

Serving Others, Growing Together, Living Life to the Full

*Hope Learning Trust is 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.*

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

Pupil Premium Strategy - MCE September 2019 to July 2022

1. Summary information					
School	Manor CE Academy				
SLT PP Lead and PP team	Andrew Hill (VP Curriculum) Sam Minton (T&L Team) & Lauren McGivern (T&L Team)				
Governor PP Lead	Debbie Cooper				
Trust PP Lead	Katherine Humpleby				
Academic Year	2019-2022	Total PP budget	£132,770	Date for annual internal review of this strategy	Jan 2021
Total number of pupils in each year group	7 = 238 8 = 236 9 = 235 10 = 210 11 = 225 Total=1144	Number of pupils eligible for PP	7 = 36 8 = 29 9 = 29 10 = 19 11 = 29 Total = 142	Date for annual trust review of this strategy	
FSM/FSM6	7 = 25 8 = 16 9 = 20 10 = 16 11 = 19 Total = 93	Budget per year group			
CLA	7 = 3 8 = 0 9 = 4 10 = 0 11 = 1	Budget per year group			
Post-LAC	7 = 0 8 = 0 9 = 0 10 = 0 11 = 0	Budget per year group			

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Ever 5 Service Child	7 = 1 8 = 1 9 = 1 10 = 1 11 = 3	Budget per year group			
In contact with a Social Worker	7 = 2 8 = 4 9 = 5 10 = 4 11 = 3	Budget per year group			
Have been in contact with a Social Worker	7 = 32 8 = 27 9 = 21 10 = 24 11 = 29	Budget per year group			
Young Carer	7 = 1 8 = 0 9 = 0 10 = 0 11 = 1	Budget per year group			

2.Baseline Data	PP Progress, Attendance, Behaviour and Post-16 Progression					
	Pupils eligible for PP (Summer 2018 data)	National	Pupils eligible for PP (Summer 2019 data)	National	Pupils eligible for PP (Summer 2020 data)	National
Progress 8	0.04	0.11 (other non-disadvantaged)	-0.03	0.13 (other non-disadvantaged)	-0.20	0.13 (other non-disadvantaged)
Progress 8 English	0.38	0.11 (other non-disadvantaged)	0.36	0.11 (other non-disadvantaged)	-0.33	0.11 (other non-disadvantaged)

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Progress 8 Maths	0.18	0.11 (other non-disadvantaged)	0.10	0.12 (other non-disadvantaged)	-0.06	0.11 (other non-disadvantaged)
Progress 8 Ebacc	-0.26	0.13 (other non-disadvantaged)	-0.17	0.15 (other non-disadvantaged)	-0.21	0.14 (other non-disadvantaged)
Progress 8 Open	-0.04	0.27 (other non-disadvantaged)	-0.25	0.12 (other non-disadvantaged)	-0.20	0.12 (other non-disadvantaged)
Attainment 8 score average	41.19	49.8 (other non-disadvantaged)	41.84	50.1 (other non-disadvantaged)	36.04	50.3 (other non-disadvantaged)
4+ English and Maths	54	65% (other non-disadvantaged)	55	65% (other non-disadvantaged)	46	72% (other non-disadvantaged)
5+ English and Maths	25	43% (other non-disadvantaged)	36	43% (other non-disadvantaged)	18	50% (other non-disadvantaged)
Ebacc entry	54	43 (other non-disadvantaged)	50	43 (other non-disadvantaged)	21	45 (other non-disadvantaged)
Achieving Ebacc 4+	17	N/A	23	28 (other non-disadvantaged)	11	29 (other non-disadvantaged)
Achieving Ebacc 5+	8	26 (other non-disadvantaged)	9	20 (other non-disadvantaged)	7	21 (other non-disadvantaged)
Ebacc Average Point Score	3.52	N/A	3.66	4.4 (other non-disadvantaged)	3.02	4.4 (other non-disadvantaged)
Attendance	91.1	95.6 (Non-Ever 6 FSM)	91.2	95.5 (Non-Ever 6 FSM)	91.4	95.5 (Non-Ever 6 FSM)
Persistent Absence	40.5	8.9 (Non-Ever 6 FSM)	39.1	9.3 (Non-Ever 6 FSM)	25.3	9.1 (Non-Ever 6 FSM)
Fixed term exclusions	39.4	5.72 (Non-Ever 6 FSM)	17	6.2 (Non-Ever 6 FSM)	15	6.6% (Non-Ever 6 FSM)
Staying in education or employment for at least 2 terms after key stage 4	88	96% (other non-disadvantaged)	95	96% (other non-disadvantaged)	100	96% (other non-disadvantaged)

3. Barriers to PP progress, which link to our key strategies for teaching, academic support and wider approaches

Priority 1 : LITERACY

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.

Priority 2: ATTENDANCE (GAPS IN KNOWLEDGE)

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.

Priority 3: SPECIAL EDUCATIONAL NEEDS

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.

Priority 4: EMOTIONAL LITERACY / CULTURAL CONFIDENCE

Challenge: Some disadvantaged pupils lack ownership, ambition, stamina and curiosity about their learning. Lower literacy levels on entry can impact negatively on pupils' ability to express their emotions. Improving the cultural literacy and background knowledge to enable pupils to feel confident, to be independent/participate in their communities.

Priority 5: MENTAL HEALTH

Challenge: Students from poorer backgrounds are more at risk of poor mental health than their non-disadvantaged peers. Perceptions of self as a member of the school community can be poor. There can be personal vulnerability linked to poverty and disadvantage. Poor attendance for some disadvantaged pupils due to mental health disturbances.

Priority 6: NON-NEGOTIABLE NEEDS (Hardship)

Challenge: Disadvantaged learners can be faced with hardship and may lack basic equipment and provision for a healthy, happy time in school.

4. Teaching

Intervention	Key lead	Costing	Intended outcomes of implementation	End 2020	End 2021	End 2022
To enable secondary pupils to access a full range of educational experiences (departmental resources)	DOLS	£6,192	Provide students with the resources that would ordinarily be purchased by parents to enable them to access the curriculum without hindrance			
Appropriate external curriculum pathways, courses and opportunities	VP (Curriculum)	£10,290	Provide students with a wider (and in some cases more appropriate) range of courses suited to their needs and future career aspirations			
Provision of in school courses supported/tailored courses	VP (Curriculum)	£18,020	Provide students with a curriculum offer that reflects the local job market (IT services, Travel and Tourism, Catering and Functional Skills)			

5. Academic Support

Intervention	Key lead	Costing	Intended outcomes of implementation	End 2020	End 2021	End 2022
To raise standards in Maths and English attainment and progress; including Y6->Y7 Transition	VPs (Curriculum & Welfare) DOLS (EN, Ma)	£33,254	Ensure students have the basic skills in order to be able to access their full curriculum			
Wrap around support (Homework Club, Attendance Support, Pastoral Support)	VP (Welfare)	£13,351	Ensure that students have the care and support to be able to achieve to their potential; students are able to complete homework etc within a calm and supported environment			
Appropriate Guidance (Careers) and Mentoring	VP (Curriculum)	£4,861	To ensure that the students remain in Education, Training or Training with employment after leaving school			

6. Wider approaches

Intervention	Key lead	Costing	Intended outcomes of implementation	End 2020	End 2021	End 2022
To ensure secondary pupils are properly nourished and ready to learn (Free School Meals)	VP (Welfare)	£31,464	Students have the energy to be able to maintain concentration and effort in lesson			
To enable secondary pupils to access a full range of educational experiences (Hardship Fund and Extra Curricular Fund)	VP (Welfare)	£6,568	Provide students with life experiences and cultural capital the equal of their peers			
To support students in their mental health and well-being (Mental Health Officer)	VP (Welfare)	£9,508	Students have self determination and regulation strategies to be able to manage their well being independently			