

## 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	Manor High School
Number of pupils in school	927
Proportion (%) of pupil premium eligible pupils	12.9%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Liam Powell, Headteacher
Pupil premium lead	Vanessa Mehta, Deputy Headteacher
Governor / Trustee lead	Damian Thurston SIP Oak Trust

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,625
Recovery premium funding allocation this academic year	£19,865
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£13,165
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£168,655

# Part A: Pupil premium strategy plan

## Statement of intent

At Manor High School, we have the highest aspirations for every student.

Our use of the Pupil Premium and Recovery Premium is underpinned by diagnostic evaluation of our students' challenges and needs and strong educational evidence informed by the EEF (Educational Endowment Foundation).

### **Our context**

Manor High School was established as an 11-14 school of 700 pupils in August 1968, changing its age range to 10-14 in 1983 and 11-16 in 2017. The first full GCSEs series was taken in 2019. The results were exceptional. 2020 and 2021 results were also exceptional in all areas. In 2019, Manor High School was within the top 1% of all schools nationally for progress, top in Leicestershire and joint top in Leicester. The school is in the top 10 nationally for progress in Maths. As a result of COVID, no national comparative figures have been released for GCSE results.

Part of a Multi-academy Trust (OAK MAT) Manor High is a multicultural academy, reflective of the city of Leicester and environs. NOR is typically 900, although, due to changes to the age range, numbers dipped 781 in 2019-20, rose to 870 in 2020-21 and have reached 927 in 2021-22. The NOR will peak at 1050 by 2025. The majority of MHS pupils come from outside the relatively affluent town of Oadby with many residing in the most deprived parts of the city of Leicester.

### **Our intent**

All pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. Our curriculum provides a broad range of subjects with a balance of learning opportunities, both academic and vocational. We are aspirational for our students. They are encouraged to follow the English Baccalaureate. Around 90% do.

This is an equality right. Those for whom the English Baccalaureate is not suitable have alternative options, including vocational certificates (BTEC, Cambridge Nationals and NCFE quals) as well extra support for English and Maths.

Our students from disadvantaged backgrounds have the same access to our curriculum and opportunities as their peers, and so their attainment and progress outcomes are significantly better than non-disadvantaged students nationally. Through high expectations, appropriate support, a strong pastoral and tutor system and effective systems and strategies we are able to break down barriers to learn so that Manor High students from disadvantaged backgrounds achieve and succeed whilst in our care.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching, 'The Manor High Way' (our vision for developing consistent classroom practice across the school. It is driven by making high expectations and quality first teaching strategies clear, concrete and visible for all stakeholders), is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

There are numerous opportunities to study outside the classroom through an Outlook Expedition, Duke of Edinburgh's Award, trips abroad, after school clubs, sports, arts activities and more. Students of all abilities have access to a range of enrichment activities, trips and visits. During the last academic year there were 35 trips and visits, from across the curriculum and year groups, ranging from London Art gallery visits to Games design trip to Derby University. 49% of pupil premium students took part in a trip/enrichment activity in 2019-2020.

### **Our principles**

We ensure that teaching and learning opportunities meet the needs of all the students.

We ensure that appropriate provision is made for students who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Particularly during the lockdowns, many of our families benefited from support with regards to food and provisions, including laptops. On returning to school, many have needed support with uniform, resources, excursions, and in particular counselling and mental health support.

We also recognise that social mobility exists, with many students residing in poorer areas of the City, progressing well and securing places at University.

### **Our ultimate objectives**

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

For all disadvantaged pupils in school to perform in line with the rest of the cohort with regards to their GCSE results.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Ensuring all students make good academic progress regardless of their starting point. The attainment of disadvantaged pupils is generally lower than that of their peers.</p> <p>EG:</p> <p>CAT4 tests for 'assessments on entry'</p> <p>Assessments on entry to year 7 in the last two years indicate that between 31 - 62% of our disadvantaged pupils arrive below age-related expectations compared to 40 - 42% of their peers.</p>
2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. Disadvantaged students generally arrive with weaker literacy skills. The challenge is to ensure all pupil premium students achieve 'the basics' of a grade 4+ in Maths and English in year 11.</p> <p>EG:</p> <p>RA of Year 7 PP is 11 years 8 months and NPP is 11 years 3 months</p>

	On entry to year 7 in the last two years, between 31 - 62% of our disadvantaged pupils arrive below age-related expectations compared to 40 - 42% of their peers.
3	Research suggests many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers.
4	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.</p>
5	<p>School data shows that students in receipt of pupil premium are less likely to engage with the rich variety of co-curricular opportunities available and therefore this can reduce the variety of experiences, leading to a limitation of understanding and access to the curriculum. Engaging higher attaining students in an academically challenging curriculum that opens doors to further study, careers and aspirational life goals.</p> <p>During the pandemic, teacher referrals for support markedly increased.</p> <p>See case studies</p>
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 4 - 6% lower than for non-disadvantaged pupils.</p> <p>22 - 27% of disadvantaged pupils have been 'persistently absent' compared to 9 - 23% of their peers during that period.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. The disadvantaged students have been worst affected by partial school closures and ongoing disruption due to Covid-19. In particular with inconsistent attendance (to remote learning and generally) and also in returning to school routines and structure.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan, in 2025**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improved attainment among disadvantaged pupils, which steadily closes the gap with their peers, across the curriculum at the end of KS4, especially in English, Maths and Science.</p> <p>Implications for Year 10 and 11 (2021-22)</p> <p>Support disadvantaged students to achieve a standard pass (4-9) in English and Maths and a strong pass (5-9) in English and maths.</p> <p>Increase the percentage of students achieving grades 4-9 in Combined Science.</p>	<p>PP students at Manor High do better than other students nationally in English, maths and science</p> <p>Pupils eligible for PP, identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, so that 75% meet or exceed FFT20 estimates. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD).</p> <p>By the end of our current plan in 2021/22, 82% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In the last 3 years this figure was between 77 - 94%.</p> <p>2021/22 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>• an average Attainment 8 score of 52</li> <li>• an EBacc average point score of 5.15</li> </ul> <p>Outcomes for pupil premium students shows a progress 8 score in line with their peers.</p> <p>Outcomes for pupil premium students are consistently good across all subjects</p>
<p>Improved reading comprehension among disadvantaged pupils across KS3, using Accelerator Reader.</p> <p>More rapid progress in literacy for Year 7 and 8 pupils eligible for PP funding to enable them to access the KS4 curriculum.</p>	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. Reading ages, generated by Accelerated Reader, are identified in Year 7. Students are retested to monitor progress.</p> <p>At least 50% meet or exceed FFT5 estimates and 100% meet FFT20 estimates in English and Maths.</p>

<p>Implications for Year 8 (2021-2022) Support disadvantaged to achieve a standard pass (4-9) in English and Maths and a strong pass (5-9) in English and maths. Increase the percentage of students achieving grades 5-9 in Ebacc subjects.</p> <p>Implications for Year 7 (2020-2021) 3 PP students did not reach the expected standard in KS2 reading. 3 PP students did not reach the expected standard in KS2 EGPS. 3 PP students did not reach the expected standard in KS2 maths. 13 PP students (3 low ability/6 middle ability/4 high ability). Reading needs to remain a high priority.</p>	<p>Pupils eligible for PP funding will make progress at a faster rate than NPP students. This will be evidence using the accelerated reader programme and data captures chronologically through the year, so the gap closes.</p>
<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</p> <p>Show My Homework used to support students and parents with homework, continues to show that the school has one of the highest student (97%, in 2021) and teacher engagement rates from 1500+ schools.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observations.</p>

<p>Increased exposure to/participation in a variety of new experiences to broaden minds and facilitate increased access to the curriculum. Curriculum equity is prioritised and higher attaining PP students access an academically challenging curriculum that leads them to level 3 post 16 study or apprenticeships.</p> <p>Support with D of E and work experience where applicable.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged students.</p> <p>Entries for the e-bacc suite in line with the national average</p> <p>HA students access post 16 study or apprenticeships at level 3</p> <p>All disadvantaged students take part in at least one educational visit.</p> <p>Same proportion on PP and NPP participate in work experience weeks (Y10).</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Students and families are supported to re-establish the routines, expectations and structure of school.</p>	<p>Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 88% to 95% in line with NPP pupils, so that the % sessions missed is broadly in line with the National average of 5%. Target of 96%.</p> <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%, from 6%.</li> <li>• the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</li> </ul>

## 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.

1. **High quality teaching** Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. Coaching programme.

2. **Targeted academic support** Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.

3. **Wider strategies** Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment. Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy. While many challenges may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category. Many approaches within the tiered model will overlap categories, and the balance between categories will vary from year to year as schools' priorities change.

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

Budgeted cost: £85, 715 approx

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments – GL Assessment suite. Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a> <b>+6 months impact – <a href="#">feedback</a></b></p>	<p>1, 2, 3,</p>
<p>Pupil Premium and Catch Up Co-ordinator, to work with the Senior Leadership Team to lead a whole school programme focused on improving the outcomes and progress of identified students and to narrow the gaps of groups within school.</p>	<p>Funding streams targeted at improving outcomes for identified students and ensuring that pupil premium and catch- up funding reaches the groups of students for whom it is intended and makes a significant impact on their education. <a href="#">Recovery Premium - DfE supplementing the PP fund?</a></p>	<p>All</p>
<p>Employment of suitably qualified TAs, especially with a specialism in dyslexia and autism. A trained ELSA on site. Extra staffing in maths. Year 11 revision support. Members of NASEN and access to the NASEN supportive CPD for TAs.</p>	<p>The research suggests that small group tuition leads to moderate impact in comparison to those students who do not receive small group tuition. <b>+5 months impact – <a href="#">one to one tuition</a></b> <b>+4 months impact – <a href="#">small group tuition</a></b> <b>+5 months – <a href="#">collaborative learning approaches</a></b> <b>+7 months impact – <a href="#">meta-cognition and self-regulation</a></b> <b>+4 months impact – <a href="#">social and emotional learning</a></b></p>	<p>1,2, 3, 4, 5</p>
<p>To raise awareness of the PP cohort to ensure effective planning, differentiation and in class inceptive support.</p>	<p>Feedback has strong evidence for improving the learning and progress.</p>	<p>1, 5</p>

<p>To improve the quality of feedback for the PP cohort. All PP marked in SIMs.</p>	<p>If teachers know who the PP students are they can ensure they are targeting them with verbal and written feedback, AFL, questioning, grouped for collaborative learning, and provided individualised instructions more frequently. For PP students the difference between a good teacher and a bad teacher is a whole year's learning.' PP students are in need of targeted support in class if they are underachieving, and this strategy allows these students to have more immediate First wave intervention. MINT class seating plan package, Pride in presentation, Use of purple pen for progress <b>+6 months impact – <a href="#">feedback</a></b> <b>+5 months impact – <a href="#">collaborative learning</a></b></p>	
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<p>Developing metacognitive and self-regulation skills in all pupils. Eg: GCSE Pod</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. The use of Satchel One enables all students to access homework and class materials. There is particularly strong evidence that it can have a positive impact on attainment: <b>+7 months impact – <a href="#">meta-cognition and self-regulation</a></b> <b>+5 months impact – <a href="#">homework</a></b></p>	<p>1, 3, 4, 5</p>
<p>To hold walking talking mocks for Yr 11 students. This will be used to bolster marks in the summer exams and promote meta-cognition.</p>	<p>Research shows that feedback and meta-cognition and self-regulation has significant impact. This will be used to support PP students with examinations by helping them to understand exactly what they will be face. The teacher will demonstrate the process and show how to answer exam papers to maximise marks. <b>+6 months impact – <a href="#">feedback</a></b> <b>+7 months impact – <a href="#">meta-cognition and self-regulation</a></b></p>	<p>1, 3</p>
<p>Accelerator Reader - targeted students with reading ages below their chronological age supported by Study Centre Manager and through weekly reading homework</p>	<p><a href="#">Reading Comprehension Strategies – EEF</a></p>	<p>1, 2</p>
<p>Teacher professional development. Eg: Funding for teachers to complete NPQLT, NPQLBC and OTP – funding for supply costs. We fund professional development and instructional coaching focussed on each teacher’s subject area.</p>	<p><a href="#">DfE – Delivering World-Class Teacher Development (June 2021)</a> “Teachers are the foundation of the education system – there are no great schools without great teachers. The quality of teaching is the single most important in-school factor for improving student outcomes – and is particularly important for pupils from disadvantaged backgrounds”.</p>	<p>1,2, 3 and 5</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a></p>	<p>1, 2</p>

<p>Eg: Targeted students in KS4 have been provided with a bespoke 'improving writing workshop'. These sessions target higher ability students who are under-performing, as well as those who show potential but are less able to ensure we increase their confidence, as well as providing them strategies for their GCSE exams.</p> <p>Eg: Spelling Bee</p> <p>The school has a Literacy Coordinator and Literacy Ambassadors that support and organise these activities.</p> <p>Oracy</p> <p>Whole school training and ground rules for talking point – consistent approach across the school.</p> <p>Debating club and Up for debating activities – funs supply costs.</p>		
<p>Provision of additional resources that underpin the effective delivery of the curriculum.</p> <p>Eg: provision of ingredients for cooking, sets of books for class readers for tutor time, art and DT consumables and assistive technology for student use in the classroom.</p>	<p><a href="#">National Food Strategy 2021 – Recommendation 3: Launch new eat and learn initiative for schools. Pg. 15</a></p>	<p>1,2,3,4,5</p>
<p>Administration time for the Inclusion Administrator the progress of PP students with regards to access arrangements.</p>	<p><b>+7 months impact – <a href="#">meta-cognition and self-regulation</a></b></p>	<p>1, 3</p>
<p>SEND Assessments</p> <p>Bespoke Ed Psyc reports for identified FSM students</p>	<p><a href="#">SEND Code of practice</a></p> <p>Remove a financial barrier to diagnosis for SEND</p>	<p>1,2, 3</p>

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

Budgeted cost: **£23,837**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of Y11 Assertive Mentoring Programme.</p> <p>All identified students in need of assertive mentoring including ALL PP will receive assertive mentoring every few weeks. This will be tailored to the needs of the individual.</p>	<p>Research available to demonstrate how mentoring can impact positively on attitude to learning, progress and attendance. The mentoring programme will be rigorous and driven by the latest data. Mentors will challenge and support in terms of organisation, liaise with teachers, parents and the pastoral team.</p> <p>Provide targeted students with 1:1 tuition to boost performance. Revision packs Targeted Spark academy tuition</p> <p>EEF toolkit states that the: ‘evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months’ progress.’ Providing high quality resources for the PP students, e.g. in English and Maths, to revise with gives them the best possible opportunity to succeed in their exams.</p> <p><b>+6 months impact – <a href="#">feedback</a></b> <b>+5 months impact – <a href="#">one to one tuition</a></b></p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Recovery Premium - DfE</a></p>	<p>1,3, 6</p>

	<a href="#">School led tutoring - DfE</a>	
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <b>+5 months impact – <a href="#">one to one tuition</a></b> And in small groups: <b>+4 months impact – <a href="#">small group tuition</a></b> <a href="#">Recovery Premium - DfE</a>	1, 2, 3
LEAD Mindset journey - 6 week School Leadership programme	<b>+4 months impact – <a href="#">small group tuition</a></b> <b>+7 months impact – <a href="#">meta-cognition and self-regulation</a></b>	1,2,3
GSCE holiday revision and intervention classes for PP to improve teaching and learning outcomes.  Catch up clubs for Years 7-9	Application of Access arrangements to ensure PP students are on par with their peers, if academically disadvantaged.  <a href="#">Summer Schools - EEF</a>	1, 2, 5
Funding an Ed P to complete the necessary assessments for the form 8s.	Intervention for those PP students below expected. Students identified through data and sessions offered in English and maths. <b>+4 months impact – <a href="#">small group tuition</a></b> <b>+7 months impact – <a href="#">meta-cognition and self-regulation</a></b>	1, 2, 3
Music tuition and graded examinations  Opportunity for all PP students to access funded music tuition through our network of peripatetic music teachers	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. <b>+3 months impact – <a href="#">Arts participation</a></b>	5
Adopting a targeted reciprocal reading programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	2

<p>In order to support lower ability learners, a Reader Leader scheme is taking place to assist students in Year 7 who have an average reading age of 9 or below. This improves their reading comprehension. This is led by our Year 8 students who have an average reading age of 15 or above and are highly competent in their reading skills.</p>		
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: **£59,103**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Improved attendance of PP students, further closing the gap relative to other students in school.</p> <p>Attendance certificates, ASPs, assemblies, home visits, target group.</p> <p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>HMs primarily, and other staff will get training and release time to develop and implement new procedures, where nec-</p>	<p>Parental involvement shows moderate impact for moderate cost.</p> <p>The support ensures that they are able to get to school. The NFER briefing on raising performance of PP students states: 'more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.'</p> <p>Attendance Officers per House who monitor pupils and follow up quickly on trancies. First day response provision.</p> <p>Support for paying for school bus. Attendance Manager focuses on PP students to contact on first day of absence Meetings with PP parents and students who have low attendance.</p>	<p>1, 3, 4</p>

<p>essary. HMs in their capacity as Attendance support officers will be appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.  <b>+3 months impact – <a href="#">parental involvement</a></b></p>	
<p>Pastoral support targeted at our most vulnerable students to improve the positive behaviour and self-esteem, anxiety and confidence.</p> <p>Safeguarding CPD for all staff and master classes for the DSLs, to enhance the provision around safeguarding the most vulnerable.</p> <p>SEND CPD via NASEN for TAs and teaching staff.</p>	<p>John Dunford speaks about the need for ‘Forensic Personalisation’. This is especially true for PP students. Middle Leaders, Teachers, Tutors and Behaviour and attendance support need to work together to ensure that the individual needs of each PP student are met.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>HOD, HMs, Teachers and Tutors make PP a priority and analyse their performance and design personalised interventions.</p> <p>Close monitoring of progress. Regular feedback for targeted students.</p> <p>Counsellor available when necessary, including bereavement counselling.</p> <p>Members of safeguarding network to ensure all resources are gained where safeguarding is an issue/barrier.</p> <p><a href="#">Young Minds January 2021</a></p> <p><a href="#">The Recovery Curriculum Professor Barry Carpenter 2020</a></p> <p>School data shows that there is an increased prevalence of persistent absence, self-harm and anxiety among students.</p> <p><b>+4 months impact – <a href="#">social and emotional learning</a></b></p> <p><b>+4 months impact – <a href="#">small group tuition</a></b></p> <p><b>+4 months impact – <a href="#">behaviour interventions</a></b></p> <p><b>+7 months impact – <a href="#">meta-cognition and self-regulation</a></b></p> <p><b>+3 months impact – <a href="#">parental involvement</a></b></p>	<p>1, 3, 4</p>
<p>To improve the life experiences of PP students to provide equity in comparison to their NPP counterparts.</p> <p>As and when possible to consider supporting families – cooking lessons etc</p>	<p>Research shows parental involvement shows moderate impact. Some funding is protected so that we can support our PP FSMs students in ensuring that they have the correct uniform and that they can take part in Educational school visits.</p>	<p>1, 4</p>

<p>Continuation of hardship fund to subsidise 50% towards uniform, equipment and PE kits for PP students. Also small educational visits deemed essential to the well-being or aspirations of the child.</p>	<p><b>+3 months impact – <a href="#">parental involvement</a></b></p>	
<p>To improve the life experiences of PP students to provide equity in comparison to their NPP counterparts.</p> <p>Careers education programme.</p> <p>Disadvantaged students to be more motivated to aim high, and accelerate their progress so they can attain as well. PP and disadvantaged to access additional support from our Careers Advisor.</p> <p>Motivational talks – Jeremy Dry</p>	<p>Research suggests that sports participation, aspiration interventions, outdoor adventure learning, collaborative learning, D of E, Arts participation have measurable impact. PP students will engage in all aspects of life. All PP to engage in at least 1 CEIAG experience per year and extra-curricular experiences.</p> <p>Taking the PP students to local sixth form colleges and Universities, organising for taster events facilitated by Universities both on and off site, will mean that they aim high and in turn will encourage the more able students to achieve well across their subjects.</p> <p>PSHE SoL purchased to particularly tailor PP needs.</p> <p><b>+3 months impact – <a href="#">Arts participation</a></b>  <b>+3 months impact – <a href="#">parental involvement</a></b></p>	<p>1,4, 5</p>
<p>Adoption of a cognitive behavioural therapy (CBT) intervention and counselling for specific pupils who require support with regulating their behaviour and emotions.</p> <p>This includes training for pastoral staff and collaboration with other schools and external agencies.</p> <p>Mental Health ambassadors trained both in staff and students.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p><a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a></p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	<p>1, 5, 6</p>

<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>HMs primarily, and other staff will get training and release time to develop and implement new procedures, where necessary. HMs in their capacity as Attendance support officers will be appointed to improve attendance.</p> <p>Where students are struggling to attend, looking into flexible, temporary alternative provisions, particularly with a therapeutic focus.</p> <p>Example: Anstey Alpacas.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>1,6</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £168,655**

## 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.

All figures compared to 2019 national averages due to 2019 being the last year of actual GCSE exams.

Data for disadvantaged students at Manor High has been taken from the FFT results service dataset.

- Progress 8 score for disadvantaged students has increased to +0.30 in 2021 (+0.07).
- Progress 8 score for disadvantaged students, English: +0.15.
- Progress 8 score for disadvantaged students in Maths shows that there is a gap of -0.35 compared to others in the school, however, DA students still achieved a positive Progress 8 score of +0.51.
- Progress score for EBACC element remains outstanding for disadvantaged students and well above national average at +0.59.
- Progress 8 score for disadvantaged students in science has decreased from previous years but still remains above national average at +0.32.
- The Progress 8 score for disadvantaged students in languages remains positive at +1.34 in Spanish and +0.35 in French.
- The Progress 8 score for disadvantaged students in history remains above national average at +0.85 but was negative in geography (-0.13).
- Average attainment 8 score per disadvantaged student has increased compared to 2020 to 5.7.
- The proportion of disadvantaged students achieving the EBACC 5+ has increased to 59%.

- 94% of disadvantaged students achieved 4+ in BASICS.
- The proportion of disadvantaged students achieving 5+ in BASICS has increased to 76%.
- % disadvantaged students entering EBACC at 88% is well above the NAv. 2019 (43%).
- The APS for EBACC for disadvantaged students has increased to 5.9

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources by our teaching staff. The school has developed the use of Microsoft TEAMS to deliver online learning where necessary. Responses to the usefulness of this have been positive. In our parent and student surveys (Oct 2020) 87% of parents and pupils returned positive responses in regards to the online learning provision. Further steps to develop this further include the development of online assessment.

Although overall attendance in 2020/21 was lower than in the preceding 3 years at 95%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 88%. This gap is larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan. Many students and families required additional support throughout the lockdowns; for example laptops in order to access the online provision, food counselling which was conducted remotely, support from the Pastoral team.