

Pupil premium review of 2018-19

1. Summary information					
School	The East Manchester Academy				
Academic Year	2019/20	Total PP budget	572,220	Date of most recent PP Review	9/10/19
Total number of pupils	995	Number of pupils eligible for PP	637	Date for next internal review of this strategy	1/2020

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average ASP 2017-18)
Progress 8 score average	-0.98	
Attainment 8 score average	32.86	50.1

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Inconsistent levels of teaching and learning across the academy
B.	Poor achievement at Key Stage 4
C.	Poor behaviour that leads to the risk of exclusion
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Low rates of attendance and high numbers of PA students

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Teaching and learning that is consistently good or better across the academy and leads to attainment that is in line with national averages and expected progress	Teaching and Learning QI shows that it is good or better. Attainment and progress are in line with national expectations
B.	Students meet national expectations for achievement at Key Stage 4	Attainment and progress measures improve so that they are in line with the national average
C.	Sustained low exclusion figures	Reduced exclusion figures, that are in line with national averages
D.	Sustained high attendance figures and reduced numbers of PA students	Attendance that is in line or better than the national average.

6. Review of expenditure				
Previous Academic Year		2018/19		
i. Quality of teaching for all				
Action	Intended outcome	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
<p>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.</p>	<p>Improved levels of literacy</p>	<p>English results have improved for PP students from 2017/18 to 2018/19</p> <ul style="list-style-type: none"> • 9-7 9.6% to 11.4% • 9-5 36.5% to 41% • 9-4 56.4% to 56.4% <p>Progress 8 for PP students is estimated to have increased from -0.888 to -0.67</p> <p>The percentage of PP students achieving 9-7 and 9-5 in English literature improved from 2017/18 to 2018/19</p> <ul style="list-style-type: none"> • 9-7 7.9% to 9.9% • 9-5 31.8% to 36.6% • 9-4 54.3% to 52.5% <p>Two Laptops were bought to help students who have poor fine motor skills and struggle to write.</p> <p>Lexia: A total of 42 students took part in the intervention. 38 students made progress. This shows 91% made progress. The 4 students who did not make progress was due to poor attendance and engagement. Therefore 9% did not make expected progress.</p>	<p>The use of laptops enables students to word process their work and supports the development of extended writing tasks. The use of laptops helps students to produce work of a much higher standard.</p>	<p>£72,167</p>

Reading Catch-up: Catch Up Literacy is a structured literacy intervention programme for learners who find reading difficult. The end of year reading tests show 92% of pupils 32/35 accessing Catch up literacy programme improved their reading age.

Eleven students were placed on to the Pursuing Individual Excellence programme. The programme was designed to improving study skills/GCSE mindset with a particular focus on English literature, but also included wider areas such as communication, community and cultural capital experience.

36% of students increased their Eng Lit projection by at least one full grade.

64% of students increased their Eng Lit projection by at least a sub grade

8/11 students improved their ATL score in English

91% of students reported they had increased their motivation

100% of students reported they had increased their confidence

72% of students reported they had increased their organisation

82% of students reported they had increased their resilience

Selected students attended the PiXL 'strive for 5' English conference. This experience helped give students confidence in readiness for their exams and gave them a cultural experience away from their home City.

Attendance to reading catch up sessions has improved and the intervention was effective.

Students found the conference to be useful and boosted their confidence in English

<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>	<p>Improved levels of Numeracy</p>	<p>The percentage of students achieving 9-4, 9-5 and 9-7 decreased from 2017/18 to 2018/19.</p> <ul style="list-style-type: none"> • 9-4 50.6% to 39.0% • 9-5 30.8% to 20.0% • 9-7 10.9% to 2.9% <p>However, the percentage of PP students in the class of 2019 was 59.3% compared with 90.2% in the class of 2018. Therefore, data from 2018 was skewed by this extremely large percentage.</p> <p>Selected students took part in maths interventions where they accessed Whizz Maths. The sessions were led by a Higher Level Teaching Assistant. 52 students accessed this programme across all year groups from 7 to 11. 50 students made the expected Whizz Maths progress or higher.</p> <p>Selected students attended the PiXL 'strive for 5' maths conference. This experience helped give students confidence in readiness for their exams and gave them a cultural experience away from their home City.</p> <p>Year 11 weekly revision sessions with a free breakfast were well attended and contributed to a positive attitude towards Maths.</p>	<p>Students that attended the conference found that it was beneficial and gave them a boost in confidence.</p>	<p>£69,467</p>
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<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>Improvement in outcomes for all and PP students across departments</p>	<p>The percentage of PP students in the class of 2019 is considerably less than the percentage in the class of 2018. 58% compared to 90%. Therefore, the results from 2018 are very skewed because of the high percentage of PP and it is difficult to compare this year's performance against last year's.</p> <p>Progress 8</p> <ul style="list-style-type: none"> • PP = -0.98 • Non PP = -0.63 <p>8 of the PP students were educated offsite, this contributed to these students having empty buckets and therefore very negative P8 values.</p> <p>Progress was made from the HT2 PPE to the exam results</p> <p>Attainment 8 = 23.15 to 32.86</p> <p>Progress 8 = -1.963 to -0.98</p> <p>54 students accessed the study zone for extra English intervention. 41 of these students achieved a GCSE grade higher than their prediction from the end of year 10.</p> <p>25 students accessed the study zone for extra maths intervention. 10 of these students achieved a GCSE grade higher than their prediction from the end of year 10.</p> <p>10 students accessed the study zone for extra science intervention. 4 of these students achieved a GCSE grade higher than their prediction from the end of year 10.</p>	<p>The use of the Study Zone and the staff is being reviewed, so that we can use the resource more effectively.</p>	<p>£39,363</p> <p>Total £181,000</p>
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ii. Attendance																										
Action	Intended outcome	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																				
<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>	Improve attendance	<p>Attendance levels were maintained from the previous year, remaining over 1% higher than the previous two years.</p> <p>2015/16 - 91.5%</p> <p>2016/17 – 91.4%</p> <p>2017/18 – 92.8%</p> <p>2018/19 – 92.7%</p> <p>The number and percentage of students persistently absent has decreased.</p> <p>2015/16 - 29.8%</p> <p>2016/17 – 30.5</p> <p>2017/18 – 24.8%</p> <p>2018/19 – 22%</p> <table border="1"> <thead> <tr> <th>Group</th> <th>HT1-6 2016/17 (%)</th> <th>HT1-6 2017/18 (%)</th> <th>HT1-6 2017/18 (%)</th> <th>National PP (spring 2016) (%)</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>90.2</td> <td>91.6</td> <td>91.5</td> <td>92.8</td> </tr> <tr> <td>Non PP</td> <td>94.7</td> <td>95.7</td> <td>94.7</td> <td>95.9</td> </tr> <tr> <td>Gap</td> <td>-4.5</td> <td>-4.1</td> <td>-3.2</td> <td>-3.8</td> </tr> </tbody> </table>			Group	HT1-6 2016/17 (%)	HT1-6 2017/18 (%)	HT1-6 2017/18 (%)	National PP (spring 2016) (%)	PP	90.2	91.6	91.5	92.8	Non PP	94.7	95.7	94.7	95.9	Gap	-4.5	-4.1	-3.2	-3.8		£ 5,700
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iii. Wellbeing				
Action	Intended outcome	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
Off-site provision	Sustaining the higher standard of behaviour across the whole school	<p>The number of behaviour sanctions fell by 50% from 2017/18 to 2018/19 from 13,081 to 6,518.</p> <p>The number of low level behaviour incidents fell from 4,285 in 2017/18 to 1,364 in 2018/19.</p>		£250,526
Support disaffected PP students and retain them in mainstream education and reduce the need for exclusions	Support disaffected PP students and retain them in mainstream education and reduce the need for exclusions	<p>The number of offsite students has decreased by 50% from 2017/18 to 2018/19.</p> <p>The number of fixed term exclusions decreased from 354 in 2017/18 to 275 in 2018/19</p> <p>Teens and Toddlers is a 9 week programme that supports PP students who are not making expected progress. 16 students took part in the scheme during Half Terms 3, 4 and 5 in 2018/19. 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.</p> <p>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>The STAR curriculum overhauled to meet the needs of the individuals that are educated there. A large number of these students will be reintegrated back into the main school building in 2019/2020.</p> <p>The Teens and toddlers programme has been seen as a successful, having an impact on the attitudes of the students involved.</p>	<p>£90,710</p> <p>£22,306</p> <p>£8,000</p>

		<p><u>Manchester United Foundation</u> This academic year 253 pupils across all year groups at TEMA have engaged with at least one activity, programme or event facilitated by the MU Foundation.</p> <p>Performance League Of the students who were part of the MU Foundation support programme 66% experienced a reduction in behaviour related incidents in school. Below are two examples of the reduction in behaviour incidents;</p> <ul style="list-style-type: none"> • D.C went from 110 behaviour points to 24 a reduction of 78% • C.T went from 98 behaviour points to 51 a reduction of 47% <p>In addition to soft skill development thus improvements in engagement:</p> <ul style="list-style-type: none"> • 76% of students self-perceived positive feelings towards school increased • 61% of students self-perceived positive feelings towards their peers increased • 76% of students self-perceived positive teacher-pupil relationship increased • 100% of students indicated they feel more confidence to ask for help when needed <p>Year 11 pastoral support The support offered to the year 11 pastoral team for an identified group of disengaged hard to reach PP students yielded the following results</p> <ul style="list-style-type: none"> • 72% experienced a reduction in C3's • 90% experienced an increase in ATL points • 90% experienced a reduction in lates <p>Through the MUFC Foundation programme, 37 students completed a 6 week intervention programme along with the Greater Manchester Police. to help them avoid pathways into crime.</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>£42,500</p>
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Breakfast provision	Ensure PP students are fed before they start learning each day	<p>Around 90 students a day take advantage of the free breakfasts. On Fridays, sausage and bacon sandwiches are on offer and around 160 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="857 603 1330 919"> <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> <tr> <td>18/19</td> <td>3.86</td> <td>2.30</td> </tr> </tbody> </table>	Year	Pupil Premium Lates %	Non Pupil Premium Lates %	16/17	5.39	2.86	17/18	4.27	2.25	18/19	3.86	2.30	Free breakfasts were popular, however, other actions such as a change in form time activities and the introduction of a sanction for lateness to school have had a bigger impact. Free breakfasts will not be continuing.	£7,000
Year	Pupil Premium Lates %	Non Pupil Premium Lates %														
16/17	5.39	2.86														
17/18	4.27	2.25														
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<p>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</p>	<p>Improved access to enrichment opportunities to support learning and personal development</p>	<p>The careers team comprises the Careers and Employability 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, Universities and work places. Some of these activities are targeted to specific pupils, including PP students and some are open to all. The CEIAG plan incorporates activities designed to raise aspirations and in turn achievement of all pupils. Evaluation gathered from students, and from the range of applications they make, has demonstrated an increase of their knowledge about the range of opportunities available to them.</p> <p>During 18-19, we have started a series of careers business lunches and targeted these based on career interests. We have monitored the number of PP students invited. We keep a register of all students invited and attended.</p> <p>Careers Speed Networking sessions with a range of employers from different sectors were organized on our first Super learning day and all year 11 students took part.</p> <p>All year 10 students had the chance to take part in a week of work experience in March 2019 and 92% took part. We target placements to certain students to raise their aspirations. 89% of our students agree or strongly agree that they now have a good understanding of what working life is like.</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>£37,191</p> <p>£5,000</p> <p>£7,350</p>
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We hold an annual Post 16 information evening that is open to all students in year 10/11 and their parents/carers and this showcases both further education and apprenticeship opportunities.

We continue to work 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/PP students take part in the activities. Students' aspirations are increased as they experience the wide range of opportunities available through higher education, including apprenticeships.

1 million mentors programme to be launched with year 10 pupils in October 2019. Matches pupils to mentors from different career sectors. Currently identifying students to take part and at least 60% will be PP.

Impact is measured through our destination data. Our September Guarantee figure (Pupils with a guaranteed offer of a place in further learning or training) for 2018/19 is 98.3%. Of the 3 students without the guarantee, 2 were school non-attenders and one has moved abroad. 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 2019 will be available through our final destination measure data report published by MCC in January 2020. We will also have the final numbers of which educational establishments our students have enrolled and stayed at.

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.

		125 students out of 244 (51%) that access peripatetic music lessons are PP.		£14,000 Total £484,600