

Pupil premium strategy statement – Manchester Academy 2024-25

This statement details our school’s use of pupil 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	1111
Proportion (%) of pupil premium eligible pupils	52.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	Sept. 2024 – Sept. 2027
Date this statement was published	12 th December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	James Eldon (Principal)
Pupil premium lead	Matt Hurst (AVP)
Governor / Trustee lead	Susan Breckell (CoG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£626,325
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£700,290

Part A: Pupil premium strategy plan

Statement of intent

At Manchester Academy, we are steadfast in our belief that a pupil's socioeconomic status should not prevent them from reaching their full potential in life. The purpose of this strategy is to tackle challenges that under resourced families face in our community. We believe that teaching excellent lessons each day, providing targeted academic support and supporting pupils pastorally will enable disadvantaged pupils to achieve outcomes that give them the freedom of choice when they move on to the next stages of their education, employment or training.

We are also passionate about providing enriching opportunities for our pupils so that they leave school as well rounded individuals. We have a rigorous character curriculum that includes our Academy charter and pastoral pledge trips. We know that wider societal issues can heavily impact pupil progress in school and as result, we have a rich pastoral support system to support pupils in their attendance, punctuality, mental health and conduct.

Whilst the strategy directly impacts pupils that are eligible for funding, strands also benefit the wider pupil population too. We have a significant proportion of pupils that live in the most deprived areas of the country who are not currently eligible for funding and our strategy is designed so that any pupil that may be eligible for funding is supported through the application process so they get the appropriate targeted support.

We use data intelligently proactively to diagnose challenges and use evidence informed strategies to ensure that the strategies we choose have a proven track record for improving pupil outcomes. This starts when pupils join the Academy where they are assessed using MIDYIS tests to test natural aptitude and NGRT tests to assess reading ages. Prompt literacy and numeracy interventions take place to ensure that pupils are secondary ready and can access the curriculum with confidence. As pupils progress through the Academy, we use progress and attainment data to assess who requires further academic support to ensure that any gaps in learning are effectively closed.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality – Whilst attendance for disadvantaged pupils at Manchester Academy is higher than national averages, there is still a gap between disadvantaged and non-disadvantaged pupils.
2	Reading comprehension – Disadvantaged pupils have lower reading ages than their non-disadvantaged peers.

3	Behaviour and conduct – Suspension rates are higher for disadvantaged pupils than non-disadvantaged pupils. Escalations stages are used to identify pupil who require the most support.
4	Enrichment outside the curriculum – Disadvantaged pupils do not have the same cultural capital than non-disadvantaged pupils and have lower rates of attendance to enrichment activities in school.
5	Academic Achievement – Whilst the P8 for disadvantaged pupils is the same as the national non-disadvantaged P8 average, there is still a gap between disadvantaged pupil performance and non-disadvantaged pupil performance. This gap is at its widest in maths.
6	Numeracy – Disadvantaged pupils have lower starting points in maths than their non-disadvantaged peers. This disproportionately impacts pupil ability to access the maths curriculum.

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
Attendance of disadvantaged pupils improves so that they are in line with non-disadvantaged pupils	The gap in attendance between disadvantaged and non-disadvantaged pupils closes and remains above national.
The standard age score of pupils (SAS) of disadvantaged pupils increases so that pupils are secondary ready.	Pupils in intervention programs increase their stanines and overall SAS so that they are in line with non-disadvantaged pupils.
Suspension rates for disadvantaged pupils decrease over time.	Suspension rates for pupil premium pupils decrease so that they are in line with non-disadvantaged pupils.
An increased proportion of disadvantaged pupils attend enrichment activities at Manchester Academy.	Attendance to enrichment activities are well attended by disadvantaged pupils and attendance is in line with non-disadvantaged pupils.
Outcomes for disadvantaged pupils improve so that they are in line with non-disadvantaged pupils nationally.	Disadvantaged pupils achieve just as well as non-disadvantaged pupils at Manchester Academy.

Activity in this academic year

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

Teaching

Budgeted cost: £122,515

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant Vice Principal to champion disadvantaged pupils.	The Education endowment foundation (EEF) provide a five step plan to deliver, monitor and sustain the PP strategy as best practice for raising outcomes for PP Pupils. The PP champion develops and drives this strategy forward.	1, 2, 3, 4 and 5
Additional teaching groups in maths, English and science. £53,216	Smaller classes in core departments enable teachers to have higher quality interactions with pupils - EEF Reducing Class Size	3 and 5
Purchase of hard copies of revision materials for pupil premium pupils. £6,500	Providing disadvantaged pupils with resources to continue their learning at home will enable them to learn independently without IT barriers - EEF - Homework	5
Purchase of award winning fiction program (AWFP) – reading during form time. £2,507	Pupils regularly read fiction texts during form time to widen vocabulary and develop reading fluency overall.	2
Purchase of NGRT reading tests £6,375	NGRT tests allow us to identify exactly which pupils need intervention - EEF - Reading Comprehension Strategies	2
Purchase of licensing for MIDYIS and YELLIS tests £2,447	MIDYIS and YELLIS tests identify pupils without KS2 data who require further support in reading and/or numeracy - EEF - Small Group Tuition	2 and 5
Purchase of SISRA £1,100	SISRA enables leaders to carry out forensic data analysis on the performance of disadvantaged pupils.	5
Eden 51 £750	Eden51 maps out the skills that pupils require to achieve a high grade in English language. Eden51 enables English teachers to forensically plug gaps in pupil skills.	5

Targeted academic support

Budgeted cost: £246,659

Activity	Evidence that supports this approach	Challenge number(s) addressed
Numeracy leader	Small group numeracy interventions to take place with pupils who are below the	5 and 6

	expected standard on entry to the Academy - EEF - Small Group Tuition	
LSA Literacy	LSA literacy to support pupils with the lowest SAS and have the lowest stanines - EEF - Reading Comprehension Strategies	2 and 5
One to one independent career advice £8,240	Pupils receive one to one career advice from 'Our Futures' to ensure that disadvantaged pupils are clear	4
Inclusion Centre Managers for KS3 and KS4	Pupils receive one to one guidance to support with the child as a whole, supporting pupil's academic progress.	3 and 5
Vulnerable Student Lead	Vulnerable pupil lead provides one to one support for complex pupils to reduce suspensions and permanent exclusions for disadvantaged pupils.	3
School mental health lead	School counsellor to provide one to one structured interventions with disadvantaged pupils who are struggling with their mental health EEF - Social and Emotional Learning	1, 3 and 5
Safeguarding Champion	Ensuring that disadvantaged pupils are safe and able to thrive in school to meet academic and well being outcomes.	1, 3 and 5
Year Directors	Providing one to one academic and pastoral support for disadvantaged pupils, improving their attitude to learning over time.	1, 3, 4 and 5
Year Leads	Providing one to one pastoral support for disadvantaged pupils, improving their attendance and pastoral outcomes over time.	1, 3 and 4

Wider strategies

Budgeted cost: £331,116

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officers KS3 and KS4	Attendance officers lead on improving the attendance of disadvantaged pupils, closing the gap between disadvantaged and non-disadvantaged over time.	1
Uniform items £6,000	Ensuring pupils have access to uniform to support a sense of belonging amongst disadvantaged pupils.	1

Hardship fund £6,137	Ensuring that families who have fallen on hard times are able to support the child in reaching their full potential in school	1, 2, 3, 4 and 5
Breakfast Club £469	Ensuring that disadvantaged pupils have the best start to the day, ensuring that they are ready to learn throughout the day.	1, 2, 3, 4 and 5
Pastoral pledge and ATL regards trips £14,688	Enriching the cultural capital of disadvantaged pupils by visiting theme parks, national parks and museums.	3 and 4
Debate mate £1,449	Developing oracy of disadvantaged pupils - EEF - Oracy Interventions	4 and 5
MUFC Foundation £16,184	Have an on-site mentor for pupils to provide mentorship to disadvantaged pupils, supporting them feeling a sense of belonging.	1, 3 and 4
Duke of Edinburgh £2,229	Giving disadvantaged pupils culturally enriching opportunities beyond the academic curriculum.	4
Alternative provision places £228,081	Adding an extra layer of support to disadvantaged pupils through an alternative to suspensions and permanent exclusions.	3
Ingredients for food Technology lessons £5,550	Removing the financial barrier of accessing the food technology curriculum	5
LAC Ring-fenced £7,710	Supporting LAC pupils in achieving academic outcomes.	5

Total budgeted cost: £700,290

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Measure	Disadvantaged Pupils	Non-Disadvantaged Pupils	Disadvantaged National	Non-Disadvantaged
P8	+0.17	+0.49	-0.43	+0.16
P8 Maths	+0.08	+0.43	-0.42	+0.16
P8 English	+0.15	+0.38	-0.40	+0.15
P8 EBacc	+0.44	+0.83	-0.42	+0.16
P8 Open	+0.15	+0.26	-0.47	+0.18
A8	39.1	47.63	38.88	50
9-5 Match	21.2%	42.1%	29.2%	53.1%
9-4 Match	45.8%	57.0%	48.0%	72.7%

Disadvantaged pupils make better progress at Manchester Academy than non-disadvantaged pupils do nationally, this is something that we are incredibly proud of. It was our highest ever P8 for disadvantaged pupils at +0.17. Further support is required to improve attainment and consequent attainment in maths moving forward. This effort begins in plugging gaps in numeracy in years 7 and 8.

Even though attainment at Manchester Academy for disadvantaged pupils is higher than other disadvantaged pupils nationally, there is still quite a large gap between disadvantaged and non-disadvantaged. This issue will be pertinent in the years ahead with no P8 figures in the next two years.

There were some issues in the meeting the match, especially at 9-5, as above, this was mainly a result in some poorer outcomes in maths when compared to English. Further targeted academic support is required to ensure outcomes improve in maths.

Attendance for pupil premium pupils at Manchester Academy is higher than national, which we are very proud of. Even though it was higher than national, there is still a gap between pupil premium and non-pupil premium attendance. At the end of May, disadvantaged attendance was 89.49% and non-disadvantaged was 93.29%. This has

already improved this academic year, with disadvantaged pupils having an attendance of 92.14% so far.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
SISRA	Juniper Education
NGRT	GL Assessment
MIDYIS/YELLIS	CEM
MUFC	Manchester United Football Club
Our Futures	Our Futures