



Pupil premium strategy statement: Manor High School, 2018-19

1. Summary information					
School	Manor High School				
Academic Year	2018/19	Total PP budget	£112,200 (allocated £112,150)	Date of most recent PP Review	N/A
Total number of pupils	816	Number of pupils eligible for PP	127 (15.6%)	Date for next internal review of this strategy	Termly

2. Current attainment						
Year 11	PP Term 1	NPP Term 1	PP Term 2	NPP Term 2	PP Term 3	NPP Term 3
Progress 8 score average	0.54	0.71	0.71	0.68	0.92	0.96
Attainment 8 score average	46.5	53.4	47	53.7	49.15	55.15
Basics 5+	43.5%	59.7%	52.2	66.7	52.2	60.2

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Significant number of PP students entering Manor High School Year 10 need to develop literacy skills.
B.	Passive learning from PP students and a lower level of independent learning.
C.	PP students arrive with weak literacy and numeracy skills.
D.	There is less parental engagement of pupils who are eligible for the PP funding.
E.	Disengagement and behavioural issues of a small cohort of students eligible for PP funding has a detrimental effect on their academic success.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Raising attendance of PP students in line and above whole school figures.	
G.	Persistent absence is higher for PP than NPP.	
H.	Evidence of a prevalence of fixed mindset in our PP students which leads to lack of aspirations and underachievement.	
I.	Lack of access to a wide variety of experiences can limit understanding and access to the curriculum.	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>PP students catch up and match outcomes for other students nationally at the end of KS4 especially in English, Maths and Science.</p> <p>Implications for Year 10 and 11 (2018-2019) Support PP students 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 4-9 in Combined Science.</p>	<p>PP students at Manor High do better than other students nationally in English, maths and science 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>
B.	<p>Reduced passivity of PP students in lessons and becoming proficient/expert learners.</p> <p>Implications for Year 9 (2018-2019) Support PP students to achieve the highest bands (7-9) in a broad range of subjects. Priority must be stretch and challenge and having clear success criteria to access the highest flightpath bands.</p>	<p>Further improvement of Aptitude for Learning scores. Regular use of the study centre and engagement with activities in the study centre.</p>
C.	<p>More rapid progress in literacy and numeracy for Year 7 and 8 pupils eligible for PP funding to enable them to access the KS4 curriculum.</p> <p>Implications for Year 8 (2018-2019) Support PP students 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 (2018-2019) 3 PP students did not reach the expected standard in KS2 reading.</p>	<p>At least 50% meet or exceed FFT5 estimates and 100% meet FFT20 estimates in English and Maths. 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.</p>

	<p>2 PP students did not reach the expected standard in KS2 EGPS. 5 PP students did not reach the expected standard in KS2 maths. 21 PP students (5 low ability/12 middle ability/4 high ability). Reading needs to remain a high priority.</p>	
D.	Increased attendance rates for pupils eligible for PP.	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 93.2% to 95% in line with NPP pupils, so that the % sessions missed is broadly in line with the National average of 5%.
E.	Increased prevalence of a growth mind set, improved resilience and self-esteem in PP students.	Engagement with Humanutopia scheme.
F.	Increased exposure to/participation in a variety of new experiences to broaden minds and facilitate increased access to the curriculum.	All PP students take part in at least one educational visit. High rate of participation from PP cohort in work experience weeks (Y10).
G.	Less PP students represented in isolation and exclusion statistics.	A reduction in % to shift towards National average for NPP exclusions.
H.	More PP parental engagement at parents evenings and information evenings.	Increased attendance % of PP parents to key events. Impact measures after key events.

5. Planned expenditure

Academic year

2018/19

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Approach and rationale linked to secure research EEF	Resources	Success criteria and monitoring of impact.	Impact measures
<p>Ensure the promotion of the outcomes and entitlement of PP students are integral to all aspects of life at Manor High.</p>	<p>Refocus the roles regarding PP of the SLT members, Governors and HMs.</p> <p>HMs to act as sub PP Leads for the PP students in their house.</p> <p>Target groups of PP students regarding behaviour, conduct and attendance. PP students discussed every 2 weeks at the full Pastoral meeting. Standing item to look at PP spend in relation to PP attendance, punctuality, behaviour and conduct including exclusion data.</p> <p>Feedback to PP and parents will be improved via more face-face interactions with their assertive mentor, HM and target groups.</p> <p>+8 months impact – feedback</p> <p>+3 months impact – parental involvement</p>	<p>£49,500 HMs £20,000 Pastoral intervention strand</p>	<p>Success criteria – To ensure that progress, attainment, attendance and exclusion rates of PP students at least match NPP National averages.</p> <p>Half termly improvement towards July 2019. Aim is to have a positive P8 score for each year group, absences broadly in line with National average (5%). Fixed term exclusions in line with National where 1 or more FTE have been given compared to the National NPP of 3.9%.</p> <p>Improvements in attitude to learning averages.</p> <p>Ensure there is a clear strategy for PP understood by all adults within the school that can be articulated clearly.</p> <p>Monitoring – Rigorous data analysis half termly and provided to stakeholders.</p>	<p>Leadership structure was completed that included a refocus of the roles and a PP Governor. The HMs roles have been redefined to include the responsibility of the PP students.</p> <p>See data at the end. Exclusion rate remained low and below National.</p> <p>Attitude to learning demonstrated a healthy profile across the school in relation to attitude to self and school.</p>

<p>To improve the quality of Teaching and Learning for the PP cohort.</p> <p>Raise awareness of the PP cohort to ensure effective planning, differentiation and in class inceptive support.</p> <p>All PP marked in SIMs.</p>	<p>Feedback has strong evidence for improving the learning and progress. 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.</p> <p>Embedding of the 5 Ps.</p> <p>MINT class seating plan package</p> <p>+8 months impact – feedback</p> <p>+3 months impact – individualised instruction</p> <p>+5 months impact – collaborative learning</p> <p>+4 months impact – digital technology</p>	<p>£150 Staffing Mint class</p>	<p>Success criteria – 100% coverage of all teaching staff actively using mintclass to create strategic seating plans to maximise progress.</p> <p>Monitoring – Evidence of annotated seating plans within the teacher folders seen during lesson dialogues and learning walks.</p>	<p>Mintclass is used and evidenced via lesson dialogues termly. The strategic seating of PP has contributed to the P8 scores for each year group.</p>
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<p>To improve the quality of Teaching and Learning for the PP cohort.</p> <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.’</p> <p>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. Homework, secondary (+5 months)</p> <p>+8 months impact – feedback</p> <p>+3 months impact – individualised instruction</p> <p>+5 months impact – homework</p>	<p>£500</p>	<p>Success criteria – Improvement of all Y11 PP attendance by 1% per half term.</p> <p>By July 2019 the % of sessions missed to be broadly in line with the National average which is 5%.</p> <p>By July 2019 the % of Y11 PP who miss more than 10% of sessions (PA) to be broadly in line with the National average 12.4%.</p> <p>By July 2019 a reduction in fixed term exclusions of the PP cohort to narrow the gap to National.</p> <p>An average ATL of PPs is in line with NPPs.</p> <p>A positive P8 score for each year group for July 2019.</p> <p>Monitoring – Rigorous analysis of pastoral and academic data. This is possible through data capture points half - termly and pastoral meetings.</p>	<p>The assertive mentoring programme has been effectively set up for all identified Y11 students including ALL PP students.</p> <p>The assertive mentoring programme has helped to achieve the P8 score in Y11</p> <p>Attendance - there is a gap but not significant. PA was 9.9% last year and is now 8.4% for PP compared to National of 13.5%.</p>
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<p>To improve the quality of Teaching and Learning for the PP cohort.</p> <p>To improve the quality of feedback for the PP cohort.</p>	<p>Continued programme of training to ensure that all students are given high quality feedback that they respond to. Teachers to target PP students for extra feedback.</p> <p>Pride in presentation</p> <p>Use of purple pen for progress</p> <p>EEF Toolkit research suggested: 'an impact of half of a GCSE grade per student per subject is achievable, which would be in line with the wider evidence about feedback.'</p> <p>+8 months impact – feedback</p> <p>+3 months impact – individualised instruction</p> <p>+5 months impact – collaborative learning</p>		<p>Success criteria – Evidence of all PP students across all years are participating in the purple pen of progress, and pride in presentation.</p> <p>Monitoring – Work scrutinies half termly of PP students. The work scrutinies should show there are no disparities between PP and NPP students in terms of purple pen of progress, pride in presentation and feedback.</p>	<p>Work scrutinies show there is strong evidence across departments that teacher feedback is used effectively in most cases. Where there were inconsistencies the HOD is challenging the teacher. Individual and personal marking helps pupils move forward in skills, knowledge and understanding. Purple pen challenges and stretches to consolidate learning.</p>
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<p>To improve the quality of Teaching and Learning for the PP cohort.</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.</p> <p>+8 months impact – feedback</p> <p>+5 months impact – collaborative learning</p> <p>+8 months impact – meta-cognition and self-regulation</p>	<p>£500 Department time and planning time</p>	<p>Success criteria – A stepped improvement in holistic P8 scores for the cohort that is moving towards the National comparator by July 2019.</p> <p>Monitoring – Rigorous analysis of pastoral and academic data. This is possible through data capture points half - termly and pastoral meetings.</p> <p>Staff voice Student voice</p>	<p>Very productive and worth while for students and teachers. See results!</p> <p>The impact for these were:</p> <p>Maths P8 +1.02 % grade 4+ 85% % grade 5+ 60%</p> <p>English P8 +0.7 % grade 4+ 90% % grade 5+ 71%</p>
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<p>To improve the quality of Teaching and Learning for the PP cohort.</p> <p>Employment of a HTLA in English and extra staffing in maths.</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.</p> <p>+8 months impact – feedback</p> <p>+3 months impact – individualised instruction</p> <p>+4 months impact – small group tuition</p> <p>+5 months impact – collaborative learning</p> <p>+8 months impact – meta-cognition and self-regulation</p> <p>+5 months impact – oral language intervention</p> <p>+5 months impact – early years intervention</p>	<p>£24,000 Intervention strand including HLTA</p>	<p>Success criteria – Students who engage with the HLTA and maths teacher for small group work achieve a positive P8 score in English and maths by July 2019.</p> <p>A positive P8 score for English and maths for the year group by July 2019.</p> <p>Incremental improvements in teacher assessment.</p> <p>Monitoring – Rigorous analysis of pastoral and academic data. This is possible through data capture points half - termly and pastoral meetings.</p> <p>Student voice</p>	<p>The impact of the additional staff have contributed to school results - see page 1.</p>
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<p>To improve the quality of Teaching and Learning for the PP cohort.</p> <p>GSCE holiday revision and intervention classes for PP to improve teaching and learning outcomes.</p>	<p>Research suggests that improving teaching, marking and feedback has a significant impact.</p> <p>+8 months impact – feedback</p> <p>+3 months impact – individualised instruction</p> <p>+8 months impact – meta-cognition and self-regulation</p>	<p>£250</p> <p>Revision guides</p>	<p>Success criteria – Attendance of the PP students to the revision classes to be at least 95%.</p> <p>A stepped improvement in P8 score for the cohort that is moving towards the National comparator by July 2019.</p> <p>Monitoring – Rigorous analysis of pastoral and academic data. This is possible through data capture points half - termly and pastoral meetings.</p> <p>Attendance data</p>	<p>Attendance of PP at the intervention classes was monitored and mentors alerted to any issues.</p>
<p>To improve the quality of Teaching and Learning for the PP cohort.</p> <p>Administration time for the data manager to assist the Assistant Headteacher in tracking the progress of PP students.</p>	<p>Research suggests that improving teaching, marking and feedback has a significant impact.</p> <p>+8 months impact – feedback</p> <p>+3 months impact – individualised instruction</p> <p>+8 months impact – meta-cognition and self-regulation</p>		<p>Success criteria – Attendance of the PP students to the revision classes to be at least 95%.</p> <p>A stepped improvement in P8 score for the cohort that is moving towards the National comparator by July 2019.</p> <p>Monitoring – Rigorous analysis of pastoral and academic data. This is possible through data capture points half - termly and pastoral meetings.</p>	<p>House Managers monitored the attendance. The assistant head and data manager held regular meetings to monitor progress.</p>

Use Peer tutoring to raise performance for students in reading and maths Reader Leaders and Maths Leaders	EEF toolkit states that: 'Though all types of pupils appear to benefit from peer tutoring, there is some evidence that children from disadvantaged backgrounds and low attaining pupils make the biggest gains.'			The impact of the peer tutoring has contributed to the results.
Raising the attainment of PP students in science	Low stakes testing software – Tassomai Low stakes testing is fundamental to the memory recall required for GCSE science. 95% of students who used Tassomai regularly achieved a C or higher in 2016, 56% achieved an A/A*.		Designated lead science teacher to drive forward in the department. Regular monitoring of engagement with the software and the impact on academic progress. Frequent reporting to all stakeholders.	Science results.
Total budgeted cost				£95,150
ii. Targeted support				
Desired outcome	Approach and rationale linked to secure research EEF	Resources	Success criteria and monitoring of impact.	Impact measures
Pastoral support targeted at our most vulnerable students to improve the positive behaviour and self-esteem.	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.	£49,500 HMs £20,000 Pastoral intervention strand	Success criteria – A stepped reduction in fixed term exclusions, RR, and consequences of the PP cohort, bringing it in line with the % cohort of the whole school, a stepped reduction	The PP target group for behaviour identified and were monitored and supported for a 6 week programme.

<p>To improve the behaviour of the PP cohort in relation to the over representation in consequence data, RR and fixed term exclusion data.</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. HOD, HMs, IMs, Teachers and Tutors make PP a priority and analyse their performance and design personalised interventions. Close monitoring of progress. Regular feedback for targeted students.</p> <p>+4 months impact – social and emotional learning</p> <p>+4 months impact – small group tuition</p> <p>+3 months impact – behaviour interventions</p> <p>+8 months impact – meta-cognition and self-regulation</p> <p>+3 months impact – parental involvement</p>	<p>You are awesome £50</p> <p>£1,650 counselling</p>	<p>compared to last academic year and also National data.</p> <p>Attendance by July 2019 the % of sessions missed to be broadly in line with the National average.</p> <p>Monitoring -</p> <p>Rigorous analysis of pastoral and academic data. This is possible through data capture points half - termly and pastoral meetings.</p>	<p>5/10 students showed improvements. 1 left the school.</p>
<p>Pastoral support targeted at our most vulnerable students to improve the positive behaviour and self-esteem.</p> <p>Improved attendance of PP students, further closing the gap</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>£250</p> <p>Certificates Rewards</p>	<p>Success criteria – To improve the attendance of the PP cohort to be in line with the National comparator for absence and PA for all year groups.</p> <p>Monitoring – Rigorous analysis of pastoral data. This is possible through pastoral meetings.</p>	<p>Attendance See page 1</p>

<p>relative to other students in school.</p> <p>Attendance certificates, ASPs, assemblies, home visits, target group.</p> <p>Humanutopia</p>	<p>Attendance Officers per House who monitor pupils and follow up quickly on truancies. First day response provision. 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>+3 months impact – parental involvement</p>			
<p>To improve the life experiences of PP students to provide equity in comparison to their NPP counterparts.</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>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>+3 months impact – parental involvement</p> <p>+2 months impact – sports participation</p>	<p>£800 Uniform etc</p>	<p>Success criteria – A stepped reduction in consequences given for no or incorrect uniform and equipment.</p> <p>An increase in PP attending educational visits.</p> <p>Monitoring – Rigorous analysis of the consequence data and excursion information.</p>	<p>Parents value this support which has been on the increase for the last couple of years as a result of the hardship some families face. 70% PP attended at least 1 extra curricular funded.</p>
<p>To improve the life experiences of PP students to provide equity in</p>	<p>Research suggests that sports participation, aspiration interventions, outdoor adventure learning, collaborative learning, Arts participation have measurable impact.</p>	<p>£2500</p>	<p>Success criteria – Completion statistics against the PP entitlement. Destination figures of PP students to reflect that of NPP</p>	<p>All PP students had a 1:1 careers interview and their work experience funded.</p>

<p>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.</p>	<p>PP students will engage in all aspects of life. All PP to engage in at least 1 CIAG 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>+2 months impact – sports participation</p> <p>+2 months impact – Arts participation</p> <p>+4 months impact – outdoor adventure learning</p> <p>+3 months impact – parental involvement</p>		<p>NEET figures to continue to be low.</p> <p>Monitoring –</p> <p>Analysis of data</p> <p>Student voice</p>	
Total budgeted cost				£4,650

iii. Other approaches				
Desired outcome	Approach and rationale linked to secure research EEF	Resources	Success criteria and monitoring of impact.	Impact measures
Challenge fixed Mind sets and raise aspirations	Promote message of growth mind set and aspiration through assemblies for all at the beginning of the year. Speakers and regular input from Humanutopia. Including counselling. Research at Stanford University study of students in Chile showed: 'Growth mind set tempers the effects of poverty on academic achievement.'	£9,500	Raise aspirations specifically for year 11 through 'Raising Achievement Assemblies', 'Maximising Potential' Talks Variety of Careers events for all years University visits etc. Evaluation to follow up Humanutopia sessions.	See results.

<p>All PP students have access to wide variety of experiences</p>	<p>Use PP money to subsidise educational visits and residential experiences for PP FSMs. Encourage PP students to take part in extra-curricular activities. Some activities will be organised to specifically provide PP students with new experiences.</p> <p>There hasn't been research done on all types of educational visits however the EEF toolkit does consider Outdoor education visits and states: 'Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self confidence.' Also Arts participation (2 mnths) Our own evidence suggests that students taking part in visits and extra-curricular activities improves their learning skills and also increases their motivation to in school.</p>	<p>£500</p>	<p>Deputy will decide on level of subsidy on visits</p>	<p>See previous impact statement.</p>
<p>Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.</p>	<p>Work experience</p> <p>Work experience placement will help the DD more able students to be well informed as to their options for their destinations post-16. This in turn will encourage the more able students to achieve well across their subjects.</p>	<p>£2000</p>	<p>Participation in work experience placements for DD students to remain high; destination figures of PP students to continue to improve in terms of the level of post-16 course applied for; NEET figures to continue to be low</p>	<p>See previous impact statement.</p>
Total budgeted cost				<p>£12,350</p>

6. Overall impact

- Unvalidated data or 2019 GCSEs put Manor High in the top 1% of all UK schools for progress. (Starting point @ KS2 APS = 28.5)
- P8 = 0.96 (national = 0.03, county = 0.06)

- A8 = 55.15 (national = 46.67, county = 46.11)
- Performance of PP: P8 = 0.92, A8 = 49.15, 5EM (strong) = 52.2%, EBacc = 4.75, entered 78.3%
- English and Math strong pass = 60.2%, standard pass = 84% (national = 43.2, county = 43.7)
- EBacc average points score = 5.45 (cohort entered = 87.1%) (national = 4.08, entered 40.1%, county = 4.03, entered 38.3%)

Years 7, 8, 9 Flightpath 1 Data Snapshot Headlines:

- Year 7 Data Headlines P8 = 0.57 A8 = 54.49 Performance of PP: P8 = 0.68 A8 = 51.83
- Year 8 Data Headlines P8 = 1.42 A8 = 57.33 Performance of PP: P8 = 1.63 A8 = 45.47
- Year 9 Data Headlines P8 = 0.17 A8 = 53.99 Performance of PP: P8 = -0.32 A8 = 45.81

Year 10 Starting point MEG Headlines:

- Year 10 Data Headlines P8 = 1.06 A8 = 56.3 Performance of PP: P8 = 1.49 A8 = 58.33

Year 11 WAG 1 Data Snapshot Headlines:

- Year 11 Data Headlines P8 = 0.54 A8 = 50.68 Performance of PP: P8 = 0.22 A8 = 41.89

Disadvantaged students make progress that is broadly in line with their peers at MHS and that is greatly better than the national average for all students.

The progress 8 score for students in receipt of the pupil premium was 0.92.

PP Yr11 5EM (strong) = 52.2%, this compares very favourably with the 5+ 2019 average for all students (England state schools) of 43% (DfE Oct 2019). Pupil premium students accessed the full breadth of the curriculum.

The Ebacc APS for pupil premium students at MHS in 2019 was 4.75 which is significantly higher than the national APS for all students (English State Schools) of 4.04 in 2018.

The diminishing difference in outcomes for disadvantaged students at MHS when compared with their peers and national outcomes, illustrates the impact of improvements in teaching and learning and the successful implementation of the pupil premium plan, over the 5 years of the student's journey.