

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 | 1014 |
| Proportion (%) of pupil premium eligible pupils | 70.7 |
| 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 2022 |
| Date on which it will be reviewed | October 2023 |
| 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 (2022-23) | £688,023 |
| Recovery premium funding allocation this academic year (2022-23) | £194,442 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ |
| Total budget for this academic year (2022-23) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £882,465 |

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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| Academic Year 2020/21 | 86.47 | | | | | | | | | | | | | |
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| 2021/22 to 3.10.21 | 86.51 | | | | | | | | | | | | | |
| <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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using Key Stage 4 performance data and our internal assessments.

For 2022, the progress 8 (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) has improved from -0.8 (June 2019) to -0.26. Progress 8 for disadvantaged pupils is higher than it has ever been previously improving from -0.9 (June 2019) to -0.53 this year and attainment 8 improving from 33.6 (June 2019) to 40 this year. We are extremely pleased with the progress that our disadvantaged students have made, especially because research has shown that nationally the impact of Covid -19 has affected the education and wellbeing of these pupils the most. See [DfE guidance](#) for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019. However, the gap between our progress and that nationally has closed significantly.

We have compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15. In 2019, the national Progress 8 score for disadvantaged pupils was -0.45. This comparison with national figures shows the big improvement we have made with disadvantaged pupils.

Improvement of both the school curriculum and teaching within the academy have improved both the attainment and progress across all years. Funding spent on a regular and intensive CPD programme for all staff has improved classroom practice and this has been evidenced by both our own QA process and that of external QA. Alongside

the CPD programme, Joint PPA time in each faculty has improved both the curriculum and its delivery, ensuring that the quality of teaching and learning has improved.

Overall attendance in 2021/22 was 91%, this was above the FFT national average of 89.7%. The attendance of disadvantaged pupils was 89.4%, this was 4.5% higher than the FFT national average of 84.9%. However, the attendance of non-disadvantaged students was 94.7%, showing a gap of 5.3%, which is why attendance is a focus in our current plan. The attendance of SEND students was 85.5% for 2021/22, this is equal to the FFT national average.

