

# Ingleby Manor Pupil Premium Strategy 2023-24

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#### PART 1 – SCHOOL OVERVIEW

Detail	Data
School name	Ingleby Manor School
Number of pupils on school role	652
Percentage of Pupils PP	25%
Date this statement is published	February 2024
Review Date	January 2024
Academic Years PP Plan covers	3 Years (as recommended)
Statement Authorised By	Mr Ray Parkinson
Pupil Premium Lead	Mr David Dunning AAP
Governor / Trustee Lead	R Cawthorne

#### PART 2 – FUNDING OVERVIEW

Detail	Amount
Pupil Premium Carried forward from previous Academic Year	£0
Total PP Budget for this Year	£141,980
Total for 121 Tuition set aside	£9113
Previous Academic Years Figures	£137,910 (30,564)

#### PART 3 – 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% of the current Ingleby Manor cohort of students, approximately 2% above the national average (23.1%).

IMFS is approximately 6.7% under the Stockton-on-Tees average (31.7%).

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 652 students on roll. The year groups are generally balanced in terms of gender. 15.6% of the school's cohort are on SEN support, which is slightly above the national average (13.0%) for a mainstream school. Our EHCP (3.1%) is slightly below the national average (4.3%).

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 20 students with Educational Health Care Plans and 102 students who are marked as K. Ingleby Manor currently has 5 Looked After students, 163 students qualify for Pupil Premium with 1 student 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 intervention 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

#### **PART 4 – THE CHALLENGES\* as indicated in original PP document.**

**The Challenges to achievement are as follows:**

Challenge 1) Overall outcomes PP.

Challenge 1B) Overall outcomes at GCSE level for PP

Challenge 2) Pupil Premium cohorts have lower attendance especially currently in Year 8,10 and 11

Challenge 3) EBACC uptake for PP

Challenge 4) Barriers for learning – access to resources for disadvantaged pupils

Challenge 5) Behaviour for Learning PP

Challenge 6) COVID recovery for all disadvantaged pupils

#### **PART 5 – SUMMARY OF INTENDED OUTCOMES.**

- 1) **Close the Attainment Gap at KS4 for PP – GCSE results**
- 2) **Closing the Attainment gap at KS3 for PP e.g., GL assessments**
- 3) **Improving Attendance for PP – ongoing attendance figures across all year groups**
- 4) **Remove barriers to learning for PP (Uniform, equipment, revision guides etc)**
- 5) **5) Covid Recovery and Tuition for PP – KS4 121 tuition**
- 6) **6) Increase EBACC Offer for PP in GCSE years. 7) Improving Behaviour for PP – C4s and C5s**

**PART 6 - Activity this academic Year – Embedding and expanding previous strategies – with estimated costs 2023-24**

**PART 6A – TEACHING STRATEGIES (BUDGET £30,340.20)**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
High levels of literacy embedded in year and year 8. <ul style="list-style-type: none"> <li>- Reading Reconsidered</li> <li>- Accelerated Reader for all year 7 and 8s.</li> <li>- Word of the Week</li> </ul>	EEF Toolkit Impact: Reading comprehension strategies +6	1
GL assessment data <ul style="list-style-type: none"> <li>- CPD for staff</li> <li>- Analysis and implementation</li> </ul>	EEF Toolkit Impact: Reading comprehension strategies +6	1
Improvement rates for KS4 English and maths <ul style="list-style-type: none"> <li>- High quality teaching</li> <li>- High quality homework</li> <li>- Demonstrate /connect marking</li> <li>- After school interventions</li> </ul>	EEF Toolkit Impact: Homework +5 (if delivered and monitored correctly) Improved marking policies: EEF Toolkit Impact: Feedback +6	1
High Quality teaching which addresses needs of all PP students <ul style="list-style-type: none"> <li>- Conscious bias</li> <li>- Seating plans</li> <li>- Marking of work and KIP</li> <li>- Use of visualisers</li> </ul>	Improved marking policies: EEF Toolkit Impact: Feedback +6	1
Use of directors in school for interventions		1, 4

Interventions <ul style="list-style-type: none"> <li>- After school</li> <li>- Holidays</li> <li>- In school</li> <li>- Drop down days</li> </ul>		1, 4
Metacognitive Strategies in tutor time to improve rates of progress	EEF Toolkit Impact: Metacognition and self regulation +7	1
Use of online learning platforms <ul style="list-style-type: none"> <li>- Teams</li> <li>- Hegarty</li> <li>- GCSE Pod</li> </ul>	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 <ul style="list-style-type: none"> <li>- Demonstrate / connect</li> <li>- Use of visualisers</li> <li>- Collaborative structures</li> <li>- Progress Zone</li> <li>- Stretch and challenge</li> </ul>	Improved marking policies: EEF Toolkit Impact: Feedback +6  EEF Toolkit Impact: Collaborative Learning approaches +5	1
Increase of Ebac offer <ul style="list-style-type: none"> <li>- Whole school events</li> <li>- Assemblies</li> <li>- Whole school CPD</li> <li>- Widen profile of MFL and humanities</li> </ul>		1, 5

**PART 6B – TARGETED ACADEMIC SUPPORT EG TUTORING BUDGET**

**£38,614.80**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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<p>High levels of literacy embedded in year 7 and year 8.</p> <ul style="list-style-type: none"> <li>- Lexonik</li> <li>- Word /Sentence /Text level approach</li> <li>- Accelerated Reader PP group</li> <li>- Reading buddies</li> </ul>	<p>EEF Toolkit Impact: Peer Tutoring +5</p> <p>EEF Toolkit Impact: Parental Engagement +4 (parent evening discussing reading strategies)</p> <p>EEF Toolkit Impact: Phonics +5 (lexonik follows a phonics strategy)</p>	1
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	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)	<p>EEF Toolkit Impact: Small group tuition +4</p> <p>EEF Toolkit Impact: Teaching Assistant Interventions +4</p>	1, 4
HLTA interventions for maths	<p>EEF Toolkit Impact: Small group tuition +4</p> <p>EEF Toolkit Impact: Teaching Assistant Interventions +4</p>	1, 4
Step up to maths numeracy strategy	<p>EEF Toolkit Impact: Small group tuition +4</p> <p>EEF Toolkit Impact: Teaching Assistant Interventions +4</p>	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 EEF Toolkit Impact: Small group tuition +4	1, 4
1:1 tutoring for English/ maths / science in other year groups – PP or SEN specific	EEF Toolkit Impact: 1:1 tuition +5	1, 4
	EEF Toolkit Impact: Small group tuition +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 <ul style="list-style-type: none"> <li>- Year 11 Mentors</li> <li>- PP mentors (through form tutors)</li> <li>- SEN mentors (through SEN department monitoring)</li> </ul>	EEF Toolkit Impact: Mentoring +2	1,2,6

**PART 6C – WIDER STRATEGIES EG ATTENDANCE BUDGET £68,955**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Interventions in the bridge</p> <ul style="list-style-type: none"> <li>- Art therapy</li> <li>- Social skills</li> <li>- Anger management</li> <li>- Behaviour management</li> <li>- Healthy relationships</li> </ul> <p>Use of Boxhall to measure progress</p>	<p>For increased behaviour and improve wellbeing.</p> <p>EEF Toolkit Impact: Arts Participation +3</p> <p>EEF Toolkit Impact: Behaviour Interventions +4 (parental engagement; social and emotional learning programmes; promote positive school ethos)</p> <p>EEF Toolkit Impact: Social and emotional learning +4</p>	<p>2, 3, 6</p>
<p>Learning managers supporting vulnerable pupils on a daily basis (use of vulnerable registers, mental health waves etc)</p>	<p>EEF Toolkit Impact: Parental Engagement +4</p> <p>EEF Toolkit Impact: Social and emotional learning +4</p>	<p>1,2, 6</p>
<p>Emotional support (school councillor)</p>	<p>EEF Toolkit Impact: Social and emotional learning +4</p>	<p>1,2,3,6</p>
<p>Hardship fund – for uniform and equipment</p>	<p>EEF Toolkit Impact: Uniform (unclear). However: “there is a general belief in the UK that school uniform leads to improvements in pupils’ behaviour”.</p>	<p>3</p>
<p>Fund for trips and activities</p>		<p>3</p>
<p>Desire for learning increased with reward systems</p> <ul style="list-style-type: none"> <li>- Manor marks</li> <li>- Manor market</li> </ul>	<p>EEF Toolkit Impact: Behaviour Interventions +4 (parental engagement; social and emotional learning programmes; promote positive school ethos)</p>	<p>1, 6</p>



<p>Improve attendance</p> <ul style="list-style-type: none"> <li>- Daily monitoring and phone calls</li> <li>- Weekly PA list to form tutors</li> <li>- Monitoring of PAs by Learning managers and specific pastoral strategies in place (phone calls, home visits, rewards, group activities, bespoke timetables)</li> <li>- Attendance Assemblies</li> </ul>	<p>EEF Toolkit Impact: Parental Engagement +4</p> <p>EEF Toolkit Impact: Social and emotional learning +4</p>	2
<p>Careers to raise aspirations</p> <ul style="list-style-type: none"> <li>- EPC lessons</li> <li>- Start Profile</li> <li>- Higher education trips</li> </ul>	<p>EEF Toolkit Impact: Aspiration Intervention (unclear impact). School has pupil voice on impact of year 10 PP study ran by HL 20201 where students attended a university.</p>	1, 6
<p>Inclusion Manager organising outside agency involvement</p>	<p>EEF Toolkit Impact: Social and emotional learning +4</p>	3, 6

#### **Additional updates to strategy and impacts 2022**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Implementation of Secondary Reading Strategy	KS3 interventions, form tutor activities EEF Reading Comprehension strategies +6	1, 1B, 6
Implementation and embedding of Accelerated Reader	KS3 interventions EEF Reading Comprehension strategies+6	1, 1B, 6
Improving Maths and English Outcomes	Additional Maths and English time, maintaining hours on curriculum, New HOD in Maths, Maths input in 121 sessions. EEF 121 tuition +6	1, 1B, 6
Use and embedding of LRC	Opening of LRC and additional resourcing September 2022 - EEF Reading Comprehension strategies+6	1,6
High Quality teaching – the IMFS way and bespoke CPD	Every Tuesday CPD and through Learning walks – EEF – metacognition and self regulation +7	1, 1B,6

Expanding director intervention	Into new subjects outside of the core subjects, including MFL, Art and Business - EEF Arts Interventions +3	1, 1B, 6
Friday Morning Year 11 Mentor Meetings	Every Morning 8am supported by staff and catering - EEF Social and emotional learning +4	1, 1B, 2, 6
Increased uptake at all after school clubs	New timetables issued and advertised EEF Arts Interventions +3	1, 1B, 2, 6
Expanding free Revision Resources	Revision resources given at GCSE parents evening - EEF Social and emotional learning +4	1, 1B,4,6
Reduced fees for Tees Valley Music Services	Via Music dept. EEF Arts Interventions +3	1, 1B, 4, 6
Free Music Lessons via Music Teacher	NB 21 PP students have music tuition EEF Arts Interventions +3	1, 1B, 4, 6
Mental Health Ambassadors	Implemented this year EEF Social and emotional learning +4	1, 1B, 2,3,4,5,6
Mental Health Sessions	Morning drop in sessions and timetabled EEF Social and emotional learning +4	1, 1B, 2,3,4,5,6
Uniform Hardship Fund for Equipment and Uniform	EEF Social and emotional learning +4	1, 1B, 2,3,4,5,6
Bridge Interventions	EEF Social and emotional learning +4	1, 1B, 2,3,4,5,6

## PART 7 – REVIEW OF OUTCOMES IN PREVIOUS ACADEMIC YEAR 2022-23

### i) Close the Attainment Gap at KS4 (2022-23)

PROGRESS 8 SCORE				
	National Average	2022	2023	+/-
All Pupils [111]	0.00	-0.21	+0.18	▲ +0.39
Male [58]	-0.27	-0.48	-0.13	▲ +0.35
Female [53]	0.22	+0.09	+0.51	▲ +0.41
Disadvantaged [16]	-0.45	-0.52	-0.39	▲ +0.13
<i>Disadvantaged Low Attainers [2]</i>	-	+0.05	-0.66	▼ -0.71
<i>Disadvantaged Middle Attainers [11]</i>	-	-0.14	-0.38	▼ -0.23
<i>Disadvantaged High Attainers [3]</i>	-	-0.87	-0.28	▲ +0.59
Non Disadvantaged [95]	0.13	-0.09	+0.27	▲ +0.36
SEN Support [12]	-0.03	-0.54	+0.61	▲ +1.15
SEN EHC Plan [7]	-0.03	-1.04	-0.41	▲ +0.63
No SEN [92]	0.07	-0.10	+0.16	▲ +0.27
English First Language [109]	-0.03	-0.22	+0.18	▲ +0.40
English Additional Language [2]	-0.03	-0.18	-0.31	▼ -0.13
Low Prior Attainment [13]	-0.22	-0.12	+0.28	▲ +0.40
Middle Prior Attainment [66]	-0.02	-0.16	+0.21	▲ +0.37
High Prior Attainment [32]	0.01	-0.26	+0.07	▲ +0.34

The 2022 exam results in comparison with the last set of exams from 2019 clearly show an improvement for disadvantaged pupils in progress 8 from below the national average (-0.45) in 2019 (-0.52) to -0.39 which is above the national average.

### ii) Closing the Attainment gap at KS3

GL Assessment scores data below

Improved/Maintained reading age 2021-22	Improved/maintained reading age 2023-2024
PP Pupils 18/21 – 85%	PP Pupils 22/25 – 88%

### iii) Improving Attendance (2022-23)

Our attendance percentage for PP pupils has increased each year post COVID

- **2020-21 PP Attendance 86.34%**
- **2021-22 PP Attendance 87.07%**
- **2022-23 PP Attendance 88.70%**
- **Current 2023-24 PP Attendance 90.0%**
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**iv) Remove barriers to learning.**

- Access to Uniform and equipment for all disadvantaged pupils
- Knowledge organisers for all disadvantaged students
- Free Revision resources for all disadvantaged students
- Ensure 10% or more off local trips and 25% off national trips
- Ensure all students have access to a device for TEAMS home learning

**v) Covid Recovery and Tuition (2022-23)**

- Extend 1:1 tutoring for PP and SEND in other year groups.
- In 2022/23 25% of Pupils who were tutored were PP. (2023 PP Report) In 2023/24 – this has risen to 30%
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Case study examples from 2022-23 121 tutoring

Of the 8 PP pupils who were tutored in English and Maths 7 achieved their target grade or exceeded their target grade, only 1 did not achieve their target grade, a success rate of 87.5%

**vi) Increase EBACC Offer (2022-23)**

- **Increase to all students**
- **Increase to disadvantaged pupils**

Figures for EBACC 2022 – 2024

EBAC	2022 Leavers	2023 Leavers	2024 (current Y11)	2025 (Current Year 10)
PP	8%	25%	28%	40%
Non-PP	35%	35%	38%	47%

**vii) Improved Behaviour (2022-23)**

**Reduce the % of disadvantaged students receiving C4s and C5s**

Behaviour incidents – Winter term 2023 – 40% of incidents were PP students (Power BI)

Behaviour incidents – Winter term 2022 – 44% of incidents were PP students (Power BI)

This is a fall of 4% on comparable data.

**Part 8 – Externally provided programmes.**

- 1) 14-16 school link provider – Middlesbrough college
- 2) One day placement – outdoor activities – Outwood ambition
- 3) Bespoke education placements for communication and interaction difficulties and ASD difficulties – Daisy Chain