

# The Manor Academy Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	School Name
Number of pupils in school	1242 (7-13) 1115 (7-11)
Proportion (%) of pupil premium eligible pupils	30.3% (376)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	3
Date this statement was published	8.11.2021
Date on which it will be reviewed	9.5.2022 and 12.9.2022
Statement authorised by	Mrs Katrina Kerry
Pupil premium lead	Mr Martin Cooper
Governor / Trustee lead	Miss Katie Gosling

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£289,365
Recovery premium funding allocation this academic year	£44,805
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£334,170</b>



## Part A: Pupil premium strategy plan

### Statement of intent

We are determined to ensure that all of our disadvantaged students should achieve in line with national data for both academic and pastoral measures.

This plan sets out how we will develop first quality teaching, provide wider opportunities, and build cultural capital for our students who need it most.

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	There is an attainment gap on entry in English and Maths across all year groups.
2	Inconsistency of achievement of disadvantaged students across subjects and years groups.
3	Year 7 disadvantaged students have experienced greater disruption to their learning over the past two years.
4	Disadvantaged students have lower reading and spelling ages compared to non-disadvantaged students.
5	Levels of non-attendance and persistent absenteeism of disadvantaged students has widened both before and during the pandemic.
6	Disadvantaged students lack strong learning habits, organisation, and resilience especially in assessments and examinations.
7	Some parents/carers of disadvantaged students are hard to reach and cannot support both learning, and enrichment activities that develop cultural capital.
8	Higher proportions of disadvantaged students miss academic learning time due to behaviour corrections and sanctions.

### 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.

Intended outcome	Success criteria
The progress gap between Yr11 disadvantaged students and non-disadvantaged students is reduced.	Reduced gap to 0.3 from 0.6 between disadvantaged and non-disadvantaged. Achieve a disadvantaged P8 score in 2022 of at least -0.1
Reduce the reading age gap between disadvantaged and non-disadvantaged students over the 2021/22 academic year.	Ensure 80% of students are reading at their chronological age.
Ensure literacy and numeracy knowledge gaps of disadvantaged students are improved.	KS3 disadvantaged students make improvements in assessments/examinations in English and Maths from September 2021 to July 2022.
Attendance of disadvantaged students improves and persistence absenteeism is reduced.	At least 96% attendance achieved by disadvantaged students and PA reduced to below 10%.
Yr7 disadvantaged students across the academy engage in enrichment activities.	100% of Yr7 students engage in the wider curriculum.
Hard to reach parents and carers of disadvantaged students engage with the academy.	100% attendance of parents/carers of disadvantaged students to parents evenings and parent events.
Reduce missed learning time for disadvantaged students in first wave teaching.	Reduce the ratio of days spent in pastoral interventions by disadvantaged students to ensure missed academic learning time is the same as other students.



## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

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

Budgeted cost: £159,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of literacy and numeracy catch up teaching assistants to support recovery curriculum in English and Maths.	Teaching Assistant Intervention EEF +4 months Small group tuition EEF +4 months	1,2,3,4
Introduction of Ready To Learn to support development of learning habits and educational organisation.	Social and Emotional Learning EEF+4 months Collaborative Learning EEF +5 months	1,3,6
Activate the Challenge Education modules into all curriculum areas.		2
Homework is used to improve identified knowledge gaps of disadvantaged students.	Homework EEF +5 months	1,2,3,6
Start year one of the SSAT Embedding Formative Assessment Programme to improve student outcomes through high quality feedback.	Feedback EEF +6 months	1,2,6
Introduction of knowledge organisers into lessons to ensure disadvantaged students can recall key subject knowledge and practice applying it in examination style questions.	Metacognition and self regulation EEF +7 months	1,2,3,4,6
Yr11 disadvantaged students are targeted with individual instructions to achieve short term targets via Zorba process.	Individual Instruction EEF +4 months	2,6
Deliberate practise of First, First, First used to		2,3,6



engage and check the learning of disadvantaged students in all lessons.		
Drop Everything and Read used to ensure all disadvantaged students are given time to read for pleasure and improve reading age.	Reading Comprehension EEF + 6months	1,4
Oracy CPD and introduction of say it again better strategy to improve oral literacy.	Oral language intervention EEF +6 months	1,2,4

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 69,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT mentoring for the most disadvantaged yr11 students during their examination year.	Mentoring EEF + 2 months	2,6
YipiYap tutor for targeted groups of disadvantaged students in Maths lessons.	One to one tuition EEF +5 months	2,6
Yr11 disadvantaged student only intervention sessions in all EBACC subjects.	Extended school time EEF + 3 months	2,6
Exam access arrangements put in place for those disadvantaged and SEN disadvantaged students.		6
Regular reading and spelling assessments to track the progress of disadvantaged students.	Reading comprehension EEF + 6 months	1,2,4
Zorba strategies are checked and reviewed by HOD's and SLT to ensure they are impacting positively on Yr11 disadvantaged students.	Individual instruction EEF +4 months	2,6
QA of Pupil Premium micro scripts in action, including homework tracking, monitoring of book to check quality of feedback and response to feedback by students.	Homework EEF +5 months Feedback EEF +6 months	2,6,8
Study area set up for disadvantaged students at lunchtime and	Peer tutoring EEF +5 months	2,8



homework clubs set up for every year group.		
Review of curriculum offer and teaching for KS4 disadvantaged students in Alternative Provision to ensure they make progress in qualification subjects.		8
One to one support offered to SEND disadvantaged students completing BTEC qualifications.	One to one tuition EEF +5 months	2
Revision workshops for yr11 disadvantaged students before yr11 mock examinations.	Learning styles EEF	2,6
No set drop policy for disadvantaged students in English and Maths.	Within class attainment grouping EEF +2 months	1,2
Intensive intervention sessions in open bucket coursework subjects to support disadvantaged student progress.	Extra school time EEF +3 months	2
AP staff employed to deliver small group teaching.	Small group tuition EEF +4 months	8
Specialist teaching staff timetabled to deliver to AP students.	Small group tuition EEF +4 months	8
Follow up visits to parents unable to attend parents evenings.	Parental engagement EEF +4 months	7

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

Budgeted cost: £105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of an attendance office and two extra Pastoral Support Officers to improve attendance.	Behaviour intervention EEF +4 months	5,7
Multiplied up approach to supporting disadvantaged with attendance including home visits.	Behaviour intervention EEF +4 months	5,7
Rewards systems used to promote and celebrate 100% attendance and most improved attendance.		5
Pastoral attendance tracking system reviewed weekly to identify		5



attendance intervention for those at risk of PA and this is discussed with SLT biweekly.		
Priority given to yr11, Yr10 and Yr9 disadvantaged students for careers advice.	Aspiration interventions EEF	2,6
Introduction of Unifrog to promote employability skills tracking and profiling against future careers.	Aspiration interventions EEF	2,3,6
Extra reading books in library to promote reading for pleasure by disadvantaged students.		1,4,7
Wide range of extra-curricular clubs offered to disadvantaged students to participate in.	Arts participation EEF +3 months Physical Activity EEF +1 month	7
Yr7 and other vulnerable student breakfast club offered five days a week to ensure students are prepared for each school day.	Social and Emotional learning EEF +4 months	5,7
Music tuition lessons for disadvantaged students.	Arts participation EEF +3 months	7
Ready To Learn introduced to promote good learning behaviour across all lessons.	Collaborative learning EEF +5 months	2,3,6
Mental health first aid training offered to PSO, SLT, DSL and AP staff.		5,8
Mental health workshops offered to students in need of extra support.		5,8
Mental health lessons included as part of PSHE offer.		5,8
Support with uniform expectations.	School Uniform EEF	5,8
Yr7 Residential ensure all disadvantaged are supported to attend.	Outdoor adventure learning EEF	3
Aspirational careers visits from local businesses.	Aspiration interventions EEF	2,3,6
Support for disadvantaged students to access trips and enrichment.		7
DoE – support for disadvantaged students to participate in the award.	Outdoor adventure learning EEF	7



Tutor session used to wider cultural capital including discussion of the week and word of the week.

Oral language development EEF EEF +6 months

7

**Total budgeted cost: £ 334,170**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes - Year 11 CAGS summer 2021 for disadvantaged students

Name	9 %	9 - 8 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %	9 - 3 %	9 - 2 %	9 - 1 %
<a href="#">Business</a>	12.5	12.5	12.5	37.5	50.0	100.0	100.0	100.0	100.0
<a href="#">Computing</a>	0.0	20.0	20.0	40.0	60.0	100.0	100.0	100.0	100.0
<a href="#">English Language</a>	0.0	4.3	8.5	19.1	27.7	53.2	74.5	89.4	100.0
<a href="#">English Literature</a>	0.0	4.5	9.1	20.5	34.1	54.5	93.2	95.5	97.7
<a href="#">Further Maths</a>	0.0	50.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<a href="#">Geography</a>	3.6	10.7	17.9	17.9	25.0	60.7	71.4	92.9	100.0
<a href="#">History</a>	5.9	5.9	5.9	11.8	23.5	58.8	70.6	82.4	100.0
<a href="#">Maths</a>	4.3	8.5	12.8	14.9	27.7	53.2	80.9	85.1	100.0
<a href="#">MFL French</a>	0.0	0.0	0.0	33.3	83.3	100.0	100.0	100.0	100.0
<a href="#">Product Design</a>	0.0	0.0	0.0	0.0	12.5	50.0	100.0	100.0	100.0
<a href="#">Science Biology</a>	0.0	50.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<a href="#">Science Chemistry</a>	50.0	50.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<a href="#">Science Physics</a>	50.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<a href="#">Statistics</a>	0.0	50.0	75.0	75.0	100.0	100.0	100.0	100.0	100.0
Summary	3.2	9.5	14.9	22.5	34.7	61.3	83.3	91.4	99.5

Name	L2D* %	L2D* - L2D %	L2D* - L2M %	L2D* - L2P %	L2D* - L1D %	L2D* - L1M %	L2D* - L1P %
<a href="#">BTEC Dance</a>	0.0	0.0	0.0	100.0	100.0	100.0	100.0
<a href="#">BTEC Drama</a>	0.0	0.0	66.7	100.0	100.0	100.0	100.0
<a href="#">BTEC Engineering</a>	9.1	9.1	63.6	90.9	100.0	100.0	100.0
<a href="#">BTEC Health &amp; Social Care</a>	10.5	31.6	84.2	100.0	100.0	100.0	100.0
<a href="#">BTEC ICT</a>	0.0	0.0	33.3	100.0	100.0	100.0	100.0
Summary	7.9	18.4	68.4	97.4	100.0	100.0	100.0



Name	9 %	9 - 8 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %	9 - 3 %	9 - 2 %	9 - 1 %
<a href="#">Science Trilogy</a>	0.0	<a href="#">3.3</a>	<a href="#">6.7</a>	<a href="#">7.8</a>	<a href="#">14.4</a>	<a href="#">42.2</a>	<a href="#">75.6</a>	<a href="#">87.8</a>	<a href="#">100.0</a>
Summary	0.0	3.3	6.7	7.8	14.4	42.2	75.6	87.8	100.0

Name	L2D* %	L2D* - L2D %	L2D* - L2M %	L2D* - L2P %
<a href="#">Hair &amp; Beauty</a>	0.0	0.0	<a href="#">20.0</a>	<a href="#">100.0</a>
Summary	0.0	0.0	20.0	100.0

Name	L2D* %	L2D* - L2D %	L2D* - L2M %	L2D* - L2P %	L2D* - L1P %
<a href="#">BTEC Art</a>	0.0	<a href="#">33.3</a>	<a href="#">100.0</a>	<a href="#">100.0</a>	<a href="#">100.0</a>
<a href="#">BTEC Hospitality</a>	<a href="#">5.0</a>	<a href="#">25.0</a>	<a href="#">55.0</a>	<a href="#">100.0</a>	<a href="#">100.0</a>
<a href="#">BTEC Sport</a>	0.0	0.0	<a href="#">50.0</a>	<a href="#">83.3</a>	<a href="#">100.0</a>
<a href="#">BTEC Travel &amp; Tourism</a>	0.0	0.0	<a href="#">16.7</a>	<a href="#">83.3</a>	<a href="#">83.3</a>
Summary	2.6	18.4	55.3	94.7	97.4

## Disadvantaged Students Attendance - 2020/21

	Headcount (Includes Leavers)	Weekly %	YTD %	Attendance including Covid Days	Last Year's Attendance when School Closed
Attendance to Date	1,039	88.3%	94.1%	86.4%	93.4%
Pupil Premium	352	82.2%	90.2%	81.8%	89.0%
SEN	138	85.9%	93.2%	86.0%	91.4%
PP & SEN	74	83.4%	90.9%	82.5%	89.0%



%	OVERALL	PP
<b>7</b>	96.0%	94.4%
<b>8</b>	94.1%	90.6%
<b>9</b>	94.2%	88.5%
<b>10</b>	92.9%	88.2%
<b>11</b>	91.7%	85.6%
<b>OVERALL</b>	<b>94.1%</b>	<b>90.2%</b>

PA (<90%)	OVERALL	PP
<b>7</b>	9%	16%
<b>8</b>	17%	30%
<b>9</b>	13%	32%
<b>10</b>	18%	32%
<b>11</b>	22%	41%
<b>OVERALL</b>	<b>15.0%</b>	<b>28.4%</b>

### Further information (optional)



International Exchange Programme used to set up a partnership with a school in Madrid. Disadvantaged students will be selected to attend a visit to this school in March 2022 to widen cultural capital and to encourage them to select Spanish as a option at GCSE to increase EBACC entries for disadvantaged students.

Set up a partnership with G3A Football Academy to recruit post 16 disadvantaged students to Manor College.

