

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	Manor Academy
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	55.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2024-2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	P. Eckley Headteacher
Pupil premium lead	P. Eckley
Governor / Trustee lead	F. Crumpton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80220
Recovery premium funding allocation this academic year	£24360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£104580

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a slight variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that disadvantaged pupils sometimes make less progress from their starting points when entering school. This has been

	exasperated by the covid-19 pandemic Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress is sometimes lower compared to non-disadvantaged pupils. This is most obvious in social and communication skills.
2	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.
3	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel, maintaining friendships.
4	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
5	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
6	Through assessments by connexions disadvantaged pupils are less prepared for career progression and or HE opportunities. Pupils require additional support and opportunities to access the wider community through mentoring, work experience and opportunity.

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
Pupils show improved engagement in learning resulting in increased progress.	<p>Pupils will make continued good or better progress against their own targets and relative to other pupils who aren't PP working at similar levels.</p> <p>Progress towards their EHCP targets are monitored in dedicated lessons.</p> <p>Pupils attend school on a regular basis to ensure the continuity of their education.</p>
Improved well being of pupils	<p>Pupils are listened to and interventions are put in place to support pupils wellbeing.</p> <p>These will be monitored through entry and exit criteria monitored by pupils, parents, staff and outside agencies.</p>
Increased social and communication skills	<p>Pupils are better able to communicate with adults and their peers to develop social</p>

	skills. Reducing anxiety and increasing self-regulation.
Disadvantaged pupils are able to access cultural school trips and residentials and D of E trips to widen their experiences of life outside of the school environment.	All disadvantaged pupils access residentials and out of school trips. Pupils display a wider knowledge of life and build resilience beyond their own home communities.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families.
Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.	All disadvantaged pupils are able to access high quality work experience and careers mentoring. By the end of 2024/25, disadvantaged pupils are progressing to higher or further education at the end of KS5 in the same numbers as their peers.

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: £74000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The creation of a lead CPD position. This will ensure a focused and researched CPD programme to meet the needs of all staff.	'Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.' EEF guide to pupils premium.	1,2,3,4,5,6
The use of Creative education CPD provider allowing staff attend training identified to meet the development needs of the pupils and their personal development.	Staff have been enabled to focus their learning around the specific needs of the pupils they are working with. Therefore, enabling them to meet the specific needs of a range of pupils with SEN.	1,2,3,4,5,6
Creation of a Careers lead post TLR to ensure all pupils have experience of work related learning.	<p>Pupils have access to work related learning allowing them to have an informed view of possible pathways for the future and as a way to gaining them future employment</p> <p>'By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often</p>	4,5,6

	believed to incentivise improved attainment.' EEF toolkit	
Employment of an additional maths teacher	<p>An additional teacher for math's has resulted in the reduction of class size for all learners which has had a major impact on pupils' progress. Additional specialised resources have enabled more pupils to engage successfully in lessons.</p> <p>he EEF toolkit refers to the extensive evidence of the high impact that oral language interventions have on achievement. Learners' use of vocabulary, articulation of ideas and spoken expression is extended through purposeful, curriculum-focused dialogue and interaction. Specific spoken language difficulties are highlighted through EHCP outcomes and support is targeted. Small group tuition has also been shown to be effective in improving attainment. This is referred to in the EEF toolkit but we have also seen evidence within school of improved engagement and learning when pupils work in smaller groups. Evidence shows that there is particular promise for approaches that focus on improving social interaction between pupils.</p>	1,2,3,4
Attendance and Parental liaison officer to ensure attendance is high and school relationships with parents and families is strong.	<p>A number of studies state parental involvement in their child's education has a positive effect on pupil achievement.</p> <p>The attendance of school has been demonstrated to have a large impact on the learning, well being and safeguarding of all pupils.</p>	1,2,3,4,5,6

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

Budgeted cost: £30058

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Lexia	Through a singular focus on literacy and a full spectrum of solutions to support it, Lexia helps more learners read, write, and speak with confidence. Our digital-centric solutions can be used together or individually to meet structured literacy learning needs for any student as well as the teachers who support them. Interventions during English lessons for specific areas of the English curriculum	1,2,3,4,5,6
My Maths	Through maths intervention time throughout the school day and the use of Mymaths support package	1,2,3,4,5,6
Oral Language interventions – Targeted interventions through Draw and talk, Lego therapy and Speech and Language Therapy	‘On average oral language approaches have a high impact on pupils’ outcomes...’ EEF teaching and learning toolkit. Pupils are able to communicate their needs and concerns reducing anxiety.	1,2,3,4,5,6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and Parental liaison officer to ensure attendance is high and school relationships with parents and families is strong.	A number of studies state parental involvement in their child’s education has a positive effect on pupil achievement. The attendance of school has been demonstrated to have a large impact on the learning, well-being and safeguarding of all pupils.	1,2,3,4,5,6
Mental health interventions	Pupils are able to maintain their educational focus as their well being and mental health needs are being addressed. This builds resilience for the pupils and ensures pupils access lessons and are able	1,2,3,4,5,6
Boxing Intervention To support pupils well-being and mental health	Pupils’ response to this intervention has meant that pupils are able to focus for longer periods in lessons and have learnt self-control and moderation.	1,2,3,4,5,6

D of E award scheme	Pupils are able to demonstrate their independence whilst developing their resilience. There is also an opportunity to work in teams and to support peers. This allows pupils learning experiences outside of the classroom.	2,3,4,5
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Total budgeted cost: £104580

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 indicated that disadvantaged pupils academic and wider development outcomes were in general below what was anticipated.

Our assessment of the reasons for these outcomes' points primarily to the impact of Covid-19. This disrupted the teaching of all subject areas and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.

We mitigated the impact on academic outcomes by our resolution to maintain a high-quality curriculum, even when pupils were not in school, via resources created by teaching staff.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support had a significant impact on behaviour, wellbeing and mental health to varying degrees. To support pupils we employed a counsellor from 42nd Street to meet with assigned pupils on a weekly basis to ensure their well being and mental health.

We used pupil premium funding to help provide wellbeing support and targeted interventions where required. To reduce pupil anxiety and improve self-esteem and emotional resilience.

Detailed baseline assessments of pupils' individual targets were made on their return to school in September. This allowed for new priorities for learning and/or engagement in learning to be identified, and progress made during lockdown celebrated.

Training was supplied for members of staff in school to train as Mental Health First Aiders.

For pupils to learn specific social skills within focused learning sessions Again, Covid-19 had a significant impact on this target with additional TAs unavailable.

To continue to improve communication with families and build strong relationships with parents/carers. In addition to our Parent liaison officer, the safeguarding and other staff

were also able to provide regular communication and support, including home learning and home visits to our families.

We take particular pride in the support we were able to offer families during lockdown.

We provided breakfast for all pupils in their class bases this encouraged social integration and communication. It also had the positive effect, of enabling those pupils who hadn't eaten whose home routine/eating issues mean they come to school not having eaten, to focus better in lessons.

Termly PEP reports show the positive impact this has had and learning journeys demonstrate good engagement with learning.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Employment of a counsellor for Mental health and well being	42 nd Street
Educational Psychologist to support pupils with their learning and to help train staff on effective ways to work with pupils.	Trafford Council
Brighter futures – Work placements	Brighter futures

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A