

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

Changes highlighted in blue demonstrate changes to the strategy for 2023-2024.

School overview

Detail	Data
Number of pupils in school (as of 1 December 2023)	869 (exc. KS5)* 1009 (inc. KS5)**
Proportion (%) of pupil premium eligible pupils	18.7%*
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 year plan
Date this statement was published	December 2023
Date on which it will be reviewed	Annually 1 st : November 2023 2 nd : November 2024 Final: November 2025
Statement authorised by	Louise Newman, Principal
Pupil premium lead	Chris Bateman, Vice Principal
Governor / Trustee lead	Manor IAB

*Figures from the September 2022 Gov.UK Pupil Premium allocations for 2022-2023

**Figures taken from Arbor in November 2022

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,109.50 £160,943
Recovery premium funding allocation this academic year	£46,290 £44,850

<p>Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)</p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	<p>£0</p>
<p>Total budget for this academic year</p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	<p>£224,029</p> <p>£205,793</p>

Part A: Pupil premium strategy plan

Statement of intent

Manor School's aim is Success for All, through being a school which is genuinely comprehensive and truly inclusive. We want students who are part of our community to thrive academically and as a whole child.

In essence, by making Success for All a reality, all students, irrespective of their background or the challenges they face will make good progress across the curriculum and leave school happy, healthy, employable and with a positive view of the world.

The focus of our pupil premium strategy is to remove the barriers for disadvantaged students to achieving this and secure outcomes at or above national on all measures and benchmarks.

Every student, every lesson, every day, is at the heart of our approach, ensuring that our students are in school and learning. Evidence and outcomes in recent years confirms for us the importance of being at Manor and engaging in the provision to maximise success. Alongside aiming for our disadvantaged students to achieve in line with national, we also know that we must close the attainment gap between disadvantaged students and their non-disadvantaged peers so we also want to reduce this gap.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance has been a significant barrier to student success, particularly since the start of the Covid-19 pandemic. Analysis from FFT shows that there is a significant gap in progress 8 scores for those who attend less than 85% against peers who are in school more often.
2	The past three years, and prior to the pandemic, has seen a growing number of concerns around mental health and wellbeing. Ensuring that students are in school and psychologically safe is a priority for us to ensure that all students, but particularly those who are disadvantaged, can achieve in line with their peers.
3	The attainment and progress of disadvantaged students in the basics at GCSE (English and maths) is generally lower than that of their non-disadvantaged peers. While students enter the school with broadly average prior attainment according to KS2 SATS outcomes, the progress gap remains or widens during the journey through Manor School for disadvantaged students. Although KS2 SATS outcomes are broadly in line with national averages, CAT and GL Assessment Progress Tests completed in Year 7 suggest that the standardised age score of students is lower than expected.
4	Following the return from the pandemic, levels of engagement of parents and carers has anecdotally been significantly impacted and initial records of face-to-face events confirm this. Initial attendance at events for Year 11 suggest just over 50% attendance and this figure falls to approximately 25% for parents of students eligible for pupil premium.
5	Our local setting of East Northamptonshire has driven our curriculum of World. World. Wellness., designed in order to enable students can leave school happy, healthy, employable and with a positive view of the world. This curriculum helps to ensure that students are exposed to the cultural capital experiences that other students might experience in other areas of the country.
6	Sustained local deprivation and the increasing challenges of the cost of living crisis present a real burden for many families, particularly those who are disadvantaged in accessing school and the essential services it provides.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improve attendance of students across the school so that it is sustained and in line with or above national averages.</p>	<ul style="list-style-type: none"> • 96% whole school attendance. • 96% disadvantaged attendance. • Reduction in persistent absenteeism from 2021/2022 academic year.
<p>Improve and sustain wellness for students through effective identification, triage and support for students in response to mental health concerns.</p>	<ul style="list-style-type: none"> • Improve speed of identification, triage and necessary referrals following concerns raised. • Ensure sufficient capacity exists within school and through external agencies to support students as necessary. • Student and parent/carer feedback indicates improvements in and sustained levels of positive wellness.
<p>Improve attainment of disadvantaged students across the curriculum, closing the gap at Key Stage 4 between their disadvantaged peers and ensuring that students are broadly on track to make expected progress in Key Stage 3.</p>	<ul style="list-style-type: none"> • Disadvantaged students in KS4 achieve sustained outcomes of: <ul style="list-style-type: none"> ○ Attainment 8 score of at least 45. ○ Percentage achievement of GCSE English & Maths at 4+ and 5+ in line with national averages for disadvantaged students. • 85%+ disadvantaged students in KS3 make at least expected progress in line with estimated outcomes.
<p>Improve engagement in home to school relationships to ensure that parents/carers are able to effectively support disadvantaged students, contributing positively to attendance, attitudes and outcomes.</p>	<ul style="list-style-type: none"> • Average attendance at parent/carer events for disadvantaged students of 75%+ and in line with or above whole school engagement. • Parent/carer feedback indicates that 95%+ know the progress their child is making, and think their child is happy and safe at school.
<p>Improve the rates of participation in enrichment opportunities throughout the academic year to improve cultural capital, and improve students' understanding of the impact of these.</p>	<ul style="list-style-type: none"> • 60%+ disadvantaged students participate in school enrichment opportunities at afterschool activities each school year. • 70%+ disadvantaged students participate in a local or national visit annually. • 70%+ disadvantaged students participate in at least one residential visit during their time at Manor School. • Parent/carer and student feedback indicates positive experiences of both internal and external enrichment opportunities, valuing these and the impact they have.
<p>Where necessary, support the most disadvantaged families in our school to ensure access to education and essential</p>	<ul style="list-style-type: none"> • 95%+ disadvantaged students consistently meet expectations surrounding uniform and equipment.

<p>services are continued despite sustained deprivation and the rising cost of living.</p>	<ul style="list-style-type: none"> • All disadvantaged students in Key Stage 3 and those in Key Stage 4 who study Food Technology are able to engage in the subject fully. • All disadvantaged students for whom transport is a barrier are able to access school to ensure that this is not a barrier to learning or attendance.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £78,475 **£71,795**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of standardised assessment at KS3 to inform teaching based on cognitive ability, attainment and progress in the core subjects and track impact of interventions for lower than age expected readers. (£8,500) [Budget nominal: 4010]</p>	<p>Nationally standardised assessments reduce the opportunity for variability and increases quality of diagnostics that can be carried out, identifying areas for development and strengths of students. This supports teachers and curriculum leaders to identify trends and areas for focus as well as providing strategies to parents/carers to support students with learning at home.</p>	<p>3</p>
<p>Funded professional development opportunities for staff focussing on curriculum delivery and pedagogy, as well as participation in national networks such as PiXL to engage in strategies to improve character and currency. (£3,500) [Budget nominal: 4135]</p>	<p>Teacher knowledge and understanding has one of the greatest effect sizes on outcomes for students and national guidance confirms the importance of effective professional development in order to improve delivery.</p> <p>Engagement in national secondary networks allows teachers to collaborate with others based on robust evidence and expertise, identifying strategies that can be</p>	<p>1, 3</p>

	used built on prior experience for outcomes in the widest sense.	
Additional equivalence of 1 FTE teacher (assumed M6 pay scale) including salary and NI to provide 1 hour of 'flourish' for each teacher to focus on action research and CPD. (£59,975) [Budget nominal: Staffing]	<p>In order for effective teacher professional development teachers must have the time and capacity to collaborate and share expertise through coaching and mentoring.</p> <p>An hour of non contact time allocated to flourish gives teachers time to focus on action research, observations and coaching between triads to ensure that all teachers focus on improving their own habitual practice. Action research projects across the school focus on teaching and learning, student attitudes and behaviour and attendance.</p>	1, 2, 3

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £56,034 **£42102**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional literacy support, predominantly for Key Stage 3, for students who are below age expectations in reading, writing or in their English lessons. (£8,000) [Budget nominal: 4135]	The impact of a below chronological reading age on a student's ability to engage with and access the whole school secondary curriculum is significant, as demonstrated in evidence from the EEF, DfE and Ofsted.	3
Contribution to national tutoring programme / school led tutoring. (£13,932 £0) [Budget nominal: 4135]	Advice from the DfE and EEF suggests that small group tuition for short courses can have a significant impact on outcomes of students to target specific needs and close knowledge gaps for students.	3
Flexibility for the role of Curriculum Leaders	Advice from the DfE and EEF suggests that small group tuition for	1, 3

as Senior Tutors. (£34,102) [Budget nominal: Staffing]	short courses can have a significant impact on outcomes of students to target specific needs and close knowledge gaps for students.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £89,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Transport costs (£10,000) [Budget nominal: Transport]	Students accessing school has been proven essential to enabling success in education. Attendance to school is a priority for us and a proportion of students eligible for pupil premium continue to use school transport. This supports families in accessing education. DfE research suggests that absence rates and pupil attainment are directly linked.	6
Trips and visits (£7,000) [Budget nominal: 4035]	Cultural capital experiences enrich the lives of young people and this supports their engagement and ability to participate in these opportunities. Subsidised trips can be used for significant curriculum visits.	3, 5, 6
Food technology ingredients (£5,338.50) [Budget nominal: 4010]	Cultural capital experiences enrich the lives of young people and food technology lessons, particularly for our free school meals students are a crucial aspect of developing healthy and happy young people.	3, 6
Attendance Officer (£23,453) [Budget nominal: Staffing]	Students accessing school has been proven essential to enabling success in education. Attendance to school is a priority for us and a proportion of students eligible for pupil premium continue to use school transport. This supports families in accessing education. DfE research suggests that absence rates and pupil attainment are directly linked.	1, 2, 4

Pupil premium strategy statement

Manor School 2022-2025

<p>Mental health PSO (£24,701) [Budget nominal: Staffing]</p>	<p>This will allow for more effective and timely intervention being put in place as time will be freed from Pastoral assistant role. This will mean more targeted intervention to support persistent absentees related to mental health and will help raise attendance (DfE). Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning</p>	<p>1, 2, 4</p>
<p>Tassomai (£4,027.50) [Budget nominal: 4010]</p>	<p>Evidence shows through a growth mindset approach of continued effort and practice then improvement will be made. Quality homework at secondary shown to have moderate impact (EEF).</p>	<p>3</p>
<p>KS4 revision guides (£4,000) [Budget nominal: 4010 / 4160]</p>	<p>Research tells us that students work better where they have little to no distraction. Purchasing revision guides and providing our Period 6 Study Sessions will support this.</p>	<p>3</p>
<p>Music tuition (£4,000) [Budget nominal: 4000]</p>	<p>EEF research suggests that participation in the arts has a positive impact on overall progress.</p>	<p>5, 6</p>
<p>Reactive contingency (£7,000 £9,376) [Budget nominal: 4010]</p>	<p>To include support for uniform provision, ensuring that all students can fully engage in school life.</p>	<p>All</p>

Total budgeted cost: £224,029 ~~£205,793~~