

## Pupil Premium Plan

### Context of Academy

Manor Croft Academy is a comprehensive 11-16 school serving Earlsheaton and the surrounding community. In September 2013 we converted from a Local Authority School to an Academy sponsored by DELTA Academies, an educational charity that sponsors a chain of Academies across Yorkshire and the Humber. We have high aspirations and ambitions for our students and we believe that no individual should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that makes the difference between success and failure, and we are determined to ensure that our students are given every chance to realise their full potential. We believe that one of the biggest barriers for students can be poverty of expectation and so are determined to create a climate that does not limit an individual's potential in any way. At Manor Croft Academy we have a sizeable percentage of students classified as disadvantaged (43%). This is significantly above the 2015 National Average and as the percentage of student classified in each year group as Pupil Premium continues to increase funding is targeted at their needs and with the aim of removing barriers to learning. The proportion of PP students in Year 7 is 48%.

### Objectives of Pupil Premium Spending

Our key objective in using the Pupil Premium Grant is to narrow the gap in attainment between pupil groups. Through targeted interventions we are working to eliminate barriers to learning and progress. Many of our disadvantaged children start the Academy with lower than average attainment on entry and our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the Academy.

The Sutton Trust Report (2011) summarises research evidence on improving learning and we have used this to make more informed choices about which interventions will be most effective. **The Sutton Trust-EEF Teaching and Learning Toolkit** has been used to underpin our decisions with educational research on the most effective strategies to improve the attainment of disadvantaged pupils. To enable this we have introduced a diagnostic approach in our assessment of which interventions should be delivered. At KS3 & 4 this is done through the use of a range of tests, for example, mocks, PASS, YARC and Boxall Profile. With this information we provide interventions which predominantly focus on developing literacy, numeracy and emotional literacy, examples of which are:

- The Lit Programme – L4/5 Students.
- Lexia – Literacy Programme.
- My Maths – Educational Resources.

At KS4 targeted Strategies have been put in that draw from the Sutton Trust Report (2011), examples of this are Mastery Learning in maths and small group tuition. The spending is reviewed annually and the impact of strategies are evaluated throughout the year.

A range of strategies have been put in place to improve the behaviour, engagement, resilience, attendance and punctuality of Pupil Premium Students, for example the employment of a Student Welfare Officer, Alternative Intervention Worker, Personalised Provision Coordinator and Behaviour Support worker. The focus of this team is to work with the Academy's, pastoral and curriculum staff in order to build personalised support plans that build resilience and accelerates progress.

| <b>Amount of Pupil Premium Grant (PPG) Received</b>                     |                 |
|---|-----------------|
| <b>Amount of PPG expected to be received by 01/09/2016 – 31/03/2017</b> |                 |
| Total number of pupils on roll  | 613             |
| Total number of pupils eligible for pupil premium grant                 | 245             |
| Total amount of PPG received<br>01/09/2016 – 31/03/2017                 | <b>£133,627</b> |
| <b>Amount of PPG received 01/04/2017 – 31/08/2017</b>                   |                 |
| Total number of pupils on roll  | 613             |
| Total number of pupils eligible for pupil premium grant                 | 258             |
| Total amount of PPG received<br>01/04/2017 – 31/08/2017                 | <b>£100,512</b> |
| <b>Amount of PPG received for Academic Year 2016/17</b>                 |                 |
| PPG Grant from 01/09/2016 – 31/03/2017                                  | <b>£133,627</b> |
| PPG Grant from 01/04/2017 – 31/08/2017                                  | <b>£100,512</b> |
| Total PPG Grant received for Academic Year 2016/17                      | <b>£234,139</b> |

### Summary of PPG Spending Academic Year 2016/17

To maximise the achievement of Pupil Premium Students at Manor Croft Academy, funding will be focused in the following areas. At KS3 we will focus on ensuring that Pupil Premium Students literacy and numeracy levels are in line with age related expectations. In addition to this funding will be used to remove historical gaps created by the predecessor school.

Key Stage 4 Pupil Premium funding will be focused on ensuring that gaps in achievement between Pupil Premium and Non-Pupil Students nationally are rapidly reduced.

To achieve the above aims the following interventions will be undertaken:

- Investment in resources and CPD to improve the feedback give to students to accelerate progress.
- Investment in specialist numeracy and literacy resources, to accelerate the progress of students who have not made expected progress at KS2 - My Maths & Literacy Programme.
- Investment in the Lexia literacy programme and structured reading plan to supplement schemes of work.
- Ensure that high aspirations are fostered through the provision of high quality careers education and training. We also run the Aspire programme to build the aspirations of pupil premium students.
- Fund Academic Mentors in English & Maths to principally work with year 10 and 11 students in Maths and English.
- Funding of personalised intervention strategies for Pupil Premium Students.

- Funding of a Breakfast Club for vulnerable students.
- The loan of musical instruments to Pupil Premium Students
- The funding of instrument tuition for Pupil Premium Students
- The funding of a wellbeing and welfare team
- Maths Consultant to deliver and lead targeted interventions.

| <b>Plan of PPG Spending by item / project</b>  |                       |   |   |
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| <b>Item / Project</b>  | <b>Projected Cost</b> | <b>Objective</b>  | <b>Projected Outcome</b>  |
| <b>Feedback.</b> <ul style="list-style-type: none"> <li>Resources – Feedback sheets and display materials.</li> <li>Staff training and CPD.</li> <li>Admin support.</li> </ul> | <b>£2,000</b>         | <p>Feedback training for staff so that staff can confidently deliver specific, accurate and clear feedback with the right balance of support and challenge.</p> <p>Feedback sheets and display materials to be used in all books and in all classrooms to support Pupil Premium Students.</p>                           | Achievement and Progress gaps (2017) between Pupil Premium (PP) and Non-Pupil Premium students nationally (NPPN) will narrow when comparisons are made between the attainment and progress of students in 2016. Progress already improving for our disadvantaged students in 2016. Progress improved by .5 equating to half a grade for every student in every subject.                 |
| <b>Pupil Premium Champion.</b> <ul style="list-style-type: none"> <li>High Quality HLTA appointed into the whole school role of PP Champion.</li> </ul>                        | <b>£2,500</b>         | <p>To ensure that PP students have access to regular mentoring slots focusing on academic work and barriers to learning.</p> <p>Support PP students in after school sessions to complete homework and prepare for controlled assessments.</p>   | Achievement and Progress gaps (2017) between Pupil Premium (PP) and Non-Pupil Premium students nationally (NPPN) will narrow when comparisons are made between the attainment and progress of students in 2016.   |
| <b>SPTA Directors</b> <ul style="list-style-type: none"> <li>School Improvement Leadership Teaching and Learning</li> </ul>  | <b>£5,000</b>         | <p>Develop middle leaders to ensure consistency across the curriculum with a direct focus on supporting disadvantaged students.</p> <p>Develop teaching to ensure consistent planning for progress to ensure that the gaps are closing for pupil premium students.</p>  | The achievement and progress of Pupil Premium students improve as a result of more consistent middle leadership and improved teaching. Middle leaders now have regular progress (3 weekly) to discuss and focus on Y11 data with a particular focus on PP students. Targets are set through the directors to ensure at least 4 LOP for PP students on controlled assessments and ISA's. |
| <b>Elland Academy</b> <ul style="list-style-type: none"> <li>Alternative Provision</li> </ul>  | <b>£18,000</b>        | Support PP students who are unable to adapt to the mainstream provision in the Academy due to significant behavioral, emotional, social difficulties. Elland have been contacted and we are working with Elland on the provision and ensuring that the curriculum has changed to fall in line with the new P8 measures. | The attendance, progress and achievement of students who attend the alternative provision are improved. Ellen will report to us via our Assistant Principal on daily basis RE attendance and more regularly on attainment and progress  |

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| <p><b>Provision of Targeted intervention for Y11 Pupil Premium Students in Maths.</b></p> <ul style="list-style-type: none"> <li>• SPTA Maths Consultant to deliver and lead targeted interventions.</li> <li>• Resources to deliver Master classes and small group interventions.</li> <li>• Bespoke CPD to develop teaching and learning in Maths.</li> </ul> | <p><b>£10,000</b></p>                     | <p>To reduce the 2017 gap between Pupil Premium and Non-Pupil Premium Nationally. Each year 11 student will have a personalised intervention plan.</p> <p>Our more able disadvantaged students will be invited to attend Elliot Hudson college to receive A level maths coaching once a week after school. All more able disadvantaged students who are not currently hitting their target grade will receive 1:1 tuition from November onwards.</p> | <p>Progress gaps (2017) between Pupil Premium (PP) and Non-Pupil Premium students nationally (NPPN) in Maths are narrowing.</p> <p>The progress of our disadvantage more able cohort (11) is regularly checked once per week and intense 1:1 intervention is used to gap fill any of this cohort in both English and maths.</p> |
| <p><b>Academic Mentors/HLTA</b></p> <ul style="list-style-type: none"> <li>• Maths and English Academic Mentor.</li> <li>• HLTA x3</li> </ul>   | <p><b>£30,000</b></p>                     | <p>To reduce the 2017 gap between Pupil Premium and Non-Pupil Premium Nationally.</p> <p>To build self-confidence and reliance in PP students.</p> <p>Support PP students in the completion of homework and CA/CW.</p>   | <p>Progress gaps (2017 between Pupil Premium (PP) and Non-Pupil Premium students nationally (NPPN) in Maths are narrowing.</p>  |
| <p><b>Provision of targeted English support across the KS3/4 curriculum.</b></p> <ul style="list-style-type: none"> <li>• SPTA English consultant to support the progress of PP students.</li> <li>• New KS3/KS4 resources to support PP students. e.g. Differentiated graphic Shakespeare novels.</li> </ul>   | <p><b>£3,000</b></p> <p><b>£3,000</b></p> | <p>The achievement gap of Year 11 Pupil Premium students (class 2016) in GCSE English closes significantly.</p> <p>The achievement gap of Year 10 Pupil Premium students (class of 2017) in GCSE English is in line with the 2015 National Average.</p> <p>To narrow the gap by providing intensive Literacy and numeracy support to raise the attainment of students who did not achieve a level 4 in either English, Maths or both.</p>            | <p>Progress gaps (2016) between Pupil Premium (PP) and Non-Pupil Premium students (NPP) in English are narrowing.</p> <p>The percentage of Year 6 students who on entry to the Academy are not 'school ready' in English and Maths, (Catch-Up Group) will significantly reduce by the end of Year 7.</p>                        |

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| <p><b>Provision of Targeted intervention for Pupil Premium Students in KS3.</b></p> <ul style="list-style-type: none"> <li>• LiT Programme.</li> <li>• Lexia Literacy Programme.</li> </ul>  | <p><b>£5,500</b></p>   | <p>To reduce the 2015 Academy Achievement gap between Pupil Premium and Non-Pupil Premium Students in years 7-9.</p> <p>Pupil Premium Students in Years 7-9 make progress in line with the 2015 National Average.</p>   | <p>Achievement gaps (2017) between Pupil Premium (PP) and Non-Pupil Premium students (NPP) at Manor Croft Academy will be significantly less when comparisons are made to the attainment of students in 2015.</p> <p>The progress of Pupil Premium Students in all subjects at the Academy is at least in line with national averages.</p>   |
| <p><b>Breakfast Club</b></p>   | <p><b>£3,000</b></p>   | <p>A Breakfast Club is provided for Pupil Premium Students and other vulnerable students.</p>   | <p>Breakfast club is regularly attended by Pupil Premium Students.</p>   |
| <p><b>Music School</b><br/>Free tuition and instruments for Pupil Premium Students.</p>  | <p><b>£7,000</b></p>   | <p>The resilience of Pupil Premium Students who have an instrument (KS3 and KS4) improves.</p> <p>Pupil Premium Students in music make good progress.</p> <p>Pupil Premium Students take a proactive part in the wider Academy life.</p>  | <p>The number of behaviour points achieved (summer 2017) by Pupil Premium Students who have been loaned an instrument and provided with free tuition, is less than the average for Non-Pupil Premium Students.</p> <p>Pupil Premium Students in music (2017) achieve progress (KS3 and KS4) in excess of the 2016 National Average.</p> <p>All Pupil Premium Students who have been loaned an instrument and provided with free tuition take part in at least two performances.</p>    |
| <p><b>Improve the behaviour, engagement, attendance and Punctuality of Pupil Premium Students</b></p> <ul style="list-style-type: none"> <li>• Student Welfare Officer.</li> <li>• Alternative Intervention Worker.</li> <li>• Personalised Provision Coordinator.</li> <li>• Behaviour Support Worker.</li> </ul> | <p><b>£118,556</b></p> | <p>To reduce the number of fixed term exclusions</p> <p>To improve the resilience of Pupil Premium students, at Manor Croft Academy.</p> <p>To provide wellbeing and emotional support for Pupil Premium students.</p> <p>To reduce the 2017 Academy gap (attendance) between Pupil Premium and Non-Pupil Premium Students.</p> | <p>The gap between the number fixed term exclusions of Pupil Premium Students and Non-Pupil Premium Students at Manor Croft Academy is narrowing.</p> <p>The attendance gap between Pupil Premium and National Non- Pupil Premium Students Academic year 2016-17 is narrowing.</p> <p>Key students and cohorts are monitored closely and are the first students to be contact RE attendance and the first students to have home visits every day, this is already proving positive</p> |
| <p><b>Provision of High Quality Careers guidance</b></p> <ul style="list-style-type: none"> <li>• Transport to careers conference.</li> </ul>  | <p><b>£4,000</b></p>   | <p>Pupil Premium Students in years 10-11 have access to high quality and frequent careers information and guidance.</p>   | <p>The percentage of year 11 Pupil Premium Students classified as NEET (2017) is reducing.</p>   |

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| <ul style="list-style-type: none"> <li>• Provision of careers seminars.</li> </ul>   |                |   |  |
| <b>Middle Leader Development</b> <ul style="list-style-type: none"> <li>• Teaching Leaders Fellows Programme</li> </ul>  | <b>£1,600</b>  | Improve the quality of middle leadership in Maths/Science and MFL.  | Achievement and Progress gaps (2017) between Pupil Premium (PP) and Non-Pupil Premium Students Nationally (NPPN) in Maths/Science and MFL will close.  |
| <b>Inspire: Learning to Aspire</b> <ul style="list-style-type: none"> <li>• Strategies to help PP students achieve their full potential.</li> </ul>                                    | <b>£3,000</b>  | <p>Help students develop a better understanding of themselves, learning about their habits, attitudes, aspirations and potential goals.</p> <p>Aimed at 50 PP students across 5 year groups. 10 in each year group.</p>             | <p>The percentage of year 11 Pupil Premium Students classified as NEET (2017) is reducing.</p> <p>Students have improved attitudes to learning. Measured using PASS surveys.</p> <p>Improved and increased parental engagement</p> |
| <b>ECDL</b> <ul style="list-style-type: none"> <li>• Additional ICT course run in the holidays for PP students</li> </ul>  | <b>£3,000</b>  | Supports PP students to gain an additional qualification in ICT. Provides students with additional skills and supports college applications.  | <p>All PP students will gain an ICT qualification at level 2.</p> <p>The percentage of year 11 Pupil Premium Students classified as NEET (2017) is reducing.</p>   |
| <b>Pupil Support (inc trips)</b> <ul style="list-style-type: none"> <li>• Money spent supporting pupils with purchasing uniform, equipment, textbooks and other essentials.</li> </ul> | <b>£3,000</b>  | Ensure that the any educational barriers to learning are removed. Where students do not have the materials/resources to ensure that they are 'prepared' for learning then they are provided.  | All PP students are fully prepared for learning and there are no differences between the materials /resources available to PP/NPP students.  |
| <b>PP development fund</b> <ul style="list-style-type: none"> <li>• Interventions</li> <li>• Trips</li> <li>• Enrichment</li> </ul>  | <b>£10,000</b> | Ensure that there is financial capacity throughout the academic year to additionally support PP students. Departments can apply for PP funding to run additional intervention/trips/enrichment to specifically support PP students. | Achievement and Progress gaps (2016) between Pupil Premium (PP) and Non-Pupil Premium students nationally (NPPN) will narrow when comparisons are made between the attainment and progress of students in 2015.                    |
| <b>Data Manager/Senior Leadership</b> <ul style="list-style-type: none"> <li>• Data analysis and tracking.</li> </ul>  | <b>£3,000</b>  | Collect, analyse and track data across all year groups for PP students to ensure that gaps are clearly identified and intervention is in place.   | The achievement and progress of Pupil Premium students improve as a result of more consistent use of data.   |

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| <b>Total</b> | <b>£235,156</b> |  |  |
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|------------------------------|-----------------|
| <b>Total PPG Received</b>    | <b>£234,139</b> |
| <b>Total PPG Expenditure</b> | <b>£235,156</b> |
| <b>PPG Remaining</b>         | <b>None</b>     |

**Additional Interventions to support Pupil Premium Students**

- A more focused deployment of intervention for students using the Intervention Tracking Database. The interventions recorded on the ITD will be evaluated to measure impact and will be focused upon ensuring the attendance of disadvantaged.
- Whole Academy focus on Disadvantaged Students using strategic seating plans (SSPs) to clearly identify students and differentiate work where appropriate.
- Increased frequency of Raising Achievement and Progress (RAP) meetings focusing on disadvantaged students.
- Whole Academy focus on scaffolding and differentiation. Scaffolding plans to be recorded on the SSPs.
- Weekly work scrutiny with a focus on disadvantaged students.
- Additional Parent Consultation event (for targeted disadvantaged students).
- Holiday/Weekend Booster Sessions – students attend holiday/weekend sessions delivered by subject teachers focussing on controlled assessment or revision
- New Vice Principal with clear focus on improving pupil premium outcomes, specifically in maths.
- Staffing in maths increased for sustainably reduced class sizes and support from Delta to focus on primarily pupil premium students underachieving. Early (October) indicators are apparent and showing a strong impact.