

## **Manor Academy Pupil Premium Report 2015- 2016**

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### **OVERVIEW**

Pupil Premium is a Government initiative which provides additional funding to schools to help “close the gap” in achievement between those children and young people who are eligible for Free School Meals (FSM), for children and young people who are “Looked After”, and for other groups in schools. Any school that has a young person who has been eligible for FSM within the past six years are also eligible.

The pupil premium is additional to main school funding and will be used by this Academy to address any underlying inequalities between children and young people eligible by ensuring that funding reaches the pupils who need it most. It is for schools to decide how the Pupil Premium is spent since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Manor Academy is a secondary special school developed specifically to meet the needs of our pupils, all of whom have a statement of SEN. At the heart of our mission, “Succeeding Together” is the belief that all our pupils, whatever their background or ability, will be successful and valued. Our aim is to provide a welcoming, caring and inclusive yet challenging environment in which children and young people can reach their full potential. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, including pupils those who are socially disadvantaged.

All our work through the Pupil Premium funding is aimed at:

- Accelerating progress, particularly in literacy and numeracy
- Engaging children in their education through enjoyment and positive affirmation both inside and outside the school day
- Offering pastoral support
- Personalised interventions, both academic and non-academic

The range of provision we typically make for disadvantaged and vulnerable pupils includes:

- Providing small group and 1:1 work in a range of discrete provisions and pathways
- Access to after school clubs, holiday clubs and residential visits
- Opportunity to participate in extra-curricular and community activities
- Purchase of equipment to enhance learning experiences

## Manor Academy allocation

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll September 2015	151
Total number of pupils eligible for PPG	72
Amount of PPG received per pupil	£935
Total amount of PPG for 2015-16	£67,320

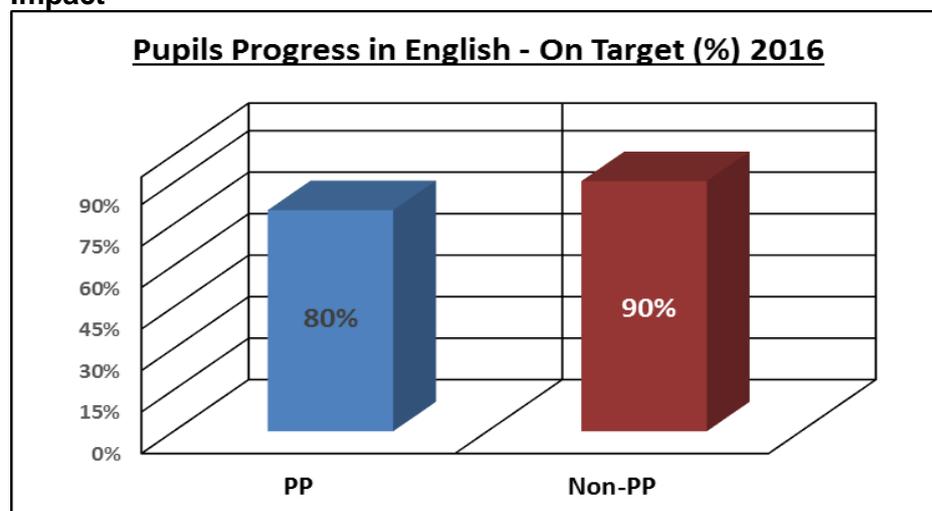
As far as its powers allow, Manor Academy has used the additional funding to address any underlying inequalities between young people eligible for pupil premium and others. We ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives. Pupil premium funding is focused on the recipients of the pupil premium, but not to the exclusion of all other young people.

We looked carefully at the needs of each pupil and we decided to use the following intervention strategies during 2015-16:

### Literacy focus

- SRA Reading boxes:
  - 4 new reading boxes ordered to support the development of reading and comprehension skills during dedicated reading sessions each day. The Reading Boxes have been written and designed by teachers to address the gap between decoding skills and comprehension ability.
- SRA Corrective Reading
  - Student books and workbooks ordered. The Decoding programme provides a unique blend of teacher-directed instruction and high-frequency practice to accelerate decoding. This proven intervention programme progresses from teaching letter sounds and blending to reading passages typical of textbook material. Detailed feedback on performance allows students to monitor their own improvement and experience success.
- Clicker 7 upgrade to be used across school in a wide variety of subject areas. Bespoke training included

### Impact

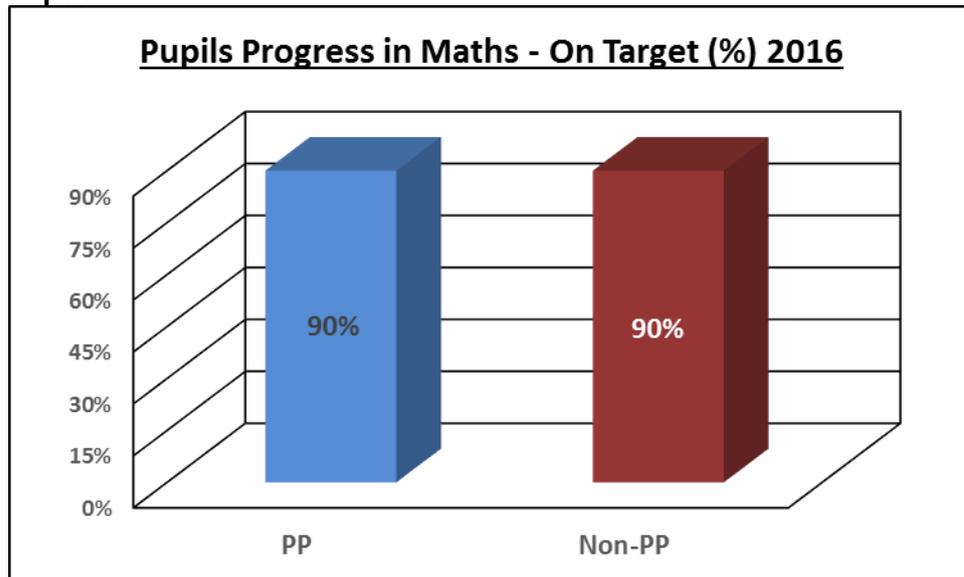


There is a very small percentage difference in performance in English ( 3 pupils) but this is negligible. Staff teach according to individual needs and this is reflected in this data.

### Numeracy focus

- SRA Correcting Maths programme
- One-to-one tuition and small group teaching; Additional in-class support in Numeracy
- An additional teacher for maths has resulted in reduced class sizes for all learners

### Impact



Pupils are performing the same in Maths whether they are eligible for the pupil premium grant or not. Staff teach according to individual need and this is reflected in this data.

### Residential and extra-curricular activities

- Pupil Premium contributed to the cost of residentials enabling all learners to attend
- Dance Therapy sessions
- Transport home for pupils that stay to after school clubs
- Holiday clubs

### Impact

All learners have the opportunity to attend a residential throughout the year eg. Year 7 pupils attend a team building residential at The Children's Adventure Farm Trust at the start of each academic year. The Year 8 and 9 pupils have the opportunity to attend Bispham Scouts Centre in Wigan where they engage in outdoor pursuit activities. The Year 10 pupils attended a residential as part of the Duke of Edinburgh Bronze Award.

These activities along with opportunities to attend extra-curricular activities manifest themselves in a number of ways:

- Increased personal confidence
- Access to the wider community
- Access to peer socialisation
- Enhance social experiences
- Development of life skills
- Access to safe and stimulating environments

### **Pastoral and Additional Support**

- Intervention programmes ie, play, lego and art therapies, counselling
- Development of SMART Centre with additional staffing to offer individual behaviour support packages
- The purchasing of ingredients to ensure full access to Food Technology lessons
- Trafford Step up to the Plate programme to teach pupils about healthy lifestyles and choices

### **Impact**

Early identification of individual needs can help significantly with engagement in learning and developing coping strategies when in crisis. The behaviour and intervention team are able to provide bespoke packages for young people that need them and set criteria, for the engagement in different therapies, are used to identify individuals that need additional support.

### **Focus of funding use 2016-17**

The Academy has looked carefully at the needs of each pupil and we have decided to use the following intervention strategies during 2016-17:

1. Speech and Language therapy. The speech and language needs of a high proportion of our pupils are significant and whilst we do have experienced Speech Therapists on site we felt that pupils would benefit from additional support. The speech and language therapy team need to offer key Teaching Assistants high levels of training and support and then individual programmes, dependent on individual need should be implemented across the year.
2. Extra- curricular activities that give young people wider social and educational opportunities including a residential trip and after school access.
3. Additional specific resources to enhance the individual pupil learning: ICT resources and whole class/school e.g SARA in Maths and English and additional reading resources
4. Manchester City programme – development of programme to work with vulnerable groups in order to build confidence, self- esteem and develop positive relationships with their peers