Pupil Premium Strategy

2019-20

Ingleby Manor Free School

DELTA

Ingleby Manor

Free School and Sixth Form

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.

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 schools admissions policy includes a specific criteria for 10% pupil premium as part of its admission criteria.

ur 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 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 Principal's, 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) **% achieving a pass in Maths (grade 5)**	**89%** **50%**	**86% at Grade 4** **65% at Grade 5**
% achieving a pass in English (grade 4) **% achieving a pass in English (grade 5)**	**68%** **58%**	**93% at Grade 4** **80% at grade 5**
Progress 8 score average	**-0.11**	-0.11
Attainment 8 score average	**4.3**	5.1

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers *(issues to be addressed in school, such as poor literacy skills)*	
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 *(issues which also require action outside school, such as low attendance rates)*	
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 *(desired outcomes and how they will be measured)*		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.

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	Year 7 • 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 • Lexonik • 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 • Twice weekly 1:1 Catch Up Numeracy intervention for those students who join	Differentiated material 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. PIN marking strategies in other subjects highlight students' progress. Bespoke interventions generated by need by Bridge Staff in liaison with SENCO and Inclusion Manager.	Quality first teaching informed by detailed SEND information available to staff. Regular monitoring of progress and attainment through data tracking. Daily learning walks ensure consistency throughout the school Teaching of specific knowledge/skills through effective robust schemes of work developed across DELTA Academies (KS3 currently being further developed) Structured moderation process ensures accuracy in verifying and measuring student progress across the DELTA Trust.	All teachers of KS3 are responsible for tracking student progress. HoDs are responsible for their departmental input deadlines being met and quality control. Overall checks on progress RP Bridge	Termly through data discussions with SLT Annually through Progress 8 data. Bridge intervention assessment every 6 weeks using Boxhall and RAG rated session records. Bi-annual analysis of SEND cohort current grades to review impact of provision and plan for further support.

	Ingleby Manor, with below national average Maths SATs score Year 8 • 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 Reconsidered • Bespoke KS4 offer for a small cohort of learners unable to access GCSE curriculum, when choosing options. TA Costs • Functional skills qualification in maths and English considered for students working well below national expectations, for KS4 option outcomes		Recently appointed 2nd in Maths Department to drive positive outcomes. Weekly DELTA Subject Director support		Termly through data discussions with SLT Annually through Progress 8 data. Bridge intervention assessment every 6 weeks using Boxhall and RAG rated session records. Bi-annual analysis of SEND cohort current grades to review impact of provision and plan for further support

B 1 **Continued improved rates of progress at KS4 in English and Mathematics for pupils eligible for PP** **B2 Cross Curricular intervention**	Increased differentiation, diagnostic feedback and personalised revision. Use of demonstrate and connect or PIN marking in all subject areas Daily after school interventions delivered by subject specialists. Cross curricular intervention timetable runs throughout the school holidays and is delivered by subject specialist staff. Maths and Science specialist L2 TA runs weekly small group and 1:1 interventions Specialist English Interventions delivered in small groups weekly	Differentiated materials and demonstrate marking improve the quality of individualised activities to close gaps. Shared resources across all DELTA academies ensures high standard of content with proven success rate. Online learning platforms (Hegarty Maths and GCSE POD) available to all students to enable quality assured self directed study College and University visits and study experiences to raise aspirations.	Regular monitoring of progress and attainment through data tracking Teaching of specific knowledge / skills through effective robust schemes of work developed across DELTA Academies Walk and talk mocks timetabled into KS4 curriculum to develop exam skills and improve student confidence Weekly Director support in Maths and English and resources plus cross school links	Directors Maths & English Learning Leaders Maths & English HoDs co-ordinate provision	Termly through data discussions with SLT Fortnightly RAG meetings for Y11 students Annually through Progress 8 data. Intervention assessment every 6 weeks using Boxhall and RAG rated session records. Bi-annual analysis of SEND cohort current grades to review impact of provision and plan for further support.
C **Improved rates of progress at KS4 Basket 3 Qualifications**	Increased differentiation, diagnostic feedback and personalised revision. Use of demonstrate and connect or PIN marking embedded across the whole curriculum. Increased robustness of tracking and quality assurance. Newly appointed HoDs in all curriculum areas of the school with SLT link for additional support. Newly appointed T&L Team	Differentiated materials and demonstrate marking improve the quality of individualised activities to close gaps Shared resources across all DELTA academies ensures high standard of content with proven success rate. Field trips, excursions and subject based school trips provide wider experience. Enhanced offer of extra-curricular activities linked to Basket 3 qualifications	Regular monitoring of progress and attainment through data tracking Teaching of specific knowledge/skills through effective robust schemes of work developed across DELTA Academies 50% reduction in educational trip costs for pupils eligible for PP Director support regarding T&L and resources plus cross school links	Directors M&E LL M&E Associate SLT (DD GS KN AT MB JR RJ LS DD)	Termly through data discussions with SLT Fortnightly RAG meetings for Y11 students Annually through Progress 8 data. Intervention assessment every 6 weeks using Boxhall and RAG rated session records. Bi-annual analysis of SEND cohort current grades to review impact of provision and plan for further support.

		such as Drama, Sports, Music and Art to promote engagement and make links between subject areas and real life. Half termly whole school events organised by participants in extra-curricular activities, linked	Associate member of SLT responsibility		
				Current allocated spend	**£29784.92**

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?
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	Full timetable of personalised and small group provision following diagnostic testing (baseline assessments, CAT4, NGRT Dyslexia screening) Dash Licence - facilitated by Bridge & SEND staff. Develop links with primary schools through Y6 transition Lead (who is also Y7 Learning Manger to ensure smooth transition) English and maths clubs offered as part of extra-curricular programme Reading book part of student equipment	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. Y7 starter pack with key information delivered to primary schools by Transition Co-Ordinator. Visits offered to all primaries by Transition Lead supported by ex-students. Transition Lead works with Curriculum departments to organise events for primary schools.	CPD for staff delivering overview of attachment strategies Liaison with Primary Schools as appropriate PEPs are quality assured and RAG rated by virtual school. Quality first teaching informed by detailed SEND information available to staff. Regular monitoring of progress and attainment through data tracking. Daily learning walks ensure consistency throughout the school Teaching of specific knowledge/skills through effective robust schemes of	Intervention and SENCO JC BB TAs: LA, SF, RG, TW Designated Teacher	Termly through data discussions with SLT Fortnightly RAG meetings for Y11 students Annually through Progress 8 data. Intervention assessment every 6 weeks using Boxhall and RAG rated session records. Bi-annual analysis of SEND cohort current grades to review impact of provision and plan for further support.

	Literacy leader initiative to promote love of reading throughout the school Word of the week Inclusion Manager co-ordinates support for most vulnerable students to ensure they have appropriate outside agency involvement to improve emotional and physical wellbeing. Assistant Principal leads and co-ordinates whole school provision for pupils eligible for PP Robust reading and spelling testing, data shared across the school and used in planning (class profiles) Implementation of New Reading Strategy to Ks3 students within English. 'Reading Reconsidered'	Designated teacher for CYPIOC attends Y6 PEP and LAC Reviews to ensure collaboration with Care Teams throughout transition into secondary school. 4 TAs employed to support students in class and collaborate with SEND team to develop effective support strategies. Attachment training delivered to whole staff by Virtual school to ensure emotional and developmental difficulties inform Quality First Teaching. 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. To improve the Chronological Reading ages of students.	work developed across DELTA Academies (KS3 currently being further developed) Structured moderation process ensures accuracy in verifying and measuring student progress across the DELTA Trust. CR, JC & LA meet regularly to ensure that the PP provision is implemented effectively across all areas of the school. QA process	AP data & interventions T&L Team BP	Class profile checking T&L Team Drop ins
B – Continued Improved rates of progress at KS4 in English and Mathematics for pupils eligible for PP	Deliver targeted interventions and revision to small groups delivered by directors, TA's, subject teachers 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	Enables pupils to consolidate learning and further access teaching and support. Ensures that learning takes place within the holiday period with otherwise not happen. Ensures bespoke and intensive interventions for identified pupils Pupils use revision guides within lesson to aid pupils in revision skills. They complete	Regular monitoring through RAG and other data tracking relating to PRP Teaching of specific skills and knowledge through a robust analysis of individual pupil strengths and weaknesses Teaching of specific skills and knowledge through a robust analysis of individual pupil strengths and weaknesses	T& L Team Maths Director support	RAG meetings as per the school calendar Termly through data discussions with SLT Fortnightly RAG meetings for Y11 students Annually through Progress 8 data.

	Provide specific interventions through weekend intensive revision sessions and the use of 'other' venues to ensure effective and intensive interventions Provide specific revision guides appropriate to the mathematics and English examinations. Provide passwords to Hegarty Maths and GCSE POD and a space afterschool to access the internet	work on Hegarty Maths and progress is praised on departmental notice boards. Pupils use exam specific resources on GCSE POD. Digital technology promotes engagement.	Positive promotion through attendance assemblies, rewards and recognition. Whole school actively participates in highest attendance competition. Improvement tasks based on assessment outcomes through departmental moderation		Bi-annual analysis of SEND cohort current grades to review impact of provision and plan for further support.
C - Improved rates of progress at KS4 Basket 3 Qualifications	Deliver targeted interventions and revision to small groups delivered by directors, TA's, subject teachers. Drop down days timetabled for Basket 3 qualifications throughout the year to provide intensive subject support. 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 Provide specific revision guides appropriate to the courses GCSE POD and a space afterschool to access the internet used where appropriate	Enables pupils to consolidate learning and further access teaching and support. Ensures that learning takes place within the holiday period with otherwise not happen. Ensures bespoke and intensive interventions for identified pupils. Pupils use revision guides within lesson to aid pupils in revision skills. Pupils use exam specific resources on GCSE POD. Digital technology promotes engagement.	Regular monitoring through RAG and other data tracking Teaching of specific skills and knowledge through a robust analysis of individual pupil strengths and weaknesses Positive promotion through attendance assemblies, rewards and recognition. Whole school actively participates in highest attendance competition. Improvement tasks based on assessment outcomes through departmental moderation	T&L Team	RAG meetings as per the school calendar Termly through data discussions with SLT Fortnightly RAG meetings for Y11 students Annually through Progress 8 data. Bi-annual analysis of SEND cohort current grades to review impact of provision and plan for further support.
				Current allocated spend	**22525.87**

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?**
D - Aspiration, resilience and desire for learning are developed for individuals eligible for PP who are displaying challenging behaviours. **Vulnerable pupils are supported academically, emotionally and socially.**	Learning Manager support identified vulnerable pupils on a daily basis. 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. Pupils are supported emotionally through the Mental Health Champion (TH & AC) 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. PP pupils are supported where appropriate so they have the same opportunities as their peers so they can experience the same activities	Targeted interventions matched to the needs of pupils with academic, emotional or social needs can be effective especially for older pupils.	Behaviours are monitored for themselves but also as an impact on the RAG – discussed as per school calendar	Learning Managers SLT – RWa Inclusion Manager	Feb 20 and July 20

E - Increase in the attendance of pupils eligible for PP	Attendance team prioritise and monitor PP pupils to enable rapid follow up of unauthorised absence. Immediate phone calls and home visits Petrol Costs made to ensure safeguarding needs are met and pupils are in school. Reward Scheme aid students to improve their attendance through means of motivation of a reward.	A high level of attendance is key to ensuring good attainment and progress and improving the life chances of these pupils Students issued with two targets of which if an improvement in their attendance percentage has improved a reward will be given.	Tracking of pupils' attendance on a daily basis. Weekly meetings attendance/inclusion identify and discuss pupils at risk of PA and those already PA Tracking of group attendance data on a half termly basis 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. Monitored weekly by the PP Lead and Inclusion Manager. End of term reward for successful students	Inclusion manager PP Lead	RAG meetings as per the school calendar Termly through data discussions with SLT Fortnightly RAG meetings for Y11 students Annually through Progress 8 data. Bi-annual analysis of SEND cohort current grades to review impact of provision and plan for further support.
				Current allocated spend	**29359.32 + 7781.55**

6. Review of expenditure				
Previous Academic Year	**2019-20**			
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**
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	Accelerated Reader Lexonik Tracking and monitoring data captures – RAG established for those below on reading. Live marking – correction of spelling 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.	Limited use of AR due to facilities available. 2019 - used 75% of package due to lockdown. Students will be getting remaining 25% of package in Oct/Nov 2020. Bridge started “Survival” intervention, cut down due to lockdown. GL Assessment 2 to measure impact was cancelled. Due to Covid -19, on hiatus. However Literacy Leaders delivered peer Assessed Mentoring (2019-20 Close Reading, inference, assistance with homework). Management of WoW; literacy displays. 28% of Literacy Leaders were PP students being literacy leaders 2019-20. Reading Reconsidered embedded fully in Y7 and Y8, with creation of new Y9 Reading Reconsidered scheme in the year.	2020-21 requested Y7 and Y8 to have a computer room available for one English lesson a week. Star test at beginning and end of year. Use it to track minute progress in reading age ability. May also be using Read Write Inc for weakest students to encourage home access BP developed similar package to Lexonik to roll out as time tabling allows and Bridge will be delivering reading intervention unit "survival" targeted at Y7 and Y8. Students who were cut down due to lockdown will start with it. Rolling programme throughout year. Anyone who scores below 89 on GL assessment. TAs have been trained in Lexonik Advanced Programme and so can deliver sessions Continuation on Literacy Leaders scheme when Covid -19 allows, to help students progress and foster confidence with the leaders themselves.	AR Lexonik – 75% used – 35% carried over into 2020-21 GL baseline assessments, CAT4, NGRT - Dyslexia screening) - Dash Licence - facilitated by Bridge & SEND staff. Cost of delivering intervention. TA Costs Costs of delivering functional skills (maths this year)

	Introduction of Reading Reconsidered Twice weekly 1:1 Catch Up Numeracy intervention for those students who join Ingleby Manor, with below national average Maths SATs score Functional skills qualification in maths and English considered for students working well below national expectations, for KS4 option outcomes		Y7-9 Reading Reconsidered SoW fully designed, resourced and ready to teach 2020-21. English department + Bridge staff have attended Reading Reconsidered training either in term time or via Zoom during lockdown.	Bridge intervention assessment every 6 weeks using Boxhall - and RAG rated session records. Cost of Bridge staffing
B 1 **Continued improved rates of progress at KS4 in English and Mathematics for pupils eligible for PP** **B2 Cross Curricular intervention**	Increased differentiation, feedback and personalised revision. CPD of staff whole school. Demonstrate/Connect and PIN marking. After school and holiday interventions. Small group and 1:1 Maths/Science intervention. Small group English interventions.	• English Progress 8 scores for disadvantaged pupils has moved from +0.35 (2019) to +0.55 (2020) – a difference of +0.20 • Maths Progress 8 scores for disadvantaged pupils has moved from -0.30 (2019) to +0.48 (2020) – a difference of +0.78 • However, the progress 8 for all pupils in English increased by +0.25 between 2019-20, whilst in maths it was +0.32. There is still work to be done for closing the gap, especially in English. Disadvantaged pupils exceeded other pupils in maths (+0.48 disadvantaged and +0.37 other) whereas in English the gap remains (+0.55 disadvantaged and +0.83 other). • The number of pupils attaining a 4+ in English and maths has increased for all pupils (+11.6%) but stayed the same for disadvantaged, at 53% (academy	• Last year we had a significant gap between disadvantaged and non-disadvantaged (-0.6 compared to -0.12 a close to 0.48 difference. This year the gap has closed to 0.05. This is excellent. It indicates the CAG process has not led to an achievement gap. • Gap still exists in English to address next year. Disadvantaged students out performed non in maths. More liaison with T&L team to see improved outcomes and gap close, especially in English. Continue regular monitoring of impact through data tracking - RAG	Proportion of salary costs for directors Proportion of salary cost for delivering intervention. Cost of intervention Hegarty Maths GCSE Pod

		other is 89%, higher than national average at 71%) Holiday intervention for English could not take place due to fire alarm in December and the Covid-19 at Easter.		
C **Improved rates of progress at KS4 Basket 3 Qualifications**	Increased differentiation, feedback and personalised revision. CPD of staff whole school. Demonstrate/Connect and PIN marking. Increased robustness of tracking and quality assurance. Newly appointed HoD and new AP of Teaching and Learning used as driving force. New T&L team with additional AAP and Developing Leader.	• Significant improvements have been seen for both disadvantaged and other between 2019 and 2020. Disadvantaged students have moved from a progress 8 score of -1.30 to +0.18, whilst all pupils have moved from -0.93 to +0.12 (disadvantaged students have increased +1.48, other +1.05). Disadvantaged are exceeding other in the open basket. • 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 - Assistant Principal has encouraged the creation of clubs across the KSs and curriculum, and new "Marks" reward scheme developed to foster this. • Robust SoW developed across DELTA Academies.	• Continue success of this year. Keep achievement gap minimal. • Improve uptake of EBacc. • T&L team to keep up rigour of CPD and high expectations across all subjects. • Continue regular monitoring of impact through data tracking - RAG	Costs for trips/experience in open basket Proportion of costs for CPD/T&L team.

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**
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	Full timetable of personalised and small group provision following diagnostic testing	Due to Covid 19, reviews could not be taken. Careful monitoring of students over lockdown. 2020 has seen a good uptake of students back in school. Positive feedback from parents/carers in terms of motivation and happiness at school.	Cat 4 not to be continued currently as no directive from DELTA. Concerns over space and computer access (two hours minimum per student). Focus will be instead put on recover curriculum.	GL-assessment YARC CTOPP WRAT-V DASH Boxhall

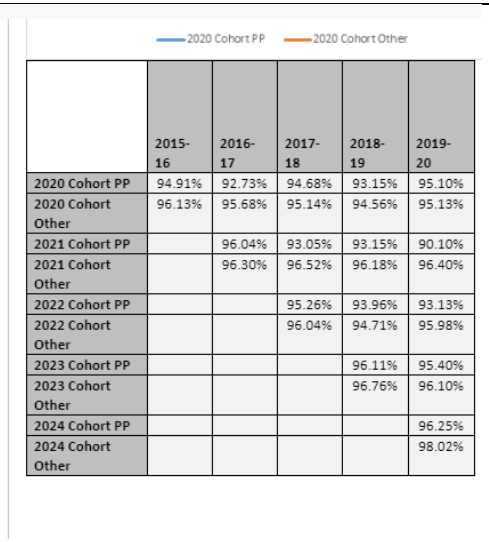
	Develop links with primary schools through Y6 transition Lead (who is also Y7 Learning Manger to ensure smooth transition) English and maths clubs offered as part of extra-curricular programme Reading book part of student equipment Literacy leader initiative to promote love of reading throughout the school Word of the week Inclusion Manager co-ordinates support for most vulnerable students to ensure they have appropriate outside agency involvement to improve emotional and physical wellbeing. Assistant Principal leads and co-ordinates whole school provision for pupils eligible for PP Robust reading and spelling testing, data shared across the school and used in planning (class profiles)	Staff in October half term will monitor student gaps and areas of weakness. Recovery Curriculum embedded across all subjects, with funding of 1:1 tutors, starting with English and Maths, year 11 PP students. Assessments and diagnostics used are useful to create a clear picture of student journey. Identify and assess students from beginning and establish who needs access arrangements in the future. This will be crucial in a post Covid climate. English clubs offered as part of extra-curricular programme (Y7 club and Film club). Increase engagement with the subject.	GL baseline assessments, NGRT - Dyslexia screening) - Dash Licence - facilitated by Bridge & SEND staff all will continue.	4 TAs supporting students Y7 starter packs / staff creating primary links (move to attendance section next year)
B – Continued Improved rates of progress at KS4 in English and	Small group intervention delivered by directors and/or HoDs, TAs, teachers	• English Progress 8 scores for disadvantaged pupils has moved from	• Offer revision guides free of charge	Proportion of costs for directors/TAs

Mathematics for pupils eligible for PP	Bespoke sessions on key skills and exam technique Bespoke timetable for specific students Provide revision guides for PP students (half price) Use of Hegarty/GCSE Pod	+0.35 (2019) to +0.55 (2020) – a difference of +0.20 • Maths Progress 8 scores for disadvantaged pupils has moved from -0.30 (2019) to +0.48 (2020) – a difference of +0.78 • However, the progress 8 for all pupils in English increased by +0.25 between 2019-20, whilst in maths it was +0.32. There is still work to be done for closing the gap, especially in English. Disadvantaged pupils exceeded other pupils in maths (+0.48 disadvantaged and +0.37 other) whereas in English the gap remains (+0.55 disadvantaged and +0.83 other). • The number of pupils attaining a 4+ in English and maths has increased for all pupils (+11.6%) but stayed the same for disadvantaged, at 53% (academy other is 89%, higher than national average at 71%) Positive promotion through attendence assemblies, rewards and recoginitions. Friday "Brunch" for Y11 students and creation of mentors.	• More focused intervention for English PP and SEND students using Director, HoD or senior classroom teacher • Further use of GCSE Pod for English and space provided for those without computer access to access it, on a regular basis (homework club) – perhaps extended before school so as not to clash with interventions. • Continue regular monitoring of impact through data tracking – RAG. Appointment of Aspiring Leader to monitor data across whole school – also in charge of PP to keep this at forefront.	Revision guide costs for PP students Bespoke timetable/outside provision for individual students Proportion of costs for intervention treats, rewards for use of Hegarty and GCSE Pod, Friday brunch.
C - Improved rates of progress at KS4 Basket 3 Qualifications	Small group intervention delivered by directors and/or HoDs, TAs, teachers Drop down days timetabled for Basket 3 qualifications throughout the year to provide intensive subject support. Extend the school day into P7 for identified pupils to receive targeted support via experienced members of school staff. Provide opportunity in holidays for	Significant improvements have been seen for both disadvantaged and other between 2019 and 2020. Disadvantaged students have moved from a progress 8 score of -1.30 to +0.18, whilst all pupils have moved from -0.93 to +0.12 (disadvantaged students have increased +1.48, other +1.05). Disadvantaged are exceeding other in the open basket. Use of modelling through visualisers, literacy across the curriculum strategies, stretch and challenge strategies for all, use of teams to co-ordinate revision/ home learning activities, collaborative learning structures and seating plans to raise attainment for all.	Whole school priotity 2019-20 has been to raise attainment across English, maths and open basket. During lockdown due to Covid-19, a number of processes were put in place: • Use of Teams to provide work to students in isolation/ persistent absentees and home learning space. • Use of Teams to coordinate enrichment activities during social distancing protocols. Throughout the year, the T&L team have also been developing the whole school pedagogy and ideals:	Proportion of costs for directors/TAs Revision guide costs for PP students Bespoke timetable/outside provision for individual students

	bespoke additional subject sessions – Year 10/11 Provide specific revision guides appropriate to the courses GCSE POD and a space afterschool to access the internet used where appropriate		• Use of collaborative structures in date driven seating plans. • Stretch and challenge activities for all. • Embedded awards system through Manor Marks scheme For 2020-21 they will also be utilising: • Progress zones in each lesson. Use of modelling to promote best student practice and WAGOLLS and WABOLLS. Continue regular monitoring of impact through data tracking – RAG. Appointment of Aspiring Leader to monitor data across whole school – also in charge of PP to keep this at forefront.	

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**
D - Aspiration, resilience and desire for learning are developed for individuals eligible for PP who are displaying challenging behaviours.	Learning Manager support identified vulnerable pupils on a daily basis. Pupils make use of the pastoral support to ensure that their needs are met in terms of mental health and	LM aware of students who are emotional/vulnerable and will 'check in' on these students as and when needed depending on student needs. Some students require this daily, others once weekly. Mentoring support is available via outside agencies which LM refer to. Students are RAG rated weekly to ensure they are supported correctly.	RAG rating of students each week to continue. Referrals both in and outside of school to continue PA's to continue to meet with LM weekly. Showed an improvement last academic year (until Covid)	LM proportional costs TH and AC Proportional costs Hardship fund

Vulnerable pupils are supported academically, emotionally and socially	otherwise. This is individualised and can be short or long term. Pupils are supported emotionally through the Mental Health Champion (TH and AC) 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. PP pupils are supported where appropriate so they have the same opportunities as their peers so they can experience the same activities Desire for learning encouraged by issuing of manor marks by class teacher. Awarded for effort, HW completion, outstanding work. Students have opportunity to earn reward points through full weekly attendance and conduct. Reward points can be 'cashed in' and used as purchases from the school shop, used to buy raffle tickets or to attend visits. Same plan for 2020/21	LM refer students to TH and Bridge within school. LM refer students to outside agencies based on their need such as Footsteps, Emotional Wellbeing Nurse, Youth Direction etc. LM in regular contact with students, agencies and parents. Uniform is provided to students on PP if requested or LM assess a need. PP students have access to FSM and have school/PE uniform provided. School shoes for any student is available to borrow from school. Students who have a low attendance meet with LM weekly to discuss any barriers attending school and so LM can help overcome these and aid them in having the same opportunities as their peers.	Inclusion Manager receives fortnightly VCD document from LA early help practitioner to track vulnerable students to allow collaborative working, working well.	Award scheme

E - Increase in the attendance of pupils eligible for PP	Attendance team prioritise and monitor PP pupils to enable rapid follow up of unauthorised absence. Immediate phone calls and home visits Petrol Costs made to ensure safeguarding needs are met and pupils are in school. Reward Scheme aid students to improve their attendance through means of motivation of a reward.	 • Overall attendance for Non-PP was 95.6%. Overall attendance for PP was 92.6% • Year 11 PP student attendance had risen to 95.10% - very similar to non-PP. • Year 10 PP attendance was down to 90.10% (over 6% difference with Non-PP) • Year 9 – PP attendance similar to previous years, but still below Non PP • Year 8 – Was above 95% but down 1% from last year and 1% below non PP • Year 7 above 96%, non PP 98%	• There needs to be a focus next academic year on the new year 11 (2021) cohort and the PP attendance. • Attendance officer making support plans with parents. Started with Year 7 having weekly meetings with students if attendance dipped. This will be trailed throughout year groups as had positive impact in year 7.	Same for 2020/21 Cost for reward scheme for attendance

	2015-16	2016-17	2017-18	2018-19	2019-20
2020 Cohort PP	94.91%	92.73%	94.68%	93.15%	95.10%
2020 Cohort Other	96.13%	95.68%	95.14%	94.56%	95.13%
2021 Cohort PP		96.04%	93.05%	93.15%	90.10%
2021 Cohort Other		96.30%	96.52%	96.18%	96.40%
2022 Cohort PP			95.26%	93.96%	93.13%
2022 Cohort Other			96.04%	94.71%	95.98%
2023 Cohort PP				96.11%	95.40%
2023 Cohort Other				96.76%	96.10%
2024 Cohort PP					96.25%
2024 Cohort Other					98.02%

7. Additional detail

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