

# The East Manchester Academy Pupil premium strategy statement (2017/18)

1. Summary information					
School	The East Manchester Academy				
Academic Year	17/18	Total PP budget	£623,645	Date of most recent PP Review	09/17
Total number of pupils	959	Number of pupils eligible for PP	660	Date for next internal review of this strategy	11/17

2. Current Achievement		
	Pupils eligible	Pupils not eligible for PP (national average)
Progress 8 score average	-0.99	-0.08
Attainment 8 score average	32.31	45.76

## 3. Barriers to future attainment (for pupils eligible for PP)

### In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Poor levels of literacy and numeracy
B.	Lower rates of participation in extra-curricular and leadership opportunities/activities
C.	Risk of exclusion/Less positive attitudes to learning

### External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Lower rates of attendance
----	---------------------------

## 4. Desired outcomes *(desired outcomes and how they will be measured)*

		How success will be measured
A.	Students meeting age-related expectations in reading and maths	Reading and Numeracy Assessments
B.	Increased numbers of students participate in extra-curricular and leadership activities	Tracking of participation rates
C.	Sustained low exclusion figures	Half-Termly Behaviour Tracking
D.	Sustained high attendance figures	Half-Termly Attendance Tracking

5. Planned expenditure					
Academic year		2017/18			
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.					
Quality of teaching					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved levels of literacy	One-to-one and small group reading. Using Lexia literacy, Reading Catch Up, Accelerated Reader, Literacy Planet and Touch type read spell.	EEF Teaching and Learning Toolkit research: small group tuition (+4 months), Accelerated Reader (+3 months), Lexia (Proven experience within the trust in raising literacy levels)	Half termly monitoring of reading ages and reports to Governors and SLT	AGA/NOW	Half termly
Improved levels of Numeracy	Small group interventions with experienced Maths teachers and TAs. Using Maths Catch Up, Pixl Maths and focused small group work, using PLCs to inform the learning needed.	EEF Teaching and Learning Toolkit research: small group tuition (+4 months), Catch Up Numeracy (+3 months)	Half termly monitoring and reporting to Governors and SLT	WJO/NOW	Half termly

Improvement in outcomes for all and PP students across departments	<p>Implement assessment and reporting procedure</p> <p>New setting policy</p> <p>Directors of Progress in place</p> <p>Subject reviews following data drops with HT, DHT and AHT.</p> <p>Study zone used for small group intervention for English, Maths and Science, for years 9(from HT2), 10 and 11. This is bespoke intervention</p>	<p>Outcomes, although improving, still need to be in line and exceed national</p> <p>This is based on best practice from last year and previous successful experience in other Trust schools</p> <p>EEF Teaching and Learning Toolkit research: small group tuition (+4 months).</p>	Thorough line management meetings in line with in-school accountability structures	SLT	Half termly
<b>Total budgeted cost</b>					£ 337,700

<b>Attendance</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Improve attendance	Commission the services of One Education to support engagement of off-site students and raise their aspiration by working to secure meaningful destinations post-16  Rewards for attendance and publicity relating to the importance of attendance to students and parents/carers	Experience of the school demonstrates that without highly personalised attention to attendance it will be lower than it can be	Weekly attendance summaries to SLT and key pastoral staff	GST	Weekly reports produced by GST and half termly reports to Governors sub-committee
<b>Total budgeted cost</b>					£ 5,300
<b>Wellbeing</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Sustaining the higher standard of behaviour across the whole school	Off-site provision	Improved attitudes to learning and students feeling safer	Student Voice on a regular basis (half termly)	POG	Reports to SLT and the Governing Body
Support disaffected PP students and retain them in mainstream education and reduce the need for exclusions	External mentoring and behaviour support	EEF Teaching and Learning Toolkit: Behaviour interventions +3 months	Student Wellbeing reviews every half term to SLT and Governors	GST/POG	Half termly
Ensure PP students are fed before they start learning each day	Breakfast provision	Experience of the school demonstrates students appreciate the breakfast and it provides a positive focal point at the start of the day	Parental feedback during half termly drop-ins and student voice. Monitoring of student uptake of the breakfasts	GST	Reports to SLT and Governors

Improved access to enrichment opportunities to support learning and personal development	A range of extra-curricular opportunities at lunchtimes, college/employer visits, peer mentoring, external visits and trips. Further social and emotional learning through digital technology, one-to-one coaching, sport and music	Experience of the school shows that students and their parents/carers buy-in to the learning process when they can tangibly see there is something provided for them personally.  EEF Teaching and Learning Toolkit research: Social and emotional learning (+4 months); peer tutoring (+6 months); digital technology (+4 months)	Staff provided with time and opportunity to plan and deliver high quality provision  Review through learning walks and monitoring of participation of PP students	GST	Reports to SLT and Governors on a half termly basis
	Super Learning Days				
<b>Total budgeted cost</b>					£ 286,000
<b>Total Pupil Premium budgeted cost</b>					£ 629,000