

# The East Manchester Academy Pupil premium strategy statement (2018/19)

1. Summary information					
School	The East Manchester Academy				
Academic Year	18/19	Total PP budget	£623,610	Date of most recent PP Review	09/18
Total number of pupils	956	Number of pupils eligible for PP	666	Date for next internal review of this strategy	1/19

2. Current Achievement		
	Pupils eligible	Pupils not eligible for PP (national average)
Progress 8 score average	-0.754 (Not validated)	-0.458 (Not Validated)
Attainment 8 score average	37.33	43.00 (Not available)

### 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 behaviour that leads to the risk of exclusion/Less positive attitudes to learning
B.	Poor levels of literacy and numeracy
C.	Lack of engagement from nationally low performing ethnic sub groups

#### 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.	Sustained low exclusion figures and improved attitudes to learning	Half-Termly Behaviour Tracking
B.	Students meeting age-related expectations in reading and maths	Reading and Numeracy Assessments
C.	Increased numbers of students participate in revision activities, extra-curricular and leadership activities	Tracking of participation
D.	Sustained high attendance figures	Half-Termly Attendance Tracking

**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.

**Quality of teaching**

<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>
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. Bedrock Vocabulary (additional ipads) Copies of Literature texts made available to PP pupils.	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)	Termly monitoring of reading ages and reports to Governors and SLT	SWA/NDO/RMO	Termly

Improved levels of Numeracy	<p>Small group interventions with experienced Maths teachers and TAs.</p> <p>Using Maths Catch Up, Pixl Maths and focused small group work, using PLCs to inform the learning needed.</p>	EEF Teaching and Learning Toolkit research: small group tuition (+4 months), Catch Up Numeracy (+3 months), WhizzMaths (Proven experience within the trust in raising literacy levels)	Termly monitoring and reporting to Governors and SLT	SWA/NDO/WJO	Termly
-----------------------------	---	--	--	-------------	--------

Improvement in outcomes for all and PP students across departments	<p>Implement assessment and reporting procedure</p> <p>Behaviour Mentors</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	Termly
<b>Total budgeted cost</b>					£ 181,000

<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	<p>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</p> <p>Rewards for attendance and publicity relating to the importance of attendance to students and parents/carers</p>	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	MBI/SEA	Weekly reports produced by SEA and half termly reports to Governors sub-committee
<b>Total budgeted cost</b>					£ 5,700

Wellbeing					
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?
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 (Termly)	MBI/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  TEMAP, onsite external provision for disaffected students.  SEMH room to offer targeted longer term support for a small cohort of students with barriers to learning as a result of Social, Emotional, Mental Health issues.	EEF Teaching and Learning Toolkit: Behaviour interventions +3 months	Student Wellbeing reviews every half term to SLT and Governors	MBI/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	MBI	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	MBI	Reports to SLT and Governors on a half termly basis
<b>Total budgeted cost</b>					£ 484,600
<b>Total Pupil Premium budgeted cost</b>					£ 671,300

6. Review of expenditure				
2017/18				
Previous Academic Year		2017/18		
Total PP received		£627,179	Total PP strategy spending £705,040	
Quality of teaching				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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.	<p>English GCSE results for PP students improved. The following shows the improvement from the 2016/17 results to the 2017/18 results;</p> <ul style="list-style-type: none"> <li>• 9-4 39.8% to 56.4%</li> <li>• 9-5 31.7% to 36.5%</li> <li>• 9-7 6.4% to 9.6%</li> </ul> <p>Two Laptops were bought to help students with severe handwriting needs. This has improved their progress within lessons and has improved the volume and quality of work that they produce in lessons.</p> <p><b>Accelerated Reader:</b> 38 pupils accessed the programme from English. 31% progressed each term. 45% pupils progressed in first term or second term. 76% overall improved their ZPD range. ZPD is the student's Zone of Proximal Development and represents the level of difficulty that the student is reading at.</p> <p><b>Lexia:</b> 24 pupils accessed the programme in Y7. 4 pupils made 2 levels of progress. 5</p>	<p>This will continue to happen where it is deemed necessary. It enables students to access their work properly and to produce work of a much higher standard.</p> <p>A new SENCO has been appointed and all interventions are being reviewed. We are looking at the value and impact of previously used interventions to decide whether we continue to use them or whether we decide to use an alternative resource.</p> <p>Only half the students made progress when using this intervention. This year we need to look at how we can</p>	£70,784

		<p>pupils made 3 levels of progress. 3 pupils made 4 plus levels of progress. 12 students didn't make a level of progress.</p> <p><b>Reading Catch-up:</b> 96% of pupils receiving Literacy/reading catch up programme are PP. 47 pupils in total. 57% improved their reading Age over the course of one year. 8.5% improved by over two years. 17% improved by 2-11 months. Students that didn't improve are continuing a programme of reading intervention and is currently being reviewed.</p> <p>Twelve students were placed on to the Pursuing Individual Excellence programme. The programme was designed to focus on attendance and attainment in English, but also included wider areas such as communication, community and cultural capital experience. From half term 3 to half term 6, eight of these students' projected grades improved by a whole grade. Six of these students were projected to achieve their target grade after the end of year assessments. Students evaluated this course and the feedback they gave was very positive, saying that they were more engaged and motivated in English.</p> <p>Selected students attended the English &amp; Maths Rock and River residential and the PiXL 'strive for 5' Maths conference. These experiences contributed to the increase in the English results.</p>	<p>use this intervention effectively, to ensure that the vast majority of students make progress.</p> <p>There were issues with a small number of students refusing to access the reading catch up or being absent from school. This is being addressed so that all students attend the relevant intervention this year.</p> <p>We will place students on the PIE programme this year</p>	
--	--	--	---	--

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.	<p>Maths GCSE results for PP students improved. The following shows the improvement from the 2016/17 results to the 2017/18 results;</p> <ul style="list-style-type: none"> <li>• 9-4 42.3% to 50.6%</li> <li>• 9-5 18.7% to 36.5%</li> <li>• 9-7 1.6% to 10.9%</li> </ul> <p>The percentage of Pupil Premium students achieving 9-7 in Maths is 2.2% above the National average given by SISRA for PP students through collaborated data. This is particularly encouraging and is definitely something to build on.</p> <p>The percentage of Pupil Premium students achieving 9-5 in Maths is 0.7% below the National average given by SISRA for PP students through collaborated data.</p> <p>The percentage of Pupil Premium students achieving 9-4 in Maths is 2.4% below the National average given by SISRA for PP students through collaborated data.</p> <p>Intervention groups were delivered through the study zone and tracked through PiXL intervention manager – ‘diagnostics, therapy, testing’ model adopted to maximise progress. This contributed to the number of students on or above their target grade in Maths by the end of HT6.</p> <p>LQU delivering Year 7 ‘Pixl arithmetic’ intervention following baseline tests, the</p>	<p>Departmental QI, including: focused weekly learning audits and learning walks</p> <p>Intervention tracked through PiXL intervention manager</p> <p>Pupil progress meetings planned throughout 2018/19</p> <p>A dedicated TA will support the Maths department and will support a high number of students</p>	£68,317

		<p>projected grades for these students increased from HT2 to HT6.</p> <p>Selected students attended the English &amp; Maths Rock and River residential and the PiXL 'strive for 5' Maths conference. These experiences contributed to the increase in the Maths results.</p> <p>Year 11 weekly revision sessions with a free breakfast were well attended and contributed to a positive attitude towards Maths.</p>		
Improvement in outcomes for all and PP students across departments	<p>Implement assessment and reporting procedure</p> <p>Directors of Progress in place</p> <p>Subject reviews following data drops with HT, DHT and AHT.</p>	<p>Progress 8 for PP students has improved from -1.021 in 2016/17 to -0.754 (not validated) this year. However, this is still significantly negative and with a cohort incorporating 91% PP students it means we have a Whole School progress 8 figure that is also significantly negative.</p> <p>Attainment 8 for PP students has improved from 32.33 in 2016/17 to 37.33 this year. Please note subjects other than Maths and English have had a change in the grading system from A*-G to the new 9-1 grades.</p> <p>Directors of Progress worked closely with Pastoral Managers to improve attendance and behaviour within their year groups. Attendance across the school improved, see below. A new behaviour system was introduced, along with a clear escalation process. This had a positive effect on behaviour with a reduced number of C3s.</p>	<p>The roles of the Directors of Progress have been adapted, so that they are more sharply focused on students' academic progress in each year group. This will ensure interventions a monitored more closely.</p>	£32,151

	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>Detailed reports were written six times a year providing a higher level of accountability for subject leaders.</p> <p>HT 2 PPE Attainment 8 was 26.57, Progress 8 was -1. Results summer 2018 – Attainment 8 37.33, progress 8 -0.754</p> <p>23 students accessed the study zone for extra Maths intervention. 16 of these pupils improved by 1 or more grade from the March PPE. The average grade increase for the 23 students was 1.17.</p> <p>15 students accessed the study zone for extra English intervention. 11 of these students improved by 1 or more grade from the March PPE.</p>	The number of data collection points and subsequent reports to be written has been reduced, enabling leaders to act on issues in an appropriate and timely manner.	
--	---	---	--	--

## Attendance

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																
Improve attendance	Commission the services of One Education to support engagement of off-site students and	<table border="1"> <thead> <tr> <th>Group</th> <th>HT1-6 2016/17 (%)</th> <th>HT1-6 2017/18 (%)</th> <th>National PP (spring 2016) (%)</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>91.6</td> <td>92.9</td> <td>92.8</td> </tr> <tr> <td>Non PP</td> <td>96.1</td> <td>96.1</td> <td>95.9</td> </tr> <tr> <td>Gap</td> <td>-4.5</td> <td>-3.2</td> <td>-3.8</td> </tr> </tbody> </table>	Group	HT1-6 2016/17 (%)	HT1-6 2017/18 (%)	National PP (spring 2016) (%)	PP	91.6	92.9	92.8	Non PP	96.1	96.1	95.9	Gap	-4.5	-3.2	-3.8	<p>We will be continuing with our positive approach to tackling attendance at The East Manchester Academy.</p> <p>Last year our work around rewarding pupils with above national average attendance helped boost our figures for both FSM and Non FSM students. We improved attendance during HT6 with the offer of the rewards trip to Drayton Manor. This is something we will replicate this year.</p>	£5,671
Group	HT1-6 2016/17 (%)	HT1-6 2017/18 (%)	National PP (spring 2016) (%)																	
PP	91.6	92.9	92.8																	
Non PP	96.1	96.1	95.9																	
Gap	-4.5	-3.2	-3.8																	

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

Group	HT1-6 2016/17 (%)	HT1-6 2017/18 (%)	National FSM (spring 2017) (%)
FSM	90.1	91.9	91.5
Non FSM	94.7	95.5	95.4
Gap	-4.6	-3.6	-3.9

The tables above show that for PP, FSM and Non FSM, in 17/18 attendance was above the national average. The gaps between PP and Non PP students, and FSM and Non FSM students is now also below the national average.

The attendance team includes 3 members of staff all working to improve attendance. Daily home visits are made to work with families with attendance issues and a range of strategies are offered to help students engage with school. Rewards and certificates and prizes have been used to raise attendance, including a theme park trip and monthly certificates for good attenders. One of the most effective measures has been the steady increase in the profile and use of legal action, during 17/18 130 cases were submitted to Manchester City Council for consideration of legal action. For some students who have struggled to engage in mainstream education, alternative provision has been purchased to ensure these students are not disadvantaged, this includes Academy 21 an online learning provision.

We will also be putting into place a reward for the final two weeks of the Autumn term as attendance drops off approaching the Christmas break.

Whilst being a last resort we will continue to work with Manchester City Council to issue fixed penalty notices to those families within that attendance threshold.

Academy 21 will also continue to be used to facilitate the home education of those students that meet the required criteria.

Next year we will be introducing a punctuality detention to help punctuality to school and reduce L and U codes.

<b>Well Being</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Sustaining the higher standard of behaviour across the whole school	Off-site provision	<p>TEMAP – set up containing three staff to enable 10 KS3 and 10 KS4 students to have key intervention work and still be kept abreast in core subject areas</p> <p>Pilot term 6 with 10 key stage 3 students. 1 successfully reintegrated back into the main body of the school over the 6 week period 1 student slowly reintegrating into specific lessons.</p> <p>Significant impact on year 7 behaviour (alongside new behaviour structure) 86% reduction in behaviour sanctions</p> <p>Alternative Providers – Reduced disruption to whole school learning and reduction of serious breaches of the school behaviour policy</p>	<p>Alternative Provisions significantly limit the progress of the student concerned. The majority of KS4 students have been brought back into TEMAP to allow them to access core curriculum.</p> <p>Reduce number of students from offsite providers to better suit outcomes for students and the school. TEMAP to be used to try and ensure students are kept in quality education.</p>	£360,544
Support disaffected PP students and retain them in mainstream education and reduce the need for exclusions	External mentoring and behaviour support	<p>Three Behaviour TAs have been introduced to the pastoral team. Their role is to support disaffected students in lessons and mentor them either on a one to one basis or in a group work setting. Issues that the TAs cover include Understanding Low Level Disruption, Resilience, Self Esteem, Anger, Respect, Positive relationships. The TAs were introduced in Half Term 6 and worked</p>	<p>We will continue to work closely with external providers to provide early intervention for those at risk of exclusion</p> <p>Behaviour mentors will continue and we will rigorously monitor impact. Early data shows the behaviour mentors are having significant impact and have become a bolt hold for many students.</p>	£20,876

		<p>with a specific cohort of students who had been identified as having behaviour or well being issues as a barrier to learning. 100% of students engaged well with the mentors and upon completion of the support, behaviour incidents in the cohort had reduced by 60% over a 5 week period.</p> <p>A number of external mentoring schemes have been introduced to support disaffected students.</p> <p>Teens and Toddlers is a 9 week programme that supports PP students who are not making expected progress. 18 students took part in the scheme during Half Terms 5 and 6 in 2017/18. The programme involves the students mentoring young children in a nursery setting. The aim is to increase confidence, self esteem and communication skills which the students will hopefully bring back into the classroom. 100% of students attending completed the course gaining a qualification in communication skills. We saw improved engagement with school and fewer behaviour incidents in the students involved.</p> <p>Manchester United Foundation. Reduction of behaviour incidents with all pupil premium students by 50% or over the term.</p> <p>Below are two examples of the reduction in behaviour incidents;</p>	<p>Teens and toddlers is a valuable resource and we have acquired funding for another package. We will continue to work with the intervention to boost behaviour and attendance with key groups</p> <p>Manchester United Foundation will be continued for the next two Academic years. The project needs careful management to ensure TEMA gets the returns desired.</p> <p>Kooth – Extremely unreliable attendance and did not have the impact we had hoped.</p> <p>Alternative source of support will be explored with the hope of developing new partnerships within the Academy e.g. Princes Trust</p> <p>SEMH room to be introduced, to cater for students that have barriers to learning as a result of Social, Emotional, Mental Health issues. This will need careful planning and structured support with tailored timetables in order to ensure students are happy</p> <p>Talking Tactics-No real evidential impact.</p>	
--	--	--	--	--

		<p>C.C. went from 23behaviour incidents down to 4 a reduction of 79%  L.M. went from 24 behaviour incidents down to 12 a reduction of 50%</p> <p>Reduction in behaviour incidents with mentor students, rewards and awareness around knife crime and activity have been considerable successes.</p> <p>Extra curricular activities offered through Manchester United Foundation have engaged a large number of hard to reach students. The results have shown improved engagement in the Academy, improved student/staff relationships and fewer incidents at social times.</p> <p>Weekly meetings with MUF ensure support is targeted and relevant.</p> <p>Kooth. – Targeted support offering resilience and behaviour intervention.</p> <p>School based counsellors have now been extended to two full time members of staff. This offers invaluable support to our most vulnerable young people and enables for immediate support for young people in cases of extreme distress.</p> <p>Talking Tactics – To raise self-esteem and confidence in girls</p>		
--	--	---	--	--

<p>Ensure PP students are fed before they start learning each day</p>	<p>Breakfast provision</p>	<p>Around 90 students a day take advantage of the free breakfasts. On Fridays, sausage and bacon sandwiches are on offer and around 200 students take advantage of the free breakfasts. Students need to be in the Bistro before 8pm to be able to have the free breakfast. Punctuality is continuing to improve. This early breakfast also ensures that some of our more vulnerable students have been fed in the morning. This will help their focus in lesson as well as improve their health.</p> <p>The table below shows the continued improvement in punctuality.</p> <table border="1" data-bbox="658 632 1133 887"> <thead> <tr> <th>Year</th> <th>Pupil Premium Lates %</th> <th>Non Pupil Premium Lates %</th> </tr> </thead> <tbody> <tr> <td>16/17</td> <td>5.39</td> <td>2.86</td> </tr> <tr> <td>17/18</td> <td>4.27</td> <td>2.25</td> </tr> </tbody> </table>	Year	Pupil Premium Lates %	Non Pupil Premium Lates %	16/17	5.39	2.86	17/18	4.27	2.25	<p>These breakfasts are popular and punctuality is continuing to improve. We are opening the library before the start of the school day and we have recently introduced a sanction for 2 lates in a week. These actions along with the free breakfast will improve the health and well-being, along with the progress of our more vulnerable students.</p>	<p>£7,700</p>
Year	Pupil Premium Lates %	Non Pupil Premium Lates %											
16/17	5.39	2.86											
17/18	4.27	2.25											
<p>Improved access to enrichment opportunities to support learning and personal development</p>	<p>A range of extra-curricular opportunities at lunchtimes, college/employer visits, peer mentoring, external visits and trips. Further</p>	<p>The careers team comprises the Careers Lead and Work Related Learning Co-ordinator and we arrange and lead a wide range of visiting speakers, trips and visits to colleges, training providers and work places All pupils have had access to these. Employer led sessions have taken place during curriculum lessons and on Super learning days for all year groups. The CEIAG plan incorporates activities designed to raise aspirations and in turn achievement of all pupils. Evaluation gathered from students,</p>	<p>Improved monitoring/tracking of the number of PP pupils taking part in CEIAG related activities.</p> <p>Evaluation measures that monitors increased aspirations and outcomes of PP pupils.</p> <p>Future educational trips will be part funded by the Pupil Premium Grant</p>	<p>£138,997</p>									

	<p>social and emotional learning through digital technology, super learning days, one-to-one coaching, sport and music</p>	<p>and from the range of applications they make, has demonstrated an increase of their knowledge about the range of opportunities available to them. We hold an annual Post 16 information evening that is open to all students and their parents/carers and this showcases both further education and apprenticeship opportunities.</p> <p>We work in conjunction with GM Higher to open up opportunities in higher education to pupils and they are targeted through the NCOP funding programme. This is based on postcode data and we also record how many FSM students take part in the activities. Students' aspirations are increased as they experience the wide range of opportunities available through higher education, including apprenticeships.</p> <p>Impact is measured through our destination data. Our September Guarantee figure for 2017/18 is 100%, meaning that all of the year 11 cohort for that academic year have had a guaranteed offer of a place in further learning or training. Our final data on the numbers of students who took up their place at college or an apprenticeship and maintained their place up to November 2018 will be available through our final destination measure data in January 2019.</p> <p>Work Experience was conducted by year 10 students and there were some great success stories with apprenticeships being offered</p>		
--	--	--	--	--

		<p>after year 11 and voluntary work placements being offered after the programme finished.</p> <p>Three Super Learning days took place. External providers were brought into school to improve the students' holistic understanding of the world. One of the Super Learning days was focused on careers and included talks, along with mock interviews. This was a positive contributor to the Academy having a 100% Guarantee figure.</p> <p>Maximise and Elevate were bought in to deliver sessions to inspire students and to help with revision techniques. Feedback from students after the sessions was extremely positive.</p> <p>Funding was used to enable a number of students to be part of an educational trip to Barcelona. This improved the students' understanding of Spanish and also broadened their education. Many of our students had never left Manchester before.</p>		
--	--	--	--	--