

Use of DfE Disadvantaged (Pupil Premium) Funding 2018/19

Introduction

The Pupil Premium Funding was introduced in April 2011 and is a government grant to schools and colleges to improve the achievement of a group of children who nationally, do not achieve academically in line with their peers. It is now classed as funding for '**Disadvantaged**' students

For the academic year 2018/2019 the funding for Disadvantaged students is applied as follows:

Disadvantaged Students	Allocation of funding per pupil
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,300
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	£2,300
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£300

Funding is allocated following the January census of all students and is not received in schools until the following academic year.

The allocation per pupil is for use by the school to improve outcomes for Disadvantaged students. Please note that this allocation does not come directly to each pupil.

DfE Disadvantaged Funding 2018/19

Academic Year	Sum Allocated to MCE Academy
2018/19	£130,000 (DfE projection)

As at **14 November 2018**, the breakdown of Disadvantaged students at Manor CE Academy for the academic year 2018/2019 is as follows:

Year Group	Cohort	FSM Ever6	Current FSM	CLA	Adopted	Service	Total
7	233	0	16	3	0	0	16
8	218	19	13	0	3	0	22
9	229	25	14	0	5	2	32
10	214	35	16	2	1	1	37
11	187	22	6	2	1	1	22
Total	1,081	101	65	7	10	4	129

Use of DfE Disadvantaged (Pupil Premium) Funding 2018/19

Disadvantaged students are identified, from a funding perspective, on an annual basis, following the January census.

The government does not specify exactly how the DfE Disadvantaged Pupil Premium funding should be used but the clear expectation is that all money spent should be allocated to closing the gap between the academic achievement of disadvantaged and non-disadvantaged students.

The DfE academic achievement measure that has been used until 2016/17 has been the gap between the percentage of disadvantaged and non-disadvantaged students who achieve an **A*-C pass in both English and Mathematics**.

From 2016/17, this DfE academic achievement measure has been replaced by the gap between the percentage of disadvantaged and non-disadvantaged students who achieve a **Level 4 (Standard Pass) in both English and Mathematics**.

Disadvantaged students are tracked at a national level but a range of internal systems are used to allow us to monitor and support the progress of these students. By regular monitoring of the students by all staff we are able to ensure intervention strategies are used as and when necessary within the classroom context and across the whole Academy.

As an Academy, Manor aims to ensure that every student is equipped and able to achieve their potential. The strategies employed throughout Manor to allow this to happen are carefully considered and are in line with the needs of individual students and the context of the Academy.

All Directors of Learning and classroom practitioners are aware of the disadvantaged students so that students' progress can be tracked within classrooms and departments, to ensure that underachievement is recognised early and interventions can be deployed when needed.

Overall Strategy at Manor

Our aim at Manor is to ensure that every student is equipped and able to achieve their potential - to do this we must raise the attainment of our disadvantaged students and close the gap between them and their peers. To this end we have a twofold approach to the areas in which we designate our funding.

Firstly, we look to provide specific attainment and learning measures to combat and support previous low attainment and SEN issues. It should be noted that these challenges, though often especially significant for the disadvantaged cohort, are not confined to it and the Academy allocates considerable non-disadvantaged PP funding to provide academic and pastoral support to all who need it.

Secondly, we look to enhance pastoral support within our welfare team to off-set the non-academic challenges, which particularly affect some of our disadvantaged students (in particular in relation to attendance, mental health and behaviour).

The strategic interventions for our Disadvantaged students would be overseen by the Vice Principal: Curriculum, the Associate Assistant Principal and Pupil Premium Lead, the Assistant Principal: Data and Tracking, Head of Year 11 and the Directors of Learning for English and Maths and the Examinations Officer.

Our focus on the academic achievement of Disadvantaged pupil premium students involves strategic interventions with our disadvantaged students within additional English and Maths curriculum provision. We focus on tracking the academic achievement of our disadvantaged pupil premium students in weekly line management meetings between the Vice Principal: Curriculum and the Directors of Learning for English and Maths.

In response to data from last year, our strategy this academic year needs to widen to look at the progress of Disadvantaged students across all subjects.