



## Manor Academy Pupil Premium Report 2020-2021

### OVERVIEW

Pupil Premium is a Government initiative which provides additional funding to schools to help “close the gap” in achievement between those children and young people who are eligible for Free School Meals (FSM), for children and young people who are “Looked After”, and for other groups in schools. Any school that has a young person who has been eligible for FSM within the past six years are also eligible.

The pupil premium is additional to main school funding and will be used by this Academy to address any underlying inequalities between children and young people eligible by ensuring that funding reaches the pupils who need it most. It is for schools to decide how the Pupil Premium is spent since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Manor Academy is a 11 to 19 special school developed specifically to meet the needs of our pupils, all of whom have a statement of SEN. At the heart of our mission, “Succeeding Together” is the belief that all our pupils, whatever their background or ability, will be successful and valued. Our aim is to provide a welcoming, caring and inclusive yet challenging environment in which children and young people can reach their full potential. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, including pupils those who are socially disadvantaged.

All our work through the Pupil Premium funding is aimed at:

- Accelerating progress, particularly in literacy and numeracy
- Engaging children in their education through enjoyment and positive affirmation both inside and outside the school day
- Offering pastoral support
- Personalised interventions, both academic and non-academic

The range of provision we typically make for disadvantaged and vulnerable pupils includes:

- Providing small group and 1:1 work in a range of discrete provisions and pathways
- Access to after school clubs, holiday clubs and residential visits
- Opportunity to participate in extra-curricular and community activities
- Purchase of equipment to enhance learning experiences

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing support for parents to develop their own skills to support their children's learning within the curriculum

Summary Information					
School	Manor Academy				
Academic year	2020/21		Total PP budget*		£69715
Total number of pupils*	191	Number of pupils eligible for PP*	73	Total % PP pupils*	38.2%
*PPG is calculated using numbers from the Jan'20 census and is paid in quarterly instalments in July '20, October '20, Jan '21 and April '21; funding figure quoted based on info from Arbor					

Current Attainment (summer 2021)			
	Pupils eligible for PP	Pupils not eligible for PP	All pupils with SEN (National average)
89% achieving expected standard or above in reading, writing & maths	The pupils have continued to make good progress across all subjects. This has been impacted by the missing of school due to lockdowns. We have also had to restructure the school to ensure pupils have had access to face to face learning. Pupils have demonstrated enhanced levels of anxiety across the school.		
90% making at least expected progress in reading			
92% making at least expected progress in writing			
85% making at least expected progress in maths			

Main Barriers to Educational Achievement	
B1	Significant number of children with limited emotional resilience and low self-esteem – impacting on motivation and engagement with learning
B2	Poor communication skills impacting on learning and social integration.
B3	Engagement in learning – ensuring attendance and motivation whilst in school
B4	Emotional & mental health needs of pupils and families (including attachment, separation anxiety & anxiety relating to the virus/hygiene/personal safety) – impacting on pupils' attendance and ability to be emotionally ready for learning.
B5	Literacy and numeracy barriers to learning – As major parts of the curriculum these barriers can be extremely harmful to pupils.

<b>Desired outcome (linked to barrier)</b>	<b>Action/approach and costs</b>	<b>Personnel</b>	<b>Rationale</b>	<b>Review dates</b>	<b>How impact will be measured</b>
<b>Desired outcome (linked to barrier)</b>	<b>Action/approach and costs</b>	<b>Personnel</b>	<b>Rationale</b>	<b>Review dates</b>	<b>How impact will be measured</b>
Pupils to be able to access the curriculum fully as a result in interventions and progress made in Literacy (B1, 2, 3 5)	Purchase of Lexia software – A software package to enable pupils to gain skills in reading License £5000 Interventions from trained staff targeted support in reading, writing and speaking. Specialist resources and dedicated TA time. £6000	TH	A significant number of pupils struggle with reading and expressing themselves. This causes issues integrating into society and maintaining positive relationships	July 2021	Termly assessments following input, pupil voice, staff voice, Progress shown on software packages.
<b>Total budgeted cost</b>					<b>£ 11000</b>

<b>Desired outcome (linked to barrier)</b>	<b>Action/approach and costs</b>	<b>Personnel</b>	<b>Rationale</b>	<b>Review dates</b>	<b>How impact will be measured</b>
Pupils to be able to access the curriculum fully as a result in interventions and progress made in numeracy (B1, B2, B3, B4, B5)	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 specialized resources have enabled more pupils to engage successfully in lessons.	KC	A significant number of pupils struggle with numeracy. Additional staffing has allowed interventions to take place to target specific learning. This also has the effect of raising self esteem and enabling pupils skills to access the wider community.	Apr 2020	parental voice, staff voice, attendance data
<b>Total budgeted cost</b>					<b>£18000</b>

<b>Desired outcome (linked to barrier)</b>	<b>Action/approach and costs</b>	<b>Personnel</b>	<b>Rationale</b>	<b>Review dates</b>	<b>How impact will be measured</b>
To continue to improve communication with families and build strong relationships with parents/carers. To improve pupil attendance (B1, B2, B5)	Attendance officer/ parent liaison 2 days per week £11970	DW	Many parents/carers have stated they feel there is sometimes limited support available for parents/carers of children with SEN outside of school meaning parents/carers can feel isolated which impacts on their relationship with their child(ren).	Apr 2020	parental voice, staff voice, attendance data
<b>Total budgeted cost</b>					<b>£11970</b>

Desired outcome (linked to barrier)	Action/approach and costs	Personnel	Rationale	Review dates	How impact will be measured
To reduce pupil anxiety and improve self-esteem and emotional resilience (B1, B3, B4)	Training for at least two members of staff in school as Mental Health First Aiders £300 each for online course	PS RW JM	A significant number of pupils attracting pupil premium had been identified by teaching staff as having low self-esteem and difficulties with anxiety prior to lockdown. The current pandemic has magnified these difficulties for some pupils.	July 2021	Behaviour incident reports, parental voice, pupil voice, staff voice
	Supply cover for staff to attend online course 4 days @ £ Per day  Training for Foundation Drawing and Talking Therapy Course. £225  Training Advanced Mental Health with Early Trauma  Training for Bereavement £25		Training at least two members of staff in school to be Mental Health first aiders would play a key role in providing support, resources and ideas to support the mental health of our pupils.  Pupils at the school enjoy drawing and using this as a way for them to express their concerns is excellent. It presents a model of how to plan and deliver high quality sessions. Materials and resources are stimulating and highly appropriate for our pupils A number of pupils in the school are experiencing bereavement. The training will help those students cope with the loss of a person close to them		
<b>Total budgeted cost</b>					<b>£4,644</b>

Desired outcome (linked to barrier)	Action/approach and costs	Personnel	Rationale	Review dates	How impact will be measured
Engagement in learning B1, B3, B5	A whole school focus on improving attendance has been led by a member of staff who has set up an effective rewards system for high level attendance. Assemblies celebrate high attenders and 'houses' work together and encourage each other to beat the others! This scheme has resulted in whole school attendance rate increasing national expectations and also to improved level of pupil engagement and enjoyment across the curriculum. £3970	DW NH RW	Rewards that motivate pupils to achieve. Rewarding attendance both improved and consistently high. Giving values to academic achievement at every level.	Dec 2020 May 2021 July 2021	Observations captured in Efl, staff voice,
<b>Total budgeted cost</b>					<b>£3,970</b>

Desired outcome (linked to barrier)	Action/approach and costs	Personnel	Rationale	Review dates	How impact will be measured
For pupils to learn specific social skills within focused learning sessions (B2, B3, B5)	Implementation of Social Skills scheme of work using additional TA staffing to enable best practice and focused teaching.  Additional resources such as appealing lego for Lego Therapy sessions	SN LM	With direct teaching, pupils with autism can make significant progress in social interactions. Lego-based therapy is a social development program for pupils with autism. It supports pupils in learning to communicate with others, express their feelings, change their behaviour and develop problem solving skills.	Feb 2020 July 2020	Observations captured in Efl, staff voice,
<b>Total budgeted cost</b>					<b>£15007</b>

<b>Desired outcome (linked to barrier)</b>	<b>Action/approach and costs</b>	<b>Personnel</b>	<b>Rationale</b>	<b>Review dates</b>	<b>How impact will be measured</b>
To provide breakfast for those pupils whose home routine/eating issues mean they come to school not having eaten (B1, B2, B5)	Provide healthy breakfast in class. This has been extended for whole class to promote good self-esteem and may be used to promote social interactions £2724	SA	Meeting a pupils' physiological needs are necessary for learning. Some of our pupils are more reluctant eaters at home, or have disrupted routines that mean they come to school without breakfast Pupils are able to focus on learning when their base needs are catered for.	Jul 2021	staff voice, pupil voice, social interactions.
<b>Total budgeted cost</b>					<b>£2724</b>

<b>Desired outcome (linked to barrier)</b>	<b>Action/approach and costs</b>	<b>Personnel</b>	<b>Rationale</b>	<b>Review dates</b>	<b>How impact will be measured</b>
To work with the virtual school to identify specific individual needs for LAC pupils (B1, B2, B5)	Purchase of specific, individualised resources/interventions to address the targets identified for pupils - £2000 This money is applied to from the Virtual School and is in addition to the PPG	SA	Termly PEP meetings establish the needs of the individual pupil. This spend is agreed between carers, school and the virtual school.	Jul 2021	PEP meeting records, pupil voice, parent voice, staff voice, termly assessments in EfL
<b>Total budgeted cost</b>					<b>£2000</b>



Desired outcome (linked to barrier)	Action/approach and costs	Personnel	Rationale	Review dates	How impact will be measured
To continue to improve communication with families and build strong relationships with parents/carers. B2	AOM holiday camp £400	AT CG	HP is a LAC pupil who has extreme anxiety. It has been advised that HP attend the club to help improve his communication skills and raise his self esteem reducing anxiety.	Sept 2021	parental voice, pupil voice, PEP meeting
<b>Total budgeted cost</b>					<b>£400</b>

#### Additional Detail

The Head teacher has overall responsibility for the attainment and progress of Pupil Premium children although ensuring the progress of eligible pupils and evidencing this is a whole-school priority. The Pupil Premium lead in school is responsible for monitoring the impact and value for money of all additional support. Impact of the spending of Pupil Premium monies is monitored closely by The Sovereign Trust.

**The total budgeted spend for the year is   £69715**