

## Pupil premium strategy statement – Manor CE Academy 2024-25

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School Overview

Detail	Data
Number of pupils in school	1151
Proportion (%) of pupil premium eligible pupils	13.9% (160 pupils)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended – you must still publish an updated statement each academic year)</b>	2024-2027
Date this statement was published	Sept 2024
Date on which it will be reviewed	Sept 2025
Statement authorised by	Jordan Cairns
Pupil premium lead	Paul Muskett
Governor / Trustee lead	Debbie Cooper

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£193100
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£193100

## **Part A: Pupil premium strategy plan**

### **Statement of Intent**

As a fully inclusive academy, our intention is to provide an inspirational learning environment with high quality teaching and learning for all. Our Trust ethos is 'life in all its fullness, a place to thrive' and our goal is that all children within our schools will receive outstanding teaching and support throughout their time with us. Our aim is that no child is left behind socially or academically and we work continuously to remove low expectations, raise lifelong aspirations and focus on removing barriers to learning.

Established in 1812 Manor is an 11-16 Church of England academy and our Christian values guide, influence and underpin all that we do. Our Theologically Rooted Vision is to "serve others, grow together and live life to the full." Our Christian foundation underpins all that we do and it is seen and felt in our physical environment and in the way that we behave and relate to each other. When Manor was formed, its motto was Deo Duce (which means "led by God"). Our vision comes from this desire to follow God and His teachings. This vision drives what we do as a school and is central to our pupil premium strategy.

We want all of our disadvantaged students to receive an equitable education in which we recognise that one size does not fit all and that we need to focus resources where they are most needed. We do this through rigorous tracking, careful planning, evaluation, targeted support and intervention. Providing all our children with the access and opportunities to enjoy success and maximise their life opportunities. We focus extensively on times of transition to ensure that we understand the needs of the incoming students and that we communicate effectively with the next provider.

Our disadvantaged students enter the academy with lower overall attainment than their peers. Therefore adaptive teaching that is able to support and challenge each child regardless of their starting points is crucial.

We focus extensively on 'quality first teaching', as this will have the most beneficial impact on all students. We have highlighted Rosenshine's principles of instruction to all staff throughout our CPD and in September (2024) are embedding 'Independent Learning Zone' tasks to develop resilience and determination in all our learners at all stages. We have focussed on the development of questioning techniques, including cold calling, think pair share and directed questioning in which questioning is pre-planned and carefully targeted. We have worked on strategies to improve to Wave 1 teaching and explicit instruction.

We appreciate that we may need to remove barriers to education in order for disadvantaged students to achieve equity with their peers and so we focus carefully on the costs of the curriculum and extended opportunities to ensure that all children have equitable access. We also recognise the importance of shared routines in school and have focused on simple routines in every lesson and at social times. All lessons follow the 'I do, We do, You do' learning cycles and this repetition of simple structures benefits the learning of all.

We have invested significant time and effort in developing robust KS3 assessment and crucially, in preparing students and parents/carers for those assessments. In order for students to have access to the high quality teaching and support that we provide, children need to be present in school and therefore we have focussed on raising the attendance of all of our students. This will directly benefit disadvantaged students the most as we are focussing our initiatives on these students first, through our disadvantaged first approaches.

Through our assessment processes, we have identified that there are students for whom literacy and numeracy levels are a concern, a high proportion of these are disadvantaged students. We have put in place specific intervention for these students to ensure they improve and are able to fully access the curriculum.

In order for all students to be able to fully access the curriculum and to achieve the outcomes they are capable of, they need to be able to read fluently and to find it a pleasurable experience. As a school we have invested heavily in ensuring that reading is placed at the centre of our provision both as a wider strategy but also in terms of specific interventions to improve reading proficiency for readers at all levels.

We intend for all students to feel involved both within our school and local community and we have focussed aspects of our provision in ensuring access to wide ranging enrichment activities and that disadvantaged students are well represented in all aspects of school life.

We appreciate that the pandemic has had a more significant impact on children from disadvantaged backgrounds and we aim to continue to ensure that we identify and close any academic or social gaps, when they arise. Our strategies are spread across all year groups, as disadvantage is spread across all year groups, which helps us to avoid 'initiative overload' on specific year groups.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Academic Outcomes</b> - The outcomes of disadvantaged students at Manor continue to be below those of Non-disadvantaged students requiring a continuous focus on removing the progress gap between these cohorts and raising the attainment of all disadvantaged learners. As the Disadvantaged cohort is small relative to the overall school population, the outcomes of Disadvantaged students can vary considerably from one year group to the next making it difficult to identify a longer term trend in the progress gap.
2	<b>Attendance</b> for disadvantaged students is lower than that of their non-disadvantaged peers. We are working to improve attendance for all cohorts. Some of our disadvantaged students experienced significant difficulties during the Covid-19 pandemic and we continue to deal with the impact of this on attendance.
3	Access to <b>enrichment activities</b> . Nationally disadvantaged students have been less likely to go on trips/visits where there is a cost involved and subsequently miss out on a range of opportunities to widen their cultural capital.
4	High levels of <b>social, emotional and mental health</b> difficulties.
5	<b>Lower literacy levels</b> for many disadvantaged students compared to their non-disadvantaged peers. The school's Non-disadvantaged KS2 Reading Average is 106.8 compared to the Disadvantaged cohort average of 100.8, with 86% of Non-disadvantaged students meeting the expected standard for reading compared to only 60% of the Disadvantaged cohort on entry.

## 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
<i>Improved attainment for disadvantaged students across the curriculum with a focus on Ebacc subjects</i>	We intend to see an improvement year on year in Attainment 8 and Progress 8, when it returns. Targets for 2024/25 are 4+ En/Ma of 84%, 5+ En/Ma of 68% and 7+ En/Ma of 32%, with an A8 target of 58.6

	The gaps between Attainment 8 for disadvantaged students and their peers will continue to reduce.
<i>Attendance for disadvantaged students to be in line with national average and gap narrowed significantly between them and their peers</i>	Improved attendance year on year and reaching national average by 2027.
<i>Disadvantaged students have improved participation in extracurricular events and trips</i>	All disadvantaged students, who wish to, participate in external trips and visits. Similar proportions attend extra-curricular sessions when compared to non-disadvantaged students. Disadvantaged students well represented on student council and other leadership/ambassador roles for the school.
<i>Social, Emotional and Mental health difficulties are identified early and relevant support (internal and/or external) in place when appropriate</i>	All students identified as needing support with their SEMH have a care plan in place and is shared with teaching staff via seating plan software and consistently with learning passports for SEND students. Improved dialogue between school and parents. Positive data from student voice, student and parent surveys and teacher observations.
<i>Higher percentage of students reading at or above expected levels due to effective testing and highly effective literacy strategy embedded throughout the school</i>	Disadvantaged students have similar reading ages to non- disadvantaged students. Students tested regularly and results actioned by placing on correct interventions. Improvements seen in book scrutinies and engagement in lessons.

### 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: £ 9,655

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and learning focus on evidence based strategies to support Quality First Teaching. Development of shared approaches and routines using 'Walkthrus'.	<i>Supporting the attainment of disadvantaged pupils (DFE, 2015)</i> suggests high quality teaching as a key aspect of successful schools. <b>EEF toolkit:</b> collaborative learning + 5 months Feedback: + 6 months Metacognition and self regulation: + 7 months	1
Trust strategic RAG process (academic, inclusion and reading)	<b>EEF toolkit:</b> Individualised instruction: + 4 months Small group tuition: + 4 months	1, 2, 3, 4, 5

Rigorous monitoring, tracking and intervention of student progress through faculties, SEND and SLT link Disadvantaged first focus Purchase of SISRA to allow for effective data analysis	Extending school time: + 3 months	
Trust Director support for English, Maths and Science To support disadvantaged students to make positive progress. To monitor and implement appropriate interventions. <ul style="list-style-type: none"> <li>Progress in each subject area is positive</li> <li>Support for curriculum leaders</li> <li>Cross Trust analysis of performance and sharing of good practice</li> <li>1-1/small group interventions with disadvantaged students</li> <li>Aligned curriculums and assessment (2024/2025)</li> </ul>	EEF toolkit: Individualised instruction: + 4 months Small group tuition: + 4 months Extending school time: + 3 months	1, 3
Purchase of Edulink to allow staff to access seating plans which have disadvantaged students clearly identified, key data such as reading age displayed and key documents to aid planning	Provides staff with essential information in an easy and accessible format.	1, 4, 5
Train all middle leaders to enable them to empower their teams to support disadvantaged students in their subject area or year team <ul style="list-style-type: none"> <li>All middle leaders and senior links can clearly identify disadvantaged students and the support they require</li> <li>All middle leaders fluent with data for use in RAG meetings</li> </ul>	Empowering middle leaders and increasing their responsibility for the progress of all cohorts has a positive impact on outcomes. EEF toolkit: individualised instruction: + 4 months Small group tuition: + 4 months Extending school time: + 3 months	1, 2, 4, 5

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

Budgeted cost: £ 86,895

Activity	Evidence that supports this approach	Challenge number(s) addressed
Comprehensive literacy programme - Read, write, Inc. Reading Plus and Fresh start. To improve the reading ages of all learners so they can access the curriculum.	Reading comprehension, vocabulary and other literacy skills are heavily linked with overall attainment. EEF toolkit: Phonics: + 5 months Reading comprehension strategies: + 6 months TA interventions: + 4 months	1, 5

	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> <a href="#">  EEF</a> <a href="#">(educationendowmentfoundation.org.uk)</a>	
1:1 or small group tuition/intervention	EEF toolkit: 1:1: + 5 months Individualised instruction: + 4 months	1, 5
Key students mentored by members of SLT. Underperforming students identified and assigned a member of SLT as an academic mentor. Regular meetings with students and parents. Progress and attitude closely monitored.	EEF toolkit: Mentoring: + 2 months Parental engagement: + 4 months	1, 2, 4, 5
All students are able to access curriculum and enrichment trips regardless of cost. Continue to fund peripatetic music lessons and provide additional support to ensure engagement with the school's work experience programme.	EEF toolkit: Arts participation : + 3 months	1, 3
First Story Young Writers Programme to develop creative writing skills and support the development of extended writing skills for use across the curriculum.	EEF toolkit: Arts participation : + 3 months	1, 3

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

Budgeted cost: £ 96,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of attendance support team/officers Embedding principles of good practice as set out in DfE's <a href="#">Working together to improve school attendance - GOV.UK</a> ( <a href="#">www.gov.uk</a> )	EEF toolkit: Parental engagement + 4 months	2
Consistency through whole school behaviour and inclusion policy. Create a purposeful learning environment for all students. Clear expectations and boundaries for students.	EEF toolkit: Behaviour interventions + 4 months	1, 2, 4
Rewards and incentives for sustained attendance and achievement including the continued use of Manor Tickets with half termly prize draws and Golden Tickets with termly draws. Specific Y11 rewards will	EEF toolkit: Behaviour interventions + 4 months	1, 2, 4

also continue to be offered (currently the “Top Podder” tickets and prize draws).		
Parental engagement will include the support and priority booking for parents evening for Disadvantaged students. For Y11 students the “Steps to Success” event will run again with priority access for Disadvantaged students and their carers.	EEF toolkit: Parental engagement: + 4 months	1, 2, 3, 4, 5
Provide financial support to assist disadvantaged students with additional costs, such as <ul style="list-style-type: none"> <li>● School Uniform</li> <li>● Participation in enrichment trips and visits</li> <li>● Materials for D&amp;T lessons (for example food ingredients)</li> </ul>	EEF toolkit: Parental engagement: + 4 months	1,3

**Total budgeted cost: £ 193,100**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### National Data 2024

Outcomes for the 2024 cohort were considerably better than the 2023 cohort for both the whole cohort and the disadvantaged cohort of students. For almost all key measures there were large improvements in the actual figures and sizable reductions in the gap between the performance of the disadvantaged pupils compared with the cohort as a whole. The P8 gap has more than halved since last year and a P8 score of -0.13 is well above the national average (-0.57 for 2023).

There was also a great improvement in the performance of the highest achievers with 17.4% of disadvantaged students achieving Grade 7+ in English and Maths compared to 0% last year. The only exceptions to this were in the 4+ Eng/Maths and EBacc Standard Pass rates which both fell compared to last year though the gap for EBacc Standard passes has still narrowed compared to the cohort. Good progress has been made towards the ambitious targets of an A8 score of 40 (this year at 36.79 from 30.71 the previous year) and a 5+ English/maths rate of 35% (this year 26.1% up from 17.1% last year).

	2023	2024		2023	2024
<b>A8</b>			<b>P8</b>		
Cohort	47.79	52.6	Cohort	-0.06	0.29
PP	30.71	36.79	PP	-1.01	-0.13
Gap	20.15	17.58	Gap	1.1	0.46
<b>4+ Eng/Maths</b>			<b>5+ Eng/Maths</b>		
Cohort	70.9	73.7	Cohort	52.2	58.8
PP	37.1	34.8	PP	17.1	26.1
Gap	39.8	43.2	Gap	41.4	36.3
<b>7+ Eng/Maths</b>			<b>Ebacc Entry</b>		
Cohort	11.3	24.6	Cohort	35.7	16.2
PP	0	17.4	PP	8.6	8.7
Gap	13.3	8	Gap	31.9	8.4
<b>Ebacc (Standard)</b>			<b>Ebacc (Strong)</b>		
Cohort	27.4	11.4	Cohort	20.9	9.6
PP	5.7	4.3	PP	2.9	4.3
Gap	25.6	7.9	Gap	21.2	5.9



### Internal Assessment Data 2024 (KS3)

	Average Scaled Score			% Meeting Standard		
	Cohort	PP	Gap	Cohort	PP	Gap
<b>Year 7</b>						
Midpoint	103	99	-4	65.5	47.3	-18.2
Endpoint	104	100	-4	71.7	54.9	-16.8
<b>Year 8</b>						
Midpoint	103	98	-5	64.7	40.2	-24.5
Endpoint	106	102	-4	76.7	63.5	-13.2
<b>Year 9</b>						
Midpoint	97	83	-14	61.1	37.3	-23.8
Endpoint	106	101	-5	76.5	59.4	-17.1

Data from wholeschool KS3 Midpoint and Endpoint assessments show that the disadvantaged students have improved over the academic year in terms of both Average Scaled Score and the proportion of students meeting the expected standard. In all areas these improvements have reflected a closing of the attainment gap compared to the cohort as a whole with the exception of the Y7 Average Scaled Score gap which remained at -4. This shows that as a cohort the Disadvantaged pupils have made greater progress in relative terms.

### Internal Assessment Data 2024 (KS4/Y10)

Current Grades	A8			P8			% 5+ En/Ma		
	Cohort	PP	Gap	Cohort	PP	Gap	Cohort	PP	Gap
Y10 Midpoint	46.82	30.18	-16.64	0.04	-1	-1.04	45.2	16.2	-29.0
Y10 Endpoint	43.85	27.7	-16.15	-0.3	-1.25	-0.95	43.9	16.2	-27.7

Internal assessment data for Y10 shows an overall fall in both attainment and progress for the cohort as a whole and this trend is reflected in the outcomes for the disadvantaged cohort also. In part this is reflective of the assessment types used, with the Y10 Endpoint Assessment grades based on formal mock examinations rather than the in-class assessments used for the midpoint assessments. In all cases however the Gap between the cohort and the disadvantaged students has fallen slightly, suggesting that the strategies implemented with the disadvantaged students is having a positive impact.

### Attendance Data 2024

Attendance data from FFT Aspire comparing 2023/24 attendance levels ("School" in the table below) with those of the previous academic year (2022/23) show that there were improvements in the attendance of the Disadvantaged cohort across all three terms compared to 2022/23 demonstrating an improving picture over time.

	Autumn			Spring			Summer		
	School	2022/23	Diff.	School	2022/23	Diff.	School	2022/23	Diff.
Disadvantaged	86.0%	83.8%	+2.2% ●	84.2%	80.5%	+3.8% ●	82.3%	81.4%	+0.9%
All Pupils	92.4%	92.3%	+0.1%	92.0%	91.2%	+0.8%	91.1%	91.5%	-0.4%

Although the overall Attendance for Disadvantaged students is below the national average (84.4% compared to 85.4%), as can be seen from the table below there are significant differences between the attendance rates of different year groups and so intervention plans going forward need to be targeted at the year groups where the attendance is below average as this only accounts for 2 of the 5 year groups.

	All	Year 7	Year 8	Year 9	Year 10	Year 11
School	84.4%	92.0%	78.4%	78.9%	85.3%	85.8%
FFT National	85.4%	89.0%	86.2%	84.5%	83.3%	82.8%
Difference	-1.0% <span style="color:red">•</span>	+3.0% <span style="color:green">•</span>	-7.8% <span style="color:red">•</span>	-5.6% <span style="color:red">•</span>	+2.0% <span style="color:green">•</span>	+3.0% <span style="color:green">•</span>

### Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
1:1/Small Group Maths tuition	Tutor Doctor
Dyslexia Screeners – Exact, Rapid, CoPs	GL Assessment
Read Write Inc (Fresh Start)	Ruth Miskin
Reading Plus	Discovery Education
Pastoral Genie	Schools ICT

### Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b>
<b>The impact of that spending on service pupil premium eligible pupils</b>

### Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.