

Manchester 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	Manchester Academy
Number of pupils in school	1029
Proportion (%) of pupil premium eligible pupils	62%
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	James Eldon, Principal
Pupil premium lead	Gilly McMullen, Vice Principal
Governor / Trustee lead	Susan Breckell, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£606,902.50
Recovery premium funding allocation this academic year	£93,669
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	£700,572

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium strategy at Manchester Academy has been developed to improve the academic progress and life chances of our disadvantaged pupils. The strategy is a tiered approach that focuses on effective teaching, targeted academic support, and wider strategies. These strategic areas are a continued focus with specific actions in each area being reviewed and updated annually. The aim is to ensure that disadvantaged pupils are provided with high quality teaching, effective support and accessible enrichment opportunities so that they thrive and develop into successful and happy adults.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils perform below their non-disadvantaged counterparts in summative assessments at KS4.
2	On entry to the academy disadvantaged pupils reading ages are low, restricting their access to the curriculum.
3	The attendance of disadvantaged pupils is below their non-disadvantaged counterparts
4	There is a higher proportion of social and emotional issues affecting disadvantages pupils, in comparison to non-disadvantaged pupils

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
Disadvantaged pupils will know (knowledge) more, understand (understanding) more and be able to do more (skills).	Verbally and in written work, disadvantaged pupils accurately demonstrate their knowledge, understanding and skills. The performance of disadvantaged pupils in assessments improves and is in-line with non-disadvantaged pupils.
Disadvantaged pupils develop a love of reading and, in turn, a high level of reading competency, allowing them to access the curriculum.	The proportion of disadvantaged pupils reading with 6 months of their chronological ready age (CRA) improves. Standardised Age Scores (SAS) for disadvantaged pupils increases.

	The proportion of pupils reading independently increases.
Disadvantaged pupils' attendance is good so that they fully access the curriculum provision on offer.	Attendance monitoring demonstrates improved attendance for disadvantaged pupils so that it is in line with non-disadvantaged pupils. Persistent absence for disadvantaged pupils improves.
Disadvantaged pupils access pastoral support and participate in enrichment activities. As a result, their well-being is supported and they develop valuable life skills.	The proportion of disadvantaged pupils participating in Aspire activities is in line with non-disadvantaged pupils. Pupil voice for disadvantaged pupils recognises improved well-being as a result of the support provision and enrichment engagement.

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: £279,501

Activity	Evidence that supports this approach	Challenge number(s) addressed
2 X VP to Champion PP students – one KS3, one KS4 (50%) (LHO/GMM)	Senior leadership members driving this programme of focussed support holding members of staff and pupils accountable for progress	1,2,3,4
English Teacher (50%) (ATR)	Reducing class size EEF (educationendowmentfoundation.org.uk) +2 Phonics EEF (educationendowmentfoundation.org.uk) +5 Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) +6	1,2
Maths Teacher (50%) (CGO)	Reducing class size EEF (educationendowmentfoundation.org.uk) +2	1,2
Science Teacher (50%) (JMck)	Reducing class size EEF (educationendowmentfoundation.org.uk) +2	1,2
Numeracy Leader - TLR2 element (50%) (PNI/RSA)	Mastery learning EEF (educationendowmentfoundation.org.uk) +5	1,2
Science Resource – KS4	Mastery learning EEF (educationendowmentfoundation.org.uk) +5	1,2
Assistant SENCO, LSAs (50%)	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) +4	1,2,3,4
Raising Standards Leader TLR2b (50%) (LZA)	Aspiration interventions EEF (educationendowmentfoundation.org.uk)	1,2,3

Ingredients for practical work – Food/Hospitality Year 7 -11 (100%)	Parental engagement EEF (educationendowmentfoundation.org.uk) +4	1,2,3,4
Induction Resources - Recovery Premium	Phonics EEF (educationendowmentfoundation.org.uk) +5 Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) +6	1,2

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

Budgeted cost: £329,268

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT (50%)	Phonics EEF (educationendowmentfoundation.org.uk) +5 Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) +4	1,2,4
Support for EAL Learners EAL TA (20%) (SAL)	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) +6 Phonics EEF (educationendowmentfoundation.org.uk) +5 Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) +4	1,2,3,4
Provision of Y11 revision materials – across the Curriculum, especially in Science	Aspiration interventions EEF (educationendowmentfoundation.org.uk)	1,2
Induction Trip	Aspiration interventions EEF (educationendowmentfoundation.org.uk)	1,2,4
Voice 21 Training and accreditation	Phonics EEF (educationendowmentfoundation.org.uk) +5 Oral language interventions EEF (educationendowmentfoundation.org.uk) +6	1,2,4
GCSE Pod	Mastery learning EEF (educationendowmentfoundation.org.uk) +5	1,2
LAC Ring-fenced	Aspiration interventions EEF (educationendowmentfoundation.org.uk)	1,2,3,4
Award Winning Fiction Programme	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) +6 Phonics EEF (educationendowmentfoundation.org.uk) +5 Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) +6	1,2,4

Access to the curriculum for all - Safeguarding Champion (CWA) (50%)	Aspiration interventions EEF (educationendowmentfoundation.org.uk) Parental engagement EEF (educationendowmentfoundation.org.uk) +4	1,2,3,4
Directors of Culture and Character TLRs (50%) (DCL/DMA/TBO/ITH/LHE)	Behaviour interventions EEF (educationendowmentfoundation.org.uk) +4	1,2,3,4
Respect Room Leader (50%) (NML)	Behaviour interventions EEF (educationendowmentfoundation.org.uk) +4 Social and emotional learning EEF (educationendowmentfoundation.org.uk) +4	1,2,3,4
Vulnerable Student Leader (50%) (LAR)	Aspiration interventions EEF (educationendowmentfoundation.org.uk) Behaviour interventions EEF (educationendowmentfoundation.org.uk) +4 Parental engagement EEF (educationendowmentfoundation.org.uk) +4	1,2,3,4
Leader of Climate & Character x 5 (50%) (IGI, JMO, FAH, ENN, SAD)	Behaviour interventions EEF (educationendowmentfoundation.org.uk) +4	1,2,3,4
Inclusion Centre Leader (50%) (CPA)	Small group tuition EEF (educationendowmentfoundation.org.uk) +4 Behaviour interventions EEF (educationendowmentfoundation.org.uk) +4 Collaborative learning approaches EEF (educationendowmentfoundation.org.uk) +5 Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) +7 Social and emotional learning EEF (educationendowmentfoundation.org.uk) +4	1,2,3,4
Community Liaison Leader (50%) (MAD)	Aspiration interventions EEF (educationendowmentfoundation.org.uk) Parental engagement EEF (educationendowmentfoundation.org.uk) +4	1,2,3,4
Classcharts Tracking software – including attendance module	Behaviour interventions EEF (educationendowmentfoundation.org.uk) +4	3,4
Maths Catch Up, HLTA (100%) Recovery Premium	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) +4	1,2,3,4
Fresh Start Resources, English - Recovery Premium	Phonics EEF (educationendowmentfoundation.org.uk) +5 Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) +6	1,2,4
Lexia Licences x 100 - Recovery Premium	Mastery learning EEF (educationendowmentfoundation.org.uk) +5	1,2,4
School-led Tutoring (25% contribution) Recovery Premium	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) +6 Phonics EEF (educationendowmentfoundation.org.uk) +5	1,2,4

	Small group tuition EEF (educationendowmentfoundation.org.uk) +4 Extending school time EEF (educationendowmentfoundation.org.uk) +3	
Al-Furqan Mentoring - Recovery Premium	Mentoring EEF (educationendowmentfoundation.org.uk) +2 Behaviour interventions EEF (educationendowmentfoundation.org.uk) +4	1,2,3,4

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

Budgeted cost: £115,044

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer (50%) (SNE)	Parental engagement EEF (educationendowmentfoundation.org.uk) +4	1,2,3
Full time school counsellor (50%) (SES)	Mentoring EEF (educationendowmentfoundation.org.uk) +2 Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) +7	3,4
Y7 uniform items (blazer, tie, PE t-shirt)	School uniform EEF (educationendowmentfoundation.org.uk) Parental engagement EEF (educationendowmentfoundation.org.uk) +4	3,4
Hardship fund for equipment and uniform	Parental engagement EEF (educationendowmentfoundation.org.uk) +4	1,2,3,4
Pastoral Pledges and ATL Rewards Programme	Aspiration interventions EEF (educationendowmentfoundation.org.uk)	1,3,4
Y11 Prefect Fund and Reward strategy	Aspiration interventions EEF (educationendowmentfoundation.org.uk)	1,3,4
Duke of Edinburgh	Aspiration interventions EEF (educationendowmentfoundation.org.uk) Collaborative learning approaches EEF (educationendowmentfoundation.org.uk) +5 Extending school time EEF (educationendowmentfoundation.org.uk) +3 Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) Physical activity EEF (educationendowmentfoundation.org.uk) +1 Social and emotional learning EEF (educationendowmentfoundation.org.uk) +4	1,2,3,4
MUFC Foundation	Aspiration interventions EEF (educationendowmentfoundation.org.uk) Behaviour interventions EEF (educationendowmentfoundation.org.uk) +4	1,2,3,4

	Collaborative learning approaches EEF (educationendowmentfoundation.org.uk) +5 Extending school time EEF (educationendowmentfoundation.org.uk) +3 Physical activity EEF (educationendowmentfoundation.org.uk) +1 Social and emotional learning EEF (educationendowmentfoundation.org.uk) +4	
Horticultural Correspondence College Course and Allotment Fund (100%)	Arts participation EEF (educationendowmentfoundation.org.uk) +3 Physical activity EEF (educationendowmentfoundation.org.uk) +1	3,4
Debate Mate (100%)	Collaborative learning approaches EEF (educationendowmentfoundation.org.uk) +5 Extending school time EEF (educationendowmentfoundation.org.uk) +3 Oral language interventions EEF (educationendowmentfoundation.org.uk) +6	1,2,3,4

Total budgeted cost: £707,751

Note: Additional academy contributions have supplemented pupil premium funding to support the activity in each of the three areas

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. Due to Covid-19, performance measures for 2020-2021 have not been published. Reference to them as an indicator of the impact of activities has been made (below) in conjunction with other evaluations such as standardised assessments.

Whilst the performance of disadvantaged students has continued to improve over the last 3 years, there is still a noticeable gap between outcomes achieved by the pupils and those not from disadvantaged backgrounds. As we adjust our strategies, it remains our ambition to close these gaps and support our disadvantaged children achieve in line with peers from non-disadvantaged backgrounds. This goal underpins our current strategic planning and delivery.

Attainment/Progress

2018/19

Headline measures	All	PP	NPP	MALE	FEMALE	NO SEND	MON	SEND SUPPORT	EHCP	EAL	Non-EAL	SOMALI	OTHER PAKISTANI	ALL OTHER
Number of students	212	140	72	141	71	196	10	3	3	171	41	48	37	127
Average KS2 Prior Attainment	4.48	4.39	4.69	4.53	4.4	4.54	3.96	3.8	3.8	4.43	4.61	4.64	4.6	4.37
Average Total Attainment 8	39.87	37.31	45.37	38	43.45	41.89	19.55	1	24	40.51	37.98	35.04	43.4	40.81
Average Attainment 8	3.99	3.73	4.54	3.8	4.34	4.19	1.96	0.1	2.4	4.05	3.8	3.5	4.34	4.08
Progress 8	-0.09	-0.19	0.12	-0.26	0.29	0.03	-1.01	-2.76	-0.48	0.08	-0.41	-0.7	0.33	0.1
Basics - Eng & Ma 9-7 (%)	7.1	4.4	12.7	7.7	5.9	7.7	0	0	0	7.4	6	6.3	8.6	7
Basics - Eng & Ma 9-5 (%)	31.1	25.2	44.4	30.8	32.4	34.1	0	0	0	33.1	26	27.1	48.6	27.8
Basics - Eng & Ma 9-4 (%)	53.5	48.1	65.1	52.3	55.9	56	20	0	66.7	54.1	52	45.8	68.6	52.2

2019/20

Headline measures	All	PP	NPP	MALE	FEMALE	NO SEND	MON	SEND SUPPORT	EHCP	EAL	Non-EAL	SOMALI	OTHER PAKISTANI	ALL OTHER
Number of students	246	133	113	158	88	202	17	14	13	205	41	40	47	159

Average KS2 Prior Attainment	4.56	4.41	4.75	4.54	4.59	4.7	4.09	4.13	4.03	4.56	4.53	4.69	4.44	4.45
Average Total Attainment 8	45.28	40.67	50.66	44.39	46.83	48.03	38.04	29.79	30.85	46.25	39.72	44.42	48.48	44.5
Average Attainment 8	4.53	4.07	5.07	4.44	4.68	4.8	3.8	2.98	3.08	4.62	3.97	4.44	4.85	4.45
Progress 8	0.31	0.15	0.5	0.28	0.35	0.47	0.03	0.47	-0.4	0.49	-0.51	-0.05	0.69	0.3
Basics - Eng & Ma 9-7 (%)	14	9.4	19.3	14	14	16.1	11.8	0	0	13.9	14.3	12.8	10.6	15.3
Basics - Eng & Ma 9-5 (%)	39.4	29.9	50.5	36	45.3	43.8	35.3	7.1	15.4	39.8	37.1	43.6	44.7	36.7
Basics - Eng & Ma 9-4 (%)	63.1	54.3	73.4	61.3	66.3	67.7	52.9	28.6	46.2	64.7	54.3	61.5	66	62.7

2020/21

Headline measures	All	PP	NPP	MALE	FEMALE	NO SEND	MON	SEND SUPPORT	EHCP	EAL	Non-EAL	SOMALI	OTHER PAKISTANI	ALL OTHER
Number of students	240	138	102	156	84	200	16	15	9	188	52	50	39	151
KS2 Av. Point Score*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Average Total Attainment 8	44.19	42.67	46.36	45.58	41.55	47.46	34.84	25.48	24.36	45.05	40.83	47.34	50.94	41.26
Average Attainment 8	4.42	4.27	4.64	4.56	4.16	4.75	3.48	2.55	2.44	4.5	4.08	4.73	5.09	4.13
Progress 8*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Basics - Eng & Ma 9-7 (%)	12.4	10.5	15.1	13.5	10.3	15.1	0	0	0	12.2	13	14	21.6	9.4
Basics - Eng & Ma 9-5 (%)	40.3	36.1	46.2	43.2	34.6	46.2	12.5	20	0	41.1	37	44	56.8	34.5
Basics - Eng & Ma 9-4 (%)	57.5	54.9	61.3	62.2	48.7	63.4	37.5	20	33.3	58.9	52.2	66	70.3	51.1

* Starting Points and Progress 8 values are unavailable for this cohort

As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. These students were however targeted for additional intervention during periods of lockdown. This included provision of ICT resources including internet access, food parcels, targeted home visits and targeted welfare interventions.

The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and by our own online delivery programme. We were inspected by Ofsted one week after the re-opening of schools in Spring 2021 and were judged to be making adequate provision for all learners in all areas.

Attendance at Manchester Academy was impacted by the two national lockdowns of Spring/Summer 2020 and Spring 2021. In 2018/19 both PP absence and Non-PP absence rates were higher than national average and our strategies will continue to address what is a very complex situation at the school. The school experienced higher than normal levels of family movement during the pandemic, with some families having still not yet returned to the Manchester area from other parts of the UK and abroad. Lots of resources go into supporting families around the attendance of their children at Manchester Academy, and this remains a high priority focus across the school, and especially with our disadvantaged students.

Attendance

Attendance	Whole School	PP	Non-PP
18/19	90.5	89.1	92.2
19/20*	91.6	90.3	93.1
20/21*	87.3	85.2	88.9
*DENOTES YEARS IMPACTED BY PARTIAL CLOSURES			

Our analysis demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19 related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan. We have noticed an increase in domestic violence and hardship amongst our disadvantaged families and will strive to use funding available to offer support where it is most needed.

Externally provided programmes

Programme	Provider
NGRT reading assessment	https://www.gl-assessment.co.uk/assessments/new-group-reading-test/
Bedrock Learning – vocabulary programme	https://bedrocklearning.org/
Hegarty Maths	HegartyMaths
Sparx	Sparx Maths
4 Matrix	Welcome 4Matrix Online
Accelerated Reader	https://www.renaissance.com/products/accelerated-reader/

Service pupil premium funding (optional)

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

