# Ingleby Manor Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

| Detail | Data |
|---|---|
| School name | Ingleby Manor |
| Number of pupils in school | 622 |
| Proportion (%) of pupil premium eligible pupils | 25.4% (158) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | R Parkinson |
| Pupil premium lead | H Livingstone |
| Governor / Trustee lead | M Averell |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £103,754 (estimate) |
| Recovery premium funding allocation this academic year | £17,255 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** <br> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £121,009 (not pooled) |

## Part A: Pupil premium strategy plan

## Statement of intent

Our school is a non-selective secondary School located in Ingleby Barwick. Ingleby Barwick falls under the Stockton on Tees wards. Stockton as a whole is becoming less deprived. In 2019, Stockton on Tees was in the bottom 36% of the country for IMD and in the bottom 15% for health; bottom 21% for employment; bottom 50% for crime and bottom 44% for education. For Ingleby Manor itself, we are on a 7.3 for the Index of multiple deprivation, and the 'Living Environment' decile is 9.6. However, 'Health and Disability' falls in the lower half decile (4.7), barriers to 'Housing and Services' are 5.8 and 'Employment' is at 6.9. The general population within Ingleby Barwick and surrounding areas are generally non-transitory, meaning that there is a high level of stability within the area and students typically stay within the same educational setting for their secondary years.

With this in mind, Pupil Premium funding is allocated to 25.4% of the current Ingleby Manor cohort of students, approximately 2% under the national average (27.1%).

Ingleby Manor Free School first opened its doors in September 2014 and is proud of its position and standing in the local community. The vision of the school is to develop "Successful learners, confident individuals and responsible citizens". The school currently has 622 students on roll. The year groups are generally balanced in terms of gender. 12.1% of the school's cohort are on SEN support, which is about the national average (12.6%) for a mainstream school. Our EHCP (3.5%) is slightly higher than the national average (1.6%)

Pupil Premium is additional funding provided for children who are either in local authority care, eligible for free school meals or whose parents serve or have served in the armed forces. There are 22 students with Educational Health Care Plans and 75 students who are marked as K. Ingleby Manor currently has 10 Looked After students, 158 students qualify for Pupil Premium with 11 students attracting Service Pupil Premium.

At Ingleby Manor Free School we believe that poverty of expectation can be one of the biggest barriers to learning for some students. Many Pupil Premium students start secondary school with lower academic attainment than their peers. We aim to lessen this divide by creating an environment in which learners can achieve their full potential. This means ensuring that students, particularly those students with Pupil Premium funding attached, are able to access school regularly with appropriate uniform and equipment. The school also use numeracy and literacy programmes to help support academic attainment in conjunction with group interventions.

Pupil Premium is used to fund additional resources such as small group interventions and one to one interventions for both the academic, social and emotional wellbeing of students, in particular for those who receive funding. As social and emotional needs can be a barrier to learning, Ingleby Manor use pastoral support in the form of Learning Managers and the school Inclusion Manager to help students achieve emotional stability. This helps break down these barriers and allow students to enjoy the curriculum.

With the uncertainty and disruption caused by the Covid-19 pandemic, Ingleby Manor is using its Pupil Premium funding and Recovery Premium funding to help narrow the attainment gap and support students who have "holes" in their learning due to the national lockdowns.

Together with the academic and pastoral support we offer our Pupil Premium students, there is also a whole range of further interventions and support. These range from helping students enjoy and experience the 'arts' through access to drama, graphics and music lessons to food technology; we also support with funding for trips and revision material. Appropriate alternative provision for students whose needs are more complex and extra resources across the whole range of subjects as and when they are needed, are also provided.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1A | **Attainment - Pupil Premium students historically have had a lower APS than 'other' students. Although we do not have data for the new Y7 cohort, we must assume this is still the case**<br><br>**English**<br>**2020-21**<br>Y8 cohort– 15% of year 8 were below at the beginning of the year, 11% by the end (4% improvement). 25% of the total belows were PP at the beginning of the year. More nPP than PP students increased their grades to no longer be below. By then end of the year 28.6% of the belows were PP<br><br>**2021-22**<br>Y7 Cohort- 13.3% of the year 7 cohort are below. 37.5% of these students are PP. Of the total number of PP students in the year group, 20% of PP are below. 11.1% of nPP are below in the whole year group.<br>Y8 cohort – 14% of the year 8 cohort are below. 41% of these students are PP. Of the total number of PP students in the year group, 18.9% of PP are below. 11.9% of nPP are below in the whole year group.<br><br>**Maths**<br>Year 7<br>16% below national average for maths (19 in total below) |

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| | 52% of the below students are pupil premium. (10 students) Step up to maths programme used with lowest set Y7 which has the majority of below students. Led by SENCO and HLTA (smaller group work). | |
| 1B | **Attainment – Pupil Premium students on the whole make less progress than 'other' students at GCSE level (see 2020-1 evaluation)** | |
| 2 | **Attendance – Pupil Premium attendance on the whole remains lower than 'other' attendance (especially in Y9 and Y10 cohorts).** | |

| | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|
| Whole School | 93.7% | 95.3% | 93% |

**Full year national average for secondary: 94.5%**

**\*2019-20  and 2020-21 attendance has been greatly effected by Covid.**

| | | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
|---|---|---|---|---|---|---|---|
| 2018-19 | All | 96.16% | 94.13% | 93.49% | 93.51% | 93.07% | 86.88% |
| | PP | 94.26% | 90.59% | 90.11% | 89.61% | 90.68% | 83.35% |
| | Not PP | 96.71% | 95.17% | 94.48% | 94.65% | 93.75% | 87.85% |
| 2019-20 | All | 95.65% | 95.07% | 95.42% | 93.43% | Lockdown | 75.02% |
| | PP | 91.85% | 92.81% | 93.68% | 91.54% | Lockdown | 63.64% |
| | Not PP | 96.72% | 95.67% | 95.88% | 93.92% | Lockdown | 77.99% |
| 2020-21 | All | 95.01% | 92.01% | 42.27% | 91.76% | 93.86% | 79.78% |
| | PP | 93.78% | 88.76% | 37.29% | 85.17% | 90.82% | 79.68% |

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|---|---|---|---|---|---|---|---|
| | | Not PP | 95.35 % | 92.87 % | 46.00 % | 93.67 % | 94.68 % | 79.81 % |
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| 3 | **Remove barriers for learning: access to resources (uniforms; everyday equipment; revision materials; ICT equipment); access to trips** |
|---|---|
| 4 | **Covid 19 Recovery**<br>Nationally, and as a school, we have seen that disadvantaged students are behind their non-disadvantaged peers. We need in school and out of school interventions to help our most in need students "catch up". |
| 5 | **Increase Ebac offer across school and specifically for disadvantaged students.**<br><br>Y11 (2021-2)<br>• 2/23 PP students taking up EBAC (7%)<br>• 33/94 non pp Students in EBAC (35%)<br><br>Y10 (2021-2)<br>• 5/20 PP students taking up EBAC (25%)<br>• 35/98 non PP Students taking up EBAC (36%) |
| 6 | **Behaviour of disadvantaged students has been lower than the behaviour of non-disadvantaged students over the last four years.** |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (3 years)**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|---|
| Attainment - Close the attainment gap at KS4.<br>(Focus on interventions at KS3 & KS4) | **KS4**<br>Narrow the gap for disadvantaged pupils in all subjects so it is less than 0.3 at KS4. (2021 gap was 0.7 behind based on TAG and PP had a greater impact)<br>• 2021-2022 – Aim for gap of 0.5<br>• 2022- 2023 – Aim for gap of 0.4<br>• 2023- 2024 – Aim for gap of 0.3<br><br>**KS3**<br>Close the gap for students starting school with a lower APS score, by improving literacy and numeracy |

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| | - Increase pupils GL score so less than 10% of the whole cohort are "below" in English by end of year 8<br>- Have a less than 5% gap between PP and nPP.<br>- Improve maths GL scores so less than 10% of the cohort are "below" in maths by the end of year 7. |
| Improve attendance | Increase overall school attendance to be 95% or higher, for each year group.<br>• 2021-2022 – Aim for 94.5%<br>• 2022- 2023 – Aim for 95%<br>• 2023- 2024 – Aim for 95.5%<br><br>Narrow the gap for disadvantaged students so they are 2% or less between disadvantaged and non-disadvantaged. (Autumn 21– Trust average is about 4%)<br><br>*Subject to impact of Covid. |
| Remove barriers to learning | • Ensure all disadvantaged students have access to correct uniform and equipment for lessons.<br>• Ensure all disadvantaged KS3 students are given a knowledge organisers.<br>• Ensure all disadvantaged KS4 students receive free revision resources.<br>• Ensure all disadvantaged students receive 10% off local trips, and a fair proportion off national trips.<br>• Ensure all disadvantaged students have access to an ICT device to be able to access Teams at home, for online learning and home learning. |
| Covid 19 Recovery | • Offer 100% of year 11 students access to 1:1 tutors for appropriate students/levels, including stretch and challenge.<br>• Offer 1:1 tutoring to other year groups where appropriate, with PP and SEND offered first for any year group. |
| Increase Ebac offer | Increase the percentage of all students entering the Ebac:<br>• 2022-3 - increase to 40%+<br>• 2023-4 - increase to 45%+<br>• 2024-5 - increase to 50%+<br><br>Increase the percentage of disadvantaged students entering Ebac:<br>• 2022-23 – increase to 30%+<br>• 2023-4 - increase to 35%+<br>• 2024-5 - increase to 40%+ |

| Improve behaviour | Aim to reduce the percentage (of the total number) of disadvantaged students receiving C4s and C5s. |
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## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £27,449.04

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| High levels of literacy embedded in year and year 8. <br> - Reading Reconsidered <br> - Accelerated Reader for all year 7 and 8s. <br> - Word of the Week | EEF Toolkit Impact: Reading comprehension strategies +6 | 1 |
| GL assessment data <br> - CPD for staff <br> - Analysis and implementation | EEF Toolkit Impact: Reading comprehension strategies +6 | 1 |
| Improvement rates for KS4 English and maths <br> - High quality teaching <br> - High quality homework <br> - Demonstrate /connect marking <br> - After school interventions | EEF Toolkit Impact: Homework +5 (if delivered and monitored correctly) <br> Improved marking policies: <br> EEF Toolkit Impact: Feedback +6 | 1 |
| High Quality teaching which addresses needs of all PP students <br> - Conscious bias <br> - Seating plans <br> - Marking of work and KIP <br> - Use of visualisers | Improved marking policies: <br> EEF Toolkit Impact: Feedback +6 | 1 |
| Use of directors in school for interventions | | 1, 4 |
| Interventions <br> - After school <br> - Holidays <br> - In school <br> - Drop down days | | 1, 4 |

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| Metacognitive Strategies in tutor time to improve rates of progress | EEF Toolkit Impact: Metacognition and self regulation +7 | 1 |
| Use of online learning platforms<br>- Teams<br>- Hegarty<br>- GCSE Pod | EEF Toolkit Impact: Homework +5 (if delivered and monitored correctly) | 1, 4 |
| Homework Club after school | EEF Toolkit Impact: Homework +5 (if delivered and monitored correctly) | 1, 3 |
| T&L strategies for all staff 2021-2<br>- Demonstrate / connect<br>- Use of visualisers<br>- Collaborative structures<br>- Progress Zone<br>- Stretch and challenge | Improved marking policies:<br>EEF Toolkit Impact: Feedback +6<br><br>EEF Toolkit Impact: Collaborative Learning approaches +5 | 1 |
| Increase of Ebac offer<br>- Whole school events<br>- Assemblies<br>- Whole school CPD<br>- Widen profile of MFL and humanities | | 1, 5 |

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

Budgeted cost: £34,712.22

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| High levels of literacy embedded in year 7 and year 8.<br>- Lexonik<br>- Word /Sentence /Text level approach<br>- Accelerated Reader PP group<br>- Reading buddies | EEF Toolkit Impact: Peer Tutoring +5<br>EEF Toolkit Impact: Parental Engagement +4 (parent evening discussing reading strategies)<br>EEF Toolkit Impact: Phonics +5 (lexonik follows a phonics strategy) | 1 |

| | EEF Toolkit Impact: Reading comprehension strategies +6 | |
|---|---|---|
| Revision resources given free of charge for all subjects at the start of year 10 | | 1, 3 |
| Knowledge Organisers for all KS3 PP students | . | 1, 3 |
| TA led interventions (in class support) | EEF Toolkit Impact: Small group tuition +4<br><br>EEF Toolkit Impact: Teaching Assistant Interventions +4 | 1, 4 |
| HLTA interventions for maths | EEF Toolkit Impact: Small group tuition +4<br><br>EEF Toolkit Impact: Teaching Assistant Interventions +4 | 1, 4 |
| Step up to maths numeracy strategy | EEF Toolkit Impact: Small group tuition +4<br><br>EEF Toolkit Impact: Teaching Assistant Interventions +4 | 1, 4 |
| Director support/interventions for small group work | EEF Toolkit Impact: Small group tuition +4 | 1, 4 |
| 1:1 tutoring for year 11 English /maths /science | EEF Toolkit Impact: 1:1 tuition +5<br>EEF Toolkit Impact: Small group tuition +4 | 1, 4 |

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| 1:1 tutoring for English/ maths / science in other year groups – PP or SEN specific | EEF Toolkit Impact: 1:1 tuition +5<br><br>EEF Toolkit Impact: Small group tuition +4 | 1, 4 |
| Functional Skills qualifications (English and math) | EEF Toolkit Impact: 1:1 tuition +5 | 1 |
| Devices in place for disadvantaged students and home learning | | 1, 3, 4 |
| Mentoring<br>- Year 11 Mentors<br>- PP mentors (through form tutors)<br>- SEN mentors (through SEN department monitoring) | EEF Toolkit Impact: Mentoring +2 | 1,2,6 |

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

Budgeted cost: £61,325.36

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Interventions in the bridge<br>- Art therapy<br>- Social skills<br>- Anger management<br>- Behaviour management<br>- Healthy relationships<br>Use of Boxhall to measure progress | For increased behaviour and improve wellbeing.<br><br>EEF Toolkit Impact: Arts Participation +3<br>EEF Toolkit Impact: Behaviour Interventions +4 (parental engagement; social and emotional learning programmes; promote positive school ethos)<br>EEF Toolkit Impact: Social and emotional learning +4 | 2, 3, 6 |
| Learning managers supporting vulnerable pupils on a daily basis (use of vulnerable registers, mental health waves etc) | EEF Toolkit Impact: Parental Engagement +4<br>EEF Toolkit Impact: Social and emotional learning +4 | 1,2, 6 |

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|---|---|---|
| Emotional support (school councillor) | EEF Toolkit Impact: Social and emotional learning +4 | 1,2,3,6 |
| Hardship fund – for uniform and equipment | EEF Toolkit Impact: Uniform (unclear). However: "there is a general belief in the UK that school uniform leads to improvements in pupils' behaviour". | 3 |
| Fund for trips and activities | | 3 |
| Desire for learning increased with reward systems<br>- Manor marks<br>- Manor market | EEF Toolkit Impact: Behaviour Interventions +4 (parental engagement; social and emotional learning programmes; promote positive school ethos) | 1, 6 |
| Improve attendance<br>- Daily monitoring and phone calls<br>- Weekly PA list to form tutors<br>- Monitoring of PAs by Learning managers and specific pastoral strategies in place (phone calls, home visits, rewards, group activities, bespoke timetables)<br>- Attendance Assemblies | EEF Toolkit Impact: Parental Engagement +4<br>EEF Toolkit Impact: Social and emotional learning +4 | 2 |
| Careers to raise aspirations<br>- EPC lessons<br>- Start Profile<br>- Higher education trips | EEF Toolkit Impact: Aspiration Intervention (unclear impact). School has pupil voice on impact of year 10 PP study ran by HL 2020-1 where students attended a university. | 1, 6 |
| Inclusion Manager organising outside agency involvement | EEF Toolkit Impact: Social and emotional learning +4 | 3, 6 |

**Total budgeted cost: £123,486.62**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

| i. Quality of teaching for all | | |
| --- | --- | --- |
| **Desired Outcomes** | **Approach** | **Estimated Impact** |
| 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 | <ul><li>Tracking and monitoring at each data capture.</li><li>Accelerated Reader</li><li>Lexonik</li><li>Catch up literacy - 'survival' unit</li><li>Screening Tools</li><li>Cross Curricular Word of the Week</li><li>Class teachers awareness of PP students</li><li>English Department Strategies: Reading Reconsidered; live marking; GL Assessment</li></ul> | <table><tr><td>Progress Data</td><td></td><td></td><td></td><td></td></tr><tr><td>School</td><td>Students</td><td>Completed</td><td>Reading Age Gain</td><td>Standard Score Gain</td></tr><tr><td>Ingleby Manor Free School</td><td>35</td><td>18</td><td>48</td><td>19</td></tr></table><br>All but 3 students involved in Lexonik were PP – progress made by all students. We will continue to run with Lexonik for the weakest students in Y7 and Y8<br><br>COVID halted reading buddies program – to be resurrected in 2021-22<br><br>GL data was shared with whole school. Aim to include in CPD programme 2021-22 as points to address whole school<br><br>Accelerated Reader rolled out to key Y7 and Y8 groups in 2020-1 and staff trained. To be rolled out to all year 7 and year 8 groups in 2021-2.<br><br>WoW embedded in weekly SMSC time. |
| B - Continued improved rates of progress at KS4 in English and | <ul><li>Increased differentiation, diagnostic feedback and personalised revision.</li></ul> | Using internal TAG grading:<br><ul><li>Progress 8 overall +0.57 (2020 +0.33)</li><li>English +0.84 (2020 +0.79)</li><li>Maths +0.58 (2020 +0.39)</li><li>EBACC +0.41 (2020 +0.21)</li><li>Open +0.53 (2020 +0.12)</li></ul> |

| Mathematics for pupils eligible for PP<br><br>B2 Cross Curricular intervention | • Demonstrate and Connect Marking<br>• After School interventions<br>• Cross curricular intervention running in the holidays (Teams)<br>• Robust SoW developed across DELTA academies<br>• Weekly director support in maths and English<br>• Online Learning platforms (Hegarty, GCSE Pod)<br>• Specialist weekly English interventions<br>• Maths specialist TA running weekly interventions<br>• DELTA "Step Up Maths" for low ability year 7s<br>• Functional skills (maths only this year) | • Attainment 8 53.43% (2020 51.93%)<br>• Garde 5 or Above in Eng/maths 53.7% (2020 59.1)%<br>• Grade 4 or above Eng/maths 80.2% (2020 83.6%)<br>• Percentage entering EBAC 19.8% (2020 15.5%)<br><br>Gaps are weighted significantly by several students who accessed partial/limited curriculum. The school worked closely with external agencies and parents/carers to support them. When removing their outcomes, the impact can be seen.<br><br>All disadvantaged students were supported through TAG with access to 121 tutors and onsite interventions, drop down days.<br><br>Greatest impact seen in EBAC areas. Area of focus for the 2021-2022 Y11 cohort. An AAP has been appointed to lead on this element. |
| C - Improved rates of progress at KS4 Basket 3<br><br>Qualifications | • Increased differentiation, diagnostic feedback and personalised revision.<br>• Demonstrate and Connect Marking | See open basket and EBAC uptake improvements from this year (above).<br><br>Percentage entering EBAC 19.8% (2020 15.5%)<br><br>There is still a gap between disadvantaged and non-disadvantaged. This is evident when comparing CAG to TAG grades. |

| | | |
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| | • Field trips and excursions<br>• Increased robustness of tracking and quality assurance<br>• Robust SoW developed across DELTA academies<br>• T&L team driving whole school improvements<br>• Use of modelling through visualiers, 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.<br>• Knowledge Organisers | All disadvantaged students were supported through TAG with access to onsite interventions and drop-down days.<br><br>Greatest impact seen in EBAC areas. Area of focus for the 2021-2022 Y11 cohort.  An AAP has been appointed to lead on this element.<br><br>T and L Team had to reassess priorities outlined for the T and L team in 20-21 due to ongoing situation with Covid, remote learning and synchronous and asynchronous teaching and learning. We continued to implement priority 1 which was establishing the IMFS Way but this was undoubtedly made difficult to consistently and holistically embed due to staff movement around the school, the lack of a classroom base and staggered timings and split lessons. There was a lack of frequency of learning walks due to staggered timings and increased duties. Priority 2 was the progress zone and use of modelling and visualisers to improve rates of students' progress. The need to use visualisers in the absence of traditional teacher marking necessitated that staff embrace this priority with immediate effect. Demonstrate and connect marking using student examples was being embedded. Priority 3 was to ensure that all students were stretched and challenged via collaborative and data driven seating, stretch and challenge tasks and progress zone tasks. The need for robust covid risk assessments impacted seating as we had traditional rows and whole school seating plans monitored by DD. Likewise staggered lessons timings and movements around the classroom did impact on curriculum time and this sometimes affected the timings left for the progress zone lesson requirements. Home Learning was easier to set and monitor using Teams and assignments.QA systems to monitor Quality of Education were disrupted due to Covid. |

| | | Knowledge Organisers at KS3 will also be embedded into a new HL strategy and metacognitive strategies will be rolled out in tutor time to improve rates of progress.<br><br>Promotional events to raise the profile of Ebac subjects, mainly MFL<br><br>• Students: PSHE lesson based of Language day, and the importance of languages, weeklong event in the dining hall with "Food of the world", which involved cultural aspects such as music and traditional decoration elements.<br>• Parents/ carers; communication sent home on the importance of Ebac subjects.<br>• Staff: CPD session on the importance of Ebac subjects.<br><br>Focus on Ebac importance to be further promoted in 21/22 as year 9 students will be choosing their option subjects. |
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<br>

| ii. Targeted Support | | |
|---|---|---|
| **Desired Outcomes** | **Approach** | **Estimated Impact** |
| 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 | • Personalised/small group provision based on GL data<br>• Dash licence<br>• Literacy lead promoting literacy throughout school<br>• 4 x TAs supporting students in class | Progress Data<br><br>| School | Students | Completed | Reading Age Gain | Standard Score Gain |<br>|---|---|---|---|---|<br>| Ingleby Manor Free School | 35 | 18 | 48 | 19 |<br><br>All but 3 students involved were PP – progress made by all students.<br><br>We will continue to run with Lexonik for the weakest students in Y7 and Y8<br><br>COVID halted reading buddies program – to be resurrected in 2021-22<br><br>GL data was shared with whole school. Aim to include in CPD programme 2021-22 as points to address whole school. |

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|---|---|---|
| | - Reading and spelling data shared across the school | |
| B – Continued Improved rates of progress at KS4 in English and<br><br>Mathematics for pupils eligible for PP | - Targeted interventions – 121, small groups<br>- Holiday interventions<br>- Revision guides for all KS4<br>- Hegarty/GCSE Pod<br>- T&L Team initiatives: Use of collaborative structures in data driven seating plans.<br>- Progress zones in each lesson. Use of modelling to promote best student practice and WAGOLLS and WABOLLS.<br>- Stretch and challenge activities for all. | See Progress 8 and Attainment 8 results above.<br><br>All PP students were prioritised for 121 intervention and ASM and ASE. All PP students had access to revision resources and specialist members of staff.<br><br>All PP students were given access to a device and internet if necessary so they could access Hegarty/GCSE Pod.<br><br>Y10 PP students in summer term had access to a "study group" and specialist staff twice a week.<br><br>English – director tasked with working with low ability/border line students and PP students. Uptake and work commitment of some of these during Jan – March lockdown was poor. Every effort was made in school to reengage pupils.<br><br>T and L Team had to reassess priorities outlined for the T and L team in 20-21 due to ongoing situation with Covid, remote learning and synchronous and asynchronous teaching and learning, We continued to implement Priority 1 which was establishing the IMFS way but this was undoubtedly made difficult to consistently and holistically embed due to staff movement around the school, the lack of a classroom base and staggered timings and split lessons. There was a lack of frequency of learning walks due to staggered timings and increased duties. Priority 2 was the progress zone and use of modelling and visualisers to improve rates of students' progress. The need to use visualisers in the absence of traditional teacher marking necessitated that staff embrace this priority with |

| | | immediate effect. Demonstrate and connect marking using student example was being embedded. Priority 3 was to ensure that all students were stretched and challenged via collaborative and data driven seating, stretch and challenge tasks and progress zone tasks. The need for robust covid risk assessments impacted seating as we had traditional rows and whole school seating plans monitored by DD. Likewise staggered lessons timings and movements around the classroom did impact on curriculum time and this sometimes affected the timings left for the progress zone lesson requirements. Home Learning was easier to set and monitor using Teams and assignments.QA systems to monitor Quality of Education were disrupted due to Covid.<br><br>The ability to achieve the three priority areas as set out in the T and L plan were highly compromised by Covid in certain regards but there were some advantages with regards to developing a VLE through teams and using methods of modelling and cognitive support to accelerate student progress, along with the marking of clearly defined KIP pieces. These priorities will continue in 21-22. Likewise rigorous and robust QA systems need to monitor impact and the 3 lens process is in the process of being redevised in light of the School Inspection Handbook. |
|---|---|---|
| C - Improved rates of progress at KS4 Basket 3<br><br>Qualifications | • Targeted interventions – 121, small groups<br>• Holiday interventions<br>• Drop down days to provide | See Progress 8 and Attainment 8 scores above.<br><br>All PP students prioritised for after school intervention. |

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| | intensive support<br>• Revision guides for all KS4<br>• GCSE Pod<br>• T&L Team initiatives: Use of collaborative structures in data driven seating plans.<br>• Progress zones in each lesson. Use of modelling to promote best student practice and WAGOLLS and WABOLLS.<br>• Stretch and challenge activities for all. | T and L Team had to reassess priorities outlined for the T and L team in 20-21 (as above).<br><br>Uptake of Ebac subject has increased year on year, and the gap in progress 8 between disadvantaged and non-disadvantaged students has reduced. Further actions, interventions and support will need to take place to carry on this reduction. |

**iii. Other Approaches**

| Desired Outcomes | Approach | Estimated Impact |
|---|---|---|
| D - Aspiration, resilience and desire for learning are developed for individuals eligible for PP who are displaying challenging behaviours. | • Learning Managers identify and support vulnerable students<br>• Pastoral support for mental health and other – use of inclusion manager and TH | Donations were given from the Middlesbrough and Teesside Philanthropic foundation to support the school hardship fund (£550 worth of vouchers for clothing at Motif 8).<br><br>Improved lines of communication between LM and finance team to ensure students benefiting from hardship fund.<br><br>No trips this year due to covid, but % secured next year for money towards trips and activities for PP students. |

| Vulnerable pupils are supported academically, emotionally and socially | <ul><li>Daily Huddl meetings to discuss students</li><li>Hardship fund for uniform/equipment</li><li>Reward Scheme: reward assemblies, Y11 food for interventions; achievement assemblies; Y11 breakfast; college trips; careers events.</li><li>Y10 Study Group & rewards</li><li>Y10 mentor breakfast</li></ul> | Students feel constant support from our robust approach. Students are reviewed daily when vulnerable; this ensures we can omit incidents that cause additional stress or concern to these students and their families. Improves confidence and communication between families and pastoral staff, also breaking down stereotypes or taboos of having conversation about support, normalising such situations and ensuring school staff are visible and approachable.<br><br>Reward structure was revamped to ensure improved consistency and relevance to students. Students awarded Manor Marks to then cash in to use in the manor market. Wide range of items available to purchase. Especially popular with KS3. Students view rewards as tangible and praise culture developed / embedded.<br><br>Reward assemblies each half term; top attendees rewarded along with no C4/5 entered into raffles etc. |
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| E - Increase uptake of EBacc offer for PP students | <ul><li>Increase uptake of humanities and MFL subjects for all, and for PP students at GCSE level.</li><li>Widen the profile for humanities and MFL at KS3</li><li>Monitor the number of PP and other students picking Ebac for options</li><li>Liaise with DELTA to access approaches to</li></ul> | MFL is now taught to all students in KS3 over a three-year period, when previously taught over a two-year period, to offer a wider and broader curriculum to all students. Wider curriculum now also includes international cultural studies to further expand students' horizons and instigate a desire to learn a language.<br><br>Percentage entering EBAC 19.8% (2020 15.5%). |

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| | increase engagement at KS3 for EBac subjects <br> • Increase profile of MFL with staff, and stress importance of <u>all</u> students knowing the importance of MFL in the curriculum | |
| 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. <br> • Use of reward scheme <br> • Scrutiny of PP attendance figures <br> • Attendance Officer making support plans with parents <br> • The Bridge aim to improve | Inclusion support with attendance by attending meetings and having discussions with families. Inclusion will ensure support to improve attendance is identified and implemented. This can be actions in school or reduced timetables to allow for confidence building. DSL will identify pastoral issues impacting attendance and will arrange and direct first day visits and at home support were needed. <br><br> <u>Attendance Figures:</u> <br><br> 2020-1 Y7 PP: 94% Y7 non-PP: 95% <br> 2020-1 Y8 PP: 92% Y8 non-PP: 95% <br> 2020-1 Y9 PP: 88% Y9 non-PP: 93% <br> 2020-1 Y10 PP: 83% Y10 non-PP: 93% <br> 2020-1 Y11 PP: 97% Y11 non-PP: 85% <br><br> The Bridge interventions on offer were art therapy, social skills, behaviour management, anger management and healthy relationships. The interventions were to help support our students and teaches them strategies they may need throughout their years at Ingleby Manor school. Sessions were once a week, and lasted for one hour. To assess impact we |

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| | attendance through:<br><br>• Art therapy; anger management; behaviour management; social skills; healthy relationships.<br>• Develop links with primary schools through Y6 transition Lead (who is also Y7 Learning Manger to ensure smooth transition)<br>• Y7 starter pack with key information delivered to primary schools by Transition Co-Ordinator. | used Boxall, RAGged their sessions, in class observation and student voice sheets..<br><br>Attendance has been a focus with strong links to rewards. Weekly Manor Marks awarded for full (10 sessions) attendance. 1\2 termly celebration assemblies where students with 100% attendance entered into raffle for vouchers. Difficult to compare for improvements due to new schemes being introduced just prior to pandemic. |
| 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. | • Use of Teams to provide work to students in isolation/ persistent absentees and home learning space.<br>• Use of Teams to coordinate enrichment activities during social | From a T and L perspective, the use of teams has ensured that our HL tasks, submission of them, teacher feedback and parental awareness of systems have all improved. Use of posts has allowed staff to respond to student bespoke needs. We have been able to utilise the teams video call systems to provide quality synchronous lessons and staff CPD with regards remote learning and engagement strategies has rapidly progressed out of necessity and we have a firm foundation on which to build going forward in 21-22, which will coincide with our year 8 Device Strategy. All resources are uploaded to |

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| | distancing protocols.<br>• Assess level of access across the school | Teams as protocol, and this helps narrow the gap for students who might be I reflection due to poor behaviour and those students isolating.<br><br>Gains made in using teams as a VLE to provide bespoke materials, home learning materials, live marking feedback, remote tutoring/ interventions. Uploading teaching resources to teams will inform our strategies going further. The year 8 device strategy will embrace further ideas for teams/ laptop/ ICT usage within the classroom and will be rolled out to other years going forward. |
| H - Close the Gap created by the pandemic (Covid-19 | • Appoint and monitor 1:1 tutors in English and maths<br>• Allocate tutor sessions as a priority to PP students<br>• Monitor student progress through formative assessments | 8 tutors were employed by IMFS and offering regular tuition sessions to students, 3 in English, 4 in math and 1 in science. Priority was given to PP students. All PP were offered to attend either online sessions or face to face sessions in school. A high percentage took on the offer, but attendance was sometimes an issue.<br><br>The English team comprised of three tutors, all with QTS. One tutor was not consistent, and whilst we tried to get her involved with KS3 and some KS4 tutoring this was not sustained. KS3 "survival" scheme moved over to The Bridge. The two remaining tutors took students from Y11 in the autumn and spring term, and Y10 in the summer term. Pupil premium students were given priority, although not all would accept the offer. Where this was applicable, the English Team tried to engage them in ASE instead. Steady gains were made for literature understanding and quotation recall, to plug gaps caused by Covid. Some success with language intervention, though more |

| | | training to be given. Six weekly progress check, and topics changed as required. |
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| | | |

**How successfully were the intended outcomes met?**

In a very challenging year for school, Ingleby Manor executed a range of strategies to improve the outcomes of our most disadvantaged students.

Attainment

Whilst the gap between PP and non-PP at KS4 for maths is still small, effective interventions continued at both KS3 and KS4. For English, where the gap is larger at KS4, effective intervention strategies have been trialled in KS3 (accelerated reader, Lexonik, "survival scheme" and will continue in the following academic year, with a further roll out across the school). Increased capacity, support and monitoring with be introduced to the 1:1 tutoring at KS4 to ensure robust practises and measures are in place.

Ebac levels are increasing, but this still needs to be addressed further, especially with disadvantaged students.

Attendance:

**\*Attendance has been affected by covid in 2019-20 and 2020-1**

| Year 7 | Summer Term final % (or Spring Term in 2020) - Non PP | Summer Term final % (or Spring Term in 2020) - PP |
|---|---|---|
| 2018 - 19 | 95% | 91% |
| 2019 – 20 | 95% | 93% |
| 2020 - 21 | 95% | 94% |
| Year 8 | Summer Term final % (or Spring Term in 2020) - Non PP | Summer Term final % (or Spring Term in 2020) -  PP |
| 2018 - 19 | 93% | 91% |
| 2019 – 20 | 95% | 92% |

| 2020 - 21 | 95% | 92% |
|---|---|---|
| Year 9 | Summer Term final % (or Spring Term in 2020) - Non PP | Summer Term final % (or Spring Term in 2020) - PP |
| 2018 - 19 | 93% | 90% |
| 2019 – 20 | 94% | 94% |
| 2020 - 21 | 93% | 88% |
| Year 10 | Summer Term final % (or Spring Term in 2020) - Non PP | Summer Term final % (or Spring Term in 2020) - PP |
| 2018 - 19 | 90% | 90% |
| 2019 – 20 | 100% | 99% |
| 2020 - 21 | 93% | 83% |
| Year 11 | Summer Term final % (or Spring Term in 2020) - Non PP | Summer Term final % (or Spring Term in 2020) - PP |
| 2018 - 19 | 90% | 87% |
| 2019 – 20 | 99% | 99% |
| 2020 - 21 | 97% | 95% |

The attendance breakdown for the last three years shows that whilst gains have been made and the gap has been closed in year 7, 8 and 11, years 9 and 10 still remain problematic. New attendance monitoring will be established in the academic year 2021-2, alongside the pastoral support and reward schemes.

Pastoral

The pastoral support offered to all students remains very strong and these measures will continue.

ICT

Our ICT strategy ensured all students had a device available to them so they could access online learning, although attendance here posed a problem. This was not through want of trying a variety of pastoral approaches from the Learning Managers.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| Programme | Provider |
|---|---|
| 14 – 16 School Link Programme | Middlesbrough College |
| One day placement using outdoor activities and adventure to motivate, engage and build confidence/resilience. | Outwood Ambition |
| Bespoke Educational Placement for students with communication & interaction difficulties and / or ASD diagnosis | Daisy Chain |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure | Details |
|---|---|
| How did you spend your service pupil premium allocation last academic year? | Pastoral Support – Learning Managers<br>Emotional Support – School Councillor |
| What was the impact of that spending on service pupil premium eligible pupils? | Assessed on case-by-case need. Low number of SPP students in school. Parents/carers to be contacted 2021-2 to see what would be beneficial for their families. |

## Further information (optional)

*N/A*