

# Pupil premium strategy statement (secondary)

1. Summary information					
School	The Manor Academy				
Academic Year	2018-19	Total PP budget	£283500	Date of most recent PP Review	Feb 2018
Total number of pupils	858	Number of pupils eligible for PP	285	Date for next internal review of this strategy	Feb 2019

2. Exam Results Summer 2018		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Basics Standard Pass in Eng/Maths	38%	TBC
Strong Standard Pass in Eng/Maths	21%	TBC
Progress 8 Eng/Maths	Eng -0.4 Maths -0.67	TBC
Progress 8 score	-0.61	TBC
Attainment 8 score average	33.7	TBC
EBACC Standard Pass	10%	TBC

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Underperformance of middle attaining disadvantaged students across all curriculum areas.
B.	Underperformance in literacy and mathematics on entry for KS2 (PP ave 99.9 Lit v Non PP ave 104.9) (42% not SR) (PP ave 100.9 Num v Non PP ave 104.2) (39% not SR)
C.	Underperformance of disadvantaged boys as demonstrated by current P8 progress and attainment.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	The attendance gap between disadvantaged students and non-disadvantaged students at The Manor Academy is still significant.

<b>E.</b>	Disadvantaged students have not fully engaged with enrichment opportunities that develop pastoral values and personal skills.	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Increase the progress of middle attaining disadvantaged students across all curriculum areas.	Outcomes for disadvantaged middle attaining students to improve to a P8 outcome of -0.2 from a current predicted of -0.61 for summer 2019.
<b>B.</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 2019, 70% by April 2019, 100% by July 2019.
<b>C.</b>	Accelerated progress for disadvantaged students especially boys.	Outcomes for disadvantaged boys to improve to a P8 outcome of -0.2 from a current predicted of -0.4
<b>D.</b>	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 2018/19.
<b>E.</b>	Increased participation in both OSHL enrichment and development of pastoral values in curriculum time.	100% of Disadvantaged students to participate in one OSHL opportunity a week for the full academic year. Disadvantaged students to develop values and be recognised for this.

## 5. Planned expenditure

Academic year

2018-19

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 2019 April 2019 July 2019
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 2019 April 2019 July 2019
C - Underperformance of Disadvantaged Boys as demonstrated by current P8 progress and attainment	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

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 2019
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 <sup>nd</sup> in Facs MCR	November 2018
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 2019
A - Underperformance of middle attaining disadvantaged students across	Developing Revision techniques  Parent revision workshops	Disadvantaged students are unsure about how to revise and what techniques can be developed to help with preparation for external and internal examinations. Use of "Hit the mark" revision events in previous years have been rated highly by students and have	A PSHE SOW will be taught to yr11 students from October half term. All students will receive a revision skills guide. Disadvantaged students will complete a Hit the Mark revision event which has proved successful in previous years. Individual subject revision guides	MCR CHU	October 2018 July 2019

all curriculum areas		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.	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 writing 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 2019
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 2018
<b>Total budgeted cost</b>	<b>£ 125,500</b>				

**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	Half termly reward events for most improved and	It is vital that disadvantaged students understand the importance of attendance and the impact that it has on both their	HOY will monitor weekly attendance and will reward students in achievement assembly. Half termly rewards will be	MCR CHU HOY	Weekly monitoring meetings and half termly reviews

disadvantaged students and non-disadvantaged students at The Manor Academy is still significant.	100% attendance of disadvantaged students.	personal development and their progress and attainment in curriculum subjects. Recognising excellent attendance and rapidly improving attendance will help to positively reinforce attendance behaviour.	given to most improved and 100% attendance for disadvantaged students. Gaps between DD and NDD attendance will close.	PSO's	
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
<b>Total budgeted cost</b>	<b>£105,500</b>				
<b>Desired outcome</b>					
<b>iii. Increased participation in both OSHL enrichment and development of values in curriculum time.</b>					
E - Disadvantaged students have not fully engaged with	Brilliant Club subscription	The Brilliant Club will help the more able students to broaden their horizons and engage with University type learning and	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	BST MCR	January 2019

enrichment opportunities that develop pastoral values and personal skills.		therefore improve their knowledge of University education.	regards future pathways of these students.		
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 2019
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 develop pastoral values and personal skills.	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 look at impact D of E has on attendance and behaviour data of these disadvantaged students	KWI	July 2019

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.	JRE	November 2018
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 JRE	December 2018
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.	DWA	July 2019
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
<b>Total budgeted cost</b>	<b>£52,500</b>				



<b>Previous Academic Year</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>
Accelerated progress for Disadvantaged students who also have a SEND.	Use of ClassCharts by all teachers to easily identify double disadvantaged students within seating plans and use this to target first wave teaching strategies. Behaviour interventions completed by inclusion team. Catch up provision provided for non-secondary ready disadvantaged students	<p>P8 score for yr11 PP/SEND students in summer examinations was +0.1. Students in the open element achieved a P8 score of +0.37 and in English they achieved +0.7.</p> <p>98% of the yr7 catch up students are now secondary ready in literacy.</p> <p>70% of the yr7 catch up students are now secondary ready in numeracy.</p>	<p>ClassCharts will continue to be used by all teaching staff to identify groups of students and to use this information to provide differentiated first wave teaching.</p> <p>Catch up strategies have been very successful over the past three years and these will follow the same process. Transition information collected from the feeder schools will also be used to consider groupings and teaching approaches this year</p>
Improved behaviour of Disadvantaged students, relative to other students.	Behaviour mentoring for those disadvantaged students at risk of FTE. Use of Breakfast club to complete targeted behaviour work with KS3 students. Participation in educational visits to build culture capital	<p>6 PP students have had fixed term exclusions for a total of 31 days. This compares to 6 non PP students for a total of 34 days. All fixed term exclusions occurred in the Autumn term only.</p> <p>Improvement from 2016/17 when it was 26 PP exclusions totalling 186 day.</p> <p>44 students attended breakfast club and this reduced behaviour points given for lateness.</p> <p>80% of yr11 PP students regularly attended intervention sessions offered after school.</p>	<p>Use of inclusion manger to mentor students at risk of FTE to complete 1 to 1 mentoring had significantly reduced FTE numbers for disadvantaged students. This work in the Manor Inclusion Unit will continue in 2018/19. The new pastoral system led by CHU will ensure tutors track behaviour and achievement more closely. The introduction of a weekly achievement assembly and inter tutor group league tales will motivate disadvantaged students. OSHL learning offer will be published on the website and tutors encourage disadvantaged students to attend at least one club/intervention per week. Introduction of Duke of Edinburgh Award in yr9 and yr9 will also be targeted at disadvantaged students.</p>
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>
Improved academic organisation of Disadvantaged students, including homework.	Differentiated resources planned for DD students. Zorba used to identify yr11 PP students with academic organisation issues. Hit the Mark events organised for PP students in preparation for revision for mock and final examinations.	<p>Basics Standard Pass in Eng/Maths 38%</p> <p>Strong Standard Pass in Eng/Maths 21%</p> <p>Progress 8 Eng -0.4 Maths -0.67</p> <p>Progress 8 score -0.61</p> <p>Attainment 8 score average 33.7</p> <p>EBACC Standard Pass10%</p>	<p>The Zorba approach will continue to be used but will solely focus on the disadvantaged students. The approach to target settings will change and will focus on subject knowledge and skills for teachers and pastoral issues for the head of year. The introduction of self-reviews by students will allow them to take more ownership of their learning when preparing for final examinations.</p>

	Homework Club used as an area for students to complete homework in a quiet environment. Use of planner to record homework. Homework timetable planned and followed by teaching staff to ensure balanced and regular homework.		
Higher attendance rates from Pupil Premium children identified as FSM students so their attendance is in line with national attendance data.	Attendance officer to work alongside PSO's to identify non-attenders. Attendance management system to be tightened and followed. Reward days for 100% attendance.	Disadvantaged students attendance across the academy was 92.1%. The gap to non PP reduced to -3.4% from -3.6% in the previous year. There was a significant reduction in the attendance gaps in yr7 and yr8. Yr7 reduced to -2.4% from -.3.7% and in yr8 -2.3% from -4.1%.	Continue to use the attendance officer to identify and challenge non-attendance on a daily basis and to implement the modified attendance management system. Use of driver and school mini bus to collect students. New pastoral system led by CHU to ensure tutors and HOY are closely tracking attendance patterns with individual disadvantaged students. Tutor group competition in weekly achievement assemblies to motivate students to attend.
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
Increased aspiration of Disadvantaged students.	Employment of MAT careers officer two days per week to organised careers events and interviews. University and college visits organised. Taster days in Manor College to enable disadvantaged students sample Level 3 lessons. Careers skills days for all yr10 DD students.	98% of yr11 DD students moved into FE or apprenticeships. Reduced to NEET figure to 2% (one student from alternative provision). Increase the number of disadvantaged students joining the sixth form xxx to xxx. 100% of yr10 DD students completed a two day careers skills workshop. 100% of yr11 DD students completed a careers interview and applied for FE or apprenticeship.	MAT careers officer has clearly impacted on reducing the NEET figure. Will continue to work closely with HOY in yr10 and yr11. Will look at a yr8 careers event before disadvantage students complete KS4 options. Increase the number of most able yr12 disadvantaged students participating The Brilliant Club to encourage application to university. Work closely work closely with disadvantaged students in alternative provision to ensure 100% of students move onto FE or employment.

## 6. Additional detail



