

# Pupil premium strategy statement: Manor High School, 2020-21

1. Summary information			
<b>School</b>	Manor High School		
<b>Academic Year</b>	2020-2021	<b>Total PP budget</b>	£110,780 Allocated and to be reviewed ( £102,725 ) £8055 to be allocated
<b>Total number of pupils</b>	865	<b>Number of pupils eligible for PP</b>	125 (16.1%) 2019-20 127 (14.7%) 2020-21  % of PP 9.4% 17/180, 19.5% 41/210, 12.2% 22/180, 15.6% 28/180 and 16.5% 19/115 in Years 7, 8, 9, 10 and 11, respectively.
		<b>Date for next internal review of this strategy</b> <b>Feb 2021, July 2021 and September 2021</b>	

Year 11	PP End of year	NPP End of year
<b>Progress 8 score average</b>	0.72	1.07
<b>Attainment 8 score average</b>	54.58	60.59
<b>Basics 5+</b>	68%	77%

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

<b>F.</b>	Raising attendance of PP students in line and above whole school figures.	
<b>G.</b>	Persistent absence is higher for PP than NPP.	
<b>H.</b>	Evidence of a prevalence of fixed mindset in our PP students which leads to lack of aspirations and underachievement.	
<b>I.</b>	Lack of access to a wide variety of experiences can limit understanding and access to the curriculum.	
<b>3. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<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><b>Implications for Year 10 and 11 (2020-21)</b> 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>B.</b>	<p>Reduced passivity of PP students in lessons and becoming proficient/expert learners.</p> <p><b>Implications for Year 9 (2020-2021)</b> 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>
<b>C.</b>	<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><b>Implications for Year 8 (2020-2021)</b> 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><b>Implications for Year 7 (2020-2021)</b> 6 PP students did not reach the expected standard in KS2 reading. 7 PP students did not reach the expected standard in KS2 EGPS. 7 PP students did not reach the expected standard in KS2 maths.</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>

	17 PP students (7 low ability/9 middle ability/1 high ability). Reading needs to remain a high priority.	
<b>D.</b>	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%.
<b>E.</b>	Increased prevalence of a growth mind set, improved resilience and self-esteem in PP students.	Engagement with Tutorial work around resilience.
<b>F.</b>	Increased exposure to/participation in a variety of new experiences to broaden minds and facilitate increased access to the curriculum. Possibility to support with D of E where applicable	All PP students take part in at least one educational visit. High rate of participation from PP cohort in work experience weeks (Y10).
<b>G.</b>	Less PP students represented in isolation and exclusion statistics.	A reduction in % to shift towards National average for NPP exclusions.
<b>H.</b>	More PP parental engagement at parents evenings and information evenings.	Increased attendance % of PP parents to key events. Impact measures after key events.

#### 4. Planned expenditure

Academic year

2020- 2021

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.	Comments regarding implementation and impact
<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>Attendance support/training</p> <p><b>+8 months impact – feedback</b></p> <p><b>+3 months impact – parental involvement</b></p>	<p>£44,392 Pastoral intervention strand</p> <p>£575</p>	<p><b>Success criteria –</b> 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 2020. 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><b>Monitoring –</b> Rigorous data analysis half</p>	<p>Overall PP attendance 87.96%, authorised absences, 7.97% and unauthorised 4.08% compared to NPP attendance 93.09%, authorised absences, 6.38% and unauthorised 0.53%. However, this is mainly due to a few students, rather than the whole PP cohort. The % of students who have met the 10% absence threshold, PP 21.57%, compared to NPP 23.13%, so very little difference. Many students struggled during the Covid period with the re adjustment to school life, changes in family circumstances and covid itself. As a result attendance has dipped with some students.</p> <ul style="list-style-type: none"> <li>• Progress 8 score for disadvantaged students has increased to +0.30 in 2021 (+0.07).</li> <li>• Progress 8 score for disadvantaged students, English: +0.15.</li> <li>• 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.</li> <li>• The proportion of disadvantaged students achieving the EBACC 5+ has increased to 59%.</li> <li>• 94% of disadvantaged students achieved 4+ in BASICS.</li> <li>• The proportion of disadvantaged students achieving 5+ in BASICS has increased to 76%.</li> <li>• % disadvantaged students entering EBACC at 88% is well above the NAv. 2019 (43%).</li> <li>• The APS for EBACC for disadvantaged students has increased to 5.9</li> </ul>

<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>MINT class seating plan package</p> <p><b>+8 months impact – feedback</b></p> <p><b>+3 months impact – individualised instruction</b></p> <p><b>+5 months impact – collaborative learning</b></p> <p><b>+4 months impact – digital technology</b></p>	<p>£150 Staffing Mint class</p>	<p><b>Success criteria –</b> 100% coverage of all teaching staff actively using mintclass to create strategic seating plans to maximise progress.</p> <p><b>Monitoring –</b> Evidence of annotated seating plans within the teacher folders seen during lesson dialogues and learning walks.</p>	<p>All staff are using mint class with regards to strategic seating plans. This information is requested during learning walks. The seating plans are updated at assessment points.</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><b>+8 months impact – feedback</b></p> <p><b>+3 months impact – individualised instruction</b></p> <p><b>+5 months impact – homework</b></p>	<p>£500</p>	<p><b>Success criteria –</b> Improvement of all Y11 PP attendance by 1% per half term.</p> <p>By July 2020 the % of sessions missed to be broadly in line with the National average which is 5%.</p> <p>By July 2020 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 2020 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 2020.</p> <p><b>Monitoring –</b> Rigorous analysis of pastoral and academic data. This is possible through data capture points half -termly and pastoral</p>	<p>Overall PP attendance 87.96%, authorised absences, 7.97% and unauthorised 4.08% compared to NPP attendance 93.09%, authorised absences, 6.38% and unauthorised 0.53%. However, this is mainly due to a few students, rather than the whole PP cohort.</p> <p>The % of students who have met the 10% absence threshold, PP 21.57%, compared to NPP 23.13%, so very little difference. Many students struggled during the Covid period with the re adjustment to school life, changes in family circumstances and covid itself. As a result attendance has dipped with some students.</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><b>+8 months impact – feedback</b></p> <p><b>+3 months impact – individualised instruction</b></p> <p><b>+5 months impact – collaborative learning</b></p>		<p><b>Success criteria –</b> Evidence of all PP students across all years are participating in the purple pen of progress, and pride in presentation.</p> <p><b>Monitoring –</b> 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>The Manor High Way have continues to be embedded and it is very obvious in the majority of lessons that the use of purple pen is the normal way of working. This is evident on the learning walks.</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><b>+8 months impact – feedback</b></p> <p><b>+5 months impact – collaborative learning</b></p> <p><b>+8 months impact – meta-cognition and self-regulation</b></p>	<p>£500 Department time and planning time</p>	<p><b>Success criteria –</b> A stepped improvement in holistic P8 scores for the cohort that is moving towards the National comparator by July 2020.</p> <p><b>Monitoring –</b> 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>Issue in implementation due to Covid</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><b>+8 months impact – feedback</b></p> <p><b>+3 months impact – individualised instruction</b></p> <p><b>+4 months impact – small group tuition</b></p> <p><b>+5 months impact – collaborative learning</b></p> <p><b>+8 months impact – meta-cognition and self-regulation</b></p> <p><b>+5 months impact – oral language intervention</b></p> <p><b>+5 months impact – early years intervention</b></p>	<p>£4,299 Intervention strand including HLTA TA support £23, 336</p>	<p><b>Success criteria –</b> Students who engage with the HLTA and maths teacher for small group work achieve a positive P8 score in English and maths by July 2020.</p> <p>A positive P8 score for English and maths for the year group by July 2020.</p> <p>Incremental improvements in teacher assessment.</p> <p><b>Monitoring –</b> 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>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.</p> <ul style="list-style-type: none"> <li>• Progress 8 score for disadvantaged students has increased to +0.30 in 2021 (+0.07).</li> <li>• Progress 8 score for disadvantaged students, English: +0.15.</li> <li>• 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.</li> <li>• The APS for EBACC for disadvantaged students has increased to 5.9</li> </ul>
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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>Catch up clubs for Years 7-9</p>	<p>Research suggests that improving teaching, marking and feedback has a significant impact.</p> <p>Application of Access arrangements to ensure PP students are on par with their peers, if academically disadvantaged.</p> <p>Intervention for those PP students below expected. Students identified through data and sessions offered in English and maths.</p> <p><b>+8 months impact – feedback</b></p> <p><b>+3 months impact – individualised instruction</b></p> <p><b>+8 months impact – meta-cognition and self-regulation</b></p>	<p>£250 Revision guides</p> <p>£2600</p> <p>3 hours per week – 10 weeks 30 X 20.48 £614.40. Then review and repeat. Total per year 8 and 9, just 1 for Yr 7 so £1228.80 For Yr 8 and also Yr9 and £614.40 for Yr7</p> <p>£3072,00</p>	<p><b>Success criteria –</b> 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 2020.</p> <p><b>Monitoring –</b> 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>Difficult to implement as planned due to Covid. No revision clubs face to face. Revision guides purchased and issued to disadvantaged students.</p> <p>All applications for access arrangements were made and granted, regardless of the lack of public examinations.</p> <p>Interventions continued but in bubbles, in small groups.</p>
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<p>To improve the quality of Teaching and Learning for the PP cohort.</p> <p>Administration time for the Inclusion Administrator the progress of PP students.</p>	<p>Research suggests that improving teaching, marking and feedback has a significant impact.</p> <p><b>+8 months impact – feedback</b></p> <p><b>+3 months impact – individualised instruction</b></p> <p><b>+8 months impact – meta-cognition and self-regulation</b></p>	<p>£4754</p>	<p><b>Success criteria –</b> 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 2020.</p> <p><b>Monitoring –</b> Rigorous analysis of pastoral and academic data. This is possible through data capture points half -termly and pastoral meetings.</p>	<p>Inclusion Administrator has worked closely with disadvantaged students, in particular with regards to access arrangements and their post 16 applications.</p>
<p>Use Peer tutoring to raise performance for students in reading and maths Reader Leaders and Maths Leaders</p>	<p>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.’</p>			<p>This could not take place due to covid.</p>

Raising the attainment of PP students in science	<p>Low stakes testing software – Tassomai</p> <p>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*.</p>		<p>Designated lead science teacher to drive forward in the department.</p> <p>Regular monitoring of engagement with the software and the impact on academic progress.</p> <p>Frequent reporting to all stakeholders.</p>	Not implemented.
<b>Total budgeted cost</b>				£84,208
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Approach and rationale linked to secure research EEF</b>	<b>Resources</b>	<b>Success criteria and monitoring of impact.</b>	<b>Impact measures</b>
<p>Pastoral support targeted at our most vulnerable students to improve the positive behaviour and self-esteem. 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>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. 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. 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>See above</p> <p>Pastoral intervention strand</p> <p>£1,100</p> <p>Counselling</p> <p>DSL training for newly appointed SEND SEMH Lead</p> <p>£150</p> <p>CPOMs</p> <p>£1500</p> <p>£297</p>	<p><b>Success criteria –</b></p> <p>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 compared to last academic year and also National data.</p> <p>Attendance by July 2020 the % of sessions missed to be broadly in line with the National average.</p> <p><b>Monitoring -</b></p> <p>Rigorous analysis of pastoral and academic data. This is possible through data capture points half -termly and pastoral meetings.</p>	<p>Implemented well and in greater need than we thought. The counsellor worked in school and virtually. Counsellor available when necessary including bereavement counselling.</p> <p>DSL training for newly appointed SEND SEMH Lead</p> <p>£150, sadly this person has moved on.</p> <p>Attendance July 2021 the % of sessions missed to be broadly in line with the National average.</p>

	<p><b>+4 months impact – social and emotional learning</b></p> <p><b>+4 months impact – small group tuition</b></p> <p><b>+3 months impact – behaviour interventions</b></p> <p><b>+8 months impact – meta-cognition and self-regulation</b></p> <p><b>+3 months impact – parental involvement</b></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 relative to other students in school.</p> <p>Attendance certificates, ASPs, assemblies, home visits, target group.</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 truancies. First day response provision. Support for paying for school bus. Attendance Manager focuses on PP students to contact on first day of absence</p> <p>Meetings with PP parents and students who have low attendance.</p> <p><b>+3 months impact – parental involvement</b></p>	<p>£250</p> <p>Certificates</p> <p>Rewards</p>	<p><b>Success criteria –</b> 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><b>Monitoring –</b> Rigorous analysis of pastoral data. This is possible through pastoral meetings.</p>	<p>See above attendance data</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><b>+3 months impact – parental involvement</b></p> <p><b>+2 months impact – sports participation</b></p>	<p>£1500 Uniform etc</p>	<p><b>Success criteria –</b> A stepped reduction in consequences given for no or incorrect uniform and equipment.</p> <p>An increase in PP attending educational visits.</p> <p><b>Monitoring –</b> Rigorous analysis of the consequence data and excursion information</p>	<p>All PP students and parents have been encouraged to seek support for uniform, equipment and laptops to enable online learning to take place when necessary.</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</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>£4500</p>	<p><b>Success criteria –</b> Completion statistics against the PP entitlement. Destination figures of PP students to reflect that of NPP NEET figures to continue to be low.</p> <p><b>Monitoring –</b> Analysis of data Student voice</p>	<p>No NEETS in 2021 All PP students had at least 1 1:1 careers meeting prior to their post 16 application.</p>

their progress so they can attain as well.	PSHE SoL purchased to particularly tailor PP needs.  <b>+2 months impact – sports participation</b>  <b>+2 months impact – Arts participation</b>  <b>+4 months impact – outdoor adventure learning</b>  <b>+3 months impact – parental involvement</b>	£500		
<b>Total budgeted cost</b>				£9,797

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Approach and rationale linked to secure research EEF</b>	<b>Resources</b>	<b>Success criteria and monitoring of impact.</b>	<b>Impact measures</b>
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 Maximise etc. Research at Stanford University study of students in Chile showed: 'Growth mind set tempers the effects of poverty on academic achievement.'	£5,000	Raise aspirations specifically for year 11 through 'Raising Achievement Assemblies', 'Maximising Potential' Talks Variety of Careers events for all years University visits etc.	A very resilient year group given the last 2 years through lockdowns and covid.
All PP students have access to wide variety of experiences	Use PP money to subsidise educational visits and residential experiences for PP FSMs. Encourage PP students to take part in extra-curricular activities. Some	£1000	Deputy will decide on level of subsidy on visits	Many excursions were unable to take part.

	<p>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>			
Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	<p>Work experience</p> <p>Work experience placement will help the PP 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>	£2500	Participation in work experience placements for PP 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	Work experience was conducted virtually.
<b>Total budgeted cost</b>				£8, 500

## 5. Overall impact

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