

## Pupil Premium Secondary Online Strategy Statement, 2020-2021

### Context

Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers.

Each year our academy receives additional funding called pupil premium funding, to support pupils who are disadvantaged. This funding is used by the school to ensure these pupils have access to high quality education provision. They can then be supported to improve their progress and the exam results they achieve, so they can reach their full potential and we can narrow the progress and attainment gap between them and their peers.

Eligible pupils include pupils who are now on or have been in the previous six years on free school meals, who are or have previously been looked after. We as a trust also believe that those pupils who have had contact with or have a social worker and those who are young carers, should also benefit from PP strategies in place. Schools will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils within their responsibility.

### Trust Vision and Rationale for Pupil Premium Strategy

#### ***Life in all its Fullness - A Place to Thrive***

*Hope Learning Trust and Sentamu Academy Learning Trust are committed to enabling our communities to **Thrive**. To support all our learners and staff to flourish in high performing schools, to achieve and exceed their personal and academic potential. To transform life chances of young people, particularly the most disadvantaged and to transform our local communities, through bringing the highest possible standards of education to our area.*

*This strategy is underpinned by the **EEF's three tiered evidence-based approach to Pupil Premium** (teaching, academic support and wider approaches, to close the progress and attainment gap).*

*[https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil\\_Premium\\_Guidance\\_iPD\\_F.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPD_F.pdf)*

*First and foremost, **Great Teaching Changes Lives**. The core focus for all our schools will always be investment in the highest quality of teaching and learning for all pupils to further close the PP gap. It is to be read in conjunction with **SALT and Hope Learning Trust's 'Principles for Vulnerable Learners' and Audit Tool**, which were developed in the Summer term of 2020, to further support key issues that disadvantaged pupils are currently facing in more benign times (such as gaps in learning, social isolation, mental health and wellbeing, motivation and aspiration, literacy), which will have been exacerbated by Covid-19. Furthermore, we need to anticipate an increase in the levels of disadvantage in all of our school communities, but particularly in those that experience the highest levels of disadvantage.*

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<b>Academy</b>	Manor CE Academy
<b>SLT PP Lead and Academy PP team</b>	Andrew Hill (VP Curriculum) Sam Minton (T&L Team) & Lauren McGivern (T&L Team)
<b>Governor PP Lead</b>	Debbie Cooper
<b>Trustee PP Lead</b>	Katherine Humpleby
<b>Hope Central Team Leads</b>	Katherine Humpleby (Secondary School Improvement Lead) and Shan Brough-Jones (Primary School Improvement Lead)
<b>% of Pupils eligible for PP funding in 2020/21</b>	12.7%
<b>PP Grant Allocation for 2020/21</b>	£132,770
<b>Date of review of this online strategy statement</b>	June 2021
<b>Date for the next review of this online strategy statement</b>	June 2021

**Academic Targets for PP Pupils in 2020/21**

*\*This is within the context of Covid-19, school closures, cancellation of exams and teacher assessed grades in the summer of 2021.*

Key headline measure	Target data for Disadvantaged pupils in 2021	Target data for all pupils in 2021
Progress 8	-	-
Progress 8 English	-	-
Progress 8 Maths	-	-
Progress 8 Ebacc	-	-
Attainment 8 score average	54.23	58.34
4+ English and Maths	86	89
5+ English and Maths	63	72
Ebacc entry	20	45
Achieving Ebacc 4+	20	44
Achieving Ebacc 5+	17	39
Ebacc Average Point Score	4.56	5.19

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**Strategy aims for disadvantaged pupils 2020/21**

**Teaching priorities for current academic year**

Priority	Intended outcomes of implementation/how we will measure success, end 2021
<p><b>1 LITERACY</b> Challenge: A lack of motivation and self confidence in some of our disadvantaged and vulnerable learners due to lower literacy levels on entry impacts on every area of their learning. Literacy champion appointed May 2021.</p>	<p>Measured through GL Assessment Package Spelling and Reading Sept Y7 – July Y7.</p> <p>Also measure through GL Assessment PTE 11 (Sept average SAS of 97.1) to PTE 12 SAS score</p>
<p><b>2 ATTENDANCE (GAPS IN KNOWLEDGE)</b> Challenge: Poor attendance for some disadvantaged pupils and absences due to long term issues and short term spells in IE or external exclusions can cause damaging gaps in knowledge.</p>	<p>Attendance of Pupil Premium students will have increased from 91% (the measuring of this statistic is within the context of Covid-19, school closures and changes to DFE attendance guidance)</p>
<p><b>3 SPECIAL EDUCATIONAL NEEDS AND PP</b> Challenge: Students who are in receipt of the PPG and who also have SEN and/or pastoral issues are our most vulnerable learners and their provision needs to be balanced and responsive to their complex requirements. Protecting and growing our disadvantaged learners for whom a late SEN diagnosis or undiagnosed educational need has a negative impact on progress and development.</p>	<p>Measure by improvement in:</p> <p>PTE 11 (89.3) to PTE 12</p> <p>PTM 11 (86.8) to PTM 12</p> <p>PTS 11 (88.5) to PTS 12</p> <p>Reading Score (9 yrs 3 months)</p> <p>Spelling Score (10 yrs 2 months)</p>
Barriers to addressing these priorities	Covid-19
Projected spending	£34,502

**Targeted academic support for current academic year**

Priority	Intended outcomes of implementation/how we will measure success, end 2021
<p><b>1</b> To raise standards in Maths and English attainment and progress; including Y6-&gt;Y7 Transition</p>	<p>Ensure students have the basic skills in order to be able to access their full curriculum</p> <p>Measured by GL Assessment Results – Improvements made in Spelling (11y2) &amp; Reading (10y10) and English (97.1) and Maths (95.2)</p>
<p><b>2</b> Wrap around support (Homework Club, Attendance Support, Pastoral Support)</p>	<p>Attendance monitoring, Ensuring FTE is below national average</p>
<p><b>3</b> Appropriate Guidance (Careers) and academic Mentoring</p>	<p>NEET rate for PP students above national average</p>
Barriers to addressing these priorities	Covid-19
Projected spending	£51,466

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**Wider strategies for current academic year**

Priority	Intended outcomes of implementation/how we will measure success, end 2021
<b>1</b> To ensure secondary pupils are properly nourished and ready to learn (Free School Meals)	Students have the energy to be able to maintain concentration and effort in lesson
<b>2</b> To support students in their mental health and well-being (Mental Health Officer)	Students have self-determination and regulation strategies to be able to manage their well-being independently
<b>3</b> To enable secondary pupils to access a full range of educational experiences (Hardship Fund and Extra Curricular Fund)	Provide students with life experiences and cultural capital the equal of their peers
Barriers to addressing these priorities	Covid-19, Staffing and workload of only of MH / ESO), External Agencies (Increase in referrals to them and workload, results in delayed response times outside our control)
Projected Spend	£47,540

**Monitoring and Reporting**

Progress against these priorities will be regularly evaluated through the school PP team strategy meetings and trust PP strategy meetings. Progress will be reported to and monitored by, the School and Trust Standards Committee, as a standing item on the agenda.

**Evaluation of the Impact of Pupil Premium in 2019/20 Academic Year**

% of pupils eligible for PP funding in 2019/20	13.2%
PP Grant Allocation for 2019/20	£133,705

**Academic Outcomes for PP Pupils in 2019/20**

*\*This is within the context of Covid-19, school closures, cancellation of exams and centre assessed grades in 2020.*

Key headline measure	Target data for Disadvantaged pupils in 2019/20	Actual data for Disadvantaged pupils in 2019/20	Target data for all pupils in 2019/20	Actual data for all pupils in 2019/20
Progress 8	+0.17	-	+0.42	-
Progress 8 English	0.03	-	0.41	-
Progress 8 Maths	0.47	-	0.40	-
Progress 8 Ebacc	0.12	-	0.42	-

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<b>Attainment 8 score average</b>	<b>39.74</b>	<b>36.04</b>	<b>53.78</b>	<b>54.91</b>
<b>4+ English and Maths</b>	<b>61</b>	<b>47</b>	<b>83</b>	<b>80</b>
<b>5+ English and Maths</b>	<b>36</b>	<b>18</b>	<b>66</b>	<b>60</b>
<b>Ebacc entry</b>	<b>25</b>	<b>21</b>	<b>61</b>	<b>59</b>
<b>Achieving Ebacc 4+</b>	<b>21</b>	<b>11</b>	<b>57</b>	<b>47</b>
<b>Achieving Ebacc 5+</b>	<b>14</b>	<b>7</b>	<b>48</b>	<b>31</b>
<b>Ebacc APS</b>	<b>3.37</b>	<b>3.02</b>	<b>4.98</b>	<b>4.99</b>

**Evaluation of Teaching priorities in 2019/20**

<b>Priority</b>	<b>Impact</b>
1 Literacy	Impact is ongoing, work continues to be done, improvements in spelling and reading ages ongoing and being monitored via GL assessments
2	
3	
Barriers to addressing these priorities	Pandemic hit in March 2020 – losing 1/3 <sup>rd</sup> of in school year
Costing	£36,300

**Targeted academic support for current academic year**

<b>Priority</b>	<b>Impact</b>
1 Progress Support	Attainment 8 = 41.84 (National Disadvantaged = 36.7) Progress 8 = -0.17 (National Disadvantaged = -0.45) EM 5+ = 36% (National Disadvantaged = 25%) EBacc Entry = 50% (National Disadvantaged = 28%) EBacc Point Score = 3.66 (National Disadvantaged = 3.08)
2 Attendance	Attendance increased to 92% prior to the pandemic in March 2020
3	
Barriers to addressing these priorities	Pandemic hit in March 2020 – losing 1/3 <sup>rd</sup> of in school year
Costing	£36,600

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**Wider strategies for current academic year**

Priority	Impact
1 Emotional Literacy / Cultural Confidence	Support from outside providers stopped in March; school stepped in. College and further progression routes remained supported all PP students progressed onto and remain at College.
2 Non-negotiable needs	Students were continued to be fed during the pandemic through Hampers and then Supermarket Vouchers
3 Mental Health	Weekly Phone calls of the most vulnerable continued through the pandemic – MHO/ESO spoke to most vulnerable weekly
Barriers to addressing these priorities	Pandemic hit in March 2020 – losing 1/3 <sup>rd</sup> of in school year
Costing	£60,900