

Pupil Premium Strategy

2020-21

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 623 pupils on roll. 133 of pupils are eligible for disadvantaged funding, 20.3% have SEND. There have been several changes over the last three years which have had an impact on: leadership, curriculum, behaviour, Teaching & Learning and English. They 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 Associate Assistant Principals (AAPs) (three in 2018, two in 2019, two in 2020), 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 below the national average at 15.92% (avg 17.3%) - 24% FSM 6 (avg 27.7%). 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 3.22%. 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 25 students with Education Health Care Plans (EHCPs) at Ingleby Manor, which is 4.02% of our school

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cohort, (the national average is 1.9%). 15.27% of the school are 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 2020 we expanded the capacity through the appointments of two Associate Assistant Principal's, plus two 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.

2020/21 Prior Attainment Data

	Prior Attainment Data				
	Average Points Score on Entry				
School	School	National	Difference	PP Students	Difference
<u>Year 11 19/20</u>	<u>29.32</u>	<u>29.00</u>	<u>0.32</u>	<u>26.79</u>	<u>-2.21</u>
<u>Year 11 Reading</u>	<u>103.22</u>	<u>102.60</u>	<u>0.62</u>	<u>100.47</u>	<u>-2.13</u>
<u>Year 11 Maths</u>	<u>103.30</u>	<u>103.00</u>	<u>0.30</u>	<u>103.06</u>	<u>0.06</u>
<u>Year 10 Reading</u>	<u>104.41</u>	<u>104.00</u>	<u>0.41</u>	<u>100.73</u>	<u>-3.27</u>
<u>Year 10 Maths</u>	<u>105.05</u>	<u>104.00</u>	<u>1.05</u>	<u>102.36</u>	<u>-1.64</u>
<u>Year 9 Reading</u>	<u>106.26</u>	<u>105.00</u>	<u>1.26</u>	<u>103.94</u>	<u>-1.06</u>
<u>Year 9 Maths</u>	<u>105.38</u>	<u>104.00</u>	<u>1.38</u>	<u>103.69</u>	<u>-0.31</u>
<u>Year 8 Reading</u>	<u>105.25</u>	<u>104.00</u>	<u>1.25</u>	<u>103.86</u>	<u>-0.14</u>
<u>Year 8 Maths</u>	<u>106.53</u>	<u>105.00</u>	<u>1.53</u>	<u>105.73</u>	<u>0.73</u>
<u>Year 7 Reading</u>					
<u>Year 7 Maths</u>					

Pupil premium strategy statement 2020-21

1. Summary information					
School	Ingleby Manor Free School & Sixth Form				
Academic Year	20/21	Total PP budget	£105,298 PP+ Est £15,000	Date of most recent PP Review	Oct2020
Total number of pupils	<u>622</u>	Number of pupils eligible for PP	133	Date for next internal review of this strategy	July 2021

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2. Current attainment – 2019-20 Year 11 Outcomes		
	Pupils eligible for PP	All Pupils
% achieving a pass in Maths (grade 4)	<u>52.9%</u>	86.2%
% achieving a pass in Maths (grade 5)	<u>52.9%</u>	64.2%
% achieving a pass in English (grade 4)	<u>81.3%</u>	93.5%
% achieving a pass in English (grade 5)	<u>50.0%</u>	81.3%
Progress 8 score average	+0.30	+0.35
Attainment 8 score average	42.37	<u>52.10</u>

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. (Link Priority 1 S&C – SDP), Priority 5 - Literacy
C.	Pupils who are eligible for PP in current tracking on average are making less progress than other groups in basket 3 qualifications (Link Priority 1 S&C – SDP)
D.	Low aspiration, poor resilience and limited desire for learning is having a detrimental effect on their academic progress. (Link Priority 3 – SDP) Developing 80/20 Praise culture - SDP
E.	Low uptake on EBacc for disadvantaged pupils
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Attendance rates for pupils eligible for PP are lower than other groups, this reduces teacher/pupil contact time and causes them to fall behind. (Link Priority 3 – SDP)
G.	Virtual learning environment. Lack of access to the internet and a suitable device can hinder pupils' ability to access online resources including online platforms that are used for home learning.
H.	Closing the Gap due to Covid-19 - (Link to Priority 7 – Identifying the Gap – SDP)

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.	<p>Pupils eligible for PP in Y7 make more progress by the end of the year than 'non-PP' pupils. Evidence through English baseline assessments (GL Assessments), (twice per school year).</p> <p>Accelerated Reader outcomes to be introduced in 2020/21 and impact monitored throughout the year. Accelerated Reader was only partially established in 2019/20 due to lack of computer access and Covid-19.</p> <p>Bridge interventions are rigorously assessed for maximum impact using a session by session RAG rating and Boxhall Profile (national online holistic assessment tool).</p>
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

		<p>attended by SLT and HoDs. DELTA Subject Directors deliver 'walk and talk' mocks to develop exam strategies</p> <ul style="list-style-type: none"> 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 on 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%)
C.	Improved rates of progress at KS4 Basket 3 Qualifications	<p>Pupils eligible for PP make more progress as non-PP pupils in Basket 3 subjects at Key Stage 4. Evidence through regular RAG meetings. Head of Vocational Qualifications to co-ordinate and drive forward the progress within Basket 3 qualifications.</p> <ul style="list-style-type: none"> 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.
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.	<p>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 established AAP and Aspiring Leader. Weekly data is used to drive behaviour interventions across all year groups; behaviour 'scale' tracks students' improvements/ need for focus.</p>
E.	Increase uptake of EBacc offer for PP students.	<p>More disadvantaged entered for EBacc subjects. Disadvantaged student performance in of EBACC is increased. Gap between PP students and others decreases.</p> <ul style="list-style-type: none"> For the GCSEs in 2020 there was an uptake of 5.9% for disadvantaged pupils. For 'other' pupils the uptake was 17.2%. National average for other is 43%. This is an area that needs to be addressed as a whole school, as well as for disadvantages pupils. Significant improvements have been seen for both disadvantaged and other between 2019 and 2020. Disadvantaged students have moved from a progress 8

score of -0.61 to +0.13, whilst all pupils have moved from -0.28 to +0.21 (disadvantaged students have increased +0.74, other +0.49). Gains are still to be made and gaps closed, but improvement is commendable.

Current numbers completing the Ebacc:

All	Total	Crossover No.	Crossover %
Y11	120	25	20.8%
Y10	117	35	29.9%
Y9	121	44	36.4%
PP	Total	Crossover No.	Crossover %
Y11	21	0	0.0%
Y10	24	2	8.3%
Y9	16	5	31.3%
Non PP	Total	Crossover No.	Crossover %
Y11	99	25	25.3%
Y10	93	33	35.5%
Y9	105	39	37.1%

F.	Increase in the attendance of pupils eligible for PP	<p>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 Attendance Microsoft Teams 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.</p> <p>The Bridge aim to improve attendance through: art therapy; anger/behaviour management; social skills; bereavements; 1:1 emotional support; healthy relationships; attachments. This will be implemented through weekly catch ups.</p>
G	More access to internet and use of suitable devices for working at home. Virtual learning environment created and utilised frequently by staff and students.	<p>Increase access to learning at home for all. Currently have limited capacity (up to 30 Tablets + government scheme for laptops/internet access to improve access for disadvantaged students). Various Platforms for home learning to be utilised.</p>
H	Close the Gap created by the pandemic (Covid-19)	<p>Identify students who have gaps created due to Covid 19 Prioritise PP students</p>

	Students to achieve target grades (or at least FFT 50 depending on gaps)
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5. Planned expenditure

Academic Year 2020-21

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	Tracking and monitoring at each data capture	Monitoring of all pupils; RAG for students below on reading age.	Aspiring Leader – Data – to check data. English HoD to monitor KS3 RAG Regular monitoring of progress and attainment through data tracking. Structured moderation process ensures accuracy in verifying and measuring student progress across the DELTA Trust.	HoDs/ All teachers/ Aspiring Leader - Data	Half Termly
	Accelerated Reader	Chosen method by DELTA to improve reading ages across the trust	STAR reading tests. GL Assessments KS3 RAG	CN BP	Termly
	25% Lexonik package carried over from Covid-19 legacy	External specialist provider can target students operating well below expectations,	BP to deliver bespoke package and monitor impact. GL Assessments	BP	Half Termly

	Bespoke package supporting "Lexonik" strategies delivered by BP	offering guidance and training to staff that can be taken forward and adapted to future cohorts.	KS3 RAG		
	Catch up literacy - "survival" intervention unit which mirrors the Reading Reconsidered pedagogy. Bridge - run literacy groups/interventions.	Unit created by DELTA Academies and fits in with KS3 SoW	Bridge assessments Reflection Tasks Classroom assessments GL Assessments KS3 RAG Teaching of specific knowledge/skills through effective robust schemes of work developed across DELTA Academies (KS3 currently being further developed)	BP Bridge KN is SLT link for literacy	Half Termly
	Boxhall: Bridge and TH use this to create a profile of students to inform support and measure impact	Bespoke interventions generated by need by Bridge Staff in liaison with SENCO and Inclusion Manager.	Run Boxhall assessment Classroom observations Comparison of six weekly graphs	Bridge	Bridge intervention assessment every 6 weeks using Boxhall and RAG rated session records.
	Screening Tools to identify specific learning needs. Dyslexia: GL assessment online assessment called RAPID. Dyscalculia: GL Assessment online assessment. YARC (York Assessment for Reading comprehension) is used to assess single word reading, reading accuracy, fluency, rate and comprehension. Beck Youth Inventory: Quantifies levels of Anxiety, Anger, Depression, Disruptive Behaviour and Self-Concept. CTOPP2: Processing speed. WRAT-V: has been ordered (further literacy and numeracy assessments) Ed Psych also supports with assessment	All students who are in foster care have some gaps in their learning from neglect in early life. This has an impact on them within secondary school (for example with inference). SENCO passionate about identifying gaps. Range of assessment tools as students may have traits of dyslexia; low self-esteem; processing difficulties etc. Range of assessments to quantify and reassess students to see progress.	SENCO has a qualification to enable her to assess and provide evidence up to GCSE level. For PP+ students, termly PEPs used to review areas of need and progress. 1-page profile or overview of need for all students who have been identified by screening tools, to assist classroom teacher.	LA	Termly through class-based assessments. Y11 RAGs PEPs Termly

	Cross Curricular Word of the Week to introduce topic related vocabulary	Word of the Week is a Core Delta strategy to build on the vocabulary acquisition of students, emphasising the need for literacy across the curriculum. At IMA, we use the 'aspire' word bank to suit our students' ability and roll out weekly during form time/SMSC with focus on word meaning, etymology and uses.	Literacy Leaders to ensure each classroom has the word each week. BP to email staff the word and relevant PowerPoints. Regular mention in staff briefing	BP	Termly
	Class teachers evidence awareness of PP students in each class through documenting on seating plan and identification on data tracking.	Class teachers know their classes well. Teachers differentiate materials and use seating plans wisely to get the best out of their students.	Differentiated material Demonstrate/ Connect and PIN marking strategies in other subjects highlight students' progress. Daily learning walks ensure consistency throughout the school	KN and T&L Team	Half Termly Termly Every year with attainment 8 grades.
	English Department Strategies KS3 "Reading Reconsidered" agenda – staff fully trained by Core Team at Delta Live marking – correction of spelling English use NGRT & NGST (GL Assessment) for reading and spelling ages.	DELTA SoW and strategies used which has been proven across the Trust to raise attainment. Reading ages used to help teachers plan and deliver appropriate lessons	Weekly learning walks. Book checks Data checks	HL and BP	Weekly Half Termly
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?

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.	Differentiated materials and demonstrate marking improve the quality of individualised activities to close gaps.	Regular monitoring of progress and attainment through data tracking. Learning walks. Book scrutinies	HoDs T&L Team	Fortnightly RAG meetings for Y11 students Annually through Progress 8 data.
	Use of demonstrate and connect or PIN marking in all subject areas	Clear areas of improvement identified, and students act specifically and in a timely manner on targets set.	Regular monitoring of progress and attainment through data tracking	HoDs T&L Team	Half termly
	Daily after school interventions delivered by subject specialists.	Shared resources across all DELTA academies ensures high standard of content with proven success rate.	Regular monitoring of progress and attainment through data tracking Weekly Director support in Maths and English and resources plus cross school links	HoDs T&L Team	Fortnightly RAG meetings for Y11 students Intervention assessment every 6 weeks using RAG rated session records. Bi-annual analysis of SEND cohort current grades to review impact of provision and plan for further support.
	Cross curricular intervention timetable runs throughout the school holidays and is delivered by subject specialist staff.				
	Teaching of specific knowledge / skills through effective robust schemes of work developed across DELTA Academies Weekly Director support in Maths and English and resources plus cross school links	Walk and talk mocks timetabled into KS4 curriculum to develop exam skills and improve student confidence – proven track record across Trust	Director/HoD meetings RAG monitoring	Delta Directors	Weekly director meetings with HOD Fortnightly RAG
	Online learning platforms (Hegarty Maths and GCSE POD) available to all students to enable quality assured self-directed study. Link to virtual learning/Covid 19 programme.	Hegarty – improves student engagement with homework. Provides instructional videos linked to questions, enabling students to work independently and	Teachers set and check homework weekly	MC GS	Weekly HoD half termly check

		improve their mathematical ability			
	Specialist English Interventions delivered in small groups weekly	Covid-19 catch up recovery programme. Provide further support for struggling students	UPS Teacher, HOD or Director to deliver sessions	HL	Half Termly
	Maths and science specialist L2 TA runs weekly small group and 1:1 intervention Phil - Maths	Selected SEN students	SoW provided Normal class assessments	MC	Half termly
	Catch up Numeracy twice weekly for those students who join Ingleby Manor, with below national average Maths SATs score SF – PROPORTIONAL COST On hold due to Covid restrictions – member of staff cannot cross year group bubbles currently LA delivering “Step Up” maths with year 7 group who have come in as the lowest ability	Intervention for all students who have less than 100 in KS2 Maths. Last year 12 students Targeted lowest 6 for 6 months and then higher 6 for 6 months Assesses gaps in knowledge Aim to get skills up to a level to access Y7 Maths Delta developed intervention to target weakest learners and plug gaps	1:1 half an hour, twice a week Initial assessment which identifies gaps Each session focuses on a specific subcomponent with a specific range of numbers SENCO delivers 2x half hour sessions weekly. Post Covid-19, this will be delivered in registration time.	SF LA	Self and teacher assessment at the end of every session. Progress reviewed every 12 sessions. Initial assessment Mini assessments throughout.
	Bespoke KS4 offer for small cohort of learners unable to access GCSE curriculum when choosing options RG/ PB – Bespoke curriculum – Proportional cost	Access Maths, English, Science as mainstream class. Bespoke curriculum for other lessons. All students have EHCP and it is not appropriate for them to access GCSE curriculum	Timetable TAs in classroom Fortnightly pastoral meeting to discuss EHCP provision and pastoral students	AT/ BB/ LA/ DM	Fortnightly pastoral meetings
	Functional skills qualification in maths and English considered for students working well	Allow all students a chance to succeed and gain appropriate	Bespoke to each cohort depending on need.	LA/DM/AM	EHCP reviews Half termly meeting with DM/LA

	below national expectations, for KS4 option outcomes We are an accredited centre for functional skills	qualifications to help them with their next stage in life.	Y10s – college/vocational lessons + functional skills Y11 – current cohort currently all able to access GCSE content in some form		AM discussions with parent
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?
C Improved rates of progress at KS4 Basket 3 Qualifications	Increased differentiation, diagnostic feedback and personalised revision.	Differentiated materials and demonstrate marking improve the quality of individualised activities to close gaps	Regular monitoring of progress and attainment through data tracking	HoDs T&L Team	Termly through data discussions with SLT Fortnightly RAG meetings for Y11 students Annually through Progress 8 data.
	Use of demonstrate and connect or PIN marking embedded across the whole curriculum.	Shared resources across all DELTA academies ensures high standard of content with proven success rate. Clear areas of improvement identified, and students act specifically and in a timely manner on targets set.	Regular monitoring of progress and attainment through data tracking	HoDs T&L Team	Half Termly
	Field trips, excursions and subject based school trips provide wider experience.	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.	Half termly whole school events organised by participants in extra-curricular activities. 50% reduction in cost for educational trips for PP students	AAP – AT	Half Termly

	Increased robustness of tracking and quality assurance.	Ensure grades are standardised and thus useful for students and teachers	Regular monitoring of progress and attainment through data tracking Director support regarding T&L and resources plus cross school links	HoDs T&L Team AL - Data	Half Termly
	Teaching of specific knowledge/skills through effective robust schemes of work developed across DELTA Academies	Use of Delta resources tried and tested in all schools.	Director support regarding T&L and resources plus cross school links	Delta Directors HoDs	Weekly meetings with directors
	Established T&L Team driving staff CPD and whole school improvements	Gains for all pupils Closing the gap	Learning walks Book scrutinies Attainment and progress 8 data	T&L Team	Weekly Half Termly
	Use of modelling through visualisers, embedding progress zone in lessons, literacy across the curriculum strategies, IMFS T and L way, 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.	Improvement of Quality First Teaching across the curriculum.	Learning walks Book scrutinies Attainment and progress 8 data	T&L Team	Termly Monitoring by SLT Weekly CPD Half Termly check-ins with HoDs
Current allocated spend					

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	Full timetable of personalised and small group provision following diagnostic testing (baseline assessments, NGRT - Dyslexia screening, Maths GL Assessment)	Diagnostic testing ensures that pupil's needs are identified and appropriate interventions are put in place to ensure progress. The programs used are shown	All Y7s and 8 complete GL assessments.	Intervention and SENCO	Termly through data discussions with SLT

and extended support, where necessary, into KS4	Dash Licence - facilitated by Bridge & SEND staff.	to be effective and are used in other Academies within the Trust.	Bridge staff offer small group provision. QA through lesson observations.		Bridge review student progress every session. Six week reviews.
	Literacy leader initiative to promote love of reading throughout the school	The choice to involve students is to breed role models and 'buddies' between students, providing motivation to weaker readers/learners. It allows more students to be targeted as literacy leaders gives more man power to our strategy. It promotes student leadership, responsibility and resilience.	Implementation is currently under review this year due to COVID restrictions: we are looking to roll out as an extra-curricular activity/club in the interim and operating on a smaller/bubbled scale.	BP	Termly
	4 TAs employed to support students in class and collaborate with SEND team to develop effective support strategies. 2019-20: 3 x full time L1 TAs in class. 1 x 0.8 part time L1 TA in class, 1 x L2 TA who ran maths/science interventions and supported in class occasionally. 2020-2021: Same as 19/20 but with 2 full time supply TAs ringfenced to support Y6 - unable to employ new TAs due to COVID.	In class support for SEN students, to enable all to access the curriculum.	Quality first teaching informed by detailed SEND information available to staff. PEPs are quality assured and RAG rated by virtual school.	LA	Termly
	Robust reading and spelling testing, data shared across the school and used in planning (class profiles)	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.	GL Assessments twice a year. Information shared among all students and with parents. KS3 RAG Covid-19 recovery curriculum	BP – HoD HL - Data	Half Termly

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?
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 teacher	Enables pupils to consolidate learning and further access teaching and support. Ensures bespoke and intensive interventions for identified pupils	Regular monitoring through RAG and other data tracking relating to PP The directors have produced a package to support the students that need catch up numeracy. It was designed to be run in tutor time, but it may be delivered in class to 7-4 until we get some tutor time back	T&L Team HoDs	RAGs
	Provide opportunity in holidays for bespoke sessions of intervention on key skills and exam technique – Year 11 only	Ensures that learning takes place within holiday period with otherwise not happen.	Teaching of specific skills and knowledge through a robust analysis of individual pupil strengths and weaknesses	T&L Team HoDs	RAGs
	Provide specific revision guides appropriate to the mathematics and English examinations	Pupils use revision guides within lesson and at home to aid pupils in revision skills.	Ensure all PP students have access to revision guides. Assemblies Parents' Evenings	HoD Class Teachers T&L Team	Half Termly
	Provide passwords to Hegarty Maths and GCSE POD and a space afterschool to access the internet	They complete work on Hegarty Maths and progress is praised on departmental notice boards Pupils use exam specific resources on GCSE POD. Digital technology promotes engagement.	Weekly monitoring of Hegarty and GCSE Pod by classroom teachers (for homework). Regular monitoring by HoDs. Promotion of platforms by MC and GS	MC GS	Weekly Half Termly
	T&L Team initiatives: Use of collaborative structures in data driven seating plans. Progress zones in each lesson. Use of modelling to promote best student	Proven pedagogy. Supports our aim to stretch and challenge all learners and to provide high quality first wave teaching experiences.	Calendared QA centred around the 3 lens process and feedback to all staff so that issues/ good practice can be fed into whole school CPD.	T&L Team	Weekly and QA termly.

	practice and WAGOLLS and WABOLLS. Stretch and challenge activities for all.	Proven pedagogy that modelling provides a sound mental scheme for 'best'. Supports our aim to stretch and challenge all learners and to provide high quality first wave teaching experiences.			
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?
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	Enables pupils to consolidate learning and further access teaching and support. Ensures bespoke and intensive interventions for identified pupils	Regular monitoring through RAG and other data tracking relating to PP	T&L Team HoDs	RAGs
	Drop down days timetabled for Basket 3 qualifications throughout the year to provide intensive subject support.	Enables pupils to consolidate learning and further access teaching and support. Ensures bespoke and intensive interventions for identified pupils.	Regular monitoring through RAG and other data tracking	T&L Team all Bucket 3 colleagues	RAG meetings as per the school calendar
	Provide opportunity in holidays for bespoke additional subject sessions – Year 10/11	Ensures that learning takes place within holiday period with otherwise not happen	Specific students requested to attend. Register of sessions	HoD T&L Team	Half termly
	Pupils use revision guides within lesson to aid pupils in revision skills.	Pupils use revision guides within lesson and at home to aid pupils in revision skills	Ensure all PP students have access to revision guides. Assemblies Parents' Evenings	HoD Class Teachers T&L Team	Half Termly
	GCSE POD and a space afterschool to access the internet used where appropriate	Pupils use exam specific resources on GCSE POD. Digital technology promotes engagement.	Setting of assignments Monitoring of assignments by class teacher.	T&L GS	Half termly

T&L Team initiatives: Use of collaborative structures in data driven seating plans. Progress zones in each lesson. Use of modelling to promote best student practice and WAGOLLS and WABOLLS. Stretch and challenge activities for all.	As per T and L priorities for 2020-21	Learning Walks Book Scrutinies Pupil Voice CPD	T&L Team	Termly
Improvement tasks based on assessment outcomes through departmental moderation. Marking policies have been reviewed for 2020-21 to clearly define 'purple pen' improvement time in class.	As per T and L priorities for 2020-21	Learning Walks Book Scrutinies Pupil Voice CPD	T&L Team	Termly
Current allocated spend				

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	Learning Managers identify and support vulnerable pupils on a daily basis.	Targeted interventions matched to the needs of pupils with academic, emotional or social needs can be effective especially for older pupils.	BBI to line manage LM team. Concerns with pupils raise on CPOMS and checked by LM/Inclusion manager/vice Principal	Learning Managers SLT –BP	Daily and weekly monitoring

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individuals eligible for PP who are displaying challenging behaviours.

Vulnerable pupils are supported academically, emotionally and socially

<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>Ensure students are attending school and can access learning.</p> <p>Learning Managers go through rigorous QA to ensure systems and protocols are followed executed consistently. Support is offered by both DSL and Behaviour lead.</p> <p>Evidence can be found in 'HUDDL' logs, CPOMS and meeting notes. Daily Huddls mean that communication is kept as up to date and accurate across the pastoral team.</p>	<p>Behaviours are monitored for themselves but also as an impact on the RAG – discussed as per school calendar</p> <p>Fortnightly meetings about students at risk of permanent exclusion.</p>	<p>DSL - DM</p> <p>Inclusion Manager</p> <p>BP/BB</p>	<p>Weekly monitoring</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>Ensure no child is left behind. Ensure all children have access to an education and barriers are lifted.</p>	<p>Pastoral support Identification of vulnerable students by LMs and SLT. Monitoring of CPOMS Parental communications</p>	<p>Learning Managers</p> <p>DM</p>	<p>On going</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>		<p>HoDs make revision materials and excursions available to all.</p>	<p>Learning Managers</p> <p>HoDs</p>	<p>On going</p>
<p>Desire for learning encouraged by issuing of manor marks by class teacher. Awarded for effort, HW completion, outstanding work.</p> <p>Students have opportunity to earn reward points through full weekly attendance and conduct. Reward</p>	<p>Students are challenged to have positive attendance and rewarded through issuing of 'Manor marks' on a weekly basis if achieving. Students can cash these marks in to spend in the school shop. Also half termly attendance raffles for those with 95% or higher.</p>	<p>All students target is to achieve 95% minimum each half term. Same for 2020/21</p> <p>£625 - Same for 2020/21 Cost for reward scheme for attendance</p> <p>Half termly attendance gift voucher raffle where students gain entry by</p>	<p>AT and LMs</p>	<p>Weekly monitoring by form tutors</p> <p>Half Termly schedule of events led by AT</p>

	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	Manor marks can be used to purchase items from school shop, to purchase raffle tickets or to attend trips.	achieving 95% attendance or more. Also inter house attendance half-termly competitions - winning house in each year has an 'attendance party'. Same plan for 2020/21		
	Positive promotion through attendance assemblies, rewards and recognition. Whole school actively participates in highest attendance competition. Embedded awards system through Manor Marks scheme	Increased attendance in school in general and across all subjects will improve results. Positive praise culture embedded in school.	CPD Assemblies Form Time	AT T&L Team	Half Termly
	College and University visits and study experiences to raise aspirations.	Raise aspirations, especially for those from deprived backgrounds. Encourage first generation university admissions	Ensure range of pupils are selected for trips, with PP students at the front of this list	CR AT	Termly
	Inclusion Manager co-ordinates support for most vulnerable students to ensure they have appropriate outside agency involvement to improve emotional and physical wellbeing.	Early help and intervention evidences better outcomes for the most vulnerable of students. Improved attendance and engagement in learning reported by staff.	Weekly meetings with learning managers – log and review all early help cases and discuss weekly with early help liaison A Porteous the children open to early help.	DM BB	Termly
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?
E - Increase uptake of EBacc offer for PP students.	Increase uptake of MFL and humanities subjects for all at GCSE	Government ambition that 75% of pupils in year 10 start studying EBacc by 2022 (exams in 2024). School needs to show what it is doing in preparing for this, even if the figure is not achieved.	All Y9 students (2020) must take either history or geography	AS, DD, TS, AK T&L Team?	Yearly increase
	Increase uptake of MFL and humanities subjects for pupil premium students		All Y9 students (2020) to be offered the option to take MFL (with a predicted grade of 4+)	AS, DD, TS, AK T&L Team?	Yearly increase

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Widen the profile of MFL and humanities across the school at KS3	<p>Allowing more pupils to study the EBacc will provide them with a strong academic core and provide them with greater chance to succeed in the future.</p> <p>Expand pupils' love for the subject. Give pupils' a greater chance at increasing their cultural capital.</p>	Competitions Extra Curricular activities Trips European Language day Flavours of the world week Questionnaires to parents and students - "What do you know about EBacc?" Termly Newsletter	AS, DD, TS, AK T&L Team?	Half Termly
Monitor the number of disadvantaged and other students picking EBacc subjects for options		All Y9 students (2020) must take either History or geography – RAG to identify PP and disadvantaged. DD and AS to encourage PP students to keep MFL	SLT Link	Yearly increase
Liaise with DELTA to access approaches to increase engagement at KS3 for EBacc subjects		Geography liaise with M Ward	Directors HoDs	Termly
Increase profile of MFL with staff, and stress importance of <u>all</u> students knowing the importance of MFL in the curriculum		HoD /SLT to deliver CPD to all teachers and Learning Managers to stress the importance of increasing the uptake in MFL and EBacc as a whole	AS (HoD/SLT)	Termly

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?
F - 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 made to ensure safeguarding needs are met and pupils are in school.	A high level of attendance is key to ensuring good attainment and progress and improving the life chances of these pupils	Tracking of pupils' attendance on a daily basis. Weekly meetings attendance/inclusion identify and discuss pupils at risk of PA and those already PA. PP Lead and Learning Managers discuss PP attendance weekly.	VM Inclusion Manager PP Lead (HL) Learning Managers	Weekly

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<p>Reward Scheme aid students to improve their attendance through means of motivation of a reward.</p> <p>£625 - Same for 2020/21 Cost for reward scheme for attendance</p>	<p>All students target is to achieve 95% minimum each half term. Same for 2020/21</p> <p>Half termly attendance gift voucher raffle where students gain entry by achieving 95% attendance or more. Also inter house attendance half-termly competitions - winning house in each year has an 'attendance party'. Same plan for 2020/21</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 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>AT</p>	<p>RAG meetings as per the school calendar</p> <p>Termly through data discussions with SLT</p>
<p>Scrutiny of PP attendance figures.</p>	<p>Focus on Year 11 (2021) cohort PP attendance due to last year's attendance figures. PP 90.10%, Non PP 96.4%</p>	<p>HL to discuss regularly with LMs PP students who are not attending. Strategies to be devised.</p>	<p>HL LM</p>	<p>Weekly attendance check. Half Term review</p>
<p>Attendance officer making support plans with parents.</p>	<p>Started with Year 7 (2019-20)(having weekly meetings with students if attendance dipped. This will be trailed throughout year groups as had positive impact in year 7.</p>	<p>Weekly meetings if student attendance dips.</p> <p>Inclusion Manager and attendance officer to monitor success</p>	<p>VM BB</p>	<p>Weekly Half Termly</p>
<p>The Bridge aim to improve attendance through: Art therapy; anger/behaviour management; social skills; bereavements; 1:1 emotional support; healthy relationships; attachments. This will be implemented through weekly catch ups.</p>	<p>Due to Covid, aim to reduce anxiety concerns. Large number of bereavements over the last academic year.</p> <p>Boxhall assessments and in class observations shows the students progress.</p>	<p>RAG for each student per session.</p> <p>Boxhall on each student every six weeks.</p> <p>Observation in class and in Bridge to check on progress and skills transferable to classroom environment</p>	<p>Bridge</p>	<p>Every six weeks</p>

	<p>Develop links with primary schools through Y6 transition Lead (who is also Y7 Learning Manger to ensure smooth transition)</p> <p>Y7 starter pack with key information delivered to primary schools by Transition Co-Ordinator.</p>	<p>Ensuring smooth transition into Year 7 will create a good attitude to the school, learning and attendance for years to come.</p>	<p>Visits offered to all primaries by Transition Lead supported by ex-students.</p> <p>Liaison with Primary Schools as appropriate</p> <p>Transition Lead works with Curriculum departments to organise events for primary schools.</p> <p>Designated teacher for CYPIOC (LA) attends Y6 PEP and LAC Reviews to ensure collaboration with Care Teams throughout transition into secondary school. No CYPIOC in Y7 Sep 20</p>	<p>JC LA</p>	<p>Yearly</p>
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented?	Staff Lead	When will you review implementation?
<p>G - More access to internet and use of suitable devices for working at home. Virtual learning environment created and utilised frequently by staff and students.</p>	<p>Use of Teams to provide work to students in isolation/ persistent absentees and home learning space.</p> <p>Use of Teams to coordinate enrichment activities during social distancing protocols.</p>	<p>Allow learning to continue when pandemic/ illness/ other factors inhibit entering the school building.</p>	<p>Parental engagement and awareness of these platforms.</p> <p>Assemblies/form time tutorials</p> <p>Students shown how to use Teams and how to log on</p>	<p>MC T&L Team</p>	<p>Half Termly</p>
	<p>Assess level of access across the school</p>	<p>Highlight areas of the school where platform/internet access is weak. Strategies to address concerns</p>	<p>IT Questionnaire Learning Manager conversations with students</p>	<p>MC</p>	<p>Half Termly</p>

Desired Outcomes	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented?	Staff Lead	When will you review this implementation?
H Closing the Gap due to Covid-19 - (Link to Priority 7 – Identifying the Gap – SDP)	Appoint and monitor 1:1 tutors in English and maths	Due to the Covid-19 pandemic the school recognises there may be gaps in knowledge for some students.	HoDs to ensure sessions are thorough and effective. Sharing and monitoring of resources; monitoring of student output; QA of sessions; student assessment.	AS	Half Termly
	Allocate tutor sessions as a priority to PP students	Government funded tutoring programme lead by newly appointed Associate Assistant Principal to find, address and close the gaps for all students. Priority given to disadvantaged students in the first instance who may have lacked resources in the national lockdown.	RAG to select students. PP students prioritised in the first instance. Student progress monitored regularly.	AS	Six week rotation for students based on RAG
	Monitor student progress through formative assessments		1:1 tutor assessment In class assessments HoD QA of sessions	AS	Three weekly progress checks

Current allocated spend

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6. Review of expenditure				
Previous Academic Year		2020-21		
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				
B 1 Continued improved rates of progress at KS4 in English and				

Mathematics for pupils eligible for PP				
B2 Cross Curricular intervention				
C Improved rates of progress at KS4 Basket 3 Qualifications				

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				
B – Continued Improved rates of progress at KS4 in English and Mathematics for pupils eligible for PP				
C - Improved rates of progress at KS4 Basket 3 Qualifications				

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. Vulnerable pupils are supported academically, emotionally and socially				
E - Increase uptake of EBacc offer for PP students				
F - Increase in the attendance of pupils eligible for PP				
G - More access to internet and use of suitable devices for working at home. Virtual learning environment created and utilised frequently by staff and students.				
H - Close the Gap created by the pandemic (Covid-19)				

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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