

# Pupil Premium Strategy Statement: Manchester Enterprise Academy 2019-20

1. Summary information					
School	Manchester Enterprise Academy				
Academic Year	2019-20	Total PP budget	£572,084	Date of most recent PP Review	Jan 20
Total number of pupils	1089	Number of pupils eligible for PP	701	Date for next internal review of this strategy	April 20

	2016-17	2017-18	2018-19
Total number of pupils on roll	795	903	984
Total number of FSM students	291	319	404
Total number of LAC students	27	27	32
Total number of Service students	3	4	11
Percentage of students who are PP	71%	70%	64%
Amount of PPG received per student	£935	£935	£935
Total amount of received	£445,302	£515,332	£572,084

2. Current attainment: Year 11 Leavers 2018/19		
	Pupils eligible for PP (MEA)	All Pupils (National) Source 2019 KS4 Provisional National Tables)
Progress 8 score average	-0.693	-0.08
Attainment 8 score average	33.64	44.5
Basics (9-5 / 9-4)	17.9% / 37.2%	39.8% / 59.5%
EBac (Strong / Standard)	0% / 17.9%	15.7% / 22.8%

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>		
<b>A.</b>	PP students are more likely to have poor attitudes towards learning, especially in KS4. In every year, the overall PP score for attitude to learning is below the average for the year.	
<b>B.</b>	Low attainment on entry, especially for KS4. For example, in Y11 – KS2 prior FSM 4.34 not FSM 4.63; PP 4.44, not PP 4.66	
<b>C.</b>	Low levels of literacy. Reading test data indicates that 129 students in years 7 and 8 have reading ages three years or more below their chronological age, 230 students are one year or more below.	
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>A.</b>	<p>Many families have a poor home learning environment which impacts on their ability to support in-school learning and independent study:</p> <ul style="list-style-type: none"> <li>• The IDACI index score (2019) for MEA’s postcode is 0.468.</li> <li>• We have a significant number of students who have suffered an Adverse Childhood Experience (ACE). For example, at least 431 PP students have at least one ACE, at least 158 students live in homes where there has been a recorded incidence of domestic abuse. 96 students have 4 ACEs or more.</li> </ul>	
<b>B.</b>	Low attendance rates	
<b>4. Desired outcomes</b> <i>(desired outcomes and how they will be measured)</i>		Success criteria
<b>A.</b>	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>B.</b>	All PP students have improved Attitudes to Learning as measured by ATL scores.	ATL scores for students between 1 and 1.55.
<b>C.</b>	Rapid progress in literacy levels for Year 7 and 8 students eligible for PP.	No PP students less than 6 months below their chronological reading age.
<b>D.</b>	Behaviour, aspirations and provision improves for students with engagement issues.	PP students not over-represented in behavioural data.

5. Planned expenditure					
Academic year		2019-20			
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 (For example - Professional development, Support for Early Career Teachers, Recruitment & Retention)					
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.	Providing high quality continuing professional development (CPD) to ensure that teachers gain a secure understanding of evidence informed strategies that support deep learning for students.	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.  <a href="#">See EEF Guide to Pupil Premium</a>	Teaching & Learning information  External QA visits	EMC	Termly
	Provide additional coaching and support for Early Career Teachers	Research shows that CPD can play a crucial role in helping to support and develop teachers including Newly Qualified Teachers (NQTs) and Early Career Teachers  <a href="#">See DfE Early career CPD: exploratory research, 2018</a>	Teaching & Learning information  Successful completion of Induction Year for NQTs & Year 1 Teach First Participants' gain QTS  Retention rates for Early Career Teachers	EMC, KCA	Half termly
	Additional staffing in English, Maths and Science.	For 2019-20, Maths and Science have an additional teaching period over two	Curriculum leaders meet regularly with the Vice Principal	JEV, BWA, KSN	Half termly

		<p>weeks in Year 9 and Year 11 to support delivery of content rich curriculum.</p> <p>Aspirational role modelling given by Teach First participants demonstrates to students' ambitious behaviours.</p>	<p>and AVPs for Curriculum Standards</p> <p>Trackers monitored through weekly SLT line management meetings.</p> <p>QA process around Teach First participants.</p>	KCA	
	<p>Timetable weightings give an additional period to all teaching staff to accommodate complexities of differentiation within lesson planning</p>	<p>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</p>	<p>Timetabling – allow for some Departmental group planning</p>	BWA	<p>Annually – within Academy recruitment plan and budget planning</p>
	<p>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.</p>	<p>Staff spend time improving student outcomes, providing interventions and responding to data patterns and hypotheses.</p>	<p>Allocation of time to support the developments allied to strategic review of its quality after data collections.</p>	BWA	<p>Half termly following each data collection.</p>
<b>Total budgeted cost</b>					£115,113

**ii. Targeted academic support** (For example - Structured interventions, small group tuition, one-to-one 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?
Further development of Y7, Y8 and Y9 Include group, an on-site provision similar to off-site AP to remove barriers to learning for the most complex students.	<p>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.</p> <p>To reduce the impact of outliers on headline measures.</p>	Students selected based on mixture of ATL data, primary transition information, behavioural data, ACEs / knowledge of family context etc.	<p>TA assigned full time to the cohort.</p> <p>Experienced staff teaching the students.</p>	PJ, MC	Half termly
Improved attitudes to learning	A variety of mentoring programmes are used across the academy, eg Tutor Trust, Lloyds, school-based staff, Man Utd Foundation, local business and stakeholders etc. Also includes internal monitoring systems.	<p>Tutoring deemed to be one of the most effective strategies for improving outcomes for PP students (EEF report).</p> <p>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.</p>	Designated leads for each programme, reviewed following each data collection.	CCLs, JE, BW, MP	Half termly after each data collection

<p>Rapid improvement in literacy levels, especially for low ability Y7 and 8 students</p>	<p>Continued implementation of reading recovery programmes best designed to meet student need including use of older students train as reading buddies and read regularly with Year 7s</p> <p>Additional Foundation Learning groups in year 7 - year 9.</p>	<p>Well established evidence of the need to be able to read fluently to be able to access all curriculum areas.</p> <p>Evidence from EEF regarding the impact of peer tutoring.</p> <p>Significant rise in literacy demands of new GCSE examinations.</p>	<p>Designated leads for reading recovery programme and buddy reading.</p> <p>Student voice plus re-testing.</p> <p>Creation of additional FL groups on timetable.</p>	<p>NMC, JDA.</p>	<p>Half termly</p>
<p>PP students with additional needs achieve their targets</p>	<p>Teaching assistants used in class and for intervention after school.</p>	<p>SEN students well supported and access the full suite of exams</p>	<p>Data trawl and analysis Line management with SLT Book perusal and student voice</p>	<p>NM</p>	<p>After each year group's data trawl.</p>
<p>White working class boys perform as well as their female peers</p>	<p>Refined assessment reports which allow more sophisticated interrogation of gender performance</p> <p>Introduction of male role models through Y11 mentoring and appointment of Trust Safeguarding Lead</p>	<p>White working class boys are the lowest performing ethnic group nationally. Our demographic is 87% white working class.</p>	<p>Lesson observations, student trackers and regular data trawls</p>	<p>RB</p>	<p>Termly</p>

Y11 PP students achieve their aspirational targets in Maths and English	Tutor Trust tutoring in Maths  Release staff to lead upon/planning for mentoring programmes	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).  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.	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.	JE, MP, RJ	Termly
<b>Total budgeted cost</b>					£501,662

**iii. Wider strategies** *(For example – improving attendance, breakfast clubs etc.)*

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Behaviour, aspirations and provision improves for students with engagement issues.	Free year 7 uniform.  Investment support for students experiencing hardship issues such as transport costs for those in homeless families.  Breakfast club available free every day from 7.30 to 8.40.	Maslow's Hierarchy of Needs.  Research shows that students with above 97% attendance are more likely to achieve good outcomes.	Feedback from Pastoral Managers.  Student attendance data and regular vulnerable pupil meetings.  Tracking of student uptake for breakfast and after school provision.	GF	Pastoral Board (half-termly) to review attendance and well-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	JE	Half termly
Improving aspirations and attitudes towards learning	Students are able to engage with a wide range of enrichment activities through significant funding support for MEA SMSC programme channelled into our Pastoral Pledges.	Research on cognitive science and the performance of Pupil Premium students makes clear that diminished cultural capital is an impediment to both academic success and social mobility – presenting a barrier to HE and career progression	SMSC tracker to ensure ‘offer’ impacts across PP students and that range of SMSC activities funded is mapped to student need	JE, GF	Termly
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.	Counselling and Educational Psychology service provision vital to support very high mental health challenges. 74.5% of students utilising Counselling are Pupil Premium	Weekly meetings with Counsellor EP feedback Student voice through mentoring	PJ, TB	Half termly

	For 2018-19 we have recruited additional Early Help Co-ordinator to support triage process when students are displaying high levels of need.	Large numbers of students (98) accessing the support.			
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
Careers development and Work Experience	Every student experiences one week’s work experience during KS4. All have at least one careers interview with LAC students targeted first.	Gatsby Benchmarks. Our work is also informed by our partnerships with local employers and stakeholders.	Careers and Employability plan produced in conjunction with external agencies and overseen by link governor.	MP	Termly
Mentoring	Half termly Lloyds mentoring for students in Y9, 10 and 11.	Students benefit from conversations with adults outside of their normal sphere of influence. Discussions take place around academic progress and future destination intentions.	Board Directors and Governors liaise on the design of the programme.	MP	Termly
<b>Total budgeted cost</b>					£110, 224
<b>Total Spend</b>					£726, 999

6. Review of expenditure																								
Previous Academic Year		2018-19																						
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)																				
Improved outcomes at KS4	Additional staffing in Core, Geography and History leading to reduced class sizes and increased departmental resilience over the year.	Attainment: <table border="1"> <thead> <tr> <th>Year</th> <th>Basics 9-5</th> <th>Basics 9-4</th> <th>EBac Strong</th> <th>EBac Standard</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>15.0%</td> <td>35.0%</td> <td>6.3%</td> <td>16.3%</td> </tr> <tr> <td>2018</td> <td>11.8%</td> <td>29.0%</td> <td>7.5%</td> <td>12.9%</td> </tr> <tr> <td>2017</td> <td>7.5%</td> <td>28.4%</td> <td>7.5%</td> <td>14.9%</td> </tr> </tbody> </table>		Year	Basics 9-5	Basics 9-4	EBac Strong	EBac Standard	2019	15.0%	35.0%	6.3%	16.3%	2018	11.8%	29.0%	7.5%	12.9%	2017	7.5%	28.4%	7.5%	14.9%	Additional staffing does support student outcomes and allow for smaller groups.  For example, in English and Maths both departments lost key members of staff at crucial points throughout the year (for example due to 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.
Year	Basics 9-5	Basics 9-4	EBac Strong	EBac Standard																				
2019	15.0%	35.0%	6.3%	16.3%																				
2018	11.8%	29.0%	7.5%	12.9%																				
2017	7.5%	28.4%	7.5%	14.9%																				
Improved outcomes at KS4	Timetable weightings give an additional non-contact period to most teaching staff to accommodate complexities of differentiation within lesson planning																							
				<b>Total cost</b> £160,075																				

<b>ii. Targeted support</b>			
Y11 PP students achieve their aspirational targets in Maths and English	Tutor Trust tutoring in Maths  Release staff to lead upon/planning for mentoring programmes	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).  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.	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.
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.

<p>Vulnerable students and their families are supported to achieve and meet Academy SMSC targets</p>	<p>Employment of full time, non-teaching Pastoral Managers for each year group</p>	<p>This is a constant challenge to the academy. For example, our Adverse Childhood Experiences (ACE) data shows that in our Y11 cohort:</p> <ul style="list-style-type: none"> <li>• At least 33 students (23%) of the cohort had significant or complex health needs</li> <li>• At least 24 students (17%) had mental health needs</li> <li>• At least 22 students (15%) came from homes where there had been documented domestic abuse</li> <li>• At least 18 students (13%) had a parent or carer with significant mental health needs</li> </ul> <p>The ‘toxic trio’ of poor relationship with self, poor relationship with parent and additional destabilisation was endured by at least 20 students, or 14% of the year group. A further 38 students (27%) had at least two of these elements recorded in the ACE data. A staggering 73 students (51%) had an identified concern in at least one ACE category, 31 (22%) with three or more ACEs.</p> <p>Further pertinent safeguarding details include:</p> <ul style="list-style-type: none"> <li>• LAC – 8 students</li> <li>• Child Protection plans were in place for 2 students</li> <li>• Early Help Assessment / team involvement – 6 students</li> </ul>	<p>Individual cohorts were well supported by having a Leader of Character and Culture (LCC) in every year group – knowledge of learners and their families is key to support being targeted where needed. We expanded our team over the year to turn the three LCCs for years 7 – 9 into non-teaching LCCs. This is in addition to a non-teaching manager for every year.</p> <p>We also employed an Attendance Officer and two further Student Support Officers.</p>
			<p><b>Total Cost</b>    £218,193</p>

<b>iii. Other approaches</b>			
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	93.3% attendance whole school 92.4% PP	Continue with this provision. More of our students are suffering from the impact of national austerity measures.
Cutting edge resourcing available for Curriculum Leaders and teaching staff on raising PP outcomes	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.

<p>PP students progress to the next stage of their education on the appropriate pathway</p>	<p>Targeted CEIAG for individuals and cohorts</p>	<p>Targeted NEET prevention work took place with key students to ensure they were supported to apply to college.</p> <p>NEET figure 1.4% of whom all have been offered a place and contacted several times since leaving MEA, but have declined to take up a future opportunity.</p>	<p>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<sup>th</sup> form continues to be hugely supportive in helping students move on to suitable future destinations.</p>
<p>Students are able to engage with a wide range of enrichment activities through significant funding support for MEA SMSC programme</p>	<p>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</p>	<p>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.</p>	<p>We have enhanced our internal extra-curricular offer this year and renewed our links with the Manchester United Foundation.</p>
<p>High levels of support for PP students with Mental Health needs through provision of counselling support</p>	<p>Counselling and Educational Psychology service provision vital to support very high mental health challenges.</p>	<p>The figures for the Autumn term of 2019-20 show that 109 students accessed counselling support, of which 83% were PP students.</p>	<p>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.</p>
			<p><b>Total Cost</b> £323, 817</p>