

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The East Manchester Academy
Number of pupils in school	985
Proportion (%) of pupil premium eligible pupils	73.71
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	Sept 2021
Statement authorised by	Jacqueline Bowen, Headteacher
Pupil premium lead	Ian Mountain, Assistant Headteacher
Governor / Trustee lead	Phil Beswick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£647,012
Recovery premium funding allocation this academic year	£98,818
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£745,830

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that we will equip all pupils with the knowledge, skills, abilities, attributes and qualifications to pursue a fulfilling career, contribute positively to their communities and be active, global citizens.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our curriculum is ambitious, broad and balanced. All staff understand the importance of equipping students with skills for life; vocabulary development is an important element of this vision. We strongly believe that students have the right to be able to access written and spoken information with confidence. Furthermore, they have the right to communicate their feelings and ideas with fluency enabling them to make a positive contribution as a 21st century global citizen.

It is our moral duty to address any imbalance or potential deficit in language. We are passionate about addressing any gaps and overcoming barriers. We will achieve this by raising the profile of the power of language whilst also providing staff with the strategies to explicitly teach vocabulary and equipping students with the skills to understand, and acquire, new vocabulary.

Through CPD and the delivery of consistent messages, staff know the importance of activating student prior knowledge in order to strengthen learning. In addition, staff are proactive in identifying potential misconceptions and vocabulary is part of this. We have devised a tiered and systematic approach grounded in research to deliver vocabulary instruction. In addition to this, we are developing the TEMA Canon which will involve each student being gifted up to six reading books every year.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>The attainment of disadvantaged pupils is lower than that of their peers. In 2019 (Last External Exams), progress 8 was -1 for PP students compared to -0.65 for non-disadvantaged students.</p> <p>The EEF also published findings that show that the attainment gap has widen further due to the impact of Covid-19.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-publishes-new-research-on-the-impact-of-covid-19-partial-school-closures</p>
2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. The EEF highlighted the fact that this gap has widened further due to the impact of Covid-19.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-publishes-new-research-on-the-impact-of-covid-19-partial-school-closures</p>
3	<p>There has been an increased number of students with an EHCP and an increased number of students with SEMH needs post pandemic. These students will need the correct support to enable them to self-regulate for them to access our curriculum.</p>
4	<p>Behaviour data shows that disadvantaged students are over-represented where sanctions are concerned. Causes for this are varied and broad, but we aim to ensure that individual needs are addressed, and parental engagement supports improvement as much as possible. We need to ensure parents are equipped to support their children effectively, prioritising disadvantaged students for close contact and strategies which are personalised to their situation.</p>
5	<p>Internal data shows an increase in disadvantaged students needing counselling and mental health support, either self-referring or being flagged to staff, and responses to this need must be varied and tailored to individuals. Attitude to learning data also shows wider gaps in engagement and motivation for disadvantaged students compared to their peers.</p>
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been 4% lower than for non-disadvantaged pupils.</p> <p>In the last 3 years, about 20% of our students have been categorised as persistently absent, of this number 86% are our disadvantaged students. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
7	<p>Many of our disadvantaged students do not have access to opportunities to develop their wider school experience and therefore developing students' cultural capital is needed to support the curriculum.</p>

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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> • an average Attainment 8 score of 46 • a progress 8 above 0
Improved reading and comprehension among disadvantaged pupils across KS3 and KS4.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved attainment for students with SEND in core subjects by the end of Key Stage 4	To increase the number of students with SEND on target in core subjects to above 80% each half term To ensure that SEND students can access the curriculum with adaptations to meet their needs.
All students, including those who are disadvantaged, are well-supported with regards to their mental and emotional wellbeing.	Feedback from student and parent questionnaires shows students are well-supported, with no significant gaps for disadvantaged students. Pastoral team referrals for additional support reduce, with disadvantaged students proportionally represented.
Improved attendance for all pupils, particularly; SEND and disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall attendance rate for all pupils being at least 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below national of 16.3%.

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: £ 150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular and intensive programme of CPD for all staff designed to meet areas for development within classroom practice. This includes opportunities for deliberate practice to enable staff to refine their teaching.	EEF indicates that supporting high quality teaching is pivotal in improving children's outcomes and that high quality teaching can narrow the disadvantage gap. Effective Professional Development EEF Bespoke CPD has been proven to improve classroom practice for staff at all levels.	1 2 3
Train staff in instructional coaching so that they can coach other staff to improve their expertise in the classroom	EEF indicates that supporting high quality teaching is pivotal in improving children's outcomes and that high quality teaching can narrow the disadvantage gap. https://samsims.education/2019/02/19/247/	1 2 3
Joint PPA time to be used in each faculty to develop subject specific strategies to improve teaching and learning and develop/secure expert subject knowledge.	EEF indicates that supporting high quality teaching is pivotal in improving children's outcomes and that high quality teaching can narrow the disadvantage gap. Effective Professional Development EEF	1 2 3
Employ Lead Practitioners in Science and English to improve the classroom practice of teachers in these departments, especially the Early Career Teachers.	EEF indicates that supporting teachers to deliver high quality teaching is pivotal in improving children's outcomes and that high quality teaching can narrow the disadvantage gap.	1
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. Staff will be trained in delivery of vocabulary development. TEMA Reads initiative, where all students receive the TEMA canon via 1 additional hour of reading per week.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	2

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

Budgeted cost: £ 240,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Saturday Academy programme	Small group tuition has an average impact of four months' additional progress over the course of a year. EEF-Small group tuition	1 2
Small group reading and phonics programme for students that have a reading age	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF - Phonics Accelerated Reader for FSM students has a positive impact overall (+5 months) EEF – Accelerated Reader	2
Student Services Lead	Strong relationships with and consistency of approach with routines and rules has a positive impact on student outcomes. The TEMA Every Child is Known Marksheet provides a detailed picture of student experience and circumstance therefore strategies are pre-emptive.	4 5 7
iHive LSA	For students with SEMH, the iHive is a safe space where a select number of students with complex needs can regulate and complete work with the support from a trained LSA.	3
MUFC Foundation to provide high intensity mentoring support for students at risk of exclusion from the mainstream.	Disadvantaged students are more at risk of exclusion nationally and in particular students with SEND. From our own experience and that of other similar schools, the MUFC Foundation programme has a positive impact on attitudes to school, attendance and behaviour.	3 4 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tough cookies	Encouraging the development of positive self-esteem in young people can have a significant impact on their wellbeing and health – young people with negative body image and self-esteem are more vulnerable to developing eating disorders and other mental health issues. Where negative body image exists, it can also have a significant impact on a young person's ability to enjoy and achieve, with poor self-perception and lack of confidence holding them back from engaging in day-to-day activities. A recent study from Girlguiding and Dove revealed that one in five primary school girls has been on a diet, and 47% of 11–14-year-old girls are opting out of everyday activities such as speaking up in class because they don't like how they look.	4 5
City inspires to 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.	3 4 5
Increase the commission for the school counselling service. 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.	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	3 4 5
iThrive - The local authority have commissioned two CAMHS practitioners to	The Greater Manchester i-THRIVE Programme uses the THRIVE Framework for system change (Wolpert et al., 2019) to improve mental health	3 4 5

<p>work with young people at TEMA every Tuesday. Students are then supported through workshops or 1:1 interventions. The CAMHS practitioners use CBT therapy and families are supported to use interventions and strategies at home.</p> <p>An LSA is also employed to assess young people using an online screening service (SNAP Assessment) to assess the emotional needs of students.</p>	<p>outcomes for the children and young people of Greater Manchester.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>													
<p>Increased capacity for family engagement for targeted students, in particular SEN support.. To build upon the support provided by the SEND and Student Services Team by increasing the capacity to make home visits, reduce the barriers between home and school and ensure parental engagement in statutory processes. To work with the families of students within SEND categories to improve school attendance.</p>	<p>TEMA data shows that students within the SEN support vulnerability group have lower levels of attendance and are at risk of higher rates of persistent absence.</p> <p>SEN support</p> <table border="1" data-bbox="528 1093 914 1776"> <thead> <tr> <th>Dates</th> <th>Attendance %</th> </tr> </thead> <tbody> <tr> <td>Autumn Term 2019</td> <td>87.1</td> </tr> <tr> <td>Autumn Term 2020</td> <td>90.52</td> </tr> <tr> <td>Academic Year 2020/21</td> <td>86.47</td> </tr> <tr> <td>8.3.21 to 23.7.21</td> <td>83.22</td> </tr> <tr> <td>2021/22 to 3.10.21</td> <td>86.51</td> </tr> </tbody> </table>	Dates	Attendance %	Autumn Term 2019	87.1	Autumn Term 2020	90.52	Academic Year 2020/21	86.47	8.3.21 to 23.7.21	83.22	2021/22 to 3.10.21	86.51	6
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<p>Parental communication relating to the importance of attendance.</p>	<p>Disadvantaged students can be at risk from lower rates of attendance and higher rates of persistent absences</p>	6												

<p>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.</p>	<p>Disadvantaged students can be at risk from lower rates of attendance and higher rates of persistent absences</p> <p>79 requests were made between 1st September 2019 and 20th March 2020 for legal action for failing to ensure regular attendance.</p> <p>46 cases were in the legal process in March 2020 when all action was withdrawn by the Local Authority.</p>	<p>6</p>
<p>Seneca Learning</p>	<p>Disadvantaged students are at greater risk of underperformance academically. Seneca Premium subscriptions support students being able to revise independently. The subscription will allow teachers to target students specifically and support the development of powerful language within their subject area. Additionally, this will support students who have missed content as a result of the pandemic.</p>	<p>1 2</p>
<p>To offer a broad range of experiences and opportunities to develop students' cultural capital. Eg. Peripatetic lessons, trips to the theatre, cinema etc.</p>	<p><u>What is Ofsted's cultural capital?</u></p>	<p>7</p>
<p>Contingency fund for acute and emerging issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ 590000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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)
To develop more instructional coaches through work with Ambition Institute	Improvement in quality of educational provision for students through better quality teaching and learning	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. These staff are now leading on the coaching of other staff in school and delivering part of the whole school CPD programme. Through QA activities we have seen an increased improvement in Teaching and Learning.	This programme will continue to develop next year.

<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>Weekly 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>A number of staff completed NPQML and NPQSL projects successfully which demonstrated an impact on the progress of students involved.</p>	<p>Tiered approach established to support staff at different career stages e.g. ECT, middle and senior leadership.</p> <p>Additional strands through fortnightly MLT meetings and Cross Trust training will enhance this further.</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>Time for faculties to meet has been invaluable, especially when supporting ECT and those new to the academy. Where middle leaders were proactive in using quality assurance feedback, planning in opportunities for curriculum development and outsourcing subject specialist support where required, teaching practice has improved.</p>	<p>LNE to produce a half termly menu for JPPA content. This will afford MLT with the freedom to plan bespoke and subject specific training whilst also ensuring coverage of academy-wide messages and initiatives.</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 started the ECF pilot scheme and completed the first year of the programme.</p> <p>All RQTs participated in the transforming teaching programme. All also participated in Cross Trust RQT sessions.</p>	<p>TEMA is continuing the ECF scheme with our new NQTs and for the RQTs that were with us last year.</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 ECT Network attended by all TEMA NQTs, some of which was completed remotely due to COVID.</p>	<p>This programme will follow into next year.</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>Increased supervision and activities at lunch time have been effective in improving behaviour during social times.</p> <p>Intensive support for ECT and those new to the academy.</p> <p>Learning Engagement Walk is staffed by our middle leaders; students can have a brief time out with someone they know.</p> <p>Staff under allocation will cover colleagues, this has impacted by reducing instances of poor behaviour related to external cover colleagues.</p>	<p>Team teaching has been planned in where possible e.g. more practical subjects</p> <p>Primary liaison to be implemented in half term 2 e.g. Drama, Music, PE, MFL</p>

<p>GL Assessment suite to be used to test students</p>	<p>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.</p>	<p>GL assessment was used to test all new arrivals on entry and to set them appropriately</p> <p>32 students in Year 7 were screened and had dyslexic traits who were not originally on the SEND register. This then led to further screening and assessments.</p> <p>Spelling and Reading ages have been used on SIMS, SEND register and SEND profiles to ensure teachers can differentiate for students in lessons.</p>	<p>This year GL assessment will be used to screen all new students on arrival</p> <p>All students in Y7-Y9 will re-sit their reading test to measure progress and the impact of previous interventions.</p> <p>Reading scores will be used to create intervention groups and provide specific intervention through Accelerated Reader, Lexia and Phonics.</p> <p>All students in Year 7 will be screened for Dyslexia.</p>
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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)
<p>Off-site provision</p>	<p>Sustaining the higher standard of behaviour across the whole school</p>	<p>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. We were successful in gaining 8 EHCPs this year.</p>	<p>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</p>

<p>Nurture Groups</p>	<p>Provide high intensity nurture group support for students at risk of exclusion from the mainstream.</p>	<p>The Nurture Group supported with 'plan,do,review' cycles for students who needed intensive interventions. Pupil voice demonstrates that the intervention was a positive experience and feelings about school (SNAP) was improved by the end of the year.All students in the Nurture provision made progress last year in core subjects as a result of LSA support and small group teaching.</p>	<p>TEMA will continue to use the Nurture Group approach with low ability groups but Nurture will no longer be mixed ability.</p> <p>Lower ability groups will be kept to less than 15 students and will be staffed by experienced and skilled teachers.</p>
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<p>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.</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>Attendance support commissioned from One Education Ltd to support the team with home visits and to prepare legal documentation for penalty notices for irregular attendance. The commission was adapted to include a focus on support for families due to the absence of one Attendance Officer who was required to isolate due to Covid 19.</p> <p>A consistent approach to legal action was adopted with documentation submitted to the Local Authority in good time.</p> <p>Due to the changes to school attendance legislation arising from the national lockdown and the suspension of school attendance legislation, only penalty notice action was considered by the Local Authority.</p>	<p>This approach was efficient and productive in meeting all of the targets set by the Local Authority and in terms of challenging absence from school and supporting families in difficulties.</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. This was updated accordingly.</p> <p>Half-termly banding letters were generated other than when school was partially closed due to the national lock down. These were sent to all families advising of their child's attendance percentage and also contributed to evidence for legal interventions.</p>	<p>The information shared with parents/carers resulted in productive conversations to discuss school attendance. The documentation was used as evidence for legal procedures. This is good practice and should be continued.</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>This action will continue</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</p>	<p>This action was not completed due to Covid 19</p>	<p>This action will continue</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>This action was not completed but was explored thoroughly with the Local Authority. The academy understood that the Local Authority would fund this post and the discussions occurred with this outcome in focus.</p>	<p>This action will continue</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</p>	<p>This action was not completed due to Covid 19</p>	<p>This action will continue</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</p>	<p>The school counselling commission was increased to allow a presence in the home base every morning, alternating daily between the year groups.</p>	<p>The presence of the school counsellor and her availability between 8am to 8.30am has supported a number of students to self-regular and manage their emotions before starting the school day. This has enabled them to be fit to learn at the beginning of the</p>

<p>MUFC Foundation</p>	<p>Provide high intensity mentoring support for students at risk of exclusion from the mainstream.</p>	<p>The MUFC foundation has been successful in supporting students and improving engagement in school.</p> <p>Across 390 sessions, 96 students were engaged in Manchester United Foundation mentoring, targeted intervention and personal development programmes.</p> <p>64% of students that engaged showed improved behaviour and/or attendance as a result of participation</p> <p>70% of students that engaged reported an improved attitude to learning and/or school as a result of participation</p>	<p>This is a successful mentoring scheme and will continue this year.</p>
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<p>City Pathways</p>	<p>Provide high intensity mentoring support and work based placement for students at risk of exclusion from the mainstream.</p>	<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>	<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.</p>
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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)
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>	<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.</p> <p>Reward trips will go ahead each half term in addition to planned enrichment mentioned above.</p>
Peripatetic music lessons	Access to music tuition	Most activities halted because of COVID, but they are up and running again with a large uptake of students playing a wide range of instruments.	This programme will follow into next year

<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>
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