

Pupil Premium Strategy Statement: Manchester Enterprise Academy

1. Summary information					
School	Manchester Enterprise Academy				
Academic Year	2018-19	Total PP budget	£554,397	Date of most recent PP Review	Jan 19
Total number of pupils	992	Number of pupils eligible for PP	655 (66%)	Date for next internal review of this strategy	Sept 19

	2015-16	2016-17	2017-18
Total number of pupils on roll	680	795	903
Total number of FSM students	261	291	319
Total number of LAC students	18	27	27
Total number of Service students	3	3	4
Percentage of students who are PP	72%	71%	70%
Amount of PPG received per student	£935	£935	£935
Total amount of received	£384,243	£445,302	£515,332

2. Current attainment: Year 11 Leavers 2017/18			
	Pupils eligible for PP (MEA)	All Pupils (England 2017)	PP Pupils (England 2017)
Progress 8 score average	-0.626	0	-0.44
Attainment 8 score average	33.36	46.5	36.7
Basics (9-5 / 9-4)	11.8% / 29%	43.3% / 64%	24.9%/44.5%
EBac (Strong / Standard)	7.5% / 12.9%	16.7% / 24.1%	7.2%/12.1%

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	High levels of deprivation – we are ranked 23 rd out of 3107 secondary schools nationally on most recent SSAT outcomes database for disadvantage.	
B.	PP students are more likely to have poor attitudes towards learning, especially in KS4. <ul style="list-style-type: none"> • Y7 and 8 the differences are much reduced. 	
C.	Low attainment on entry, especially for KS4. For example: <ul style="list-style-type: none"> • Y11 – English PP average level 4.44 / non PP 4.51; Maths 4.37 / 4.45 • Y10 – English PP 4.46 /non PP 4.49; Maths PP 4.58 /non PP 4.64 	
D.	Low levels of literacy – 28 year 7 students have a reading age of 9 and under.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
A.	Many families have a poor home learning environment which impacts on their ability to support in-school learning and independent study: <ul style="list-style-type: none"> • The IDACI index score for MEA’s postcode is 0.503. • Child Universal Provision (CUP) analysis identifies very high levels of child need in the Academy. 	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Y11 PP students achieve their targets across key performance indicators	39% Basics (5-9), 74% Basics (4-9) Positive P8 figure for all buckets
B.	All PP students have improved Attitudes to Learning as measured by ATL scores.	ATL scores for students between 1 and 1.55.
C.	Rapid progress in literacy levels for Year 7 and 8 students eligible for PP.	PP students make comparatively more progress than non-PP students as evidenced through Big Tests and rankings.
D.	Behaviour, aspirations and provision improves for students with engagement issues.	Gap between behaviour incidents logged reduces between PP and non-PP students.

5. Planned expenditure					
Academic year		2018-2019			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved outcomes and progress at KS3 and 4.	Additional staffing in English, Maths and Science. Added capacity to SEND Team. For 2018-19, recruited SENDCo and Teacher of SEND. Additional Foundation Learning staffing in Year 7.	Clear evidence base that most important factor in progress of Pupil Premium students is quality first teaching and that Pupil Premium students are more adversely affected by weaker teaching. For 2018-19, Maths and Science have an additional teaching period over two weeks in Year 9 and Year 11 to support delivery of content rich curriculum. Aspirational role modelling given by Teach First participants demonstrates to students ambitious behaviours. High level of SEN need across the Academy - 29.18% SEN Needs (13.18% SEN status). (Jan 2019)	Curriculum leaders meet regularly with the Principal and AVPs for Curriculum and Outcomes. Trackers monitored through weekly SLT line management meetings. QA process around Teach First participants.	DB, EM, KC	Half termly

	Creation of Y7 and Y8 Include group, an on-site provision similar to off-site AP.	To provide a different educational experience for students most at risk of disengagement, to keep them motivated and to provide a range of IAG activities and experiences that would not be possible within normal timetable structures. This will also reduce the likelihood of other students having their learning disrupted. To reduce the impact of outliers on headline measures.	Students selected based on ATL data and Primary Transition data TA assigned full time to the cohort. Experienced staff teaching the students.	DB, PJ, NMC, MB	Half termly
	Timetable weightings give an additional period to all teaching staff to accommodate complexities of differentiation within lesson planning	Ability range and complexity of cohort (PP/SEN/EAL/BSEN/Mental Health) in most MEA teaching groups necessitates higher levels of teacher planning to deliver Good or better teaching	Timetabling – allow for some Departmental group planning	DB	Annually – within Academy recruitment plan and budget planning
	Use of IT to ensure staff are aware of the progress PP students are making, eg development of data analysis software, through seating plan software, etc.	Staff need to spend time improving student outcomes, providing interventions and responding to data patterns and hypotheses rather than chasing data.	Allocation of time to support the developments allied to strategic review of its quality after data collections.	DB	Half termly following each data collection.
Total budgeted cost					£159, 870
ii. Targeted support					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Behaviour, aspirations and provision improves for students with engagement issues.	Creation of Y7 and Y8 Include group, to create a more varied and inclusive curriculum for high need ESB3 students in KS3	To provide a different, more therapeutic curriculum for a small high need group to reduce fixed term exclusion and the impact of outliers on Academy ethos and quality of teaching in KS3	External agency support for aspects of the provision Equipment and materials Excellent teaching to support the provision	DB, NMC, Mark Chapman	Half-Termly
Improved attitudes to learning	A variety of mentoring programmes are used across the academy, eg through Tutor Trust, Lloyds, school-based staff with Y11, Man Utd Foundation, local business and stakeholders etc. Also includes internal monitoring systems.	Tutoring deemed to be one of the most effective strategies for improving outcomes for PP students (EEF report). Our experience has shown that such programmes can help enormously with self-esteem, organisation, increasing awareness of how we are viewed by others, understanding of future destinations etc.	Designated leads for each programme, reviewed following each data collection.	PJ, DG, MP.	Half termly after each data collection
Rapid improvement in literacy levels, especially for low ability Y7 and 8 students	Continued implementation of reading recovery programme using specialist software. Older students train as reading buddies and read regularly with Year 7s	Well established evidence of the need to be able to read fluently to be able to access all curriculum areas. Evidence from EEF regarding the impact of peer tutoring. Significant rise in literacy demands of new GCSE examinations.	Designated leads for reading recovery programme and buddy reading. Student voice plus re-testing.	NMC, JDA.	Half termly

	Additional Foundation Learning groups in year 7 - year 9.		Creation of additional FL groups on timetable.		
PP students with additional needs achieve their targets	Teaching assistants used in class and for intervention after school.	SEN students well supported and access the full suite of exams	Data trawl and analysis Line management with SLT Book perusal and student voice	Nicola McCready	After each year group's data trawl.
White working class boys perform as well as their female peers	Refined assessment reports which allow more sophisticated interrogation of gender performance Introduction of male role models through Y11 mentoring and appointment of Trust Safeguarding Lead	White working class boys are the lowest performing ethnic group nationally. Our demographic is 87% white working class.	Lesson observations, student trackers and regular data trawls	Reporting – Dave Bell Male Mentoring and leadership – PJA/MPA	Termly
Total budgeted cost					£137,925
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Behaviour, aspirations and provision improves for students	Free year 7 uniform. Investment support for students experiencing	Maslow's Hierarchy of Needs.	Feedback from Pastoral Managers.	PJ, SC	Pastoral Board (half-termly) to review attendance and well-

with engagement issues.	hardship issues such as transport costs for those in homeless families. Breakfast club available free every day from 7.30 to 8.40.	Research shows that students with above 97% attendance are more likely to achieve good outcomes.	Student attendance data and regular vulnerable pupil meetings. Tracking of student uptake for breakfast and after school provision.		being of vulnerable students
	Employment of full time, non-teaching Managers of Character and Culture for each year group	Investing in additional pastoral support has secured excellent attendance and behaviour in recent years. High degree of student complexity (see MEA CUP data) necessitates high degree of support to ensure student attendance and progress	Weekly Vulnerable Pupil Meeting Line Management of Pastoral teams by SLT SMSC team Student and parent voice EHA process	PJ, LCCs	Half termly scrutiny of attendance and CUP data, including Behaviour for Learning information
Improved outcomes at KS3 and 4.	Cutting edge resourcing available for Middle Leaders and teaching staff on raising PP outcomes through Academy membership of PiXL group of schools.	Proven good practice from other PiXL schools and national intelligence on best practice in Closing the Gaps is constantly evolving and being iterated by the organisation and their partner schools	SLT line management meetings Dissemination of PiXL materials and thinking to Middle Leaders through ELT and other forums	KSN	Half termly
Improving aspirations and attitudes towards learning	Students are able to engage with a wide range of enrichment activities through	Research on cognitive science and the performance of Pupil Premium students makes clear that diminished cultural capital is	SMSC tracker to ensure 'offer' impacts across PP students	PJ, JHA	Termly

	significant funding support for MEA SMSC programme channelled into our Pastoral Pledges.	an impediment to both academic success and social mobility – presenting a barrier to HE and career progression	and that range of SMSC activities funded is mapped to student need		
Behaviour, aspirations and provision improves for students with engagement issues.	High levels of support for PP students with Mental Health needs through provision of counselling support. For 2018-19 we have recruited additional Early Help Co-ordinator to support triage process when students are displaying high levels of need.	Counselling and Educational Psychology service provision vital to support very high mental health challenges. 74.5% of students utilising Counselling are Pupil Premium Large numbers of students (98) accessing the support.	Weekly meetings with Counsellor EP feedback Student voice through mentoring	PJ, TB	Half termly
MEA Xtra – improved and enriched provision of extra-curricular activities to ensure student engagement in learning and play beyond the school day	Students have free access to extensive range of extra-curricular activities at the end of the school day – including growth in performance and Arts provision	Evidence from America (Paul Tough’s How Children Succeed) and beyond (EEF) that a rich extra-curricular provision provides safe spaces for students to stay in post-end of the school day, team building opportunities and improved cultural capital/academic performance	Student voice Student Behaviour for Learning data Student Attendance	MPA	Each half term
Total budgeted cost					£323, 817

6. Review of expenditure																								
Previous Academic Year		2017-18																						
i. Quality of teaching for all																								
Desired outcome	Chosen action / approach	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																				
Improved outcomes at KS4	Additional staffing in Core, Geography and History leading to reduced class sizes and increased departmental resilience over the year.	<p>Our attainment data hides a complex picture. The impact of 'outliers' or students for whom the traditional educational diet does not suit had a distorted effect on our data.</p> <p>Leavers 2017-18, were very low on entry: English PP average level 4.43 / non PP 4.7 Maths PP average level 4.35 / non PP 4.63</p> <p>Our Progress 8 figures are as shown:</p> <table border="1"> <thead> <tr> <th colspan="4">Progress 8 2017-18</th> </tr> <tr> <th></th> <th>All</th> <th>Disadvantaged</th> <th>Non-Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>-0.65 (105 students)</td> <td>-0.63 (93 students)</td> <td>-1.07 (12 students)</td> </tr> <tr> <td>Minus off-site students</td> <td>-0.52 (101)</td> <td>-0.54 (90)</td> <td>-0.03 (11)</td> </tr> <tr> <td>Minus off-site / those identified as high risk (See CUP* data analysis)</td> <td>-0.158 (46)</td> <td>-0.169 (39)</td> <td>-0.028 (7)</td> </tr> </tbody> </table>	Progress 8 2017-18					All	Disadvantaged	Non-Disadvantaged	All	-0.65 (105 students)	-0.63 (93 students)	-1.07 (12 students)	Minus off-site students	-0.52 (101)	-0.54 (90)	-0.03 (11)	Minus off-site / those identified as high risk (See CUP* data analysis)	-0.158 (46)	-0.169 (39)	-0.028 (7)	<p>Additional staffing does support student outcomes.</p> <p>For example, in English and Maths both departments lost key members of staff at crucial points throughout the year (maternity leave and illness). The allocation of an additional member of staff at the start of the year meant that classes could be covered much more comfortably than would otherwise have been the case.</p>	£228, 254
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Improved outcomes at KS4	Timetable weightings give an additional non-contact period to most teaching staff to accommodate complexities of differentiation within lesson planning	<p>*Child Universal Provision (CUPs) indicators include categories such as homeless, carer etc.</p> <p>By way of comparison, the national P8 figure for disadvantaged students 2017: -0.44</p>		As above																				

Using CVA with and without outliers from FFT Aspire:

Progress 8 and Attainment 8 using CVA from FFT Aspire 2017-18				
	Whole cohort VA (105 pupils)	VA minus outliers (88 pupils)	Whole Cohort CVA	CVA minus outliers
A8	3.4	3.7	3.4	3.7
P8	-0.67	-0.37	-0.12	+0.15

Our prioritising of EBacc did have impact and our figures compare well to other schools across the city and to EBacc performance in more affluent schools.

ii. Targeted support

<p>Y11 PP students achieve their aspirational targets in Maths and English</p>	<p>Tutor Trust tutoring in Maths</p> <p>Release staff to lead upon/planning for mentoring programmes</p>	<p>The cohort of Year 11 pupils who received tuition in maths made on average more progress (3.41 sub grades) compared to the cohort who received no tuition (2.71 sub grades).</p> <p>We also ran a Lloyds mentoring programme over the year which ran on similar lines. The average P8 score for PP students receiving mentoring was -0.17 with 25% of this cohort achieving grades 9-5 in Maths and English.</p>	<p>Mentoring programmes can have huge impact if carefully handled. The key is to ensure that relationships between mentee and mentor are strong. We are looking to repeat these mentoring programmes again this year. For many of the students the mentoring removed barriers to success which allowed students to engage in conversations around academic progress.</p>	
<p>Improved outcomes at KS4</p>	<p>Creation of Y11 Include group, an on-site provision similar to off-site AP.</p>	<p>Provided a different educational experience for students most at risk of disengagement, to keep them motivated and to provide a range of IAG activities and experiences that would not be possible within normal timetable structures. This reduced the likelihood of other students having their learning disrupted.</p>	<p>Students selected based on long-term ATL data.</p> <p>TA assigned full time to the cohort.</p>	

		To reduce the impact of outliers on headline measures.	Experienced staff teaching the students.	
Improved outcomes at KS4	Use of Pet-xi to support delivery of additional qualification to selected PP students in Y11.	Under a comparable outcomes assessment regime, students with lower KS2 starting points often struggle with 100% exam based subjects. By delivering criteria-based qualifications to targeted students, students' engagement with subjects across the curriculum improved.	To further consider how a personalised curriculum can impact upon engagement and motivation across the curriculum.	
White working class boys perform as well as their female peers	Refined assessment reports which allow more sophisticated interrogation of gender performance CPD on gender difference with follow up in Academy CPD programme	Girls performed noticeably better than boys across all key measures. We consistently have a cohort of PP boys who have poor independent learning skills and low aspiration and poor role modelling. The prevalence of drug use amongst this cohort and its impact on progress is an issue we are working with GMP and the housing group on.	The data accurately predicted that differential we ultimately experienced. The CPD sessions we ran on gender strategies were well received by staff and need enhancing this year, especially in light of the large number of new staff we have.	
Students with low levels of literacy in year 7 make on average 2 years improvement	Older students train as reading buddies and read regularly with year 7s Implementation of reading recovery programme using specialist software	Our Foundation Learning cohort of students started the year with an average rank of 188 compared to their peers. By the end of the year, they had improved this average rank to 174 based on KS2 reading v long-term reading rank. Similar improvements were seen in reading ages.	Foundation Learning and literacy interventions need to continue. This year we have introduced an additional FL group in light of the SATs data on entry.	
PP students with additional needs achieve their targets	Teaching assistants used in class and for intervention after school.	We had seven PP students with additional needs. Three of these students were taught off-site for a variety of medical or behavioural needs, three further students had a modified timetable in school. The remaining student passed five GCSEs.	Continue with in class support as it enhances quality first teaching. Review intervention more regularly.	£135,221

iii. Other approaches				
Barriers to achieving 97%+ attendance are removed.	Free year 7 uniform and investment in support around hardship issues, such as transport costs for those in homeless families, to ensure student well-being is high Breakfast club available for free everyday – 7.30 to 8.40	95.5% attendance whole school 94.7% PP	Continue with this provision. More of our students are suffering from the impact of national austerity measures.	£30,718
Vulnerable students and their families are supported to achieve and meet Academy SMSC targets	Employment of full time, non-teaching Pastoral Managers for each year group	Some of our families experience acute difficulties as illustrated through the CUP data. We have 343 students with CUPS, of whom: <ul style="list-style-type: none"> • 82% are Pupil Premium and 46% are FSM • 18% have SEN Support • 8% are EAL • 37 students have 4 or more CUPS and 63 students access additional services 	Individual cohorts were well supported by having a Leader of Character and Culture in every year group – knowledge of learners and their families is key to support being targeted where needed. We employed an additional Pastoral Manager to support larger numbers of KS3 students.	£213,228
Cutting edge resourcing available for Curriculum Leaders and teaching staff on	Academy membership of PiXL group of schools	Proven good practice from other PiXL schools and national intelligence on best practice in Closing the Gaps is constantly evolving and being iterated by the organisation and their partner schools.	We will continue with the subscription.	£3,150

raising PP outcomes				
PP students progress to the next stage of their education on the appropriate pathway	Targeted CEIAG for individuals and cohorts	Targeted NEET prevention work took place with key students to ensure they were supported to apply to college. NEET figure for 2017-18 was 1.9%	We continue to liaise with a variety of providers around future destinations across the year. We will expand our Fantastic Futures Week provision to other years lower down the school. The mentoring programme in the 6 th form continues to be hugely supportive in helping students move on to suitable future destinations.	
Students are able to engage with a wide range of enrichment activities through significant funding support for MEA SMSC programme	Pastoral Pledges resulting from our opportunities survey – e.g. trips to different cities/places of worship and parks develop student cultural capital – a significant challenge as evidenced in EEF report on PP students	Student voice continually demonstrates that if we did not introduce students to a range of opportunities and experiences then they would not be able to access them through family and friends. We track these to ensure all students are catered for.	We have enhanced our internal extra-curricular offer this year and renewed our links with the Manchester United Foundation.	£14,922
High levels of support for PP students with Mental Health needs through provision of	Counselling and Educational Psychology service provision vital to support very high mental health challenges.	In 2017-18, 78% of students utilising counselling were PP students. Year 7s identified during transition as being vulnerable each had an initial appointment so that they know who the counsellor is and can quickly access her if any issues arise during their first year at MEA. Of 98 students seen so far this year, 73 are PP students.	We continue to offer this provision and review the impact on a regular basis. We are looking to enhance our expertise within the Academy in dealing with Mental Health needs through the appointment of another qualified specialist.	£30,660

counselling support				
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