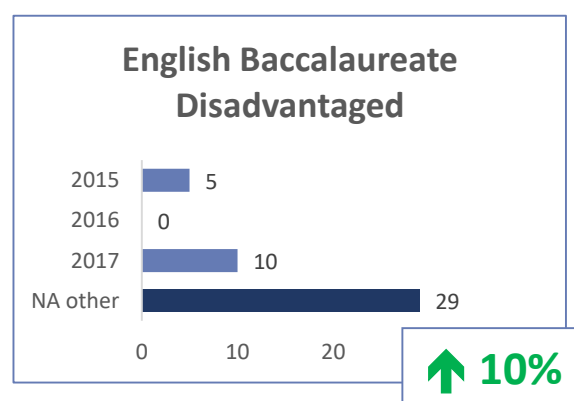
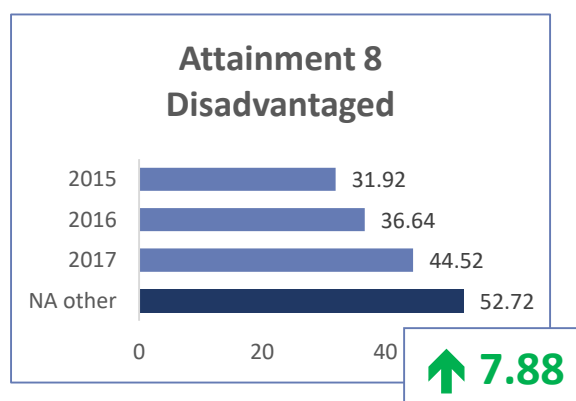
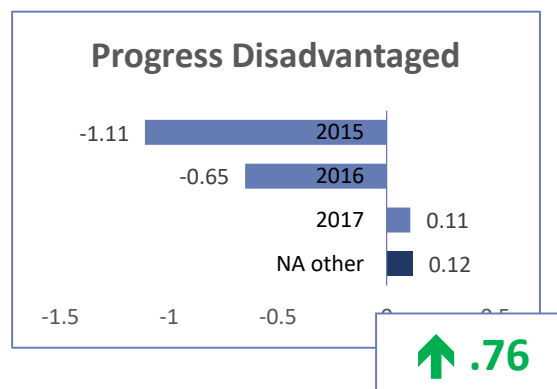
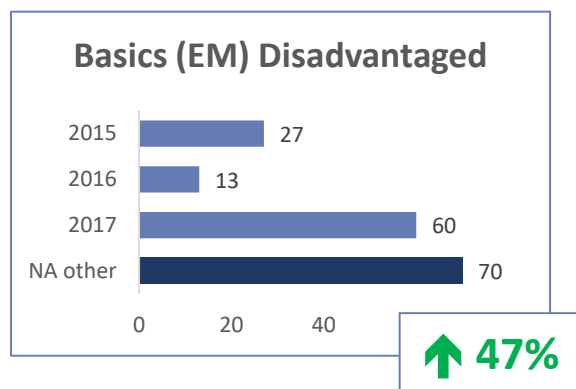


# Pupil Premium Statement 2016/17



The strategies employed at Manor Croft Academy in 2016/17 have had a significant positive impact on both the progress and attainment of our disadvantaged students. We are delighted to announce that we have diminished any differences in progress for our disadvantaged students and our disadvantaged cohort now make more progress than our non-disadvantaged and our disadvantaged progress now matches the progress of non-disadvantaged others nationally.

For the new 'strong pass' at level 5, FFT 20 predicts our disadvantaged cohort to be at 31%, our disadvantaged students attained 36% only 1% behind FFT 5 which would put our Academy in the top 5% of schools in the country.

The progress for disadvantaged students in maths our priority target in 2016/7 have increased from -1.36 to +0.04 an amazing increase of 1.4 almost one and a half grades per student. Attainment for disadvantaged students in maths has increased from 16% to 60% a 44% increase. These significant gains are a result of a number of key strategies that have ensured no disadvantaged students are left behind at Manor Croft Academy.

The strategies that have had most impact in 2016/7 and have provided the best value for money from the Pupil Premium funding have included;

- Incisive tracking of PP students throughout Year 11 and immediate interventions to close any gaps with a 'no excuse' culture
- Weekly RAG meetings where we discuss every Year 11 student and ensure any intervention is evaluated appropriate. Both PP students and our more able disadvantaged are key cohorts that are discussed weekly in SLT
- Increased accountability on middle leaders to ensure PP students are given priority and are positively discriminated in terms of support and intervention
- A new 'praise culture' from all staff starting with SLT on the 'blue line' in the morning, targeting key PP students. Rewards assemblies regularly celebrating small increment success throughout the year to maintain focus
- Extensive work from our attendance team with PP students given priority tracked daily to ensure outstanding attendance, our PP attendance in Year 11 above the national average
- The behaviour team have worked closely offering intense support and mentoring for any students struggling pastorally
- The new consequence system has improved behaviour in lessons, we have eradicated low level disruption in lessons especially in Year 11 where our PP students can now focus on learning
- Improvements in teaching and learning such as our collaborative learning structures and strategic seating plans ensure all staff are aware of their PP students and the new structures will not allow for any 'opt out' of lessons from PP students.
- Regular support challenge from Delta Subject Directors with shared accountability to include small group teaching and intervention focusing on PP students