

# 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 ( <b>3 year plans are recommended</b> )	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
<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	£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)	<a href="https://educationendowmentfoundation.org.uk">Reducing class size   EEF (educationendowmentfoundation.org.uk)</a> +2 <a href="https://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a> +5 <a href="https://educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a> +6	1,2
Maths Teacher (50%) (CGO)	<a href="https://educationendowmentfoundation.org.uk">Reducing class size   EEF (educationendowmentfoundation.org.uk)</a> +2	1,2
Science Teacher (50%) (JMck)	<a href="https://educationendowmentfoundation.org.uk">Reducing class size   EEF (educationendowmentfoundation.org.uk)</a> +2	1,2
Numeracy Leader - TLR2 element (50%) (PNI/RSA)	<a href="https://educationendowmentfoundation.org.uk">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a> +5	1,2
Science Resource – KS4	<a href="https://educationendowmentfoundation.org.uk">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a> +5	1,2
Assistant SENCO, LSAs (50%)	<a href="https://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a> +4	1,2,3,4
Raising Standards Leader TLR2b (50%) (LZA)	<a href="https://educationendowmentfoundation.org.uk">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3

Ingredients for practical work – Food/Hospitality Year 7 -11 (100%)	<a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a> +4	1,2,3,4
Induction Resources - Recovery Premium	<a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a> +5 <a href="https://www.educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a> +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%)	<a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a> +5 <a href="https://www.educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a> +4	1,2,4
Support for EAL Learners EAL TA (20%) (SAL)	<a href="https://www.educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a> +6 <a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a> +5 <a href="https://www.educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a> +4	1,2,3,4
Provision of Y11 revision materials – across the Curriculum, especially in Science	<a href="https://www.educationendowmentfoundation.org.uk">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2
Induction Trip	<a href="https://www.educationendowmentfoundation.org.uk">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2,4
Voice 21 Training and accreditation	<a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a> +5 <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a> +6	1,2,4
GCSE Pod	<a href="https://www.educationendowmentfoundation.org.uk">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a> +5	1,2
LAC Ring-fenced	<a href="https://www.educationendowmentfoundation.org.uk">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4
Award Winning Fiction Programme	<a href="https://www.educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a> +6 <a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a> +5 <a href="https://www.educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a> +6	1,2,4

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

	<a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a> +4 <a href="https://www.educationendowmentfoundation.org.uk">Extending school time   EEF (educationendowmentfoundation.org.uk)</a> +3	
Al-Furqan Mentoring - Recovery Premium	<a href="https://www.educationendowmentfoundation.org.uk">Mentoring   EEF (educationendowmentfoundation.org.uk)</a> +2 <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a> +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)	<a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a> +4	1,2,3
Full time school counsellor (50%) (SES)	<a href="https://www.educationendowmentfoundation.org.uk">Mentoring   EEF (educationendowmentfoundation.org.uk)</a> +2 <a href="https://www.educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a> +7	3,4
Y7 uniform items (blazer, tie, PE t-shirt)	<a href="https://www.educationendowmentfoundation.org.uk">School uniform   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a> +4	3,4
Hardship fund for equipment and uniform	<a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a> +4	1,2,3,4
Pastoral Pledges and ATL Rewards Programme	<a href="https://www.educationendowmentfoundation.org.uk">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,3,4
Y11 Prefect Fund and Reward strategy	<a href="https://www.educationendowmentfoundation.org.uk">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,3,4
Duke of Edinburgh	<a href="https://www.educationendowmentfoundation.org.uk">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.educationendowmentfoundation.org.uk">Collaborative learning approaches   EEF (educationendowmentfoundation.org.uk)</a> +5 <a href="https://www.educationendowmentfoundation.org.uk">Extending school time   EEF (educationendowmentfoundation.org.uk)</a> +3 <a href="https://www.educationendowmentfoundation.org.uk">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.educationendowmentfoundation.org.uk">Physical activity   EEF (educationendowmentfoundation.org.uk)</a> +1 <a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a> +4	1,2,3,4
MUFC Foundation	<a href="https://www.educationendowmentfoundation.org.uk">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a> +4	1,2,3,4

	<a href="https://educationendowmentfoundation.org.uk">Collaborative learning approaches   EEF (educationendowmentfoundation.org.uk)</a> +5 <a href="https://educationendowmentfoundation.org.uk">Extending school time   EEF (educationendowmentfoundation.org.uk)</a> +3 <a href="https://educationendowmentfoundation.org.uk">Physical activity   EEF (educationendowmentfoundation.org.uk)</a> +1 <a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a> +4	
Horticultural Correspondence College Course and Allotment Fund (100%)	<a href="https://educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a> +3 <a href="https://educationendowmentfoundation.org.uk">Physical activity   EEF (educationendowmentfoundation.org.uk)</a> +1	3,4
Debate Mate (100%)	<a href="https://educationendowmentfoundation.org.uk">Collaborative learning approaches   EEF (educationendowmentfoundation.org.uk)</a> +5 <a href="https://educationendowmentfoundation.org.uk">Extending school time   EEF (educationendowmentfoundation.org.uk)</a> +3 <a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a> +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	<a href="https://www.gl-assessment.co.uk/assessments/new-group-reading-test/">https://www.gl-assessment.co.uk/assessments/new-group-reading-test/</a>
Bedrock Learning – vocabulary programme	<a href="https://bedrocklearning.org/">https://bedrocklearning.org/</a>
Hegarty Maths	<a href="#">HegartyMaths</a>
Sparx	<a href="#">Sparx Maths</a>
4 Matrix	<a href="#">Welcome   4Matrix Online</a>
Accelerated Reader	<a href="https://www.renaissance.com/products/accelerated-reader/">https://www.renaissance.com/products/accelerated-reader/</a>

## 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

