Pupil Premium Strategy Statement – Manchester Academy 2023-24

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1082
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers	2021/22 – 2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	March 2024
Statement authorised by	James Eldon, Principal
Pupil premium lead	Matt Hurst, Assistant Vice Principal
Governor / Trustee lead	Susan Breckell, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 634,455
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£ 183,938
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*	£ 818,393

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our Academy goal is to provide an excellent education to all students in our care. Our values of ambition, creativity, confidence, respect, enthusiasm, and determination reflect our overarching motto of our wider trust, United Learning, 'the best in everyone'. This motto reflects our goal to provide the very best outcomes for our disadvantaged students. We aim to provide all students with the knowledge, skills and understanding that they need to take the next steps in their lives as they grow into becoming contributing members of society.

At Manchester Academy, we provide all students with access to a broad and balanced curriculum that has been carefully designed and sequenced to enable all students to be able to do and know more as they progress through the school. The fund is spent to provide extra support and challenge to our most disadvantaged students so that they achieve just as well if not better as their non - disadvantaged peers, effectively closing the gap.

The fund is not simply used to support students that are underperforming relative to starting points but as a way for us to support and push all disadvantaged students to achieve their best. Regular tracking and evaluation of how the fund is spent enables us to use the most impactful and effective strategies that are rooted in research.

A key challenge for the Academy is that there will be other students that require support and some spending, such as on staffing, will also benefit students who are not entitled to additional funding. However, our strategy ensures that disadvantaged students are prioritised in the work of these staff, are provided with additional support and ensuring students are exposed to the same high expectations that staff have of all students.

We support teachers in ensuring that all students are subject to high quality teaching and learning as we believe that quality first teaching is the biggest driver of closing the attainment/progress gap. We also believe that having a strong network of support for students will provide students with the freedom to focus on what will have the biggest impact on their ability to choose their path once they leave school. We also know that attending school regularly will have a huge impact on the progress and attainment of our students and we have mechanisms in supporting students to do so as outlined in the spending plan below.

Challenges

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

Challenge number	Detail of challenge
1	**Outcomes and Achievement** Students who are disadvantaged perform less well in their terminal exams than their non-disadvantaged peers. This is also the case in end of year assessments at Key Stage 3.
2	**Reading and Comprehension** Disadvantaged students enter the Academy with lower reading ages than their non-disadvantaged peers. This impacts on their understanding of the curriculum across subjects.
3	**Attendance and Punctuality** Students have lower attendance if they are disadvantaged. Persistent absenteeism is more prevalent in our disadvantaged cohort than it is for non-disadvantaged students.
4	**Social and Emotional Issues** Disadvantaged students tend to have more social and emotional issues than their non-disadvantaged peers. This can translate into dysregulated behaviour and attitudes to learning.

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
Disadvantaged students make better progress at Manchester Academy than their non-disadvantaged national peers.	- The P8 value for disadvantaged students at MA is higher than the non-disadvantaged P8 value nationally. - That disadvantaged students achieve well in the key 'match' performance indicators in maths and English compared to their non-disadvantaged national peers. - Disadvantaged students make sustained progress over time throughout their school lives in both internal and external assessments.
Disadvantaged students reading and comprehensive levels meet the expected standard and just as well as their non-disadvantaged peers.	- The chronological reading age of disadvantaged students is up to the expected standard by the end of year 8. - Students joining the school who are disadvantaged at a later stage of the school also receive reading and comprehension support.

The attendance of disadvantaged students is higher than the national average of non-disadvantaged students.	- The attendance of disadvantaged students is at or above the national average for non-disadvantaged students. - The gap between the attendance of disadvantaged students and non-disadvantaged students in school closes.
The behaviour and attitude to learning of students of disadvantaged students improve because of improved support with social and emotional issues.	- The average number of C2s (lesson removals for disadvantaged students decreases over time. - The average ATL for disadvantaged students is just as low as the ATL for non-disadvantaged students. - The number of referrals to our school based mental health officer for disadvantaged students increases so that more students have access to support in this area.

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: £ 286,144

Activity	Evidence that supports this approach	Challenge number(s) addressed
2 x VPs (LHO/GMM), 1 x AVP (MHU) to Champion PP students (50%)	Senior leadership members driving this programme of focussed support holding members of staff and pupils accountable for progress	1, 2, 3, 4
English Teacher (50%) (ATR)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading- compre-hension-strategies	
Maths Teacher (50%) (SCR)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1, 2

Science Teacher (50%) (EMA)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1, 2
Numeracy Leader - TLR2 element (50%) (PNI/RSA)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1, 2
Science Resource – KS4	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1, 2
Assistant SENCO, LSAs (50%)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3, 4
SALT (50%)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 4
Raising Standards Leader TLR2b (50%) (LZA)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration- interventions	1, 2, 3
Support for EAL Learners EAL TA (20%) (SAL)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading- comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 3, 4
Additional staffing in PE (Jan to July 23)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1, 2
Additional staffing in MFL (Feb to July 23)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1, 2
Alternative Provision places	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour- interventions	4
Provision of Y11 revision materials – across the Curriculum, especially in Science	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration- interventions	1, 2

Induction Trip	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration- interventions	1, 2, 4
Voice 21 Training and accreditation	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 4
Ingredients for practical work – Food/ Hospitality Year 7 - 11 (100%)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental- engagement	1, 2, 3, 4
LAC Ringfenced	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration- interventions	1, 2, 3, 4
Award Winning Fiction Programme	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading- comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 4
Tutor Trust Maths, Recovery Premium	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1, 2
Fresh Start Resources, English - Recovery Premium	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading- comprehension-strategies	1, 2
Fresh Start Resources, English - Recovery Premium	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading- comprehension-strategies	1, 2
Lexia Licences x 100 - Recovery Premium	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading- comprehension-strategies	1, 2

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 273,109

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to the curriculum for all - Safeguarding Champion (CWA) (50%)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning- toolkit/aspiration-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 3, 4
KS3 Attendance Officer (50%) (CCA)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 3
KS4 Attendance Officer (50%) (TCL)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 3
Directors of Culture and Character TLRs (50%) (DCL/LHE/JBA/TAB/RTE)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning- toolkit/behaviour-interventions	1, 2, 3, 4
Full time school counsellor (50%) (SES)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning- toolkit/meta-cognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning- toolkit/mentoring	3, 4
Vulnerable Student Leader (50%) (LAR)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning- toolkit/behaviour-interventions	1, 2, 3, 4
Leader of Climate & Character x 5 (50%) (IGI, JMR, JCH, ENN, TRI)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning- toolkit/behaviour-interventions	1, 2, 3, 4
KS4 Inclusion Centre Leader (50%) (CML)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning- toolkit/behaviour-interventions	1, 2, 3, 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning- toolkit/meta-cognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
KS3 Inclusion Centre Leader (50%) (CPA)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning- toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning- toolkit/meta-cognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 3, 4
Community Liaison Leader (50%) (MAD)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 3, 4
Y7 uniform items (blazer, tie, PE t-shirt)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4
Hardship fund for equipment and uniform	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4

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

Budgeted cost: £ 362, 838

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Pledges and ATL Rewards Programme	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration- interventions	1, 3, 4
Y11 Prefect Fund and Reward strategy	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration- interventions	1, 3, 4

Duke of Edinburgh	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 3, 4
MUFC Foundation	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 3, 4
Debate Mate (100%)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1, 2, 3, 4

Total budgeted cost: £ 922, 091

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2023, the P8 value for disadvantaged students was + 0.02, our highest P8 for disadvantaged students to date. This showed that disadvantaged students at Manchester Academy performed as well as their peers national relative to starting points. However, our goal is for the P8 of disadvantaged students would exceed the P8 for non-disadvantaged students nationally, which this year was + 0.12. We aim to further build on our performance in 2023 to achieve this goal in the 23/24 academic year. The progress of our lower ability disadvantaged students was particularly noteworthy as our P8 for disadvantaged lower ability students was + 0.61. This is higher than the national average P8 for lower ability students, which was – 0.13. Our middle ability disadvantaged students need to improve to meet this national target.

36% of disadvantaged students were entered for the EBacc suite of qualifications, which was 7% lower than the national entry rate for non-disadvantaged students. The EBacc average point score (APS) for our disadvantaged students in 2023 was 3.69. This was lower than the national average APS for non-disadvantaged students which was 4.43.

33% of students achieved a strong pass (grade 9-5) in both English and maths, which is lower than the national average for non-disadvantaged students which was 52%. Work needs to improve this % in this academic year through a sharpened focus on the match and priority of disadvantaged students in match meetings. This was also reflected in the A8 score for disadvantaged students at Manchester Academy, which was 41.33 compared to the national average for non-disadvantaged students which was 50.20.

Students who are disadvantaged have continued to be removed from lesson more frequently than non-disadvantaged students, however, this is more localised to the lower school and particularly in one specific year group and a small minority of students. The rate of suspensions, however, was higher for non-disadvantaged students than for disadvantaged students which is promising. 61% of suspensions in the 22/23 academic year were for non-disadvantaged students. The attendance of disadvantaged students at Manchester Academy between September 2022 and March 2023 was 90.3%, higher than the national average for disadvantaged students but not as high as their non-disadvantaged national peers.

This academic year is the final year of the three-year strategy for this document. A full review of spending and analysis will be in the next academic year's impact statement.

Externally provided programmes

Programme	Provider
NGRT Reading Assessment	https://www.gl- assessment.co.uk/as-sessments/new- group-reading-test/
Bedrock Learning	https://bedrocklearning.org/
Hegarty Maths	https://hegartymaths.com/
Sparx	https://sparxmaths.com/
4 Matrix	https://www.4matrix.com/
Accelerated Reader	Accelerated Reader