

Pupil premium strategy statement (secondary)

1. Summary information					
School	The Manchester Health Academy				
Academic Year	2020/21	Total PP budget	£517,990	Date of most recent PP Review	September 2020
Total number of pupils	997	Number of pupils eligible for PP	554	Date for next internal review of this strategy	Jan 2021
2. Current attainment					
		Pupils eligible for: All PP school 2020 (National average 2019)	Pupils not eligible for PP School 2020 (national average 2019)		
% achieving basics 4 EM		43% (National 44.7)	72% (National 2019 71.8%)		
% achieving basics 5 EM		22% (National 24.7)	46% (National 2019 49.9%)		
Progress 8 score average		-0.39 (National -0.45)	-0.14 (National 2019 +0.13)		
Attainment 8 score average		39.67 (National 36.7)	49.05 (National 2019 50.3)		
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)					
A.	Weak literacy and numeracy skills				
B.	Progress of students who are both disadvantaged and SEND.				
C.	Engagement of disadvantaged students in the wider curriculum.				
External barriers					
D.	Attendance for disadvantaged pupils in 2019/20 was below national average.				
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)					Success criteria

A.	High levels of progress in literacy for KS3 pupils eligible for PP. High levels of progress in mathematics.	Pupils eligible for PP to show reading ages above their chronological age by July. Measured by WRAT tests in September, February and July. 100% of students to be at their expected target in mathematics and 50% to be exceeding their expected target in mathematics.
B.	Improved rates of progress for those students who are both PP and have SEND.	All students identified as PP/SEND to show rates of progress similar to those without double disadvantage.
C.	Reduction in exclusions of those eligible for PP and increased uptake of wider school opportunities.	FTEs for PP students to show a 10% reduction. All PP students to access at least 1 educational visit or extra curricular opportunity.
D.	Attendance rates for disadvantaged students to be in line with others.	Attendance for disadvantaged students to improve to 95% in 2019-20.

5. Planned expenditure					
Academic year		2020-21			
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	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 rates of progress for those who are pupil premium through high quality curriculum provision	Curriculum entitlement booklets to be used for implementation as a central part of the whole school curriculum offer.	<p>The booklets are designed around the following principles:</p> <ol style="list-style-type: none"> 1. Expert explanation 2. Gradual release modelling 3. Explicit teaching of tier 3 vocabulary. 4. Core questions and recall 5. Contextualisation and cultural capital 6. Dual coding 7. Pre-empting of misconceptions. <p>Evidence from cognitive science on how to help students understand, develop vocabulary, connect and contextualise concepts over time. Evidence that booklets support students who have missed some learning due to absence.</p>	<p>Booklets will be quality assured before use.</p> <p>Student voice and DP/SEND student voice will form part of the bi half termly booklet review process looking at students who are both DP and SEND.</p> <p>All quality assurance activities will focus on the consistent implementation of the booklets in lessons.</p>	NP	Every half term through the quality assurance cycle.

<p>Improved rates of progress for those who are pupil premium through high quality curriculum implementation</p>	<p>Weekly CPD to improve quality first teaching.</p> <p>Additional staffing in core subjects</p>	<p>CPD focusing on elements of metacognition and approaches to professional development that have been shown to have impact (EEF + 7months). CPD to be guided by the areas identified in quality assurance cycles.</p> <p>EEF shows group sizes have a moderate impact, at around +3 months. Evidence shows that larger effects are seen in classes of fewer than 20, but ideally 15. To support this smaller groups have been created in core subjects for those students where the majority are both SEND and DP.</p>	<p>Areas addressed in CPD will run through both CPD and department time. Areas developed through CPD will be seen to be improving practice in the quality assurance cycle (evidenced through blue sky).</p> <p>In these groups individual scaffolds have been created to ensure that students are able to access the full curriculum. These groups are taught by highly experienced staff, skilled in ensuring individual needs are met. Implementation is monitored through the QA process.</p>	<p>HA</p> <p>HA</p>	<p>Every half term through quality assurance cycle.</p>
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Improve literacy	<p>Tracked reading and explicit vocabulary instruction in all subjects.</p> <p>Booklets to contain high level text, to be taught</p> <p>Accelerated reader programme</p> <p>Literacy intervention programme</p>	<p>EEF show reading comprehension strategies as +6months progress. Strategies focus on the learners understanding of text.</p> <p>Accelerated reader programme is used with all students to ensure they are reading at the correct level of challenge, at least 3 x per week. Intake data shows reading ages are below chronological for disadvantaged students on entry. Evidence from previous 2 years of internal reading age data, showing significant in year progress using this programme.</p> <p>As above, evidence from EEF. Literacy lessons for those with delayed reading. Provided by literacy specialist teacher.</p>	Overseen by RDF, AR test used to monitor progress and direct additional intervention if needed.	RDF	Half termly. Information shared at governors.
Total budgeted cost					£175000
ii. Targeted support					
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?

<p>Improve attendance, progress and reduce exclusions.</p>	<p>Behaviour interventions by specialist HLTA. Targeted mentoring and support in class to ensure students are able to remain in class, access quality first teaching and develop positive learning behaviours.</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour. EEF shows this strategy at +3months. The interventions break cyclical behaviour, allowing the student to be successful in mainstream lessons.</p>	<p>Interventions will be monitored for effectiveness by the AP Culture and Ethos.</p>	<p>AP Culture and Ethos.</p>	<p>Half termly through pastoral QA process.</p>
<p>Improve attendance, progress and reduce exclusions. Improve parental communication.</p>	<p>High prior attaining boys form– For high prior attaining boys in years 8-11 – Focusing on raising aspirations and achieving top outcomes. Developing a culture of excellence. Half termly focus including University visits, speakers, arts and theatre, debating competitions and aspiration raising activities.</p>	<p>High prior attaining DP boys are making significantly less progress than other groups within school. A combination approach focusing on aspiration, progress mentoring, a culture of excellence and increased parental contact to overcome individual barriers to success.</p>	<p>Boys form programme overseen by AP Culture and Ethos.</p> <p>Student voice taken twice per term.</p> <p>Progress measures to show no students below target in core subjects for the HPA boys form. Attendance to be consistently above 96%.</p>	<p>AP Culture and Ethos.</p>	<p>Half termly through pastoral QA.</p>

Improve outcomes	Small group tutoring – Mathematics, English and science.	EFF shows small group tuition to have moderate impact for moderate cost.	Tuition monitored for quality by curriculum subject leader. Overseen by VP Standards. Core middle leaders to present the impact of tuition at progress meetings. Gap analysis will show	VP Standards.	At each assessment window.
No student eligible for pupil premium to become NEET. All disadvantaged students to have high future aspirations and a clear career and university pathway.	Bespoke programme of careers support, mock interviews, supported visits and application support targeted to MHA disadvantaged students.	Historic school figures show students receiving intensive careers support are less likely to become NEET.	Careers advisor directly employed by MHA. Programme overseen by the VP Culture and Ethos.	VP Culture and Ethos	Fortnightly through line management cycle.
Improve outcomes and attendance for LAC students.	LAC coordinator and LAC tutoring.	EFF shows small group tuition to have moderate impact for moderate cost. MHA analysis shows that the average LAC student admitted has missed an average of 18 months secondary education (primary missed days unable to be established, but expected to be high). Only 1 is a routine admission. As a result all LAC at MHA have significant learning gaps, which need individualised intervention and support.	Lead teacher for LAC to monitor progress of LAC and impact of strategies on both academic progress and attendance.	VP standards	Each assessment window.

Improve outcomes	Extended hours provision and summer school	<p>Extended hours provision was shown to be an effective strategy to improve outcomes last academic year with 20% more students eligible for FSM gaining the basics at 4+ compared to the previous academic year.</p> <p>Internal data shows that DPs lose progress over the summer holidays. Targeted academic provision during this time will reduce the learning loss over the summer.</p>	<p>AP curriculum to monitor attendance and strategically direct students to sessions. Including P6 and Saturday academy.</p> <p>Summer school to be run for those identified as needing additional academic or social support.</p>	AP Assessment	<p>Progress meetings.</p> <p>Summer school report.</p>
Total budgeted cost					£140 000
iii. Other approaches					
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?
Improve attendance to 95%	<p>Attendance officer x 5.</p> <p>Welfare coordinators (Partial)</p>	<p>Increase capacity to allow for a greater number of home visits and early intervention before attendance patterns become set.</p> <p>Attendance in school is critical to improving outcomes for disadvantaged students.</p> <p>Welfare coordinators to support students with low attendance when in school to ensure they are able to remain in lesson and address gaps in their learning.</p>	Attendance officer priorities and actions coordinated through the attendance meetings. Impact measured through attendance data.	VP Culture and Ethos	Weekly at attendance meeting.

Improve attendance to 95%	School uniform provision and hardship fund.	Removing uniform, transport and material barriers to attendance will improve attendance and engagement with school.	All parents of PP eligible students will receive uniform vouchers during the summer holidays. Prior to term starting welfare coordinators will ensure students are school ready. During term WCs and attendance officers will use the hardship budget to remove barriers to attendance as they arise.	VP Culture and Ethos	Weekly at attendance meeting.
Improve attendance to 95%	Breakfast club (partial funding).	Breakfast club has shown to reduce lateness for the target group, together with improving social skills. Internal referrals for food bank vouchers for MHA families increased significantly in 2020.	Breakfast club will be open to all students, but will be targeted at disadvantaged students with concerns around punctuality, attendance, social isolation and welfare.	VP Culture and Ethos	Half termly in extended provision report.
Improve attendance to 95%	Counselling and medical services (partial funding).	A significant percentage of absences for disadvantaged students in 2019/20 were due to mental health. Access to local services is limited and waiting times to access services are long. By providing in school support students with SEMH difficulties are more likely to attend.	RN will coordinate all referrals and counselling lists.	VP Culture and Ethos	Through safeguarding line management.
Improve attendance, engagement, outcomes and reduce exclusions.	Enrichment cultural capital activities.	MHA aims to provide students with educational enrichment activities that increase their understanding of culture and context.	AP assessment will coordinate the overview of enrichment and cultural capital activities. CLs will make sure DPs are over represented at all school events.	AP assessment	Half termly in governors report.
Total budgeted cost					£202990

6. Review of expenditure

Previous Academic Year

Budget £489005

i. Quality of teaching for all

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 £130000
Improved rates of progress for those who are both PP and SEND	TA support – 2 additional TAs employed to provide in lesson and withdrawal support to improve outcomes for SEND K PP students.	Estimated P8 for those students who were both SEND and DP improved from -2.02 in 2018/19 to -0.63 in 2019/20. Throughout the year, internal tracking up to March showed greater percentages of students on/above track in this group at KS3 compared to previous assessments. Although an improvement, this will still be a key area to show impact in during the new academic year, especially as school closure will have disproportionately affected the progress of this group.	In lesson support showed greater impact than lessons when students were withdrawn. To continue to target support at this crossover group, focussing on in lesson support in core subjects.	
Improve outcomes and engagement for disadvantaged students.	Seconds in departments to have primary responsibility to oversee departmental raising achievement plans for disadvantaged students, lead CPD, oversee early intervention and engagement activities.	Some evidence of impact in year 11, with outcomes showing improvement both compared to the previous year and in year. Raising achievement plans showed too much variation in both quality and impact. The plans that had the greatest impact were those that were focused on targeted departmental teaching methods focused on recall and vocabulary instruction.	The most effective elements of practice will be incorporated into the booklets model, to ensure that best practice is used across all subjects.	

Improve literacy	Functional English lessons for those students who have a reading age score 9 months or more below their chronological age. AR programme to be used to ensure students are reading at the correct level. Employment of reading intervention teacher.	<p>Until closure, reading scores for disadvantaged students had showed considerable improvements across all groups. Impact data below:</p> <p>Year 7 DP: An average gain in NRSS of 3.04, compared to 2.86 for non DP.</p> <p>Year 8 DP: An average gain in NRSS of 1.21 compared to 0.96 for non DP.</p> <p>Year 9 DP: An average gain in NRSS of 1.4, in line with non DP.</p> <p>Year 10 DP: Intervention had reduced DP below reading target from 29% to 20%.</p> <p>However, due to the covid closure it is expected that reading ages will have fallen significantly compared to the March data set.</p>	<p>The accelerated reader programme together with the reading interventions has shown high impact. Early assessment and intervention will be needed in September as the closure will have impacted students literacy.</p> <p>Allow for a greater number of reading groups in each year, as it is likely that catch up will be needed.</p>	
ii. Targeted support				
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 240000

<p>Improve attendance, progress and reduce exclusions.</p>	<p>The link engagement and support programme. On site intensive engagement support with a personalised curriculum delivered by main school teaching staff. Intensive support both academic and pastoral.</p>	<p>The link showed a strong impact on students negative behaviour markers, with a reduction in lesson removals and negative points.</p> <p>At the point of closure this had not translated into improvements in progress. Whilst improved engagement had been seen, with student voice reporting improved engagement, this had not resulted in improved academic progress.</p> <p>7 of the link students attended full time during the lockdown. This allowed bespoke catch up work to be completed with them, together with further work on their barriers to learning.</p>	<p>Continue to foster the valuable relationship made with the lead member of staff and students. Use the member of staff to support the students with re engagement in lessons, returning to pre covid routines and to share best practice with teaching staff.</p>	
			<p>Continue with approach in 2020-21</p>	

Improve attendance, progress and reduce exclusions. Improve parental communication.

Smaller form groups to provide additional support to students. 4 for high prior attaining boys at KS4 – Focusing on raising aspirations and achieving top outcomes. Half termly focus including University visits, arts and theatre, debating competitions and aspiration raising activities. The forms provide support for students in need of help with organisation, attendance or who would benefit from additional pastoral support. Including morning breakfast club and enrichment visits.

Impact data shows that this approach was effective for high prior attaining boys. Impact data below:

Year	Boys form attendance (%)	P8/on or above target boys form	P8/on or above target HPA not in boys form
11	96.2	0	-1
10	97	+0.1	-0.4
9	95.1	75%	60%
8	96.6	94%	70%

Students also attended a variety of activities aimed at improving aspiration including a visit to the materials and physics department at Cambridge University.

Improve outcomes	Tutoring – Mathematics and English.	Tutoring in Y11 showed an average improvement of 1.7 grades in English and 1.5 grades in maths between September and the March mocks. Progress 8 gains of the students tutored showed acceleration compared to the students who did not receive tuition. Although the overall P8 of students tutored was lower than those not receiving tuition the groups were selected based on having negative P8 scores. Without final examination outcomes, impact measures for this are based on the progress seen at the March mock exams. Y10 tutoring showed the greatest impact in mathematics with a targeted skills approach, of short term tutoring following each unit test with a rolling group.	Tutoring in core subjects will continue to be used due to the progress gaps already existing together with the further gaps opened during covid. Subject trackers will be used to precisely target knowledge gaps to ensure maximum impact.	
No student eligible for pupil premium to become NEET. All disadvantaged students to have high future aspirations and a clear career and university pathway.	Bespoke programme of careers support, mock interviews, supported visits and application support targeted to MHA disadvantaged students.	Throughout the full lockdown the careers advisor continued to provide next steps support to year 11. All students had a confirmed college place. Year 10 DP students took part in both funded online internships and an aim higher University mentoring project during the lockdown period.	Careers work will continue to be a central part of our disadvantaged strategy. With college open events likely to be online this year, the viewing of these will form part of the form time programme. All DP students will benefit from additional application support.	
iii. Desired outcome				
Improve outcomes and attendance for LAC students.	LAC coordinator and LAC tutoring.	LAC students in 2020 had a P8 score in line with students that were not looked after at the school and higher than the National average for LAC students. As a group these students continue to need significantly more input due to historic gaps in learning.	Continue to use PEPs to identify individual strategies and academic provision needed to ensure all LAC students are able to achieve.	119005

<p>Improve outcomes</p>	<p>Extended hours provision and summer school</p>	<p>Due to the lockdown in the summer, a scaled back version of summer school occurred for Year 10 students only. During this time the focus was on core and ebacc subjects, looking at content covered during the closure.</p> <p>Extended hours provision up until March had been provided including P6 and Saturday academy. These had been well attended (over 70% of DP students at all sessions). Internal mock exam results showed that Year 11 DP students were making greater progress than the previous year, with an estimated P8 of -0.35.</p>	<p>Extended hours provision will be in place for September, as students will have gaps in learning.</p> <p>Summer school will run across 4 weeks in Summer 2021, targeting gaps in learning and literacy.</p>	
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<p>Improve attendance to 95%</p>	<p>Attendance officer. Breakfast club (partial funding). Counselling and medical services (partial funding). Enrichment cultural capital activities.</p>	<p>DP student's attendance showed improvement in 2019/20 compared to the previous year. However, DP student's attendance is still below national average.</p>	<p>Increase the capacity of the attendance team to allow for greater impact. Allocate an attendance officer to each year group to drive improvement in DP attendance.</p>	

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