%	
% achieving expected progress in English / Maths (2015-16 only)	n/a	75.8% / 73.4%
Progress 8 score average	-0.13	0.12
Attainment 8 score average	39.37	52

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.	A high proportion of disadvantaged students also have a Special Educational Need, and therefore have an additional barrier to learning to overcome (HWK, OSHL, parental engagement, small group interventions, transition).
B.	There is a negative behaviour incidents gap in favour of disadvantaged students relative to other students. (all aspects of pastoral work will have positive impact)
C.	The disadvantaged students have a lack of academic organisation, which slows their academic progress, relative to other students. (HWK, transition work)

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

D.	The disadvantaged students at The Manor are predominantly lower attenders on entry and throughout secondary education. (transition, parental engagement)	
E.	Disadvantaged students have a real lack of aspirations.	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Accelerated progress for Disadvantaged students who also have a SEND.	Outcomes of DD/SEND students to continue to improve, relative to 2017 DD/SEND P8 outcome of +0.3 and achieve a positive progress 8 score for the cohort.
B.	Improved behaviour of Disadvantaged students, relative to other students.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards), and the gap to other students to continue to close to be less than the 20 behaviour point gap that occurred in 2016-17.
C.	Improved academic organisation of Disadvantaged students, including homework.	Tutors will work closely with students to ensure for example, in planning completion of homework and revision. To be seen in the outcomes of Disadvantaged students, to improve on P8 of -0.17 in 2017 to achieve a + score in overall progress 8.
D.	Higher attendance rates from Pupil Premium children identified as FSM students so their attendance is in line with national attendance data.	PA figures will be better than national levels in line on Raise Online. Closing the gap.
E.	Increased aspiration of Disadvantaged students.	Particularly in year 11, so as destinations are appropriate and students aim high. Proportions of Disadvantaged students moving on to Levels 2 and 3 courses post-16 are in line with prior attainment of the cohort.

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. Accelerated progress for Disadvantaged students who also have a SEND.	Class charts	DD students are in need of targeted support in class if they are underachieving, and this strategy allows these students to have more immediate first wave intervention. Individualised instruction (+2 months)	Use of data in classrooms will be QA'd by Standards and Progress Leaders; seating plans will be a requirement of lesson observations to observe differentiation for DD students.	EDU	£2,000.00
A. Accelerated progress for Disadvantaged students who also have a SEND.	Cover supervisors	Disadvantaged students benefit from consistent teachers, therefore when teachers are unavoidably absent from lessons, familiar cover supervisors ensure progress gaps do not open. No specific reference	DD/NDD progress gaps across subjects are minimised, and continue to close.	JSU	3 x £17,000.00
B. Improved behaviour of Disadvantaged students, relative to other students.	Behaviour points / mentoring	There is a negative behaviour gap between DD/NDD students, with DD students as a cohort having more behaviour incidents per year than NDD. This gap is closing with the behaviour of DD students improving over the past two years, but needs to continue to close further to move towards impeccable behaviour. Behaviour interventions (+4 months) Meta-cognition and self-regulation (+8 months)	Behaviour incidents of DD students to improve relative to last year, with gap with NDD students to continue to close; attitude to learning grades of DD students to improve in each year group relative to last year.	KKE	N/A
A. Accelerated progress for Disadvantaged students who also have a SEND.	CPD	First-wave teaching and learning and classroom practices need to be of a good quality, and therefore differentiated CPD for staff supports this. No specific reference	Staff to feedback CPD outcomes to their colleagues, including through Thursday morning Teaching and Learning briefings. DD/NDD progress gaps across subjects are minimised, and continue to close.	EDU	Extra TA £17,000.00

C. Improved academic organisation of Disadvantaged students, including homework	Resources / personalisation	With the need to differentiate for DD students on a daily basis, using assessment to inform teaching, staff have unlimited printing resources so as to not limit DD students' progress. Also, students have ample printing credit so as they can maximise their progress also. Homework, secondary (+5 months)	DD/NDD progress gaps across subjects are minimised, and continue to close.	EDU/ABE	£250.00
C. Improved academic organisation of Disadvantaged students, including homework.	Zorba Student Conferences.	The Zorba Students are incentivised by termly reward conferences. These are held off site, so as to make them more special. In turn, this will improve DD students' achievement, attendance and behaviour. Aspirational interventions (limited evidence of impact)	DD/NDD progress gaps across subjects are minimised (including for the Basics measure), and continue to close. Proportion of Zorba group who are DD increases as they year progresses, with more students added due to the incentive.	MCR	N/A
Total budgeted cost	£70,250.00				
Targeted support					
Targeted Support					
ii. Desired outcome					Chosen approach
Higher attendance rates from Pupil D. Premium children identified as FSM students so their	Attendance officer and admin assistant to target PP students to improve attendance.	PA data is now slightly better than the national picture in terms of Raise online 2017 although there is still an internal gap so our target this year is to close it completely.	DWA 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.	DWA/KKE	Weekly monitoring meetings and half termly reviews Rewards £500.00

attendance is in line with national attendance data.					
Increased aspirations of Disadvantaged students.	KS3/4 Enrichment, trips, budget	To allow Disadvantaged students to engage in educational visits, to positively impact on their progress in class and build their cultural capital. Arts participation (+2 months)	Increased attendance at parents' evenings for DD students; closing of the Parents' Evening attendance gap	MCR	£2,000.00
A. Accelerated progress for Disadvantaged students who also have a SEND.	Accelerated Reader Subscription	DD students in KS3 typically have lower reading ages than other students, and therefore this strategy will allow them to access the curriculum better. Reading comprehension strategies (+5 months) If students are to engage in external provisions these need to be organised and monitored effectively; also, communication with many external agencies with regards Child Protection, of which a disproportionate number of DD students are affected by. Behaviour interventions (+4 months)	Reading ages of identified cohorts to show accelerated progress; progress of identified DD students across subjects.	NFA	£4,000.00
E. Increased aspiration of Disadvantaged students.		Having a member of the Senior Leadership Team responsible for the strategy of raising outcomes for DD students raises its profile and also holds staff to account for outcomes of DD students across subjects. No specific reference.	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.	MCR/ KKE	N/A
C. Improved academic organisation of Disadvantaged students, including homework.	HWK	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. Extending school time (+2 months) Homework, secondary (+5 months)	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.	ABE	N/A

A. Accelerated progress for Disadvantaged students who also have a SEND.	Catch up teaching	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. One to one tuition (+5 months)	Outcomes of students who have had teaching by the Intervention tutor for English, to be monitored as the year progresses, to evaluate the makeup of the group, and also outcomes of English Language and Literature public exams in the summer. Contribute to Basics attainment gap closing, relative to last year's outcome.	ABE	£42,000.00
C. Improved academic organisation of Disadvantaged students, including homework.	Revision packs	Providing high quality resources for the DD students, e.g. in English and Maths, to revise with gives them the best possible opportunity to succeed in their public exams. Homework, secondary (+5 months)	Basics attainment gap to close, relative to last year's outcome.	ABE	£250.00
A. Accelerated progress for Disadvantaged students who also have a SEND. (Most Able)	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. Aspirational interventions (limited evidence of impact)	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.	CHU	£1200.00
E. Increased aspiration of Disadvantaged students.	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	2 days careers support £8,000.00
A. Accelerated progress for Disadvantaged	SEND administrator	The success of the Assistant SENCo position last year proved that added capacity in the SEND team is effective	DD/SEND students' progress across subjects are continues to improve,	NFA	£4,000.00

students who also have a SEND.		and necessary in raising achievement of DD/SEND students. This capacity will be provided by the SEND administrator, who will continue to support the work of the SENCo and SEND team. No specific reference	relative to last year and also to other students.			
B. Improved behaviour of Disadvantaged students, relative to other students.	Survey's	Survey parents and students after half term of interventions.	Parents will be better informed of interventions offered. Surveys will show increasing parental satisfaction with intervention offer.	MCR	N/A	
Total budgeted cost	£61950.00					
Cost						
Other approaches						
Desired outcome					Chosen action / approach	What is the evidence?
iii. C. Improved academic organisation of Disadvantaged students, including homework.						
C. Improved academic organisation of Disadvantaged students,		Allow students in KS3 to be organised in their learning, particularly homework. No specific reference	Homework completion rates and DD/NDD gaps; QA reports from curriculum areas at the MAC meeting.	ABE	N/A	

including homework.					
B. Improved behaviour of Disadvantaged students, relative to other students.		Incentivise DD students in KS3 to learn well in lessons, be punctual and model positive behaviour for learning. Weighting in favour of DD students, so as gaps close rapidly. Behaviour interventions (+4 months)	No gaps in tracking of points given; Attitude to Learning grades of DD students in KS3 to show improvements.	HOY's/ KKE	N/A
B. Improved behaviour of Disadvantaged students, relative to other students.	Achievement and Behaviour point analysis	Better targeting of resources to specific year/pupil groups. Improved pastoral outcomes	Initial analysis of behaviour and achievement data by year groups and sub-groups Appropriate targeting of resources	HOY's	N/A
B. Improved behaviour of Disadvantaged students, relative to other students.		To allow DD students to engage in educational visits, to positively impact on their progress in class and build their cultural capital. Arts participation (+2 months)	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	N/A
C. Improved academic organisation of Disadvantaged students, including homework.	Transition	Information sharing with feeder Primary schools to establish effective practice in Year 6. Making links with primary schools PP coordinators.	Improved pastoral outcomes (attendance, punctuality and behaviour) in Year 7. Improved academic performance (progress and attainment) in Year 7. Records will be created to show plans/ meeting needs of each PP student coming into Y7 in 2018.	ERA	£300.00
C. Improved academic organisation of Disadvantaged students, including homework.	Transition	DD students start behind their peers already in terms of achievement, and often are in danger of taking longer to settle into the academic routine of the college. No specific reference	Progress of year seven DD cohort as seen in AW data; feedback from parents at achievement drop-in sessions and parents meet the tutor evening at the end of September.	ERA	N/A
D. Higher attendance rates from Pupil Premium children identified as FSM students so their attendance is in line with national attendance data.		Attendance gaps exist in all year groups, between DD/NDD students. These closed overall last year, but the positive causation between attendance and achievement mean that the work of the Family Liaison Officer 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.	DWA	Attendance team wage

D. Higher attendance rates from Pupil Premium children identified as FSM students so their attendance is in line with national attendance data.		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. Parental involvement (+3 months)	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.	DWA	N/A
E. Increased aspiration of Disadvantaged students.		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/JDA	Careers advisor £8,000.
E. Increased aspiration of Disadvantaged students.		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. No specific reference	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.	JDA	Checks of the companies
B. Improved behaviour of Disadvantaged students, relative to other students.		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	ABE	Breakfast club £500.00
Total budgeted cost	£8,800.00				

6. Review of expenditure				
Previous Academic Year		2016-17		
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)	Cost
The outcomes for the Most Able Pupil Premium students are in line with the national non-Pupil Premium outcomes.	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 4, so that 85% or above are on track for 4 levels of progress by the end of KS4. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD) and senior team.	To increase the outcomes for the most able PP students.	The strategies in place have started to target support at stretching the most able pupil premium students but unfortunately the outcomes are not at the level we desire to achieve. We are going to focus on developing strategies to ensure all of the most able students are successful. A variety of new strategies will be put into place this year, set by the new assistant head teacher leading on whole school strategies for enhancing the teaching of the most able.	£2000.00
The outcomes for SEND Pupil Premium students are in line with national non PP SEND students outcomes.	SEND students eligible for PP funding are given further targeted support.	To increase the outcomes for SEND students.	The strategies employed last year were extremely effective. We will continue to use all of them next year.	£17,000.00 Extra TA
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)	Cost
Mentoring is successful with all Pupil Premium students attending coaching sessions with their mentors and engaging with the process.	Pupil's allocated mentors, the expectation will be that the mentor meets with them once every 3 weeks as a minimum. The outcome will be an improvement on current scores for the individuals on the mentoring programme.	The mentoring programme ran with all of the PP students being allocated a mentor across the school. The year 11 outcomes for summer 2017 saw a further rise in achievement with the progress 8 score improving from: 2015 -1.04 2016 -0.65 2017 -0.13 PP A*-C or Grade 4 in E&M 2015- 27% 2016- 44% 2017- 49%	We feel the mentoring programme was effective as parents had a direct point of contact in school who was fully aware of the individual needs of all disadvantaged students. The staff communicated well across the academy so the head of Y11 worked closely with Heads of departments and SLT to ensure the mentors had as much personalised feedback regarding how the child could improve as possible. We strongly believe mentoring has supported our disadvantaged students to achieve such good results. We have planned a programme of mentoring to support disadvantaged students in 2017-18.	Staff time

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)	Cost
Higher attendance rates from Pupil Premium children identified as FSM students so their attendance is in line with national attendance data.	PA figures will be better than national levels in line on Raise Online. Closing the gap.	Zorba tracking through the Head of Year and attendance lead improved attendance rates for PP (FSM) students. 2016- 93.3% 2017- 92.3% Unfortunately this still needs further work to improve and the 2017-18 plan covers actions moving forward.	Students who are disadvantaged have a lower rate of attendance nationally and this can be due to a variety of barriers linked to being disadvantaged financially. As a school we are still not happy with the rate of attendance for PP students so we will continue to focus on this next year. More time needs to be focused on link work with our 7 primary feeder schools to ensure attendance is strong from admission in Y7.	2 member s of staff

7. Additional detail

- In this section, you can annex or refer to **additional** information, which you have used to inform the statement above.

2017-18 mid-year review

