

Pupil Premium Strategy

2019-20

Ingleby Manor Free School

The context of the Academy

Ingleby Manor Free School & Sixth Form draws directly from the local community with the majority of pupils living within walking distance. The vast majority of its intake comes from its six main feeder primary schools. The school has grown year on year from opening in 2014 and now has all year groups on roll from Year 7 to Year 11, with our first cohort sitting their GCSEs in the summer of 2019.

The school is part of Delta Academies Trust. There are 613 pupils on roll. 20.33% of pupils are eligible for disadvantaged funding, 8.51% have SEND. There have been a number of recent changes implemented in leadership, curriculum, behaviour, Teaching & Learning and English that are having a positive impact and are well supported by the trust (Delta).

In May 2017, the school received an OFSTED Section 5 Inspection and was graded as 'good' in all categories. Our primary focus has been on improving behaviour, developing leadership and securing success through improved quality first wave 1 teaching. The appointment of our Principal at Easter 2018, followed by the appointment of three Associate Assistant Principals (AAPs) from September 2018, has brought capacity and strength to the School's Leadership Team. Alongside the SLT and the MLT there is strong weekly support from Delta Core Subject Directors, driving forward high standards of success for all year groups, with special focus on the Year 11 students.

There has also been a change of leadership in the trust at CEO level and this has resulted in a positive change of culture across the organisation. The trust is now known as Delta Academies Trust. The trust provides effective challenge and support to the school. This is co-ordinated by a Director of Education and Executive Principal working directly with the school on improvement priorities on a regular basis.

The school is a smaller than average school. The proportion of pupils eligible for free school meals is above the national average at 8% - FSM and 13% - FSM 6. Pupils within the school are mainly White British with the numbers of pupils who speak English as an additional language, this is below the national average but increasing at 1.02%. The school's admissions policy includes a specific criteria for 10% pupil premium as part of its admission criteria.

There are a considerably higher number of pupils with Special Educational Needs and Disabilities (SEND) at Ingleby Manor, than in most other local mainstream secondary schools. We currently have 26 students with Education Health Care Plans (EHCPs) at Ingleby Manor, which is 4.2% of our school cohort, (the national average is 1.9%). 15% of the school is on the SEND register. Ingleby Manor have a dedicated SEND area called the Bridge, which runs a full timetable of social, emotional and academic interventions and contributes to a robust pastoral support package.

Under the leadership of the SLT, the school has shown that we have the capacity to bring about significant and sustained positive change. In September 2019 we expanded the capacity through the appointments of a new Assistant Principal, two Associate Assistant Principals, plus three aspiring leaders.

Together with the extended capacity at SLT the Principal is now established as are the time changes to the school day along with the curriculum that is now fully embedded.

2019/20 Prior Attainment Data

	Prior Attainment Data				
	Average Points score on Entry				
School	School	National	Difference	PP Students	Difference
Year 11 (18/19)	29.17	28.7	0.47	28.69	-0.01
Year 11	29.32	29	0.32	26.79	-2.21
Year 10 Reading	103.02	102.6	0.42	101.41	-1.19
Year 10 Maths	103.15	103	0.15	103.10	-1.19
Year 9 Reading	104.12	104	0.12	101.00	-3
Year 9 Maths	104.90	104	0.9	103.00	-1
Year 8 Reading	105.37	105	0.37	101.59	-3.41
Year 8 Maths	104.86	104	0.86	101.00	-3
Year 7 Reading	105.35		0	103.6757	0
Year 7 Maths	106.66		0	105.41	0

Pupil premium strategy statement 2019-20

1. Summary information					
School	Ingleby Manor Free School & Sixth Form				
Academic Year	19/20	Total PP budget	£125,895	Date of most recent PP Review	09/09/18
Total number of pupils	613	Number of pupils eligible for PP	124	Date for next internal review of this strategy	Sept 2020

2. Current attainment - Current Year 11		
	Pupils eligible for PP	All Pupils
% achieving a pass in Maths (grade 4)	52.94%	78.18% at Grade 4
% achieving a pass in Maths (grade 5)	52.94%	56.36% at Grade 5
% achieving a pass in English (grade 4)	47.06%	80.91% at Grade 4
% achieving a pass in English (grade 5)	35.29%	65.45% at grade 5
Progress 8 score average	Grade Boundaries to be released Feb 2020	
Attainment 8 score average	Attainment 8 is used to work out Progress 8	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Historically, literacy skills entering Y7 are lower on average for pupils eligible for PP than other groups, which prevents them from making good progress in Year 7.
B.	Pupils who are eligible for PP in current tracking on average are making less progress than other groups in English and Mathematics at KS4.
C.	Pupils who are eligible for PP in current tracking on average are making less progress than other groups in basket 3 qualifications
D.	Low aspiration, poor resilience and limited desire for learning is having a detrimental effect on their academic progress.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance rates for pupils eligible for PP are lower than other groups, this reduces teacher/pupil contact time and causes them to fall behind.

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	High levels of progress in literacy embedded for year 7 and year 8 pupils eligible for PP.	Pupils eligible for PP in Y7 make more progress by the end of the year than 'non-PP' pupils. Evidence through baseline assessments, in school English assessment data (twice per school year). Accelerated Reader outcomes to be introduced in 2019/20 and impact monitored throughout the year. Bridge interventions are rigorously assessed for maximum impact using a session by session RAG rating and Boxhall Profile (national online holistic assessment tool).
B.	To continue improved rates of progress at KS4 English and Mathematics for pupils eligible for PP.	Continue to close the gap between progress of pupils eligible for PP compared to non-PP pupils in English and mathematics at Key Stage 4. Evidence through regular RAG meetings attended by SLT and HoDs. DELTA Subject Directors deliver 'walk and talk' mocks to develop exam strategies
C.	Improved rates of progress at KS4 Basket 3 Qualifications	Pupils eligible for PP make as much progress as non-PP pupils in Basket 3 subjects at Key Stage 4. Evidence through regular RAG meetings. New Head of Vocational Qualifications to co-ordinate and drive forward the progress within Basket 3 qualifications.
D.	Improved aspiration, strengthened resilience and increased desire for learning are developed for individuals eligible for PP who are displaying challenging behaviours. Vulnerable pupils are supported academically, emotionally and socially.	Weekly inclusion meetings, identification through survey, behaviour data and the pastoral team as causing concern or vulnerable are able to engage more positively in learning and require reduced interventions over time, either via mentoring or behaviour management. Evidence RAG, behaviour data, inclusion log and new praise and reward scheme driven by newly appointed HoD.

E.	Increase in the attendance of pupils eligible for PP	Attendance figures show that the gap between PP pupils attendance is closing and in line with 'non-PP'. Evidence through half termly attendance data and monitored weekly through inclusion log. Learning managers oversee attendance of their year groups through daily and weekly attendance tracking; a record of actions taken to improve attendance is logged and RAG rated against the previous year to identify for patterns and causes.
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5. Planned expenditure

Academic Year **2019-20**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A – High levels of progress in literacy embedded for Year 7 and 8, with careful monitoring of those eligible for PP and extended support, where necessary, into KS4	<p>Year 7</p> <ul style="list-style-type: none"> ● Tracking and monitoring at each data capture ● Live marking – correction of spelling ● Connect marking for spelling ● Weekly registration time reading ● Look, cover, write, check ● Accelerated reader ● Reading starters ● Intervention leaders aware of PP students and ensuring small group sessions build confidence in reading. ● Cross Curricular Word of the Week to introduce topic related vocabulary ● Class teachers evidence awareness of PP students in each class through documenting on seating plan and identification on data tracking. 	<p>Differentiated material</p> <p>Demonstrate and connect activities in Science and Maths linked to assessment for learning, will show improvement leading to all students making expected or more progress.</p> <p>PIN marking strategies in other subjects highlight students' progress.</p> <p>Bespoke interventions generated by need by Bridge Staff in liaison with SENCO and Inclusion Manager.</p>	<p>Quality first teaching informed by detailed SEND information available to staff.</p> <p>Regular monitoring of progress and attainment through data tracking. Daily learning walks ensure consistency throughout the school</p> <p>Teaching of specific knowledge/skills through effective robust schemes of work developed across DELTA Academies (KS3 currently being further developed)</p> <p>Structured moderation process ensures accuracy in verifying and measuring student</p>	<p>All teachers of KS3 are responsible for tracking student progress.</p> <p>HoDs are responsible for their departmental input deadlines being met and quality control.</p> <p>Overall checks on progress RP</p> <p>AS and HB (Bridge)</p>	<p>Termly through data discussions with SLT</p> <p>Annually through Progress 8 data.</p> <p>Bridge intervention assessment every 6 weeks using Boxhall and RAG rated session records.</p> <p>Bi-annual analysis of SEND cohort current grades to review impact of provision and plan for further support.</p>

	<ul style="list-style-type: none"> • Screening tools used to identify specific learning difficulties like dyslexia and dyscalculia. • Introduction of Reading Rediscovered • Twice weekly 1:1 Catch Up Numeracy intervention for those students who join Ingleby Manor, with below national average Maths SATs score <p>Year 8</p> <ul style="list-style-type: none"> • Tracking and monitoring at each data capture • Live marking – correction of spelling • Connect marking for spelling • Weekly registration time reading • Look, cover, write, check • Accelerated reader • Reading starters • Intervention leaders aware of PP students and ensuring small group sessions build confidence in reading. • Cross Curricular Word of the Week to introduce topic related vocabulary • Class teachers evidence awareness of PP students in each class through documenting on seating plan and identification on data tracking. • Screening tools used to identify specific learning difficulties like dyslexia and dyscalculia. • Introduction of Reading Rediscovered • Bespoke KS4 offer for a small cohort of learners unable to access GCSE curriculum, when choosing options. • Functional skills qualification in maths and English considered for students working 		<p>progress across the DELTA Trust.</p> <p>Recently appointed 2nd in Maths Department to drive positive outcomes.</p> <p>Weekly DELTA Subject Director support</p>		<p>Termly through data discussions with SLT</p> <p>Annually through Progress 8 data.</p> <p>Bridge intervention assessment every 6 weeks using Boxhall and RAG rated session records.</p> <p>Bi-annual analysis of SEND cohort current grades to review impact of provision and plan for further support</p>
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	well below national expectations, for KS4 option outcomes				
<p>B 1 Continued improved rates of progress at KS4 in English and Mathematics for pupils eligible for PP</p> <p>B2 Cross Curricular intervention</p>	<p>Increased differentiation, diagnostic feedback and personalised revision.</p> <p>Use of demonstrate and connect or PIN marking in all subject areas</p> <p>Daily after school interventions delivered by subject specialists.</p> <p>Cross curricular intervention timetable runs throughout the school holidays and is delivered by subject specialist staff.</p> <p>Maths and Science specialist L2 TA runs weekly small group and 1:1 interventions</p> <p>Specialist English Interventions delivered in small groups weekly</p>	<p>Differentiated materials and demonstrate marking improve the quality of individualised activities to close gaps.</p> <p>Shared resources across all DELTA academies ensures high standard of content with proven success rate.</p> <p>Online learning platforms (Hegarty Maths and GCSE POD) available to all students to enable quality assured self directed study</p> <p>College and University visits and study experiences to raise aspirations.</p>	<p>Regular monitoring of progress and attainment through data tracking</p> <p>Teaching of specific knowledge / skills through effective robust schemes of work developed across DELTA Academies</p> <p>Walk and talk mocks timetabled into KS4 curriculum to develop exam skills and improve student confidence</p> <p>Weekly Director support in Maths and English and resources plus cross school links</p>	<p>Directors Maths & English Learning Leaders Maths & English HoDs co-ordinate provision</p>	<p>Termly through data discussions with SLT</p> <p>Fortnightly RAG meetings for Y11 students</p> <p>Annually through Progress 8 data.</p> <p>Intervention assessment every 6 weeks using Boxhall and RAG rated session records.</p> <p>Bi-annual analysis of SEND cohort current grades to review impact of provision and plan for further support.</p>
<p>C Improved rates of progress at KS4 Basket 3 Qualifications</p>	<p>Increased differentiation, diagnostic feedback and personalised revision.</p> <p>Use of demonstrate and connect or PIN marking embedded across the whole curriculum.</p> <p>Increased robustness of tracking and quality assurance.</p> <p>Newly appointed HoDs in all curriculum areas of the school with SLT link for additional support.</p> <p>Newly appointed T&L Team</p>	<p>Differentiated materials and demonstrate marking improve the quality of individualised activities to close gaps</p> <p>Shared resources across all DELTA academies ensures high standard of content with proven success rate.</p> <p>Field trips, excursions and subject based school</p>	<p>Regular monitoring of progress and attainment through data tracking</p> <p>Teaching of specific knowledge/skills through effective robust schemes of work developed across DELTA Academies</p> <p>50%reduction in educational trip costs for pupils eligible for PP</p>	<p>Directors M&E LL M&E Associate SLT (DD GS KN AT MB JR RJ LS DD)</p>	<p>Termly through data discussions with SLT</p> <p>Fortnightly RAG meetings for Y11 students</p> <p>Annually through Progress 8 data.</p> <p>Intervention assessment every 6 weeks using Boxhall and RAG rated session records.</p>

		<p>trips provide wider experience.</p> <p>Enhanced offer of extra-curricular activities linked to Basket 3 qualifications such as Drama, Sports, Music and Art to promote engagement and make links between subject areas and real life.</p> <p>Half termly whole school events organised by participants in extra-curricular activities, linked</p>	<p>Director support regarding T&L and resources plus cross school links</p> <p>Associate member of SLT responsibility</p>		<p>Bi-annual analysis of SEND cohort current grades to review impact of provision and plan for further support.</p>
Current allocated spend					£63,883

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A –High levels of progress in literacy embedded for Year 7 and 8, with careful monitoring of those eligible for PP and extended support, where necessary, into KS4</p>	<p>Full timetable of personalised and small group provision following diagnostic testing (baseline assessments, CAT4, NGRT, Dyslexia screening) facilitated by Bridge & SEND staff.</p> <p>Develop links with primary schools through Y6 transition Lead (who is also Y7 Learning Manger to ensure smooth transition)</p>	<p>Diagnostic testing ensures that pupil's needs are identified and appropriate interventions are put in place to ensure progress. The programs used are shown to be effective and are used in other Academies within the TRUST.</p> <p>Y7 starter pack with key information delivered to primary schools by Transition Co-Ordinator.</p>	<p>CPD for staff delivering overview of attachment strategies</p> <p>Liaison with Primary Schools as appropriate</p> <p>PEPs are quality assured and RAG rated by virtual school.</p> <p>Quality first teaching informed by detailed SEND information available to staff.</p>	<p>Intervention and SENCO</p> <p>JC</p> <p>BB</p> <p>TAs: LA, SF, RG, TW</p>	<p>Termly through data discussions with SLT</p> <p>Fortnightly RAG meetings for Y11 students</p> <p>Annually through Progress 8 data.</p> <p>Intervention assessment every 6 weeks using Boxhall and RAG rated session records.</p>

	<p>English and maths clubs offered as part of extra-curricular programme</p> <p>Reading book part of student equipment</p> <p>Literacy leader initiative to promote love of reading throughout the school</p> <p>Word of the week</p> <p>Inclusion Manager co-ordinates support for most vulnerable students to ensure they have appropriate outside agency involvement to improve emotional and physical wellbeing.</p> <p>Assistant Principal leads and co-ordinates whole school provision for pupils eligible for PP</p> <p>Robust reading and spelling testing, data shared across the school and used in planning (class profiles)</p> <p>Implementation of New Reading Strategy to Ks3 students within English. 'Reading Reconsidered'</p>	<p>Visits offered to all primaries by Transition Lead supported by ex-students.</p> <p>Transition Lead works with Curriculum departments to organise events for primary schools.</p> <p>Designated teacher for CYPIOC attends Y6 PEP and LAC Reviews to ensure collaboration with Care Teams throughout transition into secondary school.</p> <p>4 TAs employed to support students in class and collaborate with SEND team to develop effective support strategies.</p> <p>Attachment training delivered to whole staff by Virtual school to ensure emotional and developmental difficulties inform Quality First Teaching.</p> <p>To enable all teachers to differentiate appropriately so that all pupils can access reading material. Data has shown a significant number of pupils eligible for PP have a reading age lower than their chronological age.</p> <p>To improve the Chronological Reading ages of students.</p>	<p>Regular monitoring of progress and attainment through data tracking. Daily learning walks ensure consistency throughout the school</p> <p>Teaching of specific knowledge/skills through effective robust schemes of work developed across DELTA Academies (KS3 currently being further developed)</p> <p>Structured moderation process ensures accuracy in verifying and measuring student progress across the DELTA Trust.</p> <p>CR, JC & LA meet regularly to ensure that the PP provision is implemented effectively across all areas of the school.</p> <p>QA process</p>	<p>Designated Teacher</p> <p>AP data & interventions T&L Team</p> <p>BP</p>	<p>Bi-annual analysis of SEND cohort current grades to review impact of provision and plan for further support.</p> <p>Class profile checking T&L Team Drop ins</p>
<p>B – Continued Improved rates of progress at KS4 in English and</p>	<p>Deliver targeted interventions and revision to small groups delivered by directors, TA's, subject teachers.</p>	<p>Enables pupils to consolidate learning and further access teaching and support. Ensures that learning takes place within the holiday period with otherwise not happen.</p>	<p>Regular monitoring through RAG and other data tracking relating to PRP</p>	<p>T& L Team Maths Director support</p>	<p>RAG meetings as per the school calendar</p>

<p>Mathematics for pupils eligible for PP</p>	<p>Extend the school day into P7 for identified pupils to receive targeted support via experienced members of school staff. Provide opportunity in holidays for bespoke sessions of intervention on key skills and exam technique – Year 11 only</p> <p>Provide specific interventions through weekend intensive revision sessions and the use of 'other' venues to ensure effective and intensive interventions</p> <p>Provide specific revision guides appropriate to the mathematics and English examinations.</p> <p>Provide passwords to Hegarty Maths and GCSE POD and a space afterschool to access the internet</p>	<p>Ensures bespoke and intensive interventions for identified pupils</p> <p>Pupils use revision guides within lesson to aid pupils in revision skills. They complete work on Hegarty Maths and progress is praised on departmental notice boards.</p> <p>Pupils use exam specific resources on GCSE POD. Digital technology promotes engagement.</p>	<p>Teaching of specific skills and knowledge through a robust analysis of individual pupil strengths and weaknesses</p> <p>Teaching of specific skills and knowledge through a robust analysis of individual pupil strengths and weaknesses</p> <p>Positive promotion through attendance assemblies, rewards and recognition. Whole school actively participates in highest attendance competition.</p> <p>Improvement tasks based on assessment outcomes through departmental moderation</p>		<p>Termly through data discussions with SLT</p> <p>Fortnightly RAG meetings for Y11 students</p> <p>Annually through Progress 8 data.</p> <p>Bi-annual analysis of SEND cohort current grades to review impact of provision and plan for further support.</p>
<p>C - Improved rates of progress at KS4 Basket 3 Qualifications</p>	<p>Deliver targeted interventions and revision to small groups delivered by directors, TA's, subject teachers.</p> <p>Drop down days timetabled for Basket 3 qualifications throughout the year to provide intensive subject support.</p> <p>Extend the school day into P7 for identified pupils to receive targeted support via experienced members of school staff. Provide opportunity in holidays for bespoke additional subject sessions – Year 10/11</p>	<p>Enables pupils to consolidate learning and further access teaching and support. Ensures that learning takes place within the holiday period with otherwise not happen.</p> <p>Ensures bespoke and intensive interventions for identified pupils.</p> <p>Pupils use revision guides within lesson to aid pupils in revision skills.</p>	<p>Regular monitoring through RAG and other data tracking</p> <p>Teaching of specific skills and knowledge through a robust analysis of individual pupil strengths and weaknesses</p> <p>Positive promotion through attendance assemblies, rewards and recognition. Whole school actively participates in highest attendance competition.</p>	<p>T&L Team</p>	<p>RAG meetings as per the school calendar</p> <p>Termly through data discussions with SLT</p> <p>Fortnightly RAG meetings for Y11 students</p> <p>Annually through Progress 8 data.</p> <p>Bi-annual analysis of SEND cohort current</p>

	<p>Provide specific revision guides appropriate to the courses</p> <p>GCSE POD and a space afterschool to access the internet used where appropriate</p>	<p>Pupils use exam specific resources on GCSE POD. Digital technology promotes engagement.</p>	<p>Improvement tasks based on assessment outcomes through departmental moderation</p>		<p>grades to review impact of provision and plan for further support.</p>
Current allocated spend					£90384

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>D - Aspiration, resilience and desire for learning are developed for individuals eligible for PP who are displaying challenging behaviours.</p> <p>Vulnerable pupils are supported academically, emotionally and socially.</p>	<p>Learning Manager support identified vulnerable pupils on a daily basis.</p> <p>Pupils make use of the pastoral support to ensure that their needs are met in terms of mental health and otherwise. This is individualised and can be short or long term.</p> <p>Pupils are supported emotionally through the Mental Health Champion (TH)</p>	<p>Targeted interventions matched to the needs of pupils with academic, emotional or social needs can be effective especially for older pupils.</p>	<p>Behaviours are monitored for themselves but also as an impact on the RAG – discussed as per school calendar</p>	<p>Learning Managers</p> <p>SLT – RWa</p> <p>Inclusion Manager</p>	<p>Feb 20 and July 20</p>

	<p>Vulnerable students are supported where appropriate via the hardship fund so that they fit into school and have the appropriate uniform/equipment etc to be comfortable and learn in school.</p> <p>PP pupils are supported where appropriate so they have the same opportunities as their peers so they can experience the same activities</p>				
E - Increase in the attendance of pupils eligible for PP	<p>Attendance team prioritise and monitor PP pupils to enable rapid follow up of unauthorised absence. Immediate phone calls and home visits made to ensure safeguarding needs are met and pupils are in school.</p> <p>Reward Scheme aid students to improve their attendance through means of motivation of a reward.</p>	<p>A high level of attendance is key to ensuring good attainment and progress and improving the life chances of these pupils</p> <p>Students issued with two targets of which if an improvement in their attendance percentage has improved a reward will be given.</p>	<p>Tracking of pupils' attendance on a daily basis. Weekly meetings attendance/inclusion identify and discuss pupils at risk of PA and those already PA</p> <p>Tracking of group attendance data on a half termly basis</p> <p>Targeted interventions are in place to improve attendance and to re-engage pupils to ensure progress across the curriculum. These include referrals to external agencies where appropriate.</p> <p>Monitored weekly by the PP Lead and Inclusion Manager. End of term reward for successful students.</p>	<p>Inclusion manager PP Lead (CR)</p>	<p>RAG meetings as per the school calendar</p> <p>Termly through data discussions with SLT</p> <p>Fortnightly RAG meetings for Y11 students</p> <p>Annually through Progress 8 data.</p> <p>Bi-annual analysis of SEND cohort current grades to review impact of provision and plan for further support.</p>
Current allocated spend					£90384

6. Review of expenditure**Previous Academic Year** 2018-19**i. Quality of teaching for all**

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail

• In this section you can annex or refer to **additional** information which you have used to inform the statement above.

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