

Pupil premium strategy statement: Manor Croft Academy

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Manor Croft Academy
Number of pupils in school	965
Proportion (%) of pupil premium eligible pupils	39% (375)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	01/11/21
Date on which it will be reviewed	25/04/22 (Easter)
Statement authorised by	Dave Hewitt (Principal)
Pupil premium lead	Richard Fieldhouse
Governor / Trustee lead	Andy Barnett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£326,610
Recovery premium funding allocation this academic year	£49,880
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£376,490

Part A: Pupil premium strategy plan

Statement of intent

To ensure that pupils labelled as disadvantaged are not disadvantaged in their academic successes and that the potential barriers to success are overcome so that pupils achieve as high as non-disadvantaged pupils and progress to further education.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Reading - 63% of Year 7 pupil premium pupils enter the Academy below age related expectations in reading (Below 100 standardised score points).
2	Attendance – There is an attendance gap between our PP and Non-PP pupils.
3	Aspirations and Experiences – there is a clear gap in the aspirations and amount of enrichment experiences that our disadvantaged pupils receive outside of school and before they arrive with us. The priority is to ensure that there is a plethora of experiences that drive forward confidence and aspirations.
4	Pastoral – Many of our pupils have social skills difficulties, lack of support at home, incorrect uniform and therefore require additional support in order to achieve high levels of success.
5	Outcomes – Ensure that all disadvantage pupils continue to perform above national average and continue to close the gap to non-disadvantaged.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Significantly improve reading/ literacy	Pupils overall reading levels significantly improve so that all pupils are at or above age-related expectations.
Attendance and persistent absence are better than national	Attendance is above 96%.
Improve aspirations of pupils and instil self-belief and self confidence	All pupils in each subject will have a memorable experience each year. All pupils will have access to a full suite of careers options.
Pastoral support for pupils is excellent	Pupils are able to fully engage with their learning, improve wellbeing, attendance, and communication with parents. Reduction in the average number of C4/C5's given to pupils.
Disadvantaged pupils perform as well as non-disadvantaged	Disadvantaged pupils have an overall progress 8 score of above 0.5.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £284, 373

Activity	Evidence that supports this approach	Monitoring and evaluation	Challenge number(s) addressed
Leadership places the pupil premium strategy at the heart of the academy through recruitment, retention and training of the very best leaders.	The EEF state that “Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending”. The Academy leadership team has a relentless drive to improve standards for all pupils and have a relentless drive to ensure that there is no gap between the achievement of pupil premium and non-pupil premium pupils. 2019 progress 8 score disadvantaged: +0.51 (national –0.45)	This will be done daily by the Leadership Team in driving forwards standards across the Academy. Weekly SLT meetings where Academy updates are given which are then fed back to whole school during briefings.	1-4
External support and capacity through Academy Directors working with individual departments and individual staff.	Delta has a wide range of CPD available which we fully utilise. We fully utilise subject experts from the Trust who support departments/ members of staff with continuous CPD. This also involves staff visiting other Delta schools and sharing ideas. The Delta Directors also provide us with cross trust analysis of examination results including question level analysis, at which point incisive intervention is put in place to fill the gaps. Grade 5+ in English and maths 2019 – 48% (national 25%). Grade 4+ in English and maths 2019 – 71% (national 45%).	Weekly CPD for all staff to further develop the high quality teaching and learning across the Academy. Rigorous QA cycle in place which monitors the quality of education via learning walks, work scrutiny and pupil voice. Academy	5

		Directors meet half termly with Subject Leaders with curriculum updates and CPD.	
A well-trained teaching body ensures high quality first teaching across all subjects. Training for staff on the best strategies to use to enhance provision for disadvantaged pupils.	The EEF state that “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” Weekly CPD has a focus on ensuring that staff are up to date with latest developments and new initiatives.	Weekly CPD for all staff to further develop the high quality teaching and learning across the Academy. Rigorous QA cycle in place which monitors the quality of education via learning walks, work scrutiny and pupil voice.	5
A well sequenced curriculum which fully addresses gaps in knowledge and understanding through recall and retention practice.	Full coverage of the national curriculum means that all pupils get a comprehensive coverage of all subject areas. Knowledge recall used at the start of each lesson to improve retention. The EEF state “to be able to retrieve, use, and apply knowledge in the long term, it is highly effective to practice retrieving, using, and applying knowledge during learning”	Half termly line management meetings where short/ medium and long term plans are scrutinised. This is then followed up with learning walks to ensure they are being followed.	5
A full package of boosters/ intervention available for pupils in Y11 to address gaps in learning and to support with recall of knowledge.	The EEF state that extending school time can add 3+ months of progress.	Regular RAG meetings run by the Principal with SLT and Subject Leaders to discuss progress of pupils. Regular data analysis from Trust which includes question level analysis following mock exams which take place 3 times a year for Y11.	5

<p>A range of memorable experiences run by each department for every year group. (Guest speakers, day trips, etc.).</p> <p>5 year plans map visits/ trips and reward experiences. A range of experiences planned which takes into account our local context. E.g. Theatre performances as many pupils have never experienced this.</p>	<p>All pupils at KS3 will have a memorable experience in each department each year. This will open up new avenues that many of our pupils would never have dreamed of. These memorable experiences will be both inside and outside of the classroom and will inspire pupils to do great things. Aspiration intervention has an EEF rating of +2 months and Social and Emotional learning has +3 months.</p>	<p>Ensure that all disadvantaged pupils have the opportunity to access memorable experiences and that finance doesn't prevent this. Analysis done before each experience to ensure this does not happen. Gather pupil voice after the memorable experiences to ensure this has been a success and a worthwhile future experience. Work with the pupil leadership team to develop these memorable experiences further.</p>	<p>2,3,4</p>
<p>Staff are able to access a wide range of data relating to all pupils including analysis of Year 11 outcomes. This enables staff to adjust their curriculum plans/ teaching to support any areas of underperformance.</p>	<p>Data manager employed who analyses all data (subjects/ groups/ individuals) and provides SLT/ Middle leaders with data which in turn supports interventions. Trust data also available as comparisons to other Trust schools. Data used in RAG meetings where pupils are discussed and interventions strategically put in place.</p> <p>2019 progress 8 score disadvantaged: +0.51 (national -0.45). Grade 5+ in English and maths 2019 – 48% (national 25%). Grade 4+ in English and maths 2019 – 71% (national 45%).</p>	<p>Data analysis provided in house after RAG meetings which take place 3 - 4 times per half term with a focus on basket 1-3 subjects. Trust data generated gives comparisons to other schools and offers comprehensive mock analysis used to inform intervention.</p>	<p>5</p>
<p>Increased access to ICT for pupil premium pupils.</p>	<p>Increased provision of laptops and IPADS for pupils without this at home. This allows pupils to be able to access online provision such as Hegarty/ Seneca which is used to set</p>	<p>Evaluation of work done by pupils who have been given a laptop ensures they are being used for learning. E.g. weekly Hegarty lists</p>	<p>3,4,5</p>

	<p>homework. It also allows pupils to use this as part of their revision.</p> <p>Laptops also given out for pupils self-isolating at home so they can continue to access the curriculum.</p>	<p>printed and used as learning discussions with pupils.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £31, 422

Activity	Evidence that supports this approach	Monitoring and evaluation	Challenge number(s) addressed
<p>Targeted boosters/ intervention across all subjects. This is bespoke to gaps which need filling and also for additional support with controlled assessment. This includes after school/ weekends and holiday boosters.</p>	<p>The EEF state that extending school time can add a total of +3 months.</p> <p>Pupils carefully selected to improve/ complete controlled assessment. Covid catch up also used to support this initiative as some pupils absent for periods of time need additional controlled assessment catch-up.</p>	<p>Regular RAG meetings run by the Principal with SLT and Subject Leaders to discuss progress of pupils. Regular data analysis from Trust which includes question level analysis following mock exams which take place 3 times a year for Y11. Open basket RAG will identify gaps in controlled assessment.</p>	5
<p>One to one tuition for a number of Year 11 pupils in maths and English. These run Tuesday – Thursday every week from September.</p>	<p>The EEF state that on average this will have a positive impact of 4 additional months per pupil.</p> <p>Pupils as part of Covid catch up are involved in one to one or small group additional English and maths tuition in order to fill the gaps that pupils have from Covid. These pupils are carefully selected and constantly reviewed at half termly RAG meetings.</p>	<p>RAG meetings and Trust data will analyse progress made by these pupils. Teachers will give Subject Leaders feedback regarding sessions.</p>	4,5

<p>Bespoke packages purchased such as Hegarty Maths, GCSE Pod, Sparx and Seneca Learning. Resources are used in lessons but also as homework tools.</p>	<p>The EEF state that digital technology research can add a total of +5 months. This allows pupils an opportunity to work outside of school hours with online pupil friendly platforms. Teachers can also pinpoint pupils to relook at any misconceptions they may have.</p>	<p>Weekly analysis of Hegarty and praise given by SLT for the top performing pupils. Half termly rewards (pizza) for pupils who complete all work set. Homework monitored via SIMS as non-completion is recorded and sanctioned by individual teachers.</p>	<p>4,5</p>
<p>Accelerated reading for pupils in Y7-9 to improve reading ages of KS3 pupils. Consists of a range of exciting age-appropriate reading books. Librarian will monitor this initiative and lessons when pupils are doing accelerated reader is done with their English teacher.</p>	<p>The EEF state that reading comprehension strategies add a total of +5 months. This is to both improve pupils reading and improve their love of reading and encourage them to read for pleasure. This is done in English lessons which also raises the importance of reading.</p>	<p>Regular analysis via librarian/ class teacher from accelerated reader enables age-appropriate books to be given out. This also allows for any pupil who is not at age related to be easily identified and small group intervention put in place. These pupils will then move onto Read Write Inc.</p>	<p>1</p>
<p>Small group reading intervention for the weakest readers – Read Write Inc.</p>	<p>The EEF state that phonics strategies add a total of +5 months. Many pupils enter the Academy with below expected reading ages. In order to ensure they can fully engage with learning; intense intervention is put in place.</p>	<p>Regular monitoring of these pupils to ensure they are making progress. Data provided by Read Write Inc.</p>	<p>1</p>
<p>Extended overnight booster sessions to Dallowgill. This includes, maths,</p>	<p>The EEF state that extending school time can add a total of +3 months. This will allow for a more intense revision/ booster sessions to take place with specific focusses on the gaps in learning.</p>	<p>Targeted pupils given intense revision sessions. Evaluation at RAG meetings, mock exams and overall pupil outcomes.</p>	<p>3,5</p>

English, science and humanities.			
Careers support for all pupils which includes: Careers Support Advisor, Drop Down Days and assemblies from local providers (Greenhead College, Wakefield College, etc.).	This supports pupils to make informed choices about their post-16 providers. This is a tailored approach where pupils get individual support from our careers advisor in making the correct choices for them. Alongside this we also have a range of post-16 providers delivering assemblies alongside a careers fayre where parents are invited.	Regular monitoring of post-16 applications to ensure all pupils apply for the correct provisions given their predicted grades. Careers advisor will analyse this data and provide updates to Associate Vice Principal overseeing careers.	3,4,5
Improve aspirations of the most able by running the 'Scholars Programme'.	The EEF state that Aspiration intervention has a rating of +2 months.	Pupils will write an essay which is graded at degree pass rate. Pupils will then graduate at a formal University ceremony.	3, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £82, 595

Activity	Evidence that supports this approach	Monitoring and evaluation	Challenge number(s) addressed
Attendance provision including two Attendance Officers.	Improving attendance is a key priority as without pupils in school it is increasingly difficult to raise attainment and aspirations. The EEF state that extending school time can add +2 month's progress and that parental engagement can add +3	Attendance office provides up to date data which is acted upon immediately via phone calls, parent meetings and home visits. Daily and weekly	2,4

	months progress. This plays a huge role in our strategy to work closer with families to improve attendance.	attendance reports published and discussed at weekly SLT meetings (these are compared to national figures). Half termly rewards linked to attendance are well publicised across the Academy.	
Pastoral provision – each year group has a dedicated non-teaching Head of Year.	Improving pupils' overall wellbeing allows pupils to be more focussed on their learning and improve their life chances. This will allow them to be more confident and able to flourish at the Academy and beyond into post-16.	Weekly pastoral RAG with pastoral SLT link to give updates and to put plans in place. This is also fed back at weekly SLT meetings. All pastoral incidents added to CPOMS to inform staff that require this information.	4
Behaviour support provision for the most vulnerable pupils (Reflections).	The EEF state that behaviour interventions add a total of +4 months. This is important as it allows the pupil to reflect on their actions and what they would do differently. It also allows for restorative practice to take place.	Daily/ weekly monitoring of C4/ C5 consequences being used. C5 results in pupils going into reflections. When patterns emerge small group interventions are put in place such as reading support so pupils can better access lessons. Also parental meetings/ pastoral mentors and SLT reports used for persistent offenders.	3,4,5
PLC/ Bridge – specialist provision for	The EEF state that small group tuition can add a total of +4 months.	Monitoring of attendance/ grades and behaviour to	4,5

pupils who require additional support (Academic/ life skills/ emotional). Also offers behaviour support and personalised curriculum.	This provision also ensures that we fully meet the needs of all learners and better equip them for a full timetable of mainstream lessons.	establish any pupils who would benefit from this provision. Close work with Pastoral Leaders regarding any emotional/ well-being support.	
Alternative provision for a small number of pupils which is more specialised to meet their needs (Elland Academy).	Ensures that all pupils are fully engaged in learning and that all pupils' individual needs are fully supported. The EEF state that social and emotional learning adds +3 months, behaviour interventions +3 months and extending school time +2 months.	Mock grades sent to the Academy at each data collection/ mock examination point. Close work with English and maths subject leaders to ensure pupils attain well. Regular contact from Pastoral Mentors of relevant year group to check on progress. Regular contact with parents of pupils at specialist provisions.	4,5
Instilling a positive ethos of rewards each half term (Delta Dollar/ Tri-Stars).	Reward scheme that recognises all pupil's achievement throughout the year. The EEF state that this will add a +3 months level of progress. The rewards will be regular (half termly) and will involve individual and group rewards.	Weekly analysis of Tri-Star data by member of SLT. Updates given weekly in assembly and at SLT meetings. Regular slot at whole staff briefing and analysis done by staff member and department.	2,3,4,5
Breakfast club starting at 7:30 where disadvantaged pupils	Ensure PP pupils enjoy a healthy and nutritious start to the day means that pupils are more focussed in lessons in the morning.	Daily monitoring of which pupils are accessing breakfast club and the	2,4,5

can have breakfast before the Academy starts.		impact this has on attendance and behaviour. Pupils added to this via Pastoral Mentors and conversations with pupils and parents.	
Uniform given to all Year 7 pupils and other pupils as required.	<p>Ensure all year 7 pupils can access Manor Croft without confidence issues of not having the correct uniform.</p> <p>Support for pupils in other year groups as and when required to ensure that all pupils are able to confidently attend the Academy and potential attendance issues are minimised.</p>	<p>Daily monitoring of uniform done by SLT and pastoral mentors as pupils enter the Academy. All issues sorted before pupils enter which cuts down on potential loss of learning time.</p> <p>Attendance reviewed on a daily/ weekly basis and issues addressed daily regarding uniform and non-attendance.</p>	2,4
Music School.	Improving the aspirations of disadvantaged pupils and ensuring that they have the same opportunities as non-disadvantaged pupils. Aspiration intervention has an EEF rating of +2 months.	<p>Ensure all pupils that want additional music lessons are able to and that finance is not a barrier to this.</p> <p>Regularly review by speaking with pupils in music lessons.</p>	3

Total budgeted cost: £398, 390

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year. To note: all data used is based on Trust data analysis as no data published in 2020-21. For 2019 analysis see last page of this document.

Externally provided programmes

Review of spending will result in 3 outcomes for each initiative		
Activity will continue without modification	Activity will continue in a modified form	Activity will stop and spending used on better options

Teaching				
Item/ Project	Objective	Impact and commentary	Cost	Status
Leadership places the pupil premium strategy at the heart of the academy through recruitment, retention, and training of the very best leaders.	To continue to drive forward an already well-established pupil premium policy by ensuring that pupil premium and raising the outcomes of	Despite the pandemic results for pupil premium are above national averages across all subjects. 2021 Progress 8 pupil premium - +0.53.	£52, 860	

	disadvantaged pupils remains at the heart of the Academy.			
External support and capacity through Academy Directors working with individual staff and departments.	Improve outcomes for disadvantaged pupils and ensure that all staff deliver high quality lessons which contribute to outstanding outcomes.	Academy Directors have supported departments with adapting the curriculum taking into account the pandemic and ensuring a rigorous approach to assessment due to a non-examination year. English P8 – +0.64 Maths P8 – +0.83 Ebacc P8 - +0.34	£133, 000	
CPD - A well-trained teaching body ensures high quality first teaching across all subjects. Training for staff on the best strategies to use to enhance provision for disadvantaged pupils.	To continue to ensure that the teaching staff are well trained and up to date with new teaching initiatives.	The main focus of CPD was to ensure staff were able to deliver high quality live lessons to support the continuation of learning. A focus around live marking, questioning, and seating plans which was driven with pupil premium at the forefront of this.	£36, 357	
Increased access to ICT for pupil premium pupils.	All pupils to be able to continue their education despite the pandemic. Laptops/ IPADs given to families that require this. In school provision also	All pupils without access to a laptop given one so that learning could continue. The most	Pupil laptop cost £11, 232	Very different year next year regarding need for laptops. Review of current pupils and provide

	offered for the most vulnerable and for pupils of key workers.	vulnerable pupils were invited into school. The number of devices given out were 228.	A number of laptops also acquired through the DFE.	further opportunities within school.
A well sequenced curriculum which fully addresses gaps in knowledge and understanding through recall and retention practice.	Curriculum adapted to meet the demands of the pandemic. Careful consideration to which parts of the curriculum is the most valuable. Recall and retention planned throughout the curriculum to develop long term memory.	Curriculum plans constantly adapted throughout the year considering government guidance and lockdowns. Guidance followed regarding Y11 assessments to build up a portfolio of evidence to support the grades awarded.	£22, 392	Adapted again next year to meet the demands of the pandemic.
A full package of boosters/ intervention available for pupils in Y11 to address gaps in learning and to support with recall of knowledge.	Pupil's outcomes to continue to be outstanding which offer life changing opportunities for all.	Boosters/ intervention continued throughout the assessment period to continue to fill any gaps before the final assessment pieces for Y11. Y10 intervention started in last half term as a Covid catch-up measure. All sessions by Y10/ 11 attended well.	September – Christmas – Year 11 May – July – Year 10 £16, 421	Slightly different approach to be adopted due to pupils sitting exams in 2022. Further work to be done on exam preparation.
A range of memorable experiences run by each department for every year	Provide memorable experiences throughout pupils 5 years at the Academy to	5-year plans created to offer memorable experiences for all pupils across all year groups. This	£817	These were planned last year but due to the pandemic a

group. (Guest speakers, day trips, etc.). 5-year plans maps visits/ trips and reward experiences. A range of experiences planned which considers our local context. E.g., Theatre performances as many pupils have never experienced this.	broaden their horizons and raise aspirations and offer opportunities which they otherwise wouldn't get.	had to be adapted throughout the year due to government guidance. Some examples of memorable experiences that did run were a geography trip to Hornsea, a photography trip to Bridlington and a history trip to Eden Camp.		number of these couldn't go ahead. Same approach but more memorable experiences available across each year group.
Staff can access a wide range of data relating to all pupils including analysis of Year 11 outcomes.	Data supports Subject Leaders/ SLT and teaching staff to plan the appropriate interventions which allow gaps in knowledge and understanding to be filled. Curriculum plans to be adjusted to support areas of underperformance.	Staff able to access a wide range of data which was used to inform planning/ curriculum adaptation. Impact 2021 Grade 5+ in English and maths 2019 – 39% (national 25%). Grade 4+ in English and maths 2019 – 64% (national 45%).	£11, 294	
Targeted academic support				
Item/ Project	Objective	Impact and commentary	Cost	Status

Targeted boosters/ intervention across all subjects. This is be-spoke to gaps which need filling. This includes after school/ weekends and holiday boosters.	Pupil's outcomes to continue to be outstanding which offer life changing opportunities for all.	Didn't go ahead due to Covid.	No cost	Targeted boosters to continue but more of a focus on controlled assessment as this was largely reduced this year due to the pandemic.
One to one tuition for a number of Year 11 pupils in maths and English. These run Tuesday – Thursday every week from September.	One on one tuition in place to increase capacity for additional intervention. 4+/ 5+ grades in English and maths to increase.	Year 11 run from September to Christmas. We also used this as part of Covid catch-up for Year 10 which run from May to July.	Covid recovery budget September – Christmas – Year 11 May – July – Year 10 £18,711	Continuing next year but on a larger scale and will focus on Y11.
Bespoke packages purchased such as Hegarty Maths and GCSE Pod. Resources are used in	All pupils can access additional revision tools at home to support with learning and revision. Tasks set by staff to	Revision/ homework tools used by pupils which allowed staff to set homework/ tasks on this during the lockdown period.	Hegarty - £1437	

<p>lessons but also as homework tools.</p>	<p>support in class learning, recall and gaps in knowledge.</p>		<p>GCSE Pod - £2181.41</p> <p>Language Nut - £1081.74</p> <p>Twinkl - £949</p> <p>Learning by questions - £935</p>	
<p>Accelerated reading for pupils in Y7-9 to improve reading ages of KS3 pupils. Consists of a range of exciting age-appropriate reading books. Librarian will monitor this initiative and lessons when pupils are doing accelerated reader is done with their English teacher.</p>	<p>50-60% of each new cohort enter the Academy with below expected reading ages. To enable pupils to be able to fully access the curriculum and fully understand questions at GCSE they must be able to read at their current age level. New books to be bought for the library so that a full selection of age-appropriate books are available. A fully stocked library with a full genre of</p>	<p>KS3 disadvantaged pupils made a mean reading age progress of +5 months.</p>	<p>£313.50</p>	

	books to instil a love of reading and reading for pleasure.			
Small group reading intervention for the weakest readers – Read Write Inc.	Identified by class teachers/ accelerated reading programme as requiring more individual/ intense support to improve reading.	14 pupils across Y8 and 9 were included in this group. From this group 11 pupils made significant progress of nearly a years improvement in reading age. Observed was also a great improvement in a lot of their reading fluency.	£1, 328	
Careers support for all pupils which includes Careers Support Advisor, Drop Down Days and assemblies from local providers (Greenhead College, Wakefield College, etc.).	All pupils to get specialised careers support to ensure that they make the correct informed choices for their post-16 providers. Provide pupils with as many opportunities as possible to speak with careers experts/ local post-16 providers.	Careers support for all Y11 pupils. Support with writing statements and applying for the correct courses. Lockdown made this difficult with regards guidance from providers, but online assemblies done by local providers and online open days shared with pupils. 2021 data shows 1% NEET.	£5, 159	

Wider strategies

Item/ Project	Objective	Impact and commentary	Cost	Status
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Attendance provision including two Attendance Officers.	Attendance and persistent absence is reduced and it is in line with Non-PP and above national data.	Difficult to measure during a global pandemic but the same robust measures in place for pupils not isolating. Home visits/ parental contact still in place for the pupils persistently absent. Overall PP attendance 88.1%. (National 91.8%)	£17, 435	
Pastoral provision – each year group has a dedicated non-teaching Head of Year.	Pastoral Mentors to develop excellent relationships with pupils in their year group and provide support when needed. This is support regarding mental well-being, attendance, behaviour and academic. This also includes developing excellent relationships with families.	Pastoral Mentors have been incredible regarding the support offered to pupils during this difficult year. During lockdown pastoral staff were in school supporting the most vulnerable and making home visits dropping off food parcels or just checking in with the pupils who required this the most. Regular phone calls made to parents/ pupils. Approximately 500 phone calls were made to vulnerable pupils during lockdown.	£59, 231	
Behaviour support provision for the most vulnerable pupils (Reflections).	To continue with the Trust behaviour policy which fully supports learning within the classroom and allow teachers to teach and pupils to learn. The most persistent offenders	This was difficult to run due to the pandemic and pupils not being able to mix. This was done in year group bubbles rather than a central base. Each year group had a separate area for lessons and for	£6, 585	Same principal but pupils will mix as won't be in bubbles.

	will receive additional support to ensure that their behaviour improves.	behaviour instances. 23% of exclusions were pupil premium which is below the national average of 29.96%.		
PLC/ Bridge – specialist provision for pupils who require additional support (Academic/ life skills/ emotional).	Enables pupils who require additional support to access this. This will support and prepare pupils to be able to access the full curriculum whilst learning essential life skills for the future.	79 pupils accessed this provision during the year. There was a range of different activities carried out. Some examples of these are: Therapeutic story writing, anxiety workshop, entry level maths and understanding emotions.	£19, 608	
Alternative provision for a small number of pupils which is more specialised to meet need.	To allow all pupils to fully reach their potential and receive the specialist support that they require. This provision also prevents the need for some of these pupils to be permanently excluded. Pupils have identified key workers who monitor engagement and progress.	One pupil at Reach (KS3 Referral Unit) and one at Brian Jackson (vulnerable, challenging and SEMH pupils).	£15, 905	
Instilling a positive ethos of rewards each half term (Delta Dollar/ Tri-Stars).	To reward all pupils for consistently doing the right things in lessons. Also, rewards attendance/ excellent behaviour and with this several	Tri-stars rewards are given to reward pupils performance in lesson. These add up to different badges throughout the year. The	£3, 277	Same rewards scheme (Tri-Stars) but Delta Dollar is new which will be a combination of

	rewards planned throughout the year. This will be from Form time breakfasts to year group trips.	total badges given to pupil premium pupils were: Bronze: 230, silver: 98, gold: 21, platinum: 4.		attendance, and behaviour.
Breakfast club starting at 7:30 where disadvantaged pupils can have breakfast before the Academy starts.	Pupils to start the day with a meal which will enable pupils to fully focus throughout the morning. This will also improve attendance and supports families.	Was an initiative which we wanted to run but due to pupils having to be in bubbles and space in the Academy limited, this was not able to run.	No cost for breakfast but still paying member of staff £1, 128	Although not able to run this year, this initiative will continue.
Uniform given to all Year 7 pupils and other pupils as required.	To fully integrate all pupils into the Academy and ensure the high expectations of the Academy are met. This will also eliminate potential attendance/ confidence issues.	All Year 7 pupils given free uniform and any other pupils who require. Difficult to assess impact due to attendance being difficult to calculate due to the pandemic. Attendance for pupil premium Y7 was 92.5%.	£7, 920	
Music School.	To enhance life chances and experience for pupil premium pupils. To take away the barrier of funding to allow all pupils to have the same	All pupil premium pupils who wanted the opportunity to further develop their music skills were given the chance. 12 Pupils took part.	£1, 181	

	opportunities irrelevant of finance.			
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Key progress measure (2020 and 2021 data is based on Trust data analysis)

	2018-19	2019-20	2020-21	National
Progress 8	0.51	0.74	0.53	-0.45
5+ English and maths	48%	53%	39%	25%
4+ English and maths	71%	68%	64%	45%
4+ English	81%	83%	79%	59%
5+ English	64%	71%	57%	42%
4+ maths	76%	73%	67%	51%
5+ maths	52%	56%	44%	30%
English progress 8	0.57	0.78	0.64	-0.44
Maths progress 8	0.75	0.93	0.83	-0.39
Ebacc progress 8	-0.03	0.47	0.34	-0.50
Open progress 8	0.68	0.87	0.44	-0.48
Attendance	92.3%	90.9%	88.1%	91.8%