

# Manchester Academy – Pupil Premium Funding 2017-2018

## At Manchester Academy

- We believe in the capacity of every pupil to achieve at the highest levels
- We do not believe that social or financial disadvantage should ever be an obstacle to a young person’s life chances
- We use every funding source and educational strategy at our disposal to remove barriers to success for our pupils
- We encourage every pupil to believe in their self and their potential to achieve
- We support every pupil to take pride in their achievements and to always aspire to achieve even more



**‘The Best in Everyone’**

## Pupil Premium

The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers. The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who:

- have been registered for free school meals at any point in the last six years (known as ‘Ever 6 FSM’)
- have been looked after continuously for more than six months (LAC)
- are children of service personnel

## The Pupil Premium grant per pupil for 2017-18 is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935.00
Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1,900.00
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£1,900.00
Service children	Pupil premium per pupil
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of child pension from the Ministry of Defence	£300.00

The funding is intended to allow additional resources to be applied in improving achievement of students who are possibly disadvantaged by low family incomes. National data shows that FSM students are more likely to underachieve than students who are not entitled to FSM.



## Use of Pupil Premium at Manchester Academy:

Schools are free to spend the Pupil Premium as they see fit. However they are accountable for how they use this additional funding to support pupils from low-income families (or who are LAC). This is to ensure that parents and other stakeholders are fully aware of the attainment of pupils covered by the Premium.

A detailed breakdown of the academy's Pupil Premium spending for the 2017-18 academic year along with an analysis of the impact of the academy's Pupil Premium spending for the academic year 2016-17 can be found below.

*\*The Pupil Premium strategy is reviewed annually, the next review will take place in September 2018.*

*\*\* Please note that all figures for progress and attainment in 2016 are not yet validated*

## Review:

Scrutiny of Pupil Premium spending is carried out by the Governing Body, who work with the Principal, Assistant Principal and the Business Manager to evaluate the impact of pupil premium spending upon attainment and make decisions about its effective and efficient deployment. The Pupil Premium budget is reviewed by the full Governing Body as an agenda item in at least one meeting per year and is reviewed thereafter by a named Governor (Governor with oversight of 'Outcomes for Pupils').

## Performance of Pupil Premium Pupils at Manchester Academy in 2016-17

In 2015-16 the academy's 'Progress 8' score was **+0.3**

In 2016-17 the academy's 'Progress 8' score was **-0.030**

The progress made by disadvantaged pupils contributed to these achievements with **78.43% of the cohort recorded as 'Ever 6 FSM'** in each of those years.

2016-17 153 pupils on roll at the end of KS4, of whom 120 were 'Ever6 PP' (referred to below as PP) and 33 'non-disadvantaged'.

## Basics Measure:

- In 2016-2017 45.1 (69 students) % of pupils at Manchester Academy achieved 'standard passes' of Grade 4+ in both English and Maths
- **43.3% (52 students)** of disadvantaged pupils achieved this benchmark compared to **51.5% (17 students)** of non-disadvantaged pupils
- In 2016-2017 **30.7% (47 students)** of pupils at Manchester Academy achieved 'good passes' of Grade 5+ in both English and Maths
- **30.8% (37 students)** of disadvantaged pupils achieved this benchmark compared to **30.3% (10 students)** of non-disadvantaged pupils



### Attainment in English:

- In 2016-2017 **62.7% (96 students)** of pupils at Manchester Academy achieved a 'standard pass' of Grade 4+ in English
- **60.8% (73 students)** of disadvantaged pupils achieved this benchmark compared to **69.7% (23 students)** of non-disadvantaged pupils
- In 2016-2017 **43.8% (67 students)** of pupils at Manchester Academy achieved a 'good pass' of Grade 5+ in English
- **44.2% (53 students)** of disadvantaged pupils achieved this benchmark compared to **42.4% (14 students)** of non-disadvantaged pupils



### Attainment in maths:



- In 2016-2017 **48.4% (74 students)** of pupils at Manchester Academy achieved a 'standard pass' of Grade 4+ in maths
- **45.8% (55 students)** of disadvantaged pupils achieved this benchmark compared to **57.6% (19 students)** of non-disadvantaged pupils
- In 2016-2017 **36.6% (56 students)** of pupils at Manchester Academy achieved a 'good pass' of Grade 5+ in maths
- **35% (42 students)** of disadvantaged pupils achieved this benchmark compared to **42.4% (14 students)** of non-disadvantaged pupils

### Attainment 8:

- In 2016-17 the 'Attainment 8' average points score per pupil at Manchester Academy was **39.90**
- The 'Attainment 8' average points score for PP pupils at Manchester Academy was **39.50**
- The 'Attainment 8' average points score for non-disadvantaged pupils at Manchester Academy was **41.36**

### Progress:

- In 2016-2017 the Progress 8 score for all Y11 pupils at Manchester Academy was **0.007**
- The Progress 8 score for disadvantaged pupils was **-0.030**
- The Progress 8 score for non-disadvantaged pupils was **0.156**
- Progress gap between disadvantaged and non-disadvantaged pupils at Manchester Academy is **0.186**

### Key Stage 3:

Pupil Premium funding impacts upon all pupils at Manchester Academy and benefits pupils in Years 7 to 10 as well as impacting upon outcomes in GCSEs for Y11 pupils.

### Year 7

At Assessment Point 6 (July 2017) - **19.4%** (30 students) - were on track in mathematics, whilst **11%** (17 students) were already exceeding expectations with regard to their progress.

**26.4%** (41 students) of students were on track in English, whilst **25.8%** (40 students) exceeded expectations with regard to their progress.

There was a gap of **7.7%** between the performance of non-disadvantaged and disadvantaged pupils in maths and a gap of **2.1%** in English.

## Year 8

At Assessment Point 6, **5.8%** - of Year 8 students were on track in mathematics, whilst **1%** were already exceeding expectations with regard to their progress.

**8.4%** of students were on track in English, whilst **3.1%** were already exceeding expectations with regard to their progress.

There was a gap of **0.9%** between the performance of non-disadvantaged and disadvantaged pupils in maths and a gap of **3.3%** in English.

## Year 9

At Assessment Point 6 - **6.8%** (11 student) - of Year 9 students were on track in mathematics whilst **15.4%** (25 students) were already exceeding expectations with regard to their progress.

**10.5%** (17 students) of students were on track in English, whilst **4.9%** (8 students) were already exceeding expectations with regard to their progress.

There was a gap of **7.7%** between the performance of non-disadvantaged and disadvantaged pupils in maths and a gap of **0.4%** in English.

## Impact – progress and attainment of Pupil Premium pupils in 2016-17:

### GCSE

- **33% (40 students)** of disadvantaged pupils achieved the Languages element of the E-Bacc.
- **89.47% (34 students)** of disadvantaged students entered for ICT achieved grade A\*-C.
- **30.43% (7 students)** of disadvantaged students entered for computing achieved grade A\*-C.
- **4.76% (2 students)** of disadvantaged students entered for Further Science achieved grade A\*. **52.38% (22 students)** of disadvantage students entered achieved A\* - C grade.



### Success Stories from Manchester Academy

- 2015 leavers Mohammed and Mehdi were both Ever 6 and PP. They both achieved high grades in A-level subjects including Psychology, Computing and Economics. Mehdi is now at Newcastle University studying Computer Science and Mohammed is now studying Medicine at the University of Manchester. Both universities are part of the world class Russel Group.
- Elijah an Ever 6 and PP pupil who left Manchester Academy in 2016, is now studying A-levels in sociology, theology and politics at Loreto Sixth Form. Elijah is currently working alongside and supporting many organisations aiming to make social change. Elijah says "No young person should ever be defined by a stereotype, we are defined by our own identity not the stereotype we are given". Elijah is also - most notably - an elected and prominent member of Manchester's Youth Parliament. Continuing to reflect Manchester Academy's ethos and values.

**Pupil Premium Strategy:**

In academic year 2016-17 the Pupil Premium at Manchester Academy was spent as follows:

Spend	Improvement Focus	Purpose and Impact	Amount allocated	EEF Toolkit Strand / Evaluation
Associate Head (AFA)	Attainment and Progress	Associate Head – To raise progress and attainment at each assessment point and provide strategies for improvement.	£9,268	N/A
Attendance & Safeguarding Administrator (LTH)	Attainment and Progress / Safeguarding	Contribution towards cost of maintaining a data driven, mobile and well-resourced Attendance Officer to drive improvements in the attendance of PP pupils, which will subsequently impact upon student progress and attainment.  To contribute to work of Children’s Trust Practitioner in order to ensure safeguarding compliance.	£13,325	Social and emotional learning <small>Moderate impact for moderate cost, based on extensive evidence.</small>
				Behaviour interventions <small>Moderate impact for moderate cost, based on extensive evidence.</small>
Attendance Officer (SNE)	Attainment and Progress	Attendance Officer - Attendance of disadvantaged pupils is less than their non-disadvantaged peers, both locally and nationally. Contribution towards cost of maintaining a data driven, mobile and well-resourced Attendance Officer to drive improvements in the attendance of PP pupils, which will subsequently impact upon student progress and attainment.	£13,020	Behaviour interventions <small>Moderate impact for moderate cost, based on extensive evidence.</small>
Children's Trust Practitioner (CWA)	Safeguarding	Children's Trust Practitioner - To provide support to most vulnerable pupils and to provide a 'key	£18,693	Social and emotional learning <small>Moderate impact for moderate cost, based on extensive evidence.</small>

		worker' link between school, families and CAMHS / MAST services both on-site and within NHS / local authority provisions.		
Counsellor x 2 part time (RWY/ESE)	Emotional Well-Being	School Counsellors - To provide support to most all pupils within the school for Social and emotional issues (mental health)	£35,140	Social and emotional learning <small>Moderate impact for moderate cost, based on extensive evidence.</small> 
Data Administrator (RMA)	Attainment and Progress	Data administrator to assist in data information at each AP point to inform SLT / Middle leaders.	£12,812	N/A
Engagement Officer (NST)	Behaviour and engagement	Engagement Officers - Provision of pastoral support to improve behaviour, establish more positive relationships between pupils and their peers / teachers and to engage them in learning. Particular focus on disadvantaged pupils who account for a disproportionate amount of low level disruptive behaviour incidents, impeding learning and progress.	£14,304	Behaviour interventions <small>Moderate impact for moderate cost, based on extensive evidence.</small> 
Exams & Data Manager (SSI/CSH)	Attainment and Progress	Exams & Data Manager - To prepare for internal and external examinations during the academic year at KS3/4 and provide data information for test, examinations and at each assessment point to inform staff of intervention need.	£18,693	N/A
Pastoral Support Worker x 5 (PKI/HRI/CPA/LAR/SSH)	Behaviour and Engagement	Pastoral support workers to monitor and review the behaviour of students at KS3/4. Monitoring of behaviour to inform engagement activities.	£74,943	Behaviour interventions <small>Moderate impact for moderate cost, based on extensive evidence.</small> 

Somali Liaison Officer x 2 part time (AOM /MAD)	Cultural gap / Community Links	Somali Liaison Officers to liaise with parents/ carers in the community with regards to student welfare, progress and attainment.	£20,350	N/A
Teacher (Transition) x 2 (SAH/???)	Attainment and Progress	Transition staff to support Yr. 7 & 8 classes in progress and attainment in order to access the whole school curriculum.	£44,814	N/A
Teaching & Learning - Lead Practitioner x 2 (JVE/OCA)	Attainment and Progress	Lead practitioners to provide Teaching & Learning Strategies to all staff (teachers/ other adults in the classroom). Coach or mentor, monitor and review of individual teachers to take place to ensure all teaching is good or better.	£19,286	N/A
Teaching Assistant (all standard TAs – NHA/SJO/ CDO/SMU/MWO/CMO/ JKH/JRO/NBO/SRO/IGA /DMA/LMA)	Attainment and Progress	TAs to target specific SEND students on IEPs in order to improve progress and attainment within the classroom. TAs support a particular focus on core subject areas.	£123,517	Teaching assistants <small>Low impact for high cost, based on limited evidence.</small> 
Teaching Assistant - EAL Specialist (SAL/JKH)	Attainment and Progress	EAL Support & Teaching - proportion of cost of EAL support within the academy to reflect additional in-class support given to Pupil Premium pupils in KS4/3, with particular focus on core subject areas.	£8,884	Teaching assistants <small>Low impact for high cost, based on limited evidence.</small> 
Year Director x 5 - TLR2b element (TBO/JHO/SRA/NBY/DEY)	Behaviour and Engagement / Attainment and Progress	Year Director Yr. 7- 11 - To ensure Improvements in attendance and late to school; behaviour and learning improves in each year group – tracked at each AP point during the academic year.	£12,680	Behaviour interventions <small>Moderate impact for moderate cost, based on extensive evidence.</small> 

SchoolIP (GMM/LHO)	Attainment and progress	All staff to participate in SchoolIP training in preparation for PDR cycle (Performance Management) 2017-18. Investment over three years. Impact evidence through PDR objectives being achieved by all staff for example improving progress and attainment .	£10,741.80	N/A  It is all staff responsibility to show evidence/impact of PDR objectives: student outcomes / job role 7 responsibilities / wider effectiveness
Breakfast Club (CSE)	Behaviour and Engagement / Attainment and Progress	Students targeted to improve attendance, punctuality and literacy (improving reading ages for students in Yr. 7-9).	£13,000	Oral Language Intervention 5+
				One to one tuition <small>Moderate impact for high cost, based on extensive evidence.</small> ££££££ ££££££ +5
				Social and emotional learning <small>Moderate impact for moderate cost, based on extensive evidence.</small> ££££££ ££££££ +4
Music tuition costs - drums, guitar, piano, singing, steel pans, after school clubs (LBU)	Cultural - SMSC	To allow for students to have the opportunities to learn an instrument and participate in internal and external cultural experiences. Providing music tuition to help improve language barriers through singing and playing an instrument in small groups	£27,748.50	Arts participation 2+
				Small group tuition 4+
Manchester United Foundation (Luke Ross)	Preventing 'disengagement' from school / Pastoral Intervention / Access to sport		£22,000.00	Behaviour interventions <small>Moderate impact for moderate cost, based on extensive evidence.</small> ££££££ ££££££ +4

City in the Community (NST)	Preventing 'disengagement' from school / Pastoral Intervention / Access to sport		£12,000.00	Behaviour interventions <small>Moderate impact for moderate cost, based on extensive evidence.</small>	 
Diane Modahl Sports Foundation (RBL)	Preventing 'disengagement' from school / Pastoral Intervention / Access to sport	Students participate in practical activities Yr. 7 -10 to enhance confidence, team building and independence.	£3,000.00	Behaviour interventions <small>Moderate impact for moderate cost, based on extensive evidence.</small>	 
Purchase equipment to facilitate the Cookie Crumble Computer Club - after school activity for all pupils (CEC)	Enrichment	KS3 students will be able to access hardware to create innovative technology products linked to curriculum and the launch of micro-bits launched by the Department for Education.	£1,974.09	Digital Technology +2	
Funding to set up and run the school allotment with the SEN students eligible for PPF (LMA)	Cultural - SMSC / Attainment and Progress	This part of SEND provision where students work together to achieve a Royal Horticultural Award. Students work in a real life situation; grow their own vegetables and herbs and prepare, cook and serve their products for an event. Confidence building; team building and promoting independence.	£1,300.00	Behaviour interventions <small>Moderate impact for moderate cost, based on extensive evidence.</small>	 
Carenogic book awards competition - book vouchers each half term (KLG)	Literacy Intervention	Students are able to read for the love of reading. Enhancing their vocabulary and provide a book review.	£60.00	Reading comprehension strategies <small>Moderate impact for very low cost, based on extensive evidence.</small>	 
Year 10 trip to Parliament, reward meal (KLG)	Cultural - SMSC	Year 10 – students will undertake a workshop in which they can experience historical events from	£392.00	Oral Language Intervention 5+	

		Parlaments past. This will increase motivation and engagement of students and links to theme covered in English text/ curriculum.		<p>Reading comprehension strategies</p> <p>Moderate impact for very low cost, based on extensive evidence.</p> 
Black History assembly and workshops (AKH)	Attainment and Progress / Cultural - SMSC	A year 9 workshop will engage students and inform them about Black History. Students to link this to writing activity/art work and self-reflection.	£925.00	Arts participation 2+
30 textbooks for PP students GCSE PE	Attainment and Progress	Yr. 10 students - Pupils will have the opportunity to work in the classroom or at home. These resources can be used as an additional support to improve progress and attainment.	£479.76	Improved resources 2+
ebook learning - planning tool PE (CBE)	Attainment and Progress	Yr. 10 students - Pupils will have the opportunity to work in the classroom or at home. These resources can be used as an additional support to improve progress and attainment.	£288.00	Improved resources 2+
Year 8 pen project (GBE)	Attainment and Progress	Resources enhanced to provide equipment for the pen project with Yr. 8 students.	£171.45	Digital Technology 2+
Graphics home/school packs for 2 students (GBE)	Attainment and Progress	Graphics equipment to enhance a professional look for KS3 project work – practical and theoretical aspects.	£173.25	Learning styles 2+
Ingredients for Food Tech practical lessons for all PPF eligible students (CST)	Attainment and Progress	Technology Contribution KS3 - Subsidy for materials and ingredients in order that disadvantaged pupils do not suffer stigma of being unable to participate in practical lessons or do not feel financial	£9,791.00	N/A

		pressure of being asked to contribute.		
Maths Tutor Trust, 1-2-1 tuition for targetted Year 11 intervention (TMU)	Attainment and Progress	Pupils identified for Tutor Trust and will be identified after each assessment point (AP1 – AP5) in the academic year if they are underachieving in this subject.	£10,000.00	One to one tuition Moderate impact for high cost, based on extensive evidence.  +5
English Tutor Trust, 1-2-1 tuition for targetted Year 11 intervention (RGR)	Attainment and Progress	Pupils identified for Tutor Trust and will be identified after each assessment point (AP1 – AP5) in the academic year if they are underachieving in this subject.	£5,000.00	One to one tuition Moderate impact for high cost, based on extensive evidence.  +5
OCR Computing 9-1 qualification - text books & revision guides (JMO)	Attainment and Progress	Students in Yr. 11 to use revision guides for homework activities. Textbooks also used within lessons and for homework.	£313.50	Learning styles 2+
				Homework (secondary) 5+
Science Tutor Trust, 1-2-1 tuition for targetted Year 11 intervention (MHU)	Attainment and Progress	Pupils identified for Tutor Trust and will be identified after each assessment point (AP1 – AP5) in the academic year if they are underachieving in this subject.	£10,000.00	One to one tuition Moderate impact for high cost, based on extensive evidence.  +5
Create a 'Hardship' fund for vulnerable students to support families with uniform travel, school equipment etc. (CWA)	Safeguarding / Emotional Well-Being	Use of this fund will promote attendance and punctuality; encourage engagement; enhance self – esteem/ confidence and improve progress and attainment.	£1,500.00	N/A
LAC ringfenced allocation - used for 1:1 tuition, trips, promoting engagement, increasing confidence, raise aspirations (CWA)	Safeguarding	Five pupils to receive intervention to allow them to access the curriculum and improve progress and attainment.	£9,500.00	N/A

Marvel cartoonist workshops with 30 x Year 8 PP and Carnegie students - produce comic strip, engage in reading (KLG)	Attainment and Progress	Workshops on 22/12/17 with Kev Sutherland. Pupils will produce a comic, along with a caricature. Reading, producing text will be part of the session. Careers will also be discussed	£350.00	Reading comprehension strategies <small>Moderate impact for very low cost, based on extensive evidence.</small> £££££ £££££ +5
				Oral Language Intervention 5+
Samba drums to establish a samba band across KS3/4, cross school composition, enrichment (RRT)	Cultural - SMSC	The Expressive Arts department will establish and develop a samba band for KS3/4 pupils. Collaboration with other schools will take place and a growth of musical awareness and social skills	£967.00	Art participation 2+ Social and emotional learning <small>Moderate impact for moderate cost, based on extensive evidence.</small> £££££ £££££ +4
				Collaborative learning 5+
Animals Intuition visit for Year 8	Cultural – SMSC / Progress and attainment	Students will have the opportunity to gain an insight of animals from the forest floor to the forest canopy. Students will handle animals such as amphibians, reptiles, mammals and mini beast. The Visit is linked to topic work – Geography.	£480.00	Reading comprehension strategies <small>Moderate impact for very low cost, based on extensive evidence.</small> £££££ £££££ +5
				Oral Language Intervention 5+
world largest choir event at MEN arena - young voices t-shirts to be purchased (LBU)	Cultural - SMSC	33 students to represent Mancheater Academy at their MEN Arena. Parents/carers to support this event. Students building self confidence and self-esteem.	£544.99	Arts participation 2+
Funding to support Duke of Edinburgh award for eligible students (KKE)	Access to sporting and outdoor learning opportunities	Students will participate in Bronze and Silver DofE Awards. Students will complete an expedition as part of this award. Team work, interpersonal skills and independence are promoted.	£3,500.00	Sports participation <small>Low impact for moderate cost, based on limited evidence.</small> £££££ £££££ +2
				Outdoor adventure learning <small>Moderate impact for moderate cost, based on limited evidence.</small> £££££ £££££ +3
Materials for Textiles practical lessons for all PPF eligible students (DJN)	Attainment and Progress	Textiles contribution KS3/KS4 - Subsidy for materials in order that	£2,734.00	N/A

		disadvantaged pupils do not suffer stigma of being unable to participate in practical lessons or do not feel financial pressure of being asked to contribute. 35% of students who are PP participate in Textiles practicals. This will help improve progress and attainment grades.		
GCSE text/work books for Y11 Hospitality students (GMM)	Attainment and Progress	Pupils will have the opportunity to work in the classroom or at home. These resources can be used as an additional support to improve progress and attainment.	£86.29	Improved resources 2+
Outstanding leadership of literacy masterclass for KLG (KLG)	Literacy intervention	This course links to the School Improvement Plan in terms of engaging pupils within the school with reading. It will assist in improving literacy levels; develop strategies to improve boy's attainment in English and develop student independence.	£289.00	Oral Language Intervention 5+
				<p>Reading comprehension strategies</p> <p><small>Moderate impact for very low cost, based on extensive evidence.</small></p> 
Reading for enjoyment CPD for KLG (KLG)	Literacy intervention	This course links to the School Improvement Plan in terms of engaging pupils within the school with reading. It will assist in improving literacy levels.	£650.00	Oral Language Intervention 5+
Purchase of award winning books for carnegie book club (KLG)	Literacy intervention	Students - Yr. 8 (16) & 9 (4) - Books to stimulate pupil's intellectual curiosity and encourage a love for reading.	£200.00	Oral Language Intervention 5+
Set of dictionary/thesaurus combi for every classroom (KLG)	Literacy intervention	Every classroom in the school to have a class set of dictionaries to access subject and every day vocabulary.	£2,430.00	Learning Styles 2+

Action Jackson motivational group for all Y11 eligible students (TBO)	KS4 attainment and progress focus - revision skills	Year 11 will participate in workshops with a motivational speaker to promote self belief, confidence, goal setting, revision and exam techniques and stress Management in preparation for external exams.	£1,500.00	Social and Emotional Learning 4+
Holocaust Memorial Week - workshops for Y7-10, t-shirts, display items (LTA/DMO)	Cultural / Attainment and Progress	Pupils at KS3 are doing a new unit on the Judaism and Year 9 are focusing on the Holocaust. 27 <sup>th</sup> January the workshop is based on conflict between Israel and Palestine. It will also focus on refugees and 'How life can go on?' Students will draw on their own identities and experiences.	£1,090.00	Oral Language Intervention 5+
				<p>Social and emotional learning</p> <p>Moderate impact for moderate cost, based on extensive evidence.</p> 
Books for form time including storage boxes (Yr. 7 - 11) (NRA)	Literacy intervention	All students will have the opportunity to improve their reading, extend their vocabulary and ultimately contribute to improving their reading age.	£7,000.00	Oral Language Intervention 5+
				Individualised instruction 5+
Further/Additional Science revision guides and workbooks for Year 11 (MHU)	Attainment and Progress	Pupils will have the opportunity to work in the classroom or at home. These resources can be used as an additional support to improve progress and attainment.	£1,497.50	Improved resources 2+
				Homework (secondary) 2+
Y11 trip to Ghyll Head - 48 x students on cusp of 'C' grade to receive English/Maths revision/exam techniques (TBO)	KS4 attainment and progress focus - revision skills	Students target through assessment data point prior to their visit to Ghyll Head. Staff provide revision on areas of development in preparation for their external exam.	£3,345.00	Meta- cognition and self-regulation 8+
				Social and Emotional Learning 4+
				Outdoor Adventure Learning 4+

Fairtrade fortnight, rewards trip to Cadbury's World (KS3) and t-shirts (LTA)	Cultural / Attainment and Progress	Students study about fairtrade in their lessons and then visit a food manufacture where they can see the outcomes of fairtrade ingredients.	£875.40	Collaborative learning 5+ Extending school time 2+
Devon Dixon Project – motivational and inspirational 12 week programme (JSM)	Preventing ‘disengagement’ from school / Pastoral Intervention	A twelve week programme of mentoring using intense motivational circuit sessions and relaxation techniques to embed self-discipline whilst increasing self-esteem, motivation and fitness levels.	£8,030.00	Behaviour interventions <small>Moderate impact for moderate cost, based on extensive evidence.</small> 
Scientific calculators for maths lessons (TMU)	Attainment and Progress	All students will have a scientific calculator which they will familiarise and use in maths lessons and the external maths examination.	£1,472.40	Improved resources 2+
Scientific calculators for exams, including geometry sets plus bag o'bits for exams (CSH)	Attainment and Progress	All students in Year 11 will be given the relevant equipment they require for each exam.	£2,013.60	Improved resources 2+
Artist in residence to work with 7 x Y8 students (AFA)	Attainment and Progress	Students to work with an Artist in residence during the summer term. This will involve six weekly workshops. Progress and student attainment to be improved by end of course.	£315.00	Arts participation 2+
world book day fictional text for all KS3 students (KLG) (603 = Yr. 7 107 / Yr. 8 124 / Yr. 9 127)	Literacy intervention	Increasing pupils engagement with with fictional text - books for all reading ages will engage students reading for pleasure.	£1,887.00	Reading comprehension strategies <small>Moderate impact for very low cost, based on extensive evidence.</small> 
Marvel cartoonist workshops with Year 8 PP on	Attainment and Progress	World book day 2/3/17 - Pupils will participate in a workshop with	£500.00	Arts participation 2+

world book day - story telling and figure drawing (KLG)		Tim Quinn, a Marvel cartoonist. By the end of each session students will have engaged with story telling and figure drawing and will produce their own fiction text. The workshop will increase reading for enjoyment.		Social and emotional learning <small>Moderate impact for moderate cost, based on extensive evidence.</small>	
3 x 1hr creative story telling workshops for 90 students on world book day (KLG)	Attainment and Progress	World book day 2/3/17 – pupils will participate in 3 x 1 hour creative story telling workshops. Every pupil will take on a role and contribute to the session. The workshop will inspire creativity and a professional facilitator will pupils to create their own characters.	£538.80	Arts participation 2+	
				Social and emotional learning <small>Moderate impact for moderate cost, based on extensive evidence.</small>	
WJEC Geography and AQA History revision guides (LTA)	Attainment and Progress	Pupils will have the opportunity to work in the classroom or at home with their revision guides. These resources can be used as an additional support to improve progress and attainment.	£809.09	Learning styles 2+	
				Improved resources 2+	
Accelerated Reader programme for eligible students in Transition (EOC)	Attainment and Progress	Pupils in transition (Yr. 7 & 8) will participate in Accelerated Reading to raise literacy 1-9 scores and improve reading ages. It will encourage students to read and develop a longlife skill.	£2,404.00	Reading comprehension strategies <small>Moderate impact for very low cost, based on extensive evidence.</small>	
				Mastery Learning 5+	
Year 11 revision day - workshops 'Exam Busters' (TBO)	KS4 attainment and progress focus - revision skills	Year 11 students to participate in revision skills workshop in preparation for their external examinations.	£1,602.00	Collaborative learning 5+	
				Learning styles 2+	
	Preventing 'disengagement' from	This intervention has focus on pupils with high exclusion rates and	£3,024.00	Sports participation <small>Low impact for moderate cost based on limited evidence.</small>	

<p>Boxing programme - positive engagement for the highest attenders in IE (41 x Yr 7 -11 students) (NST)</p>	<p>school / Pastoral Intervention</p>	<p>time spent in Internal Exclusion. Participation on this activity is to change behaviour patterns and improve engagement in school/ classroom.</p>		<p>Behaviour interventions  +4  <small>Moderate impact for moderate cost, based on extensive evidence.</small></p> <p>Social and emotional learning  +4  <small>Moderate impact for moderate cost, based on extensive evidence.</small></p>
<p>Star Books - reading area for quiet reading, 1-2-1 &amp; small group reading/literacy support (CSE)</p> <p>Outdoor education visit to Crowdon Education Centre (SAH – Transition class)</p>	<p>Literacy intervention</p> <p>KS3 –Yr. 8 - attainment and progress focus - revision skills</p>	<p>Reading area to be set up on English C corridor to allow students quiet reading time before/during or after school. It will support kinaesthetic and collaborative learning and will be used predominantly for reading. Pupils from Yr. 8 SAH class to participate in Geography trip and to work on river topic as part of curriculum. Learning will be created in a new environment out of the class room for vulnerable /SEND students. Information from the trip will be used test pupils at assessment points. The trip will engage students and improve progress / attainment.</p>	<p>£27,000.00</p> <p>£505.00</p>	<p>Individualised instruction 5+</p> <p>One to One tuition 5+</p> <p>Oral Language Intervention 5+</p> <p>Outdoor adventure learning  +3  <small>Moderate impact for moderate cost, based on limited evidence.</small></p>
<p>Transition Yr. 8 class (SAH) to access the story 'A Monster Calls'.</p>	<p>Attainment and Progress / Literacy intervention</p>	<p>To assist barriers to learning students will also watch the film 'A Monster Calls' to support access to the book and reduce barriers to learning.</p>	<p>£125</p>	<p>Oral Language Intervention 5+</p>

External marking of Y11 mock exams papers, inputting of data, script annotations and QLA (RGR)	Attainment and Progress	Mock exam paper marked, moderated and QLA by external marker. QLA will assist students to address areas of development in preparation/revision for external summer exams.	£725.00	Feedback +8
80 books from the Carnegie 2017 Shortlist for Y7 and Y8 Carnegie club PP students (KLG)	Literacy intervention	Pupils to read fictional texts to increase engagement and improve reading ages. Students will read for pleasure and will be able to read at home.	£415.00	Reading comprehension strategies <small>Moderate impact for very low cost, based on extensive evidence.</small>   +5
				Social and emotional learning <small>Moderate impact for moderate cost, based on extensive evidence.</small>   +4
				Arts participation 2+
External marking of Y11 mock exams papers and summary report – Humanities (LTA)	Attainment and Progress	Mock exam paper marked, moderated and QLA by external marker. QLA will assist students to address areas of development in preparation/revision for external summer exams.	£560.00	Feedback +8
French KS3 quiz - refreshments for students (MGA/LTY)	Attainment and Progress	Students to participate in a quiz on France and French speaking countries – linked to literacy skills.	£100.00	Aspirations 0+
				Collaborative learning 5+
				Homework 5+
Lexia reading skills software - 3 year licence - rapid acceleration of reading skills for all students (GHL)	Literacy intervention	To allow pupils identified with low reading ages to participate in Lexia intervention so that they can then access the curriculum and improve their progress and attainment.	£11,200.00	Reading comprehension strategies <small>Moderate impact for very low cost, based on extensive evidence.</small>   +5
Sports Leadership programme for 20 students - leadership skills to become more employable (CBE/SSM)	Access to sport / Employability skills	Pupils participating in Sports leadership programme will be equipped with the tools to enable them to become more employable. Students will deliver sports activities to primary schools linked to MA.	£960.00	Sports participation <small>Low impact for moderate cost, based on limited evidence.</small>   +2
				Mentoring <small>Low impact for moderate cost, based on moderate evidence.</small>   +1
				Oral language intervention 5+

Transition students music tuition (LMI)	Cultural	Providing music tuition to help improve language barriers through singing and playing an instrument in small groups	£6,000.00	Oral Language intervention 5+
Whole school CPD - KAGAN T&L Strategies for teaching staff & classroom based support staff (GMM/LHO)	Attainment and Progress	Teachers and other adults to gain KAGAN Teaching & Learning strategies (Day 2) in order to improve progress and attainment at each assessment point.	£1,290.00	Mastery Learning 5+
				Collaborative learning 5+
				Oral language intervention 5+
Learning Performance - Growth Mindset package - workshops for staff and students (LHO/GMM)	Revision Skills	To improve teaching and learning strategies – revision skills. To encourage parent/carers and students to participate in student revision sessions – improving progress, attainment and behaviour.	£1,200.00	Behaviour interventions <small>Moderate impact for moderate cost, based on extensive evidence.</small> ££££££ ££££££ +4
				Social and emotional learning <small>Moderate impact for moderate cost, based on extensive evidence.</small> ££££££ ££££££ +4
				Parental involvement 3+
				Feedback 8+
				Collaborative learning 5+
Maths practice papers for PP students in Y10 and Y11 to use prior to GCSE exams (TMU/AFA)	Attainment and Progress	UL Advisors recommends Corbett Maths practice papers (additional papers) providing more challenging questions/topics required for problem solving skills. This intervention is significant in raising maths attainment and progress of students.	£216.00	Mastery learning 5+
				Extending school time <small>Low impact for moderate cost, based on moderate evidence.</small> ££££££ ££££££ +2
Challenge 4 Change project and rewards vouchers for 4 x Y9 students (ITG)	Expanding social and cultural horizons	An indoor urban activity centre providing team building courses to allow pupils to acquire skills,	£360.00	

		knowledge and understanding of themselves and others. Pupils will learn to overcome physical and psychological barriers (exams and career planning).		<p>Social and emotional learning</p> <p>Moderate impact for moderate cost, based on extensive evidence.</p> <p>£££££ £££££ +4</p>
Harry Potter World visit and rewards meal for 12 students - creative writing/published by the Young Writers Association. (KLG/CSE)	Expanding social and cultural horizons / Literacy Intervention	Reward opportunities for Yr. 7 – 9 (12) for their commitment to creative writing	£266.50	Arts participation 2+
Ghyll Head residential weekend - aspirations and standards workshops for 48 x Y10 students (takes place in September 2017) (JHO)	KS4 attainment and progress focus - revision skills	Pupils will participate in literacy and numeracy activities before embarking on their GCSE English and Maths coursework. Outdoor activities will engage students in team building and will support behaviour for learning and motivational skills.	£6,000.00	<p>Outdoor adventure learning</p> <p>Moderate impact for moderate cost, based on limited evidence.</p> <p>£££££ £££££ +3</p> <p>Mastery learning weekend 5+</p> <p>Phonics 4+</p> <p>Small group tuition 4+</p>
Ghyll Head residential weekend - intensive literacy and numeracy workshops for 48 x Y9 students (JHO)	KS4 attainment and progress focus - revision skills	To encourage aspirations and raise standards of team work; personal responsibility through learning and positive behaviour.	£4,500.00	<p>Outdoor adventure learning</p> <p>Moderate impact for moderate cost, based on limited evidence.</p> <p>£££££ £££££ +3</p> <p>Behaviour interventions</p> <p>Moderate impact for moderate cost, based on extensive evidence.</p> <p>£££££ £££££ +4</p> <p>Meta-cognition and self-regulation</p> <p>High impact for very low cost, based on extensive evidence.</p> <p>£££££ £££££ +8</p> <p>Small group tuition 4+</p>
			£1,440.00	Arts participation 2+

The Brilliant Club scholars programme for Year 10 - intervention commences September 2017 (KLG)	Literacy intervention / Attainment and Progress	Starting Sept 17 – Yr. 10 – an individual ‘Scholars programme’ sees the Brilliant Club recruit, train and place a PhD tutor per term to raise the aspirations alongside offering high level extended work and the opportunity to see university life on a first person basis.		<p>Meta-cognition and self-regulation <small>High impact for very low cost, based on extensive evidence.</small>   +8</p> <p>Collaboration learning 5+</p> <p>Feedback 8+</p> <p>Small group tuition 4+</p>
Year 11 France Trip - takes place in October 17 half term (MGA)	Expanding social and cultural horizons / Improving Oracy	Eight students – October half term 2017 will experience and educational trip to improve their language skills in preparation for their final exam. Pupils will be immersed in their target language and activities link to Curriculum/ classroom work in order to improve progress and attainment.	£7,872.00	<p>Collaboration learning 5+</p> <p>Aspiration interventions <small>Very low or no impact for moderate cost based on very limited evidence.</small>   0</p> <p>Homework 5+</p> <p>Extending school time <small>Low impact for moderate cost, based on moderate evidence.</small>   +2</p> <p>Oral language intervention 5+</p> <p>Social and emotional learning <small>Moderate impact for moderate cost, based on extensive evidence.</small>   +4</p>
Reach Out mentoring programme for 32 x Y7/8 students - if into year 2 cost = £6400 (JHO)	Engagement/ SMSC	Students participate in numerous sporting activities to boost confidence and motivation.	£0.00	<p>Mentoring <small>Low impact for moderate cost, based on moderate evidence.</small>   +1</p>
Non Pratt YA fictional texts (KLG)	Literacy intervention	Students use the resources to improve their vocabulary; enhance the writing skills at KS3.	£310.00	<p>Oral language instruction 5+</p> <p>Learning styles 2+</p>
Train tickets for Orwell Youth Project Conference for 1 x Y11 student (KLG)	Cultural - SMSC	Year 11 student to attend Orwell Youth Project Conference – The theme for the youth prize being Identity. The student will be able to debate and will be inspired to write about the issues of identity in today’s society.	£250.00	<p>Arts participation 2+</p> <p>Social and emotional learning <small>Moderate impact for moderate cost, based on extensive evidence.</small>   +4</p>

Your Country Needs You - play for Year 8 students (???)	Cultural - SMSC	The play will allow students EAL students to gain understanding of the politics around WW1 which is linked to the Histroy curriculum.	£520.00	Arts participation 2+
Army Cadet Summer Camp fee (RGE)	Access to sporting and outdoor learning opportunities	Twelve students to experience a range of activities to improve behaviour and literacy.	£617.50	Individual instruction 3+
				Aspiration interventions <small>Very low or no impact for moderate cost based on very limited evidence.</small> ££££££ ££££££ 0
Y11 prom contribution (TBO)	Cultural - SMSC	Braoderin pupils experience and experiencing a different cultural venue.	£6,000.00	Behaviour interventions <small>Moderate impact for moderate cost, based on extensive evidence.</small> ££££££ ££££££ +4
				Aspiration interventions <small>Very low or no impact for moderate cost based on very limited evidence.</small> ££££££ ££££££ 0
MMU languages day - Y9 options students (SBA)	Oracy intervention	18 students at KS3 to have the opportunity to visit Manchester University to gain knowledge and understanding of how languages will be required in future careers.	£162.00	Extending school time <small>Low impact for moderate cost, based on moderate evidence.</small> ££££££ ££££££ +2
				Social and emotional learning <small>Moderate impact for moderate cost, based on extensive evidence.</small> ££££££ ££££££ +4
Royal exchange theatre trip for Y10 students (KLG)	Cultural - SMSC	Eleven student will experience live theatre, seeing frantic experience first hand. A mock exam is linked to this trip.	£375.00	Oral language intervention 5+
Transport costs to 'The Big Bang North West' event (JVE)	Cultural - SMSC	Activity for thirty Yr. 8 pupils (taken from middle sets) to participate in contemporary science activities and improve participation in STEM and increase awareness of futre science courses/ careers	£551.00	Arts participation 2+
Tablet and software to be used in weekly 1hr social intervention session (GHA)	LAC Intervention	To improve attendance to school / educational need and mental health – 2 x KS4 students to work	£184.00	Digital technology <small>Moderate impact for moderate cost, based on extensive evidence.</small> ££££££ ££££££ +4
				Mentoring / peer tutoring 5+

		1:1 with tutor on Design Anime Japanses Cartoon.		<p>Meta-cognition and self-regulation <small>High impact for very low cost, based on extensive evidence.</small></p> <p>Oral language intervention 5+</p> <p>Extending school time <small>Low impact for moderate cost, based on moderate evidence.</small></p> <p>Collaborative learning 5+</p> <p>Digital technology <small>Moderate impact for moderate cost, based on extensive evidence.</small></p>
Books to use with rainbow reading scheme (LMI)	Literacy intervention / Attainment and Progress	For students who cannot practice their English with parents/carers at home. A chance to read accessible books and listen to the words with staff in school. Students are the weakest EAL students working through lower 'silver' level books. A scheme that develops students as self managers.	£200	<p>Meta-cognition and self-regulation <small>High impact for very low cost, based on extensive evidence.</small></p> <p>Reading comprehension strategies <small>Moderate impact for very low cost, based on extensive evidence.</small></p>
Z-Arts workshops and clubs - music, drama, dance and visial arts (RMC)	Cultural - SMSC	Pupils to have the opportunities to access theatres, galleries and concerts through the Z Arts GoLD Membership, linked to Yr.10 GCSE Courses in Expressive. This in utrn will improve progress and attainment.	£1,780.00	Arts Participation 2+
Debate Mate programme - membership renewal (JHO)	Oracy intervention	This intervention allows all students to participate in Debate mate programme wo enhance their oracy skills and attend a programme that will challenge pupil participation.	£2,000.00	<p>Phonics 4+</p> <p>Mastery Learning 5+</p> <p>Small group tution 4+</p> <p>Oral language intervention 5+</p>
Additional funding for allotment project (LMA)	Cultural - SMSC / Attainment and Progress	This part of SENDprovision where students work together to achieve	£1,500.00	Oral Language Intervention 5+

		a Royal Horticultural Award. Students work in a real life situation; growth their own vegetables and herbs and prepare, cook and serve their products for an event. Confidence building; team building and promoting independence.		
Computer Science pocket sized revision guides (JMO)	Attainment and Progress	Pupils will use guides to revise for GCSE qualifications	£70.69	Homework (secondary) 5+ Learniny styles 2+
Bowling trip for Induction students (SBA)	Cultural – SMSC	Induction students (vulnerable EAL) will experience a new activity out side of Moss Side. Students do not get the opportunity to experience new surroundings and have never been outside of the community they live.	£160.61	Sports participation <small>Low impact for moderate cost based on limited evidence.</small> ££££££ ££££££ +2
				Oral languagintervention 5+ Social and emotional learning <small>Moderate impact for moderate cost, based on extensive evidence.</small> ££££££ ££££££ +4
NPQML project - additional books Horrible Science and Microscopic Monsters (NSM)	Attainment and Progress	Year 7 from Sept. 17 - Improving engagement in reading of EAL students in Science lessons linked to KPIs. Teachers will teach reading skills – comprehension, inference and skim reading. Books linked to KS3 Science curriculum.	£291.06	Reading comprehension strategies <small>Moderate impact for very low cost, based on extensive evidence.</small> ££££££ ££££££ +5
Geography field trip (LTA)	Access to sporting and outdoor learning opportunities	To improve Year 11 pupils progress and attainment in GCSE Geography – Distinctive Landscapes OCR B.	£1,638.00	Outdoor adventure learning <small>Moderate impact for moderate cost, based on limited evidence.</small> ££££££ ££££££ +3
Art resources for GCSE Students (RRT)	Attainment and Progress	To improve progress and attainment of Yr. 11 GCSE Art students through improved resources for Unit 2 final exam pieces.	£225.12	Arts Participation 2+
	Attainment and Progress	Yr. 10 students supported by improved resources for GCSE Tech-	£389.00	Behaviour interventions <small>Moderate impact for moderate cost, based on extensive evidence.</small> ££££££ ££££££ +4

Guillotine, roller and box folder for Y10 GCSE technology and engineering students (GBE)		nology and Engineering to improve progress and attainment at KS4 and develop pupils skills at KS3.		<p>Extending school time <small>Low impact for moderate cost, based on moderate evidence.</small></p> <p>Individualised instruction 3+</p>
Professional knife set for students taking up hospitality apprenticeship at the Midland Hotel (MBO)	Attainment and Progress	Midlan Hotel, Manchester - Two students to participate in a catering apprenticeship (Commis Chef Apprenticeship). Part of the apprenticeship is to offer support with GCSE English and Maths.	£500.00	<p>Aspiration interventions <small>Very low or no impact for moderate cost based on very limited evidence.</small></p> <p>Collaborative learning 5+</p> <p>Feedback 8+</p> <p>Individualised instruction 3+</p> <p>Mentoring <small>Low impact for moderate cost, based on moderate evidence.</small></p> <p>Meta-cognition and self-regulation <small>High impact for very low cost, based on extensive evidence.</small></p>
Computing textbooks for students (JMO )	Attainment and Progress	Students require GCSE textbooks to assist them with this new GCSE. Textbooks to be used in the lesson and at home.	£241.40	<p>Learning styles 2+</p> <p>Homework (secondary) 5+</p>
GCSE revision guides - ? ( )	Attainment and Progress	Revision guides to be used to allow students to work at home and revise at each AP point and for their external exam.	£401.33	<p>Learning styles 2+</p> <p>Homework (secondary) 5+</p>
The YI Scheme to support INAs - training students to support other students with reading/literacy (KLG)	Literacy Intervention / Oracy Intervention	Students will be trained to assist other pupils with improving their literacy - reading and oracy skills within school.	£174.00	Oral Language intervention 5+

**£719,498**

The above spending was decided upon through a combination of needs analysis, consultation with the Principal and through use of the Education Endowment Foundation Teaching & Learning Toolkit to evaluate impact against cost of implementation.

## Wider Impact:

### Every pupil benefits:

It is evident that strategies to raise the aspirations and attainment of Pupil Premium pupils at the academy have also impacted positively upon non-disadvantaged pupils, both directly in terms of activities undertaken and indirectly in terms of the ethos and culture being instilled. The academy recognises that many families who are not in receipt of Free School Meals may not be well off financially and that refugee and recently arrived children whose parents do not possess a National Insurance number may be amongst our most disadvantaged pupils regardless of their 'Ever6 FSM' status. We also recognise that in our community there are many families in which, despite one or more parents being in full-time work, low wages and insecure employment terms mean that they could be classed as 'Just about managing' and that their children require our support to access additional activities and resources to support their education as well.

We value all of our pupils and make sure that whatever we do to support one group also helps others.

## Pupil Premium Priorities for Academic Year 2017-18

The academy expects to receive £659,175 in Pupil Premium funding for academic year 2017-18. This equates to £935 for 705 pupils. The academy also has £154,806 of pupil premium funding which was carried forward from academic year 2016-17 and £7,900 of LAC funding. A total of £821,881 is available for the academic year 2017-18.

Although it is important to utilise the Pupil Premium to intervene in underperformance at Key Stage 4, the academy is also identifying aspects of examination underperformance in English and maths and putting in place strategies at Key Stage 3 to prevent deficiencies in pupils' knowledge, skills and understanding persisting when they come to sit their GCSE exams.

These are:

English		Maths	
Aspect of underperformance	Strategy employed	Aspect of underperformance	Strategy employed
Language Paper 2 Q7	<ul style="list-style-type: none"> <li>- KS3 AOs designed to mirror the GCSE P2 Q7</li> <li>- Sentence starters and strategies developed</li> <li>- Edexcel marker training for all Year 11 teachers</li> <li>- Collaboration UL English Advisor to further refine strategies</li> <li>- Ghyll Head Revision weekend targeting specific examples of this question.</li> </ul>	<p>Accessing worded problems and problem solving questions</p> <p>Exam practice through the use of examination practice papers</p>	<p>Students are encouraged to read the problem carefully to understand what they are asked to find out and what information they have been given. Underlining the important information is also useful so they have all the important numbers/facts to hand. They are then encouraged to follow the steps below:</p> <ol style="list-style-type: none"> <li>1. Choose a strategy and make a plan.</li> <li>2. Carry out the plan and solve the problem.</li> <li>3. Check the working out and make sure that your solution is actually answering the question.</li> </ol> <p>In addition to the</p>

			above, students are provided with problem solving exam practice booklets. These are also used during revision sessions. Some students are withdrawn from lessons to work in small groups to develop their literacy in mathematics and problem solving skills. Students are provided with target revision practice booklets. Students are set exam type problem solving questions in Hergarty Maths and their progress is monitored and areas of weaknesses are identified. All areas of weaknesses identified are addressed during Maths lessons and Period 6 sessions. Common question booklets are used along with fluency skills.
Transactional Writing	<ul style="list-style-type: none"> <li>- Variety of texts used to challenge students.</li> <li>- One lesson per week dedicated to writing improvement.</li> <li>- Form time literacy lessons designed to support written literacy skills.</li> <li>- Bespoke writing frames used to provide support and examples.</li> </ul>	Applying correct mathematical function to problems	Key words are identified during lessons and students are encouraged to highlight all the key words when solving problems. They then decide on which skills are needed to solve the problem. Students are encouraged to split any worded questions into steps and decide what skills are needed to be used to answer each step. Common question booklets are used along with fluency skills.
Generating ideas	<ul style="list-style-type: none"> <li>- Weekly writing practice with a range of potential questions.</li> <li>- Sentence starters and strategies developed</li> </ul>	Maths fluency in lessons to practise key skills	Students are assessed on weekly basis using the fluency maths tests and

	<ul style="list-style-type: none"> <li>- 2 members of the team trained as senior examiners on the exam paper in question.</li> <li>- Collaboration with UL English Advisor</li> <li>- Intervention sessions dedicated to improving writing on HAPs.</li> </ul>		<p>their progress is monitored and areas of weaknesses are identified and these are addressed during lessons and revision sessions. Common question booklets are used along with fluency skills.</p>
SPAG	<ul style="list-style-type: none"> <li>- Peer marking and self-assessment used to address SPAG errors</li> <li>- Additional literacy lessons introduced to supplement English curriculum</li> <li>- Literacy Intervention Space built on English corridor to house bespoke literacy interventions such as Toe-by-Toe and BCiS.</li> </ul>	Mathematical reasoning – using correct terminology when answering questions	Students are provided with problem solving exam practice booklets. Students have to explain their answer using reasoning skills.
Building cultural capital	<p>Opportunities to participate in extra-curricular activities, e.g. KS3 debating club, politics club, Debate Mate, Carnegie Book Club, Film Club, Fearless Futures, First Stories.</p> <p>Theatre trips/visiting theatre companies in relation to KS4 SOW. KS4 SOW encourages wider engagement with the world, historical and socio-logical issues and current events. Visits from authors, local authors. Engagement with feeder schools to create continuity between KS2 and KS3.</p>	Independent learning and revision at home	Students to complete Hegarty Maths homework at home or at school in the library. Breakfast club used to enable students to have access to computers to complete Hegarty Maths tasks. Revision booklets used to help students with independent learning along with exam practice for students through the use of examination practice papers.

The main barriers to progress and attainment for Pupil Premium pupils at Manchester Academy (and other pupils that may also be affected by degrees of disadvantage) are:

- Lack of confidence in reading, which can impede the development of spelling, punctuation and grammar
- Fewer opportunities to socialise with, meet with or network with professional people from a range of backgrounds and occupations and to capitalise upon these relationships when making choices about future educational or career pathways

- Little experience of tertiary or higher education, affecting confidence in planning for and taking the necessary steps to secure the skills and qualifications needed to access these
- Additional responsibilities at home such as looking after younger siblings
- For the most gifted pupils, the lack of the challenge that can be presented by being surrounded by a greater number of equally or more gifted pupils can impede access to the highest possible grades.
- Parents and teachers who may view ‘passing’ as being good enough rather than encouraging the pupil to strive for the highest possible grade.
- Less access to the (prohibitively expensive) ‘extras’ that can bring learning to life, such as going to the theatre.

In order to maximise the impact of this funding upon progress and attainment, the academy has adopted a highly individualised approach to supporting the ‘pupil premium cohort’, which is based on the rigorous use of data at 6 ‘assessment points’ throughout the year. We supplement bespoke interventions for individuals, targeted towards addressing the deficiencies in their learning (identified through their ‘AP Assessments’ and from ‘question level analysis’ in mock examinations) with ‘overarching strategies’ that are designed to impact upon larger groups of pupils.

In 2016-17, the academy continued to build upon its pupil premium foundations of success with a **Progress 8 score of -0.030** Over 75% of the Year 11 cohort were eligible for pupil premium.

We believe that it is good practice to focus on ensuring that every pupil receives a consistent diet of high quality teaching rather than relying on interventions to compensate. The academy’s IQTL and Slider Assessment Model ensures that there is a systematic focus on clear pupil feedback and advice for improving their work and that any underperformance is quickly identified and interventions are both dynamic and quickly put into place.

In addition to the Pupil Premium spending outlined below, the academy has invested a significant amount of money in order to be able to provide Year 11 pupils with an ‘extended’ timetable - 30 hours of contact time as opposed to 25 hours previously - Known as Lesson 6. There is also opportunity for Year 11 to have Lesson 7 with Hegarty maths intervention every day of the week. The academy also provides KS3 and KS4 pupils with additional opportunities for 1:1, small group tuition both before school from 7:30 am and after school until 17:00 each day. Super Learning Days also form part of our intervention programme during each holiday for KS4 students Year 10 /Year 11 students. The academy’s creative and rigorous approach to deploying and assessing the impact of the pupil premium has meant that since its introduction in 2011, **disadvantaged pupils at the academy have outperformed both their peers within the academy.**

Taking into account the above, the academy’s wider key priorities for 2017-18 Pupil Premium spending are:

Spend	Improvement Focus	Amount Allocated	Purpose and Impact
Pupil Premium Champion (GMM)	Attainment and Progress	£43,063	To ensure narrowing of the gap between PP and non-PP pupils through a range of bespoke interventions.
Data Analyst (HRO)	Attainment and Progress	£14,845	Data tracking and analysis of PP students against non-PP students
Attendance Officer salary contribution (SNE)	Attainment and Progress	£12,617	Attendance Officer proportion of salary - Attendance of disadvantaged pupils is less than their non-disadvantaged peers, both locally and nationally. Contribution towards cost of maintaining a data driven, mobile and well-resourced Attendance Team to drive improvements in the attendance of PP pupils, which will subsequently impact upon their progress and attainment.

Literacy and Learning Support (MWE/Vacancy)	Attainment and progress	£27,870	English Learning Support – provision of specialist Teaching Assistant within English department to enable 1:1 and small group tuition as well as to provide in-class support for targeted groups using Lexia.
C10 (Stride) (LMA/DMR)	Attainment and progress	£22,999	To support the learning of pupils who are vulnerable at various times throughout the school day in a bespoke learning environment
Literacy and Reading Co-ordinator (KLG)	Attainment and progress	£2,348	To promote literacy and reading for pupils in years 7 to 11 through various activities, interventions and strategies (internal and external).
Pastoral Support - Pastoral Manager (LAR), Pastoral Leaders (CPA/SSH/PKI/HRI/HMO) Heads of Year Lead (NBY), Heads of Year (TBO/RTE/JHO/CBE)	Behaviour and Engagement / Progress and Attainment / Accessing curriculum, preventing 'disengagement' from school in most vulnerable families	£69,278	Provision of pastoral support to improve behaviour, establish more positive relationships between pupils and their peers / teachers and to engage them in learning. Particular focus on disadvantaged pupils who account for a disproportionate amount of low level disruptive behaviour incidents, impeding learning and progress. PLs working with targeted pupils to ensure attendance and engagement in learning is maintained throughout KS4. Providing support for young carers or other vulnerable pupils including signposting to SSP (School Safeguarding Partnership). HoYs focus on progress and attainment
Access to the curriculum for all - Safeguarding Champion (CWA)	Emotional well-being / Accessing curriculum, preventing 'disengagement' from school in most vulnerable families	£19,293	Safeguarding Champion to provide support to most vulnerable pupils and to provide a 'key worker' link between school, families and CAMHS services both on-site and within NHS / local authority provisions.
Access to the curriculum for all School Counsellors - (RWY/SES/JPO)	Emotional well-being / Accessing curriculum, preventing 'disengagement' from school in most vulnerable families	£20,449	Contribution towards salary of 3 x qualified counsellors. These will support the mental health needs of disadvantaged pupils including the provision of support around issues such as poverty, debt, housing, social identity, domestic violence etc.
School medical practitioner (HTU)	Wellbeing	£4,776	Contribution towards salary of qualified medical practitioner who support the medical and health needs of disadvantaged pupils including provision of education about issues that can be disproportionately present in disadvantaged communities such as smoking, substance abuse, teenage pregnancy and poor diet.

Support for SEN learners (SENCO – NCA), (Asst. SENCO – SRO), LSAs - JRO/NHA/ IGA/MWO)	Accessing curriculum, preventing 'disengagement' from school in most vulnerable families	£67,656	SEND Department to support students with the curriculum and individual pupil's EHP. Staff also provide 1 class support; work in small groups or one to one with students. SEND Department aims to support students from both an academic (progress / attainment) and pastoral (behaviour/ attendance / punctuality) point of view.
Support for EAL learners (SAL / JKH)	Attainment and Progress	£5,899	EAL Support & Teaching - 20% proportion of cost of EAL support within the academy to reflect additional in-class support given to Pupil Premium pupils in KS3/4, with particular focus on core subject areas.
Behaviour Support Worker (IGI/DFL)	Behaviour Intervention	£17,528	To provide behaviour management support and strategies to disadvantaged pupils
Internal Exclusion Manager (RGE)	Behaviour Intervention	£19,865	To provide behaviour management support and strategies to disadvantaged pupils
Numeracy Co-ordinator (JRG)	Attainment and progress / Numeracy Intervention	£783	To provide numeracy intervention and support strategies to disadvantaged pupils to develop their skills in numeracy
TA - 1:1 tutoring/ paired/small group and in class support in Maths	Progress and attainment	£29,474	Action tutoring/paired or small group support in Mathematics – for disadvantaged Year 7 -11 pupils. 2 x TA Maths specialists support pupils in order to improve progress and attainment.
TA - 1:1 tutoring/ paired/small group and in class support in English	Progress and attainment	£14,472	Action tutoring/paired or small group support in English – for disadvantaged Year 7 -11 pupils. 1 x TA English specialist support pupils in order to improve progress and attainment.
TA - 1:1 tutoring/ paired/small group and in class support in Humanities	Progress and attainment	£14,737	Action tutoring/paired or small group support in Humanities – for disadvantaged Year 7 -11 pupils. 1 x TA Humanities specialist support pupils in order to improve progress and attainment.
Teacher x 1 Humanities (Geography)	Attainment and Progress	£19,200	Humanities Teacher to allow for smaller groups in Year 11 Geography and other years 7 – 11 / subjects in Humanities. Teacher to improve the progress of students at each AP
Maths teacher for Smaller groups – extra teacher = smaller classes	Attainment and progress	£22,067	Primarily Yr. 11 focus but the teacher timetabled into Yr. 7-10 classes. CAL to identify groups through assessment data at each AP point. Teacher to address areas of weakness in preparation for their external / internal examinations.
French Language Assistant (SBA)	Attainment and Progress / Literacy intervention	£17,347	Opportunities for students to practise their language skills in a real life situation, increasing their knowledge and understanding of the language and culture as well as increasing their confidence for their speaking skills which is vital for the speaking tests/ exam.

Spanish Language Assistant (SBA)	Attainment and Progress / Literacy intervention	£17,347	Opportunities for students to practise their language skills in a real life situation, increasing their knowledge and understanding of the language and culture as well as increasing their confidence for their speaking skills which is vital for the speaking tests/ exam.
Speech and Language Therapist	Literacy Intervention	TBC	To provide disadvantaged pupils with speech and language therapy to develop oracy in order for them to gain better access to the curriculum
Technology Contribution to Food, Graphics & Construction (ingredients and resources)	Attainment and progress	£3,000	Technology Contribution KS3 - Subsidy for materials and ingredients in order that disadvantaged pupils do not suffer stigma of being unable to participate in practical lessons or do not feel financial pressure of being asked to contribute.
Technology Contribution to Hospitality, Graphics & Construction (ingredients and resources)	Attainment and progress	£2,000	Technology Contribution KS4 - Subsidy for materials and ingredients in order that disadvantaged pupils do not suffer stigma of being unable to participate in practical lessons or do not feel financial pressure of being asked to contribute.
Reading and access to reading materials (Star Books - KLG)	Literacy intervention	£5,000	Purchase of stock for LRC to ensure that all pupils have access to appropriate, relevant and challenging materials that engage them in reading and which support literacy development throughout the academy. Maintaining STAR Reading system / accelerated reading programme / Carnegie books / Books at form time Year 7-11)
Ghyll Head trip - ensuring progress and attainment - Yr11 (CBE)	KS4 attainment and progress focus	£18,500	Ghyll Head Trip 2 (AP3) Feb Eng + Maths - Funding for Year 11 pupils in receipt of FSM to attend a 2 day study residential (English and maths) to support their progress and attainment in those subjects.
Social inclusion - Breakfast Club Literacy (inc. Lexia/Maths and Science) (DSE/NBR/PNI/RSA)	Extended school time to support low income families Yr 7-11	£33,000	Breakfast club - Literacy/Numeracy/Maths/Science - Before School Provision to ensure that all disadvantaged pupils can access a healthy breakfast to support their attention, concentration and learning throughout the day. Provision also supports low-income parents who could not otherwise afford before school care for younger pupils.
Duke of Edinburgh	Access to sporting, The Arts and outdoor learning opportunities	£4,000	Extra-curricular activities subsidised for disadvantaged pupils enabling them to access high quality sporting and performance arts activities. Encourages engagement in schools, healthy activities and developing relationships with others. Also includes provision of equipment for Duke of Edinburgh and outward bound activities, which may otherwise be cost-prohibitive to disadvantaged pupils.

Hardship fund	Reducing stigma of deprivation	£5,000	Uniform, food and ancillaries hardship fund to ensure that deprivation is not a barrier to education and that no pupil is stigmatised through not being able to afford uniform or equipment. Extreme hardship is also catered for when identified e.g. lack of electricity or gas credit, food parcels.
Summer School – August 2018	Transition	£50,000	Additional support for pupils identified during the transition process (Y6 into Y7) as being ‘vulnerable’ either socially or educationally through Summer School activities. Funding for staffing and resources.
Developing teaching (Christine Kennedy) Lynn Hardcastle / LHO/ GMM )	Mastery learning / Progress and Attainment	£0	Coaching and mentoring for Middle Leaders and Teachers to embed the IQTL & SLIDERS model and ensure that differentiated learning outcomes are accurately and robustly assessed. Embedding the academy’s adaptation of the ‘mastery’ model of teaching; as well as ensuring robust assessment procedures and feedback to parent/carers.
Developing teaching (LHO)	Providing feedback that develops learning and understanding	£0	Coaching and CPD to develop teachers’ ability to provide clear, diagnostic feedback to pupils in both written and verbal form in order to support learning and progress.
Outward Bound/Bushcraft – Yr. 7 (TBO)	Team building activity - improving confidence.	£7,000	Students participate in a residential. They participate in outdoor activities to enhance their team building skills and enhance confidence. Communication; problem solving and leadership skills are also enhanced.
30 ipads for use with Year 7 -11. Use of Hegarty Maths (TMU)	Attainment and progress	£10,000	Students Yr. 7-11 participate in Hegarty Maths activities. As students complete the activities progress is tracked. Students move from one level to the next and can see their recorded progression
Fresh Start (KGE/MWE)	Attainment and progress	£520	To engage students in reading; improve literacy from foundation and induction classes; improve boys progress and attainment in English.
Trip to Lancaster University – Literature Lecture. (KGL)	Literacy intervention	£335	Trip to Lancaster University – Literature Lecture. A personalised lecture on the language of Shakespeare, a tour of the university and an admissions and financial talk to students.
‘Change is Gonna Come’ (KLG)	Literacy intervention	£1,400	‘Change is Gonna Come’ is an anthology of short stories written exclusively by Black, Asian and Minority Ethnic writers. Topics covered will include mental health including anxiety, OCD, and grief. 5 authors visiting to enhance social and emotional wellbeing and broaden cultural experiences. Increasing engagement with fictional texts, suitable reading ages - reading for pleasure.

Lexia Reading Programme (KGL/MWE)	Attainment and Progress / Literacy intervention	£11,690	A bespoke reading programme which allows students to make rapid progress. Students with low reading ages are targeted in Yrs. 7 – 10. 200 named licenses for 3 years and headphones
Theatre Programme (KLG)	Literacy intervention	£370	Theatre Programme - effective in improving student interest in reading, confidence in reading and overall fluency in number of words read per minute. This is for KS3/4 students.
Franklin Scholars (KLG)	Attainment and Progress / Literacy intervention	£7,410	Students in Year 10 are trained in phonics. Yr. 10 students then have weekly sessions working in partnership improving the literacy skills of students in Yr. 7-9.
Year 10 visit RAF base (NRA)	Attainment and progress	£650	Students will visit RAF base and attend seminars in Cyber security and Network security which are topics studied in OCR GCSE Computing. The visits provides students with a real life working examples to enhance understanding and improve student outcomes.
World Languages Week (SBA)	Literacy intervention / Cultural / SMSC	£3,554	A chance for students to practice their languages in a real life situation; experience different types of dance and cultures; experience theatre events and gain confidence in their activities.
France Trip (MGA/SBA)	Attainment and Progress / Literacy intervention	£6,000	KS4 students have the chance to visit the country and experience french culture. Students have the chance to practice their language skills; learn new vocabulary and gain confidence by speaking with french citizens in preparation for the summer examinations.
Spanish Trip (SBA)	Attainment and Progress / Literacy intervention	£7,000	KS4 students have the chance to visit the country and experience Spain culture. Students have the chance to practice their language skills; learn new vocabulary and gain confidence by speaking with Spanish citizens in preparation for the summer examinations.
Computers for A15/A13 – BTEC Construction – completing units of work (GBE/JDO)	Attainment and progress	£11,113	Increasing computer provision in A13 / A15 to assist Technology GCSE / BTEC Construction courses & CAD/CAM. 10 x computers will accommodate for change of course from the Resistant Materials to Construction in Yr. 11.
Peri (LBU)	SMSC/ Cultural	£27,748	Students are identified for Peri through their love of music and wanting to learn an instrument. All year groups are considered.

Art Workshop (RRT)	Attainment and progress / SMSC	£360	Students to spend a full day with artist Ian Murphy to complete a large amount of their coursework and to boost their confidence. The workshop will cover 3 out of 4 assessment objectives in GCSE Art coursework unit.
The Splendid Theatre Company trip (GNO)	Attainment and progress	£155	Description: Live theatre in a professional setting. Production essential to GCSE Drama course and is called Metamorphosis.
Music for EAL (LMI)	Cultural / SMSC	£5,735	Music lessons to help build confidence, practice communicating in English outside a formal lesson. Peripatetic music lessons and singing lessons in a fun environment.
Horticultural Correspondence College Course and Allotment Fund (LMA)	Attainment and Progress / Cultural / SMSC	£2,090	Students participate in gardening activities to enhance skills literacy and numeracy and practical experience in a garden setting. All students working towards an individual Royal Horticultural Certificate.
ASD Provision (GHA)	Attainment and progress	£1,000	An online course to ensure the student engages with some form of education – Academy 21 Online Classes.
Scootering & Skate boarding (ENN)	Cultural / SMSC	£819	Projekts is a company that provides opportunities for socially deprived children in Manchester.
City in the Community (LHO)	Preventing 'disengagement' from school / Pastoral Intervention / Access to sport	£14,000	Yr. 11 – Students gain additional skills in coaching, leadership, first aid and support with progressing in the subjects in order to ensure a successful Post 16 route. Yr10 students – This intervention is used for academic and Able and Talented students as a reward to their progress during the academic year 2017-18.
Manchester United Foundation Programme (LRO)	Preventing 'disengagement' from school / Pastoral Intervention / Access to sport	£22,000	<ol style="list-style-type: none"> <li>1. Leadership programmes for Year 9 students.</li> <li>2. The primary project is also linked to the primary schools – building links with primary schools – Year 5 – football during curriculum time.</li> <li>3. Also running tours to Manchester United stadium and Manchester United staff to visit to Manchester Academy.</li> <li>4. Leadership – Year 9 will come and do leadership hours in the primary school with Year 5 with Mr Ross to build their leadership skills.</li> <li>5. Thursday – Year 7 – 11 girls' football development at MA. Tournaments, matches, leagues games.</li> <li>6. Lunch clubs at MA (Monday Yr. 11 / Thursday Yr.7) – Football</li> <li>7. Manchester United internal programmes running through the academic year. (Yr.7- 11). For example resilience / WWE Anti-bullying workshop</li> </ol>

Prom Contribution (CBE)	Attainment and progress	£5,000	Students will have to work hard to complete their Prom Passport in order to get discount or free prom ticket to the Year 11 Prom. Students will have to show outstanding attendance / No Internal exclusion/ Few lates to school / excellent attendance to lesson 6 and good progress at each assessment point compared to target.
Fearless Futures - scheme for Y7 - 9 girls (JHO)	Team building activity - improving confidence / Cultural SMSC	£8,160	A programme to support young women to fulfil their full potential. Y7 - 9 girls are identified by the Progress Leaders and activities are around - confidence, self esteem, team building.
EdLounge (DOW)	Attainment and progress	£20,000	EdLounge provides a range of lessons across the curriculum (subjects) for Year 7-11 Student sessions can be tailored for individual students needs and abilities and will follow the curriculum model so IE is not wasted learning time.
House system at Manchester Academy (DMA)	Cultural / SMSC	£10,646	House inter-form competitions / student badges (strengthening community) and rewards for Yr. 7-11.
LAC ring fenced (CWA)	Reducing stigma of deprivation / Attainment and progress	£7,900	Resources to promote well-being of LAC students. 1:1 tuition within a teaching environment to support LAC students with progress and attainment.  Offsite provision to promote learning and engagement for student - Level 1 BTEC Construction – 15 weeks to complete the course. Course to enhance self-esteem, promote attendance and progress.  Absent student - Tutor Trust worker provided 1:1 Tuition x 2 hours per week. This is to ensure progress and improvement in social and emotional well-being.
Commissioned Mental Health Support (SES)	Well-being	£16,385	Improving mental health and reducing poor mental health in students and staff.
MA in Careers Education & Coaching (MBO)	Employability	£6,120	Staff – Employability Manager to study Level 7 CEIAG qualification. QCD Level 6 also. It enables the school to meet its statutory guidelines (independent and impartial)
Revision guides for BTEC Sport (CBE)	Progress and attainment	£94	KS4 students to be provided with revision guides for the coursework and exam revision. This will also assist with homework activities.
Uniform for Year 7	Well Being	£4,296	Free uniform items for all Year 7 disadvantaged pupils joining Year 7 in September 2017

Access to Sporting opportunities	Preventing 'disengagement' from school / Pastoral Intervention / Access to sport	£180	Athletics club membership costs for 2 x disadvantaged pupils
Rewards	Progress / Behaviour intervention	£10,000	To support disadvantaged and vulnerable pupils with costs towards termly and annual rewards trips and visits

**£834,143**

### Measuring the impact of Pupil Premium spending:



The impact of the pupil premium spending will be measured through comparison of progress and outcomes for Y11 pupils in the 2017-18 GCSE exams with progress and outcomes in previous years. At each of the 6 assessment points throughout the academic year, the progress being made by disadvantaged pupils is measured against that of their non-disadvantaged peers and interventions are implemented in any areas where they are required.

The wider impact of Pupil Premium spending will also be measured through comparing the progress and attainment of Y7-10 pupils in all subject areas, but particularly English, Maths and Humanities.

A full ASDTi Classroom Climate survey of all pupils will be taken in the summer term. This will be compared year on year to previous survey results. Responses from pupils in receipt of Pupil Premium will be compared to those from non-disadvantaged pupils.

The academy council, comprising of elected pupils from each year group will be asked to discuss the Pupil Premium plan and their views will be recorded and considered when planning for 2018-19.