

**Impact of PPG Expenditure 2019-2020**

Pupil Premium was introduced in April 2011, allocated to children from low income families who were eligible for free school meals and children who had been looked after (in foster care) continuously for more than six months. Eligibility for Pupil Premium for 2012-13 was extended to pupils who have been eligible for free school meals at any point in the last 6 years (known as the Ever6 free school meals measure) in addition to the children who have been looked after continuously for more than six months. A smaller amount was also allocated for the children of service personnel.

Schools are free to spend the Pupil Premium as they see fit. They are accountable for how they use the additional funding if there is a gap in progress and attainment between those that have the premium and those that do not.

At Manorside Academy, our core aim is to raise the attainment and progress of students who are eligible for Pupil Premium so that their performance compares favourably with peers who aren’t eligible. We aim to address inequalities in education of pupils from low-income families and raise attainment of these pupils. Outstanding teaching and learning is paramount to the progress of pupils from disadvantaged backgrounds and this remains a consistent and relentless focus. In addition to this, targeted intervention and support strategies are deployed in order to:

* Improve levels of attainment and progress
* Close attainment gaps relative to school averages
* Enhance reading, writing, mathematics and communication skills
* Engage and develop learning through a comprehensive extra-curricular provision
* Have a clear focus on all disadvantaged pupils, including those with SEND and more able pupils
* Improve attendance
* Support pupils in becoming aspirational, confident and successful learners.

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| **Total Number of Pupils on Roll** | **344** |
| Total Number of Pupils eligible for PPG | 103 (30%) |
| Total amount of PPG Grant | £142,560 |

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| **Strategy** | **Cost** |
| **Teaching and Learning Support:**   * Power Maths Material and Training * NQT conferences * Teaching and Learning Networks * Regular staff training sessions * Quality experiences and educational visits | £14,000 |
| **Pastoral Support:**   * Emotional Literacy sessions * Breakfast club/After-school provision for identified pupils * Parenting support and training * Attendance support for parents * Meet and greets for identified children | £22,000 |
| **Inclusion Support:**   * Experienced Inclusion Team * Speech and Language interventions groups * Weekly Extended School sessions * Computing software to support accelerated Maths and English skills * Personalised provision and teaching assistant support * Assessments from Learning Support, Educational Psychologist | £34,000 |
| **Leadership and Management:**   * Rigorous tracking and monitoring measures to ensure pupils who are not reaching their full potential at either level have been identified and have appropriate intervention and support in place on a half termly basis with the Vice Principal leading on Outcomes * Reviewing the impact of all provisions and interventions that are in place on a half termly basis | £45,000 |
| **Enrichment Activities:**   * A wide range of extra-curricular activities are on offer to engage pupils during lunch time and after school, including sports, creative and academic clubs * Sporting teams in place and extra-curricular events are entered | £27,560 |

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| **KS2 Results 2019/20** | **Reading Progress** | **Reading Attainment\*** | **Writing Progress** | **Writing Attainment\*** | **Maths Progress** | **Maths Attainment\*** |
| **School All** | - | 78% | - | 76% | - | 70% |
| **School PPG** | - | 58% | - | 58% | - | 50% |
| **School non-PPG** | - | 88% | - | 84% | - | 80% |
| **Number in Cohort** | 37 | 37 | 37 | 37 | 37 | 37 |
| **Number of PPG children** | 12 | 12 | 12 | 12 | 12 | 12 |
| **National All**  **(2018/2019)** | - | 73% | - | 78% | - | 79% |
| **National**  **PPG**  **(2018/2019)** | - | 80% | - | 83% | - | 81% |

\*This information is based on Teacher Assessment of the predicted trajectories for children in the 2019-20 Cohort who were unable to sit SATs due to school closures for COVID-19. These trajectories were based on practice tests undertaken in March and planned progression and interventions.