

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school, with support from the DFE guidance [here](#).

## School overview

Detail	Data
School name	Manor CE Academy
Number of pupils in school	1167
Proportion (%) of pupil premium eligible pupils	15.5% (181 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Jordan Cairns
Pupil premium lead	Andrew Hill
Governor / Trustee lead	Debbie Cooper

## Funding overview

Detail	Amount
<a href="#">Pupil premium</a> funding allocation this academic year	£138,187
<a href="#">Recovery premium</a> funding allocation this academic year	£ 41,124
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£179,311

# Part A: Pupil premium strategy plan

## Statement of intent

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

Hope Sentamu Learning Trust is committed to enabling our communities to Thrive and support all our learners and staff to flourish in high performing schools. We are committed to helping young people achieve and exceed their personal and academic potential and transform life chances of young people, particularly the most disadvantaged. Finally we are committed to transforming 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](#)

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 Disadvantaged. gap.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students start MCE with <b>attainment</b> significantly less than their MCE peers (94.3 Disadv. v 104.1 Non-Disadv.). In particular <b>Literacy</b> and <b>Numeracy</b> needs are high: Literacy (94.6 Disadv. v 103.4 Non-Disadv.) and Numeracy (92.9 Disadv. v 103.8 Non-Disadv.)
2	Disadvantaged students have lower <b>attendance</b> than their peers (91.4% Disadv. @ MCE v 95.4% Non-Disadv. nationally)
3	<b>Covid-19</b> and the <b>lockdowns</b> disproportionately impacted disadvantaged students more than non-disadvantaged in terms of <b>lost learning</b> causing gaps to gaps to grow
4	<p>The impact of lockdown on children's <b>mental health and well-being</b> (report <a href="#">here</a>) has been to increase sense of loneliness and worries for the future. This is exacerbated amongst disadvantaged students where the physical resources and emotional support was not immediately available.</p> <p>Our assessments (including PASS survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
5	<b>Hardship</b> - Disadvantaged learners can be faced with hardship and may lack basic equipment and provision for a healthy, happy time in school.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Literacy and Numeracy attainment Gap reduced	<p>SAS gap reduced below 8.8 (English) and 10.9 (Maths) in end of Key Stage 3 (Y9) assessments</p> <p>GCSE Attainment 8 gap is below 13.6 (national average)</p> <p>Basics at Grade 5 (En &amp; Ma) Gap below 25.2%</p> <p>Basics at Grade 5 (En &amp; Ma) above 24.7% (Nat average)</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance for Disadv. Students above 91.7% (Nat average) and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.

Improved sense of well-being and value amongst students	<p>Reduction in the number of CAMHS and external agencies referrals, as students develop coping strategies</p> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> </ul> <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
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## Activity in this academic year

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

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

Budgeted cost: £ 7,786

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Literacy and Numeracy Co-Ordinators</b>	<p><a href="https://dera.ioe.ac.uk/6622/1/DCSF-RR011.pdf">https://dera.ioe.ac.uk/6622/1/DCSF-RR011.pdf</a> and <a href="#">here</a></p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="#">word-gap.pdf (oup.com.cn)</a></p> <p>To teach numeracy well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models.</p>	1
<b>Metacognition CPD</b>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</a></p>	1,3
<b>Walkthrus CPD</b>	<p>To teach students well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p>	1,3

	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/</a>	
<b>Feedback CPD</b>	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</a>	1,3
<b>Supervisory Teacher Recruitment</b> <i>(Extending the school day – proportion of salary)</i>	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time/</a>	4,5

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

Budgeted cost: £ 78,751

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Targeted small group tutoring in English, Maths and Science</b>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in smaller groups: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>	1,3
<b>Personalised Learning – Curriculum Structured Intervention</b>	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/</a>	1,3
<b>Alternative Curriculum Pathways</b> <i>(KS4 alternative courses: Guided Pathway: Evolve Sports, York College (Construction, Hair &amp; Beauty, Childcare) Work Experience 11 students)</i>	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</a>	1,2
<b>Additional Groups (En, Ma: Y7-11 and Sc, Rs: Y9-11)</b> <i>(40% Disadv in these groups.)</i>	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</a>	1

**Wider strategies (for example, related to attendance, behaviour, wellbeing, welfare and providing resources to allow students to access the curriculum)**

Budgeted cost: £ 91,023

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Welfare</b>	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</a> and <a href="#">here</a>	5
<b>Pastoral SEMH Support and Welfare Officer</b> (From 1 to 2 Officers)	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a> There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: <a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a> EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a>	4,2
<b>Attendance Support Officer</b> (additional 0.4 appointment)	<a href="https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014">https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</a>	2
<b>Resources and Equipment for Students</b> (Curriculum Resourcing, e.g. food and on costs such as technician time to prepare resources individually)	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</a>	4

**Total budgeted cost: £ 177,560**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Instead we have used the results of standardised assessments and SAS scores from the GL Assessment package that we use*

#### **Year 7: Disadv. v Non-Disadv.**

English gap Autumn: 10.6

English gap Summer: 12.4

1.8 increase

Maths gap Autumn: 12.5

Maths gap Summer: 9.7

2.8 reduction

#### **Year 8: Disadv. v Non-Disadv.**

English gap Autumn: 9.1

English gap Summer: 7.6

1.5 reduction

Maths gap Autumn: 7.2

Maths gap Summer: 6.8

0.4 reduction

#### **GCSE: Disadv. v Non-Disadv.**

	Non PP	PP	Gap	National Gap
A8	50.86	30.80	-20.06	-13.60
Basics 5+	58.50	17.10	-41.40	-25.20
Basics 4+	76.90	37.10	-39.80	-24.90
P8	0.10	-0.99	-1.09	-0.70

### **Attendance: Disadv. v Non-Disadv.**

	Non PP	PP	Gap
Attendance	93.97	88.75	-5.22

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as Google Classroom for the teaching of live lessons remotely across all subjects as well as those provided by Oak National Academy.

Overall attendance was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 5% higher than their peers. These gaps are larger than in previous years, which is why attendance is one focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

## **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
CATS – Spelling & Reading Tests – Progress Tests in English, Maths & Science (Key Stage 3): Standardised Assessment Package	GL Assessment
Dyslexia Screeners – Exact, Rapid, CoPs	GL Assessment
Read Write Inc (Fresh Start)	Ruth Miskin
Pastoral Genie	School ICT Services
FFT Attendance Tracker	FFT Aspire



## Further information (optional)

Rationale behind decision-making is based on the EEF toolkit. As a Trust, we have a Disadv. Lead Networking group that meets regularly to collaborate and share experiences. In addition, we have peer review days, where Disadv. leads go into other Trust schools to review the provision and feedback.

In addition, we submit to SALT our review and detailed strategy statement. The Trust regularly reviews these provisions with the support of [Marc Rowland](#), pupil premium expert.

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

