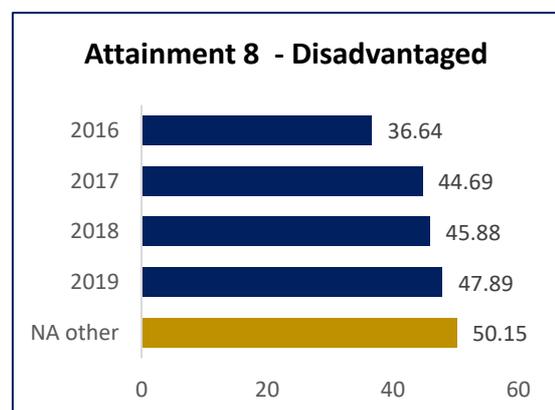
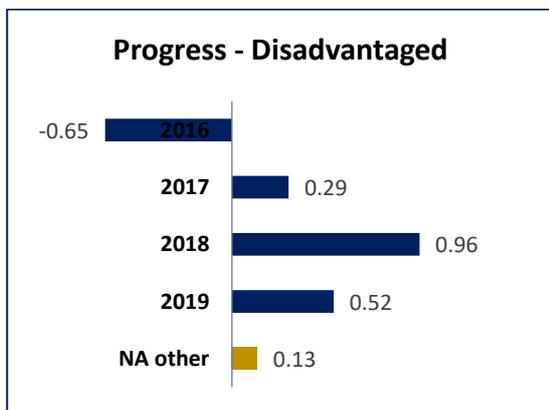
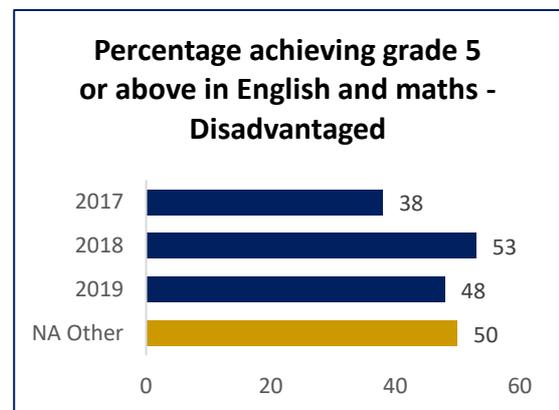
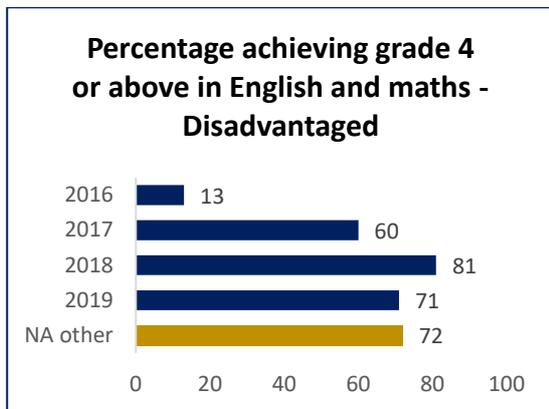


Pupil Premium Statement 2018/19



The strategies employed at Manor Croft Academy in 2018/19 have had a significantly 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 or attainment for our disadvantaged students compared to non-disadvantaged students nationally. Disadvantaged students at Manor Croft Academy now achieve significantly higher progress than their non-disadvantaged peers nationally.

For the new 'strong pass' at grade 5+ English and Maths, FFT 20 predicts our disadvantaged cohort to be at 40%, our disadvantaged students attained 48% which is equal to FFT 5, this puts our Academy in the top 5% of schools in the country.

The strategies that have had most impact in 2018/19 and are being enhanced further in 2019/20 are detailed below. They have been proven to offer the best value for money from the Pupil Premium funding.

- Incisive tracking of disadvantaged students throughout their time at Manor Croft, from year 7-11 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 appropriate to their needs.
- RAG meetings for year 10 students are held every 3 weeks and year 9 students termly. Disadvantaged students and those with additional educational needs get priority in these meetings.
- Increased accountability on middle leaders to ensure disadvantaged 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 disadvantaged students. Rewards assemblies regularly celebrating small increment success throughout the year to maintain focus.
- Extensive work from our attendance team, with disadvantaged students given priority. They are tracked daily to ensure outstanding attendance.
- The behaviour team have worked closely offering intense support and mentoring for any students struggling pastorally. A broad range of additional workshops are run including; nurture group, self-esteem workshops, divorce and separation grief, explosive pupil and loss and diversity group. Disadvantaged students are always given priority in these sessions and their progress is monitored to maximise the impact.
- The Delta consequence system has significantly improved behaviour in lessons, we have eradicated low level disruption so that all students can now focus on learning. It has been shown that disadvantaged students gain most from this focused learning environment.
- Improvements in teaching and learning such as; our weekly staff CPD, collaborative learning structures and strategic seating plans ensure all staff are aware of their disadvantaged students and the new structures will not allow for any 'opt out' of lessons from disadvantaged students.
- Regular support and challenge from Delta Subject Directors with shared accountability to include small group teaching and intervention focusing on disadvantaged students.
- A broad and growing range of memorable experiences are run for all age groups, strategically focused on their local context. These experiences form a pivotal part of the curriculum and work in conjunction with the material taught in the classroom. Disadvantaged students receive funding to ensure they can attend all these experiences and have priority if there are a limited number of places available.