

# Pupil premium strategy statement – Manchester Academy

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1034
Proportion (%) of pupil premium eligible pupils	58.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	Sept. 2024 – Sept. 2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	James Eldon (Principal)
Pupil premium lead	Matt Hurst (AVP)
Governor / Trustee lead	Lisa Samuels (Governor)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£640,877
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£640,877

# Part A: Pupil premium strategy plan

## Statement of intent

At Manchester Academy, we are steadfast in our belief that a pupil's socioeconomic status should not prevent them from reaching their full potential in life. The proportion of pupils at Manchester Academy who are eligible for Pupil Premium funding is well above the national average. The purpose of this strategy is to tackle challenges that under resourced families face in our community. We know that teaching excellent lessons every day is the biggest lever we have to tackle these challenges. We believe that teaching excellent lessons each day, providing targeted academic support and supporting pupils pastorally will enable disadvantaged pupils to achieve outcomes that give them the freedom of choice when they move on to the next stages of their education, employment or training.

We are also passionate about providing enriching opportunities for our pupils so that they leave school as well rounded individuals. We have a rigorous character curriculum that includes our Academy charter and pastoral pledge trips. We know that wider societal issues can heavily impact pupil progress in school and as result, we have a rich pastoral support system to support pupils in their attendance, punctuality, mental health, conduct and overall wellbeing.

Whilst the strategy directly impacts pupils that are eligible for funding, strands also benefit the wider pupil population too. We have a significant proportion of pupils that live in the most deprived areas of the country who are not currently eligible for funding and our strategy is designed so that any pupil that may be eligible for funding is supported through the application process so they get the appropriate targeted support. This support includes targeted conversations with parents/carers who may not be aware that they are entitled to Free School Meals (FSM). We also have a budget as part of this strategy for a hardship fund to ensure that pupils are fully supported at home too.

We use data intelligently proactively to diagnose challenges and use evidence informed strategies to ensure that the strategies we choose have a proven track record for improving pupil outcomes. This starts when pupils join the Academy where they are assessed using MIDYIS tests to test natural aptitude and NGRT tests to assess reading ages. Prompt literacy and numeracy interventions take place to ensure that pupils are secondary ready and can access the curriculum with confidence. This ensures that disadvantaged pupils can focus on 'keeping up' instead of 'catching up'. As pupils progress through the Academy, we use progress and attainment data from internal assessments to assess who requires further academic support to ensure that any gaps in learning are effectively closed.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance and punctuality</b> – Whilst attendance for disadvantaged pupils at Manchester Academy is higher than national averages, there is still a gap between disadvantaged and non-disadvantaged pupils, in the 24-25 academic year, in the Autumn and Spring terms, PP Eligible pupils had an attendance of 91.2% and non-PP Eligible pupils had an attendance of 94.4%. National average for PP Eligible pupils across the same period of time was 89.7% and for non-PP Eligible pupils was 94.8%.
2	<b>Reading comprehension</b> – Disadvantaged pupils have lower reading ages than their non-disadvantaged peers. The average SAS for PP Eligible pupils in 24-25 was 95. For non-PP Eligible pupils, this was 96.
3	<b>Behaviour and conduct</b> – Suspension rates are higher for disadvantaged pupils than non-disadvantaged pupils. Escalations stages are used to identify pupil who require the most support.
4	<b>Enrichment outside the curriculum</b> – Disadvantaged pupils do not have the same cultural capital than non-disadvantaged pupils and have lower rates of attendance to enrichment activities in school.
5	<b>Academic Achievement</b> – Whilst the P8 for disadvantaged pupils is the same as the national non-disadvantaged P8 average in the 2023-24 academic year, there is still a gap between disadvantaged pupil performance and non-disadvantaged pupil performance. This gap is at its widest in maths. In 2024-25, A8 for PP Eligible pupils was 40.2, above the national average for of 34.9. However, we remain steadfast in our goal of an A8 of 50 for our PP Eligible pupils, which is the national average for non-disadvantaged pupils.
6	<b>Numeracy</b> – Disadvantaged pupils have lower starting points in maths than their non-disadvantaged peers. This disproportionately impacts pupil ability to access the maths curriculum and consequently achieving the expected standard at Key Stage 4.

## 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
Attendance of disadvantaged pupils improves so that they are in line with non-disadvantaged pupils	The gap in attendance between disadvantaged and non-disadvantaged pupils closes and remains above national.

The standard age score of pupils (SAS) of disadvantaged pupils increases so that pupils are secondary ready.	Pupils in intervention programs increase their stanines and overall SAS so that they are in line with non-disadvantaged pupils.
Suspension rates for disadvantaged pupils decrease over time.	Suspension rates for pupil premium pupils decrease so that they are in line with non-disadvantaged pupils.
An increased proportion of disadvantaged pupils attend enrichment activities at Manchester Academy.	Attendance to enrichment activities are well attended by disadvantaged pupils and attendance is in line with non-disadvantaged pupils.
Outcomes for disadvantaged pupils improve so that they are in line with non-disadvantaged pupils nationally.	Disadvantaged pupils achieve just as well as non-disadvantaged pupils at Manchester Academy and nationally.

## Activity in this academic year

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

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

Budgeted cost: £141, 149

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant Vice Principal to champion disadvantaged pupils.	The Education endowment foundation (EEF) provide a five step plan to deliver, monitor and sustain the PP strategy as best practice for raising outcomes for PP Pupils. The PP champion develops and drives this strategy forward.	1, 2, 3, 4 and 5
Expertly led CPD programme to support excellence in teaching and learning.	The EEF supports the importance of a purposeful professional development programme - <a href="#">EEF - personal development</a>	3, 5 and 6
Additional teaching groups in maths, English and science.	Smaller classes in core departments enable teachers to have higher quality interactions with pupils - <a href="#">EEF Reducing Class Size</a>	3, 5 and 6
Purchase of hard copies of revision materials for pupil premium pupils.	Providing disadvantaged pupils with resources to continue their learning at home will enable them to learn independently without IT barriers - <a href="#">EEF - Homework</a>	5
Purchase of award winning fiction program	Pupils regularly read fiction texts during form time to widen vocabulary and develop reading fluency overall.	2

(AWFP) – reading during form time.		
Purchase of NGRT reading tests	NGRT tests allow us to identify exactly which pupils need intervention - <a href="#">EEF - Reading Comprehension Strategies</a>	2
Purchase of licensing for MIDYIS and YELLIS tests	MIDYIS and YELLIS tests identify pupils without KS2 data who require further support in reading and/or numeracy - <a href="#">EEF - Small Group Tuition</a>	2, 5 and 6
Purchase of SISRA	SISRA enables leaders to carry out forensic data analysis on the performance of disadvantaged pupils.	5
Eden 51	Eden51 maps out the skills that pupils require to achieve a high grade in English language. Eden51 enables English teachers to forensically plug gaps in pupil skills.	5

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

Budgeted cost: £263,188

Activity	Evidence that supports this approach	Challenge number(s) addressed
Numeracy leader	Small group numeracy interventions to take place with pupils who are below the expected standard on entry to the Academy - <a href="#">EEF - Small Group Tuition</a>	5 and 6
LSA Literacy	LSA literacy to support pupils with the lowest SAS and have the lowest stanines - <a href="#">EEF - Reading Comprehension Strategies</a>	2 and 5
One to one independent career advice	Pupils receive one to one career advice from 'Our Futures' to ensure that disadvantaged pupils are clear	4
Inclusion Centre Managers for KS3 and KS4	Pupils receive one to one guidance to support with the child as a whole, supporting pupil's academic progress.	3 and 5
Vulnerable Student Lead	Vulnerable pupil lead provides one to one support for complex pupils to reduce suspensions and permanent exclusions for disadvantaged pupils.	3
School mental health lead	School counsellor to provide one to one structured interventions with disadvantaged pupils who are struggling	1, 3 and 5

	with their mental health <a href="#">EEF - Social and Emotional Learning</a>	
Safeguarding Champion	Ensuring that disadvantaged pupils are safe and able to thrive in school to meet academic and well being outcomes.	1, 3 and 5
Year Directors	Providing one to one academic and pastoral support for disadvantaged pupils, improving their attitude to learning over time.	1, 3, 4 and 5
Year Leads	Providing one to one pastoral support for disadvantaged pupils, improving their attendance and pastoral outcomes over time.	1, 3 and 4

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

Budgeted cost: £238,373

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officers KS3 and KS4	Attendance officers lead on improving the attendance of disadvantaged pupils, closing the gap between disadvantaged and non-disadvantaged over time.	1
Uniform items	Ensuring pupils have access to uniform to support a sense of belonging amongst disadvantaged pupils.	1
Hardship fund	Ensuring that families who have fallen on hard times are able to support the child in reaching their full potential in school	1, 2, 3, 4 and 5
Breakfast Club	Ensuring that disadvantaged pupils have the best start to the day, ensuring that they are ready to learn throughout the day.	1, 2, 3, 4 and 5
Pastoral pledge and ATL regards trips	Enriching the cultural capital of disadvantaged pupils by visiting theme parks, national parks and museums.	3 and 4
Debate mate	Developing oracy of disadvantaged pupils - <a href="#">EEF - Oracy Interventions</a>	4 and 5
MUFC Foundation	Have an on-site mentor for pupils to provide mentorship to disadvantaged pupils, supporting them feeling a sense of belonging.	1, 3 and 4
Duke of Edinburgh	Giving disadvantaged pupils culturally enriching opportunities beyond the academic curriculum.	4

Alternative provision places	Adding an extra layer of support to disadvantaged pupils through an alternative to suspensions and permanent exclusions.	3
Ingredients for food Technology lessons	Removing the financial barrier of accessing the food technology curriculum	5
LAC Ring-fenced	Supporting LAC pupils in achieving academic outcomes.	5

**Total budgeted cost: £642, 710**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Measure	Disadvantaged Pupils	Non-Disadvantaged Pupils	Disadvantaged National	Non-Disadvantaged National
Attainment 8	40.2	49.9	34.9	50.3
%9-5 English and Maths	27.3	47.7	25.6	52.8
EBacc APS	3.73	4.70	3.02	4.49

In the academic year 2024/25, the A8 of disadvantaged pupils was 40.2, this is an increase from 39.1 in the 2023/24 academic year. The A8 of disadvantaged pupils at Manchester Academy remains higher than disadvantaged pupils nationally. However, we remain steadfast in our goal that disadvantaged pupils at Manchester Academy achieve just as well, if not better, than their non-disadvantaged peers nationally. Improvements in performance in our vocational suite of subjects and maths is key to furthering this ambition. Pleasingly, there has been a 6.1% increase at the % 9-5 in English and maths measure from 21.2% in 2023/24 to 27.3% in 2024/25. Increasing the number of pupils receiving earlier intervention in numeracy is a key lever in improving outcomes for maths.

In the 24-25 academic year, across the Autumn and Spring terms, PP Eligible pupils had an attendance of 91.2% and non-PP Eligible pupils had an attendance of 94.4%. National average for PP Eligible pupils across the same period of time was 89.7% and for non-PP Eligible pupils was 94.8%. This is a fantastic improvement since the academic year 2023-24, in which attendance for PP Eligible pupils was 89.5%. Even though the attendance of PP Eligible pupils at Manchester Academy is higher than their peers nationally, it is below the national average for non-disadvantaged pupils. Strong attendance of PP Eligible pupils is an essential part of this strategy as we know that excellent attendance supports strong academic achievement as well as overall well-being. Therefore, we will continue to resource this area with two attendance officers as this work is having impact.

Suspension rates of PP Eligible pupils is higher than that of non-PP Eligible pupils due to a higher number of PP Eligible pupils receiving more than one suspension. Reducing the suspension rate for all pupils, especially those that are disadvantaged remains a key priority for Manchester Academy. Use of alternative provision is key here to ensure that these pupils are supported to prevent permanent exclusion.



## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
SISRA	Juniper Education
NGRT	GL Assessment
MIDYIS/YELLIS	CEM
MUFC	Manchester United Football Club
Our Futures	Our Futures