

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	The East Manchester Academy				
Academic Year	2020/21	Total PP budget	572,220	Date of most recent PP Review	24/9/20
Total number of pupils	976	Number of pupils eligible for PP	685	Date for next internal review of this strategy	14/01/21

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average ASP 2019-20)
Progress 8 score average	N/A	0.11
Attainment 8 score average	N/A	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.	Gaps in student knowledge and skill due to Academy closure during the Covid 19 lockdown
B.	Resilience and ability to self regulate, self confidence within examination
C.	High levels of additional needs requiring personalised support and intervention
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 particularly for PP students with SEND

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.
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5. Planned expenditure

Academic year	2020/21
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To develop more instructional coaches through work with Ambition Institute	Improvement in quality of educational provision for students through better quality teaching and learning	National initiative which has improved teaching and learning in similar schools across the country.	Line managed by HKO and LNE, quality of provision is assured by LNE/HKO attending sessions and staff voice. Regular CPD has been planned and embedded in the academic calendar to ensure all colleagues can engage	LNE/ HKO	Termly £6000
Regular and intensive programme of CPD for all staff designed to meet areas for development within classroom practice	All staff are consistently good in their classroom practice thereby ensuring good progress for all students	EEF indicates that PP students benefit from good teaching and learning more than their peers. Bespoke CPD has been proved to improve classroom practice for staff at all levels.	Data analysis QA of provision and assessment information to inform the curriculum for staff Staff voice and follow up to ensure implementation within classrooms	LNE/H KO	Termly

Joint PPA time to be used in each faculty to develop subject specific strategies to improve teaching and learning	All staff are consistently good in their classroom practice thereby ensuring good progress for all students	EEF indicates that PP students benefit from good teaching and learning more than their peers through high quality teaching. Joint PPA will allow co-planning to develop staff subject and curriculum knowledge	Line managers to check quality of PPA sessions by attending and through staff voice Quality Assurance of teaching and learning Pupil Voice	LNE/ JBO	Termly
NQT and RQT programme	Early career stage teachers are supported to be strong practitioners in the classroom	We have a large number of early career teachers this year and helping to improve the quality of education in their lessons will impact on PP students	NQT termly assessments QI of teaching and learning for NQTs and RQTs	LNE/H KO	Termly
Cross Trust and Collaborative CPD Programme	All staff are consistently good in their classroom practice thereby ensuring good progress for all students	EEF indicates that PP students benefit from good teaching and learning more than their peers through high quality teaching.	Data analysis QA of provision and assessment information to inform the curriculum for staff Staff voice and follow up to ensure implementation within classrooms	LNE	Termly
Overstaffing in almost all departments to allow joint practice development	All staff are consistently good in their classroom practice thereby ensuring good progress for all students	EEF indicates that PP students benefit from good teaching and learning more than their peers through high quality teaching.	Data analysis QA of provision and assessment information to inform the curriculum for staff	LNE	Termly

GL Assessment suite to be used to test students	To test all students on entry, including the new year 7 where there is no KS2 data. To ensure learning gaps can be closed and that students are challenged in lessons Screening for dyslexia and testing reading and spelling ages will help give support to all students Progress tests will be used as a standardized test to be able to track student's progress.	Students can be setted correctly to ensure that they have the correct challenge and provision in lessons. Nationally standardised tests give more accurate results that can be used to track progress.	CAT4, reading and spelling tests will be used to assess all students on entry. Progress tests will be used termly for KS3 students in core subjects.	IMO/R MO	Termly
Total budgeted cost					210,000
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Off-site provision	Sustaining the higher standard of behaviour across the whole school	Students will be referred to offsite provision where support and challenge in school has been exhausted.	Limit number of AP providers for new referrals. Half termly review meetings SPOC for all current AP providers	SLO	Half Termly

Nurture Groups	Provide high intensity nurture group support for students at risk of exclusion from the mainstream.	Nurture group provision shown to be effective in helping to re-engage students in mainstream education through the provision of a therapeutic and supportive environment.	Students identified jointly between Assistant headteacher Student Support and Assistant Headteacher SENCO. Most experienced teachers timetabled onto the groups.	RMO/ SLO	Half termly
Commission the services of One Education or KD Safeguarding to support the completion of documentation for legal proceedings for irregular attendance and to support attendance blitz campaigns.	Improve attendance and ensure a consistent approach to managing and challenging persistent absence. All documentation will be submitted to the Local Authority on time to enable proceedings to go ahead. Legal proceedings are a strategy to support improved attendance where alternative supportive intervention fail.	Disadvantaged students can be at risk from lower rates of attendance and higher rates of persistent absences 79 requests were made between 1 st September 2019 and 20 th March 2020 for legal action for failing to ensure regular attendance. 46 cases were in the legal process in March 2020 when all action was withdrawn by the Local Authority.	Weekly attendance summaries to SLT and key staff in Student Services.	DGO/ STO	14 days @ £340 per day £ 4,760 per term Total cost £14,280

<p>Parental communication relating to the importance of attendance.</p>	<p>Important messages are shared to enable parents/carers to follow school procedures and be clear about action that will be taken where attendance is a concern.</p>	<p>Disadvantaged students can be at risk from lower rates of attendance and higher rates of persistent absences</p>	<p>Weekly attendance summaries to SLT and key staff in Student Services.</p>	<p>DGO/ STO</p>	<p>£3,010 per term Total £9,030</p>
<p>Translation of key attendance letters into community languages.</p>	<p>Important messages are shared to enable parents/carers to follow school procedures and be clear about action that will be taken where attendance is a concern</p>	<p>Disadvantaged students can be at risk from lower rates of attendance and higher rates of persistent absences Communication of important information needs to be shared with and understood by all parents</p>	<p>Weekly attendance summaries to SLT and key staff in Student Services.</p>	<p>DGO/ STO</p>	<p>£65 per letter x 20 languages 2 letters required Total £2,600</p>
<p>Appointment of an Attendance and Family Liaison Officer.</p>	<p>Increased capacity for family engagement in the community. To build upon the support provided by the Student Services Team by increasing the capacity to make home visits and reduce the barriers between home and school. To work jointly with families to improve school attendance.</p>	<p>Disadvantaged students can be at risk from lower rates of attendance and higher rates of persistent absence. Home visits are important to continue the school's work in the community and identify any families in difficulty which may impact on a child's ability to attend school and progress academically.</p>	<p>Weekly attendance summaries to SLT and key staff in Student Services.</p>	<p>DGO/ STO</p>	<p>Scale 5, term-time only Approx £22,000 plus on-costs</p>

<p>Appointment of a dedicated Early Help practitioner.</p>	<p>Increased capacity to support families as a whole and in their homes offering parenting support, routines and boundaries and signposting for additional targeted help and advice.</p>	<p>Families benefit greatly from the Early Help offer from the City Council. A TEMA Early Help Officer can link support for the wider family with school life and assist to remove barriers to attendance and achievement.</p>	<p>Weekly summaries to SLT and key staff in Student Services.</p>	<p>DGO/ STO</p>	<p>Scale 6, term-time only Approx £25,000 plus on-costs</p>
<p>Appointment of a School Medical Officer</p>	<p>Students are supported in school with medical needs such as diabetes. To act as a first aid specialist supported by the rota team. To maintain the first aid room, equipment and records. To offer practical guidance around general health and well-being therefore reducing barriers to attendance and achievement. To increase parental confidence in school's ability to support students with medical needs.</p>	<p>Risk assessments will be completed to a high level when students are in school with short-term additional medical needs. Families will be supported to obtain medical appointments and health checks. Liaison will take place with health professionals. This position will be the main point of contact for the School Health Adviser (overseen by STO)</p>	<p>Weekly summaries to SLT and key staff in Student Services.</p>	<p>DGO/ STO</p>	<p>Scale 5, term-time only, part-time Approx £20,000 plus on-costs</p>

<p>Increase the commission for the school counselling service.</p>	<p>To ensure the school counsellor's availability during the start of the school day and form time to support students, triage any concerns presenting and arrange appointments during the day where appropriate.</p>	<p>To support students who are presenting as upset or dysregulated in any way to enable them to settle into their school day.</p>	<p>Presence in the year group home bases and good use of drop in sessions. Numbers of students supported by the school counsellor during the academic year.</p>	<p>DGO/ STO</p>	<p>£8,000</p>
<p>MUFC Foundation</p>	<p>Provide high intensity mentoring support for students at risk of exclusion from the mainstream.</p>	<p>Disadvantaged students more at risk of exclusion nationally and in particular students with SEND.</p>	<p>Mentor line managed by Assistant Headteacher – Student Support and Personal Development.</p> <p>Referrals made according to empirical evidence from Co-operating for Learning and for Life policy.</p> <p>Impact to be reviewed termly.</p>	<p>SLO</p>	<p>Termly</p>

Teens and Toddlers	Provide high intensity mentoring support and work based placement for students at risk of exclusion from the mainstream.	Disadvantaged students more at risk of exclusion nationally and in particular students with SEND.	Referrals made according to empirical evidence from Co-operating for Learning and for Life policy. Impact to be reviewed termly.	SLO	Termly
City Pathways	Provide high intensity mentoring support and work based placement for students at risk of exclusion from the mainstream.	Disadvantaged students more at risk of exclusion nationally and in particular students with SEND.	Referrals made according to empirical evidence from Co-operating for Learning and for Life policy. Impact to be reviewed termly.	SLO	Termly
Total budgeted cost					218,000
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide funds to ensure all students can attend Educational and extra curricular visits	Access to School Trips and Residential visits	Disadvantaged students could miss out on enrichment visits due limited funds	Termly tracking of participation rates	SLO	Termly

Peripatetic music lessons	Access to music tuition	Financial factors with potential limits to funds available for music tuition	Termly tracking of participation rates	SHY	Termly
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	Improved access to enrichment opportunities to support learning and personal development	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)	Termly tracking of participation rates Facilitation of enrichment activities during the school day as well as outside of school.	SLO	Termly
Summer school for vulnerable year 6 students	To ensure the most vulnerable students have a successful transition into year 7. To identify the students that are in the most need of support and to allow intervention and support to be planned and delivered.	We have conducted a student and parent survey to gauge the impact. The results of both indicate that summer school 2020 has helped to improve the children's transition by reducing their anxieties about starting in September and enabling some excitement about starting TEMA. The parental survey rated summer school as 4.77/5 and the student	Use of transition information to identify specific cohort.		August 2021

		survey rated summer school as 4.67/5.			
Total budgeted cost					570,000

6. Review of expenditure				
Previous Academic Year		2019/20		
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
Selected staff to participate in the Transforming Teaching programme	Improvement in quality of educational provision for students through better quality teaching and learning	<p>5 staff trained as Teacher Educators (TEDs) with a focus on instructional coaching. All developed their teaching practice and coaching practice as a result of the training. Next year they will coach other staff to improve teacher effectiveness.</p> <p>Staff who attended HLT sessions have deeper understanding of the cognitive science behind learning. They also had opportunities to reflect on their practice and practise deliberate strategies and techniques that can be used within their classrooms such as effective modelling. Improved standard of lesson planning for all students by these staff.</p>	This is a two year programme and this will continue this into 2020/21. Staff on the programme during the first year will now work as Lead Teacher Educators (now 3 members of staff) coaching and leading on Teaching and Learning within school.	

<p>Regular and intensive programme of CPD for all staff designed to meet areas for development within classroom practice.</p>	<p>All staff are consistently good in their classroom practice thereby ensuring good progress for all students</p>	<p>CPD sessions informed by diagnosed needs from QA activities. Sessions focused on climate for learning, high expectations and then break out groups for planning, modelling and further climate for learning.</p> <p>Staff placed onto support plans were halted due to Covid-19. Improvements were seen.</p> <p>A number of staff completed their NPQML projects successfully which demonstrated an impact on the progress of students involved.</p>	<p>Teaching and learning vision established with a full CPD calendar for 2020/21 focusing on needs diagnosed from QA activities:</p> <p>The science of learning:</p> <p>Considering how students learn and transfer knowledge from their working memory into their long term memory, and the implications of this for planning.</p> <p>Rosenshine's Principles of Instruction:</p> <p>Considering the practical implications for teachers of effective instruction.</p>	
			<p>Responsive Teaching</p> <p>Considering how to effectively check for understanding and identifying what students already know, in order to plan and sequence learning based on the knowledge that we hope they will gain.</p> <p>CPD sessions to take place more frequently (1 hour every week).</p> <p>Personal development CPD sessions included within the CPD calendar to deliver training based on specific content in the curriculum (including Proud Trust, Afruca, Kids of Colour, Mothers Against Violence)</p> <p>A number of staff are undertaking NPQML/SL and Teacher Educator Fellowship.</p>	

<p>Joint PPA time to be used in each faculty to develop subject specific strategies to improve teaching and learning</p>	<p>All staff are consistently good in their classroom practice thereby ensuring good progress for all students</p>	<p>Curriculum designs have been heavily developed to ensure they are now robust and sequentially mapped.</p> <p>Opportunity for subject specific CPD which has developed expertise.</p>	<p>Opportunities for quick QA activities to diagnose needs early are calendared. Faculty leaders to ensure these are implemented effectively within lessons and QA this jointly with SLT links.</p>	
<p>NQT and RQT programme</p>	<p>Early career stage teachers are supported to be strong practitioners in the classroom</p>	<p>All NQTs successfully completed their NQT year.</p> <p>All RQTs participated in the transforming teaching programme. All also participated in Cross Trust RQT sessions however the research project was abandoned due to Covid-19.</p>	<p>TEMA is partnering with Ambition Institute's ECF pilot scheme for 2020-21/22 for new NQTs (beginning in September 2020). This will compliment TEMA's internal NQT induction programme.</p> <p>Staff who are now RQTs in September 2020 will continue to receive subject mentor support for term 1 due to missing this as a result of Covid-19.</p>	
<p>Cross Trust and Collaborative CPD Programme</p>	<p>All staff are consistently good in their classroom practice thereby ensuring good progress for all students</p>	<p>Cross Trust RQT Network attended by all TEMA RQTs, however this programme was incomplete due to Covid-19.</p> <p>Cross Trust training day focused on subject specific CPD requirements to develop teaching staff's expertise within their subject.</p> <p>Jen Winters from Whalley Range High School seconded to TEMA 2 days per week and oversaw the NQT programme. However, did not have long in in this role due to maternity leave and Covid-19.</p>	<p>Jen Winters to lead on NQT/ECF induction programme and develop Teaching and Learning within Geography with MGI.</p>	

<p>Overstaffing in almost all departments to allow joint practice development</p>	<p>All staff are consistently good in their classroom practice thereby ensuring good progress for all students</p>	<p>Staff placed onto support plans were halted due to Covid-19.</p>	<p>Teacher Educators to work to develop Teaching and Learning across the academy.</p> <p>Joint QA opportunities to continue.</p>	<p>Total £210,000</p>
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ii. Targeted support				
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	AP Providers were used effectively to avoid permanent exclusion and also to support students in a smaller group setting whilst an EHCP process is completed.	The number of AP providers commissioned by the school this year has been reduced to three. AP providers are commissioned based on their ability to provide for the needs of the student.	
STAR Centre	Provide high intensity nurture group support for students at risk of exclusion from the mainstream.	The STAR Centre has been decommissioned in order to bring students back into the mainstream environment. This intervention reduced exclusions in the short term but is not a long term solution for these students.	Nurture style support is best offered within the context of the mainstream setting and will be targeted at Year 7 and 8 moving forward. Students who were attending the STAR Centre in older year groups are being supported in their transition back to mainstream with a variety of interventions.	

<p>Commission the services of One Education to support the completion of documentation for legal proceedings for irregular attendance.</p>	<p>Improve attendance and ensure a consistent approach to managing and challenging persistent absence. All documentation will be submitted to the Local Authority on time to enable proceedings to go ahead. Legal proceedings are a strategy to support improved attendance where alternative supportive intervention fail.</p>	<p>10 days attendance support commissioned from KD Safeguarding to prepare legal documentation for penalty notice and prosecution action with regards to irregular attendance.</p> <p>A consistent approach to legal action was adopted with documentation submitted to the Local Authority on time to enable proceedings to go ahead.</p> <p>Unfortunately, due to the changes to school attendance legislation arising from the CoronaVirus Act 2020, all legal proceedings were withdrawn by the Local Authority in March 2020.</p>	<p>This approach was efficient and productive in meeting all of the targets set by the Local Authority.</p>	<p>£3000</p> <p>Reduced due to Covid 19</p>
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<p>Parental communication relating to the importance of attendance.</p>	<p>Important messages are shared to enable parents/carers to follow school procedures and be clear about action that will be taken where attendance is a concern.</p>	<p>The Transforming Attendance leaflet was created offering greater clarity around school expectations and procedures including the consequences of irregular attendance at school.</p> <p>Half-termly banding letters were generated in Autumn Term 2019 and sent to all families advising of their child's attendance percentage.</p>	<p>The information shared with parents generated productive telephone calls to discuss school attendance. The documentation can also be used as evidence for legal procedures. This is good practice and should be continued.</p>	<p>£5000</p> <p>Reduced due to Covid 19</p>
<p>Translation of key attendance letters into community languages.</p>	<p>Important messages are shared to enable parents/carers to follow school procedures and be clear about action that will be taken where attendance is a concern</p>	<p>This action was not completed due to Covid 19</p>		

<p>Employ an Emotional Health & Wellbeing Officer to support students in school.</p>	<p>To identify students in need of support at an early stage. To deliver a wide range of strategies to support their emotional health and well-being, engagement with learning and to maintain attendance.</p>	<p>This action was not completed due to Covid 19</p>		
<p>Increase the commission for the school counselling service.</p>	<p>To reduce the waiting list for students to see the counsellors and to provided support at an earlier stage. To increase the number of students that can access group work delivered by the counsellors.</p>	<p>This action was not completed due to Covid 19</p>		

Attendance officers	Sustained high rates of attendance	This action was not completed due to Covid 19		
MUFC Foundation	Provide high intensity mentoring support for students at risk of exclusion from the mainstream.	The MUFC foundation has been successful in supporting students and improving engagement in school.	This will continue this year.	
Teens and Toddlers	Provide high intensity mentoring support and work based placement for students at risk of exclusion from the mainstream.	This was successful in supporting students and improving engagement in school. The numbers of fixed term exclusions for students in the cohort selected decreased from the equivalent period in Year 8. Likewise the number of behaviour incidents for this cohort also decreased following their time on the programme.	This will continue this year	

City Pathways	Provide high intensity mentoring support and work based placement for students at risk of exclusion from the mainstream.	<p>This was successful in supporting students and improving engagement in school.</p> <p>All students completed the programme and there was a significant reduction in the number of fixed term exclusions and behaviour incidents for the students involved in the programme.</p> <p>Students reported that it was a positive experience and were able to build positive relationships with both the staff from MCFC and TEMA staff who attend.</p>	This will continue this year. Selection for the programme this year was altered to take into account vulnerability factors in relation to Adverse Childhood Experiences and exposure to trauma.	
iii. Other approaches				
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
Provide funds to ensure all students can attend Educational and extra curricular visits	Access to School Trips and Residential visits	<p>Removing the cost barrier for families meant that access to trips and visits was equitable.</p> <p>Many trips and visits had to be cancelled due to the lockdown of school.</p>	Access to enrichment is now a part of the mainstream offer for all students at KS3. A calendar of trips and visits for all students is timetabled for each year group. Every student receives a standard enrichment offer.	
Peripatetic music lessons	Access to music tuition			

<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>Students were able to access a variety of opportunities during the school day so that willingness to stay behind after school was not a factor in participation.</p> <p>Due to lockdown some of this programme did not take place fully.</p>	<p>Access to enrichment is now a part of the mainstream offer for all students at KS3 to ensure full coverage for all students. A calendar of trips and visits for all students is timetabled for each year group.</p>	
<p>iv. Action during Covid lockdown</p>				
<p>Weekly work packs delivered to students, due to the majority of students being unable to access the internet and/or a computer. These work packs contained work from each subject that was in line with the schemes of learning</p>	<p>Ensure all students could complete work whilst the Academy was closed and therefore they do not fall behind their peers</p>	<p>Every student received weekly work packs during the lockdown period. Feedback from parents and students was very positive and appreciative.</p>	<p>The weekly work packs were well received, we are therefore producing a half termly work pack that will contain home learning for each half term. These work packs will cover work that has been taught in lessons, to enable students to complete meaningful work at home to support their classwork. Also, these can be used if any bubbles are to be sent home</p>	

<p>Asda vouchers were purchased and issued to families that were unable to access their free school meals, to ensure they could provide meals</p>				
<p>Summer school for vulnerable year 6 students</p>	<p>To ensure the most vulnerable students have a successful transition into year 7. To identify the students that are in the most need of support and to allow intervention and support to be planned and delivered.</p>	<p>We have conducted a student and parent survey to gauge the impact. The results of both indicate that summer school 2020 has helped to improve the children's transition by reducing their anxieties about starting in September and enabling some excitement about starting TEMA. The parental survey rated summer school as 4.77/5 and the student survey rated summer school as 4.67/5.</p>	<p>Ensure that programme is wide enough for all incoming students.</p>	
			<p>Total budgeted cost</p>	<p>570,000</p>