

Co-op Academy North Manchester pupil premium strategy statement 2022-25

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	Coop Academy North Manchester
Number of pupils in school	1174
Proportion (%) of pupil premium eligible pupils	59.81% (701 Pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	Tuesday 29th November
Date on which it will be reviewed	Sept 2023
Statement authorised by	S Hands
Pupil premium lead	F Welsh
Governor / Trustee lead	M Hutton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£985 per pupil + £2410 per LAC pupil
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£628,008

Part A: Pupil premium strategy plan

Statement of intent

Co-op Academy North Manchester is committed to ensuring that all pupils, regardless of background or the challenges they face, are equipped to lead happy and successful lives. Our curriculum is broad and balanced and we provide a range of opportunities for pupils both in lessons and through a wide-ranging and varied extra-curricular offer. Pupils receive a strong personal development education and are supported in their next steps through an excellent career guidance offer. We believe that reading is a fundamental element of enabling pupils to develop into lifelong learners and so focus on this in all aspects of school life. Our funding supports these priorities and will be used to invest further by researching and introducing new courses and ensuring a breadth of opportunities for all pupils through innovative curriculum development.

We understand that high quality, adaptive teaching is the single biggest factor in improving pupil attainment and so a large part of our funding is dedicated to ensuring that the quality of teaching is excellent and specialist staff are supported in their professional development. Strong diagnostic assessments will enable clear identification of gaps in learning and will inform planning so that early intervention supports all pupils to make strong progress. We aim to raise the attainment and achievement of all pupils, especially those in receipt of pupil premium, across all year groups so that gaps close to national average across P8, A8 and the basics measure.

We recognise that barriers to learning are not purely academic and so will ensure that pupils who require additional social, emotional and behavioural support receive the necessary interventions within a timely manner. A clear focus on excellent attendance of all pupils and especially pupil premium pupils will support strong outcomes. Where any additional needs are identified, we use funding to target these areas, for example additional SEND support. This is especially important as 20% of the pupils in the Academy have additional needs and of that 20%, three quarters are disadvantaged.

Research informs all of our decisions on a number of wider strategies and initiatives. This means that pupils from disadvantaged backgrounds are able to play a full and active part in school life and receive the same leadership and enrichment experiences as their non disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge																																								
1	<p data-bbox="465 408 860 443"><i>Reading and Literacy levels</i></p> <p data-bbox="465 501 2067 611">CAT4 tests, internal baselines and KS2 data show that a high proportion of disadvantaged pupils are currently below age related expectations. There are fewer non-disadvantaged pupils in every year group who are below age related expectations.</p> <table border="1" data-bbox="497 711 1991 1241"> <thead> <tr> <th data-bbox="497 711 602 898">Year</th> <th data-bbox="602 711 826 898">No of pupils with KS2 data / year total</th> <th data-bbox="826 711 1023 898">No. of pupils with no KS2 data</th> <th data-bbox="1023 711 1346 898">% of pupils below age related expectations (below school ready)</th> <th data-bbox="1346 711 1668 898">% of pupils below below school ready who are disadvantaged</th> <th data-bbox="1668 711 1991 898">% of pupils below school ready who are non disadvantaged</th> </tr> </thead> <tbody> <tr> <td data-bbox="497 898 602 967">7</td> <td data-bbox="602 898 826 967">231/245</td> <td data-bbox="826 898 1023 967">14</td> <td data-bbox="1023 898 1346 967">39% (96)</td> <td data-bbox="1346 898 1668 967">77% (74)</td> <td data-bbox="1668 898 1991 967">23% (22)</td> </tr> <tr> <td data-bbox="497 967 602 1035">8</td> <td data-bbox="602 967 826 1035">216/246</td> <td data-bbox="826 967 1023 1035">30</td> <td data-bbox="1023 967 1346 1035">53% (114)</td> <td data-bbox="1346 967 1668 1035">72% (82)</td> <td data-bbox="1668 967 1991 1035">28% (32)</td> </tr> <tr> <td data-bbox="497 1035 602 1104">9</td> <td data-bbox="602 1035 826 1104">201/240</td> <td data-bbox="826 1035 1023 1104">39</td> <td data-bbox="1023 1035 1346 1104">49% (99)</td> <td data-bbox="1346 1035 1668 1104">68% (67)</td> <td data-bbox="1668 1035 1991 1104">32% (32)</td> </tr> <tr> <td data-bbox="497 1104 602 1173">10</td> <td data-bbox="602 1104 826 1173">170/243</td> <td data-bbox="826 1104 1023 1173">73</td> <td data-bbox="1023 1104 1346 1173">25.9% (63)</td> <td data-bbox="1346 1104 1668 1173">68% (43)</td> <td data-bbox="1668 1104 1991 1173">32% (20)</td> </tr> <tr> <td data-bbox="497 1173 602 1241">11</td> <td data-bbox="602 1173 826 1241">139/213</td> <td data-bbox="826 1173 1023 1241">74</td> <td data-bbox="1023 1173 1346 1241">24.5% (34)</td> <td data-bbox="1346 1173 1668 1241">71% (24)</td> <td data-bbox="1668 1173 1991 1241">29% (10)</td> </tr> </tbody> </table>					Year	No of pupils with KS2 data / year total	No. of pupils with no KS2 data	% of pupils below age related expectations (below school ready)	% of pupils below below school ready who are disadvantaged	% of pupils below school ready who are non disadvantaged	7	231/245	14	39% (96)	77% (74)	23% (22)	8	216/246	30	53% (114)	72% (82)	28% (32)	9	201/240	39	49% (99)	68% (67)	32% (32)	10	170/243	73	25.9% (63)	68% (43)	32% (20)	11	139/213	74	24.5% (34)	71% (24)	29% (10)
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2	<p><i>High levels of SEND</i></p> <p>We have a higher than the national average proportion of SEND students in each year group. Of the pupils with SEND in all year groups, there are significantly more disadvantaged than non. These additional needs mean that these pupils are statistically less likely to achieve and require more intervention and support.</p> <table border="1" data-bbox="539 512 2011 1034"> <thead> <tr> <th>Year</th> <th>% SEND</th> <th>% of SEND in year group who are PP</th> <th>% of SEND in year group who are non PP</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>24.1 (59)</td> <td>78% (46)</td> <td>22% (13)</td> </tr> <tr> <td>8</td> <td>27.9 (69)</td> <td>74% (51)</td> <td>26% (18)</td> </tr> <tr> <td>9</td> <td>16.7 (40)</td> <td>80% (32)</td> <td>20% (8)</td> </tr> <tr> <td>10</td> <td>20.5 (50)</td> <td>80% (40)</td> <td>20% (10)</td> </tr> <tr> <td>11</td> <td>12.2 (25)</td> <td>52% (13)</td> <td>48% (12)</td> </tr> <tr> <td>All</td> <td>20.6 (243)</td> <td>75% (182)</td> <td>25% (61)</td> </tr> </tbody> </table>	Year	% SEND	% of SEND in year group who are PP	% of SEND in year group who are non PP	7	24.1 (59)	78% (46)	22% (13)	8	27.9 (69)	74% (51)	26% (18)	9	16.7 (40)	80% (32)	20% (8)	10	20.5 (50)	80% (40)	20% (10)	11	12.2 (25)	52% (13)	48% (12)	All	20.6 (243)	75% (182)	25% (61)
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3	<p>SEMH & mental health support</p> <p>Our assessments, discussions and observations have identified that there is a higher proportion of pupil premium students who require support with SEMH and mental health than compared to their non-disadvantaged peers.</p>																												

4	<p>High pupil mobility</p> <p>Admissions data shows that a significant number of mid term admissions joining the Academy are pupil premium and need to be supported in their induction into our school community.</p> <table border="1" data-bbox="512 480 1977 999"> <thead> <tr> <th>Year</th> <th>Date joined</th> <th>Number joined</th> <th>No. of PP mid term admissions</th> <th>No. of non-disadvantaged mid term admissions</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>Sept 2022 onwards</td> <td>14</td> <td>9</td> <td>5</td> </tr> <tr> <td>8</td> <td>Easter 2022 onwards</td> <td>20</td> <td>6</td> <td>14</td> </tr> <tr> <td>9</td> <td>Easter 2022 onwards</td> <td>15</td> <td>5</td> <td>10</td> </tr> <tr> <td>10</td> <td>Easter 2022 onwards</td> <td>23</td> <td>14</td> <td>9</td> </tr> <tr> <td>11</td> <td>Sept 2021 onwards</td> <td>22</td> <td>15</td> <td>7</td> </tr> <tr> <td>All</td> <td></td> <td>94</td> <td>49</td> <td>45</td> </tr> </tbody> </table>	Year	Date joined	Number joined	No. of PP mid term admissions	No. of non-disadvantaged mid term admissions	7	Sept 2022 onwards	14	9	5	8	Easter 2022 onwards	20	6	14	9	Easter 2022 onwards	15	5	10	10	Easter 2022 onwards	23	14	9	11	Sept 2021 onwards	22	15	7	All		94	49	45
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5	<p>Levels of cultural capital</p> <p>Our discussions and observations have identified that a number of pupil premium students have little knowledge of opportunities available to them once they leave us. They lack the experiences of their non-disadvantaged peers and have less clarity around their career goals and how to achieve them.</p>																																			
6	Improving attitudes to learning and attendance																																			

Our overall attendance gap between pupil premium and non-disadvantaged is 4%. A significantly larger proportion of those pupils who are persistent absentees are also pupil premium.

Half Term 1 data 2022-23

Year	% Non-PP attendance	% PP attendance	Gap %	No of pupils in PA*
7	97.49	94.87	-2.62	31
8	95.13	91.13	-4.00	68
9	94.69	90.53	-4.13	64
10	93.67	89.25	-4.42	62
11	93.67	88.76	-4.91	58
All	94.93	90.9	-4.03	283

**Figures correct as of end of November 2022*

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
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<p>1) Attainment for disadvantaged pupils is in line with or exceeds national benchmarks.</p> <p>There will be no attainment gap between disadvantaged and their non-disadvantaged peers from similar starting points.</p>	<p>GCSE outcomes show that disadvantaged pupils achieve in line with national benchmarks from their starting points in all subjects.</p> <p>2022/23 outcomes will show an improvement in attainment in Maths and English Language.</p> <p>GCSE outcomes will show that whilst improving outcomes for all so that they are in line with national benchmarks, we are also closing the attainment gap between disadvantaged and non-disadvantaged to lower than -2 points (from -7 in 2022) and that there is no gap in attainment by 2025.</p> <p>Trust progress tests and internal progress data will show that there is no significant difference in progress between disadvantaged and non-disadvantaged pupils (less than 5%) across all subjects.</p>
<p>2) To achieve and sustain excellent social and emotional wellbeing for all pupils and especially for disadvantaged pupils.</p>	<p>Behaviour data will show that there are no gaps between disadvantaged and non-disadvantaged pupils and where they exist they are closing over time.</p> <p>The inclusion hub provides a range of strategies which give specialised support for all pupils, irrespective of need, and enables them to thrive.</p> <p>All staff use CPD linked to our personal development curriculum to ensure that pupils are safe and well-informed about how they can access support when needed.</p> <p>Extra-Curricular registers will demonstrate that disadvantaged pupils are accessing a wide range of opportunities and are over-represented in student leadership roles.</p> <p>All pupils who require support with the cost of uniform will receive it.</p>
<p>3) Improved attendance for disadvantaged students.</p>	<p>Attendance data shows that disadvantaged pupils have at least 96% attendance and there is no gap between them and their non-disadvantaged peers.</p>

	The number of disadvantaged pupils classed as persistent absentees is diminishing over time and lateness to school is rare.
4) Disadvantaged pupils are given a range of career and employment experiences which enable them to continue in employment or education.	All pupils leave with a known destination and have been given specialist support / opportunities in making their decision. All Gatsby benchmarks are met and the Quality in Careers Standard is achieved.

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.

1. High Quality Teaching - Curriculum, CPD, Recruitment and Retention

Budgeted cost: £ 314,004

Activity	Evidence that supports this approach* * <i>EEF Pupil Premium Guidance has been used throughout</i>	Challenge number(s) addressed
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<p>1) Class charts introduced: Cohorts of PP students established and communicated to staff and identified on seating plans including HABLs in subject lessons. PP students in form groups together with SEND and EAL needs. Training of all staff on class charts.</p> <p>2) Line managers to ensure that PP pupils are identified by teachers so that they can be further held to account for their progress.</p>	EEF Toolkit	1, 2
<p>3) Appraisal to include relevant targets or strategies for PP pupils. Monitoring of outcomes/progress against targets and discussions regarding any gaps with line managers.</p>	EEF evidence on raising achievement: Quality First Teaching is the single biggest factor in pupil progress.	1, 2
<p>4) Student Work TLR created. Books of PP pupils to be included in the sample of work looked at regularly during the CREATE cycle, lesson study, by Heads of Departments and by the Student Work TLR holder.</p> <p>5) Time in the 1265 dedicated to pupil progress conversations so that gaps in learning and plans for specific pupils are discussed and acted upon.</p> <p>6) ECT lead to deliver training on marking and feedback to all ECTs. Mentor meetings to include regular book looks which will focus on PP pupils.</p>	EEF Guide: Teacher Feedback to Improve Learning	1, 2
<p>7) At least one book for each pupil in Y 7 & 8 through the bookbuzz project. Books to be taken home by</p>	EEF Reading Guidance Alex Quigley: Closing the Reading Gap DfE Reading Framework	1, 2

all pupils in Y 7 & 8 to encourage reading for pleasure.		
<p>8) The Curriculum Model has been planned to provide additional support for new teachers in core subjects and geography. Common planning periods have been protected.</p> <p>9) Additional staffing for two terms in core subjects to provide targeted teaching as appropriate, or to allow some shared classes as a strategy to ensure a high standard of teaching.</p> <p>10) Extra lessons in Y7 and Y8 on the Reading Curriculum to improve pupils fluency and develop a love of reading for pleasure.</p>	<p>EEF Toolkit EEF Reading Guidance Alex Quigley: Closing the Reading Gap DfE Reading Framework</p>	1, 2
<p>11) The Pathways Centre KS4 provision is used to intervene with pupils who are struggling to continue within a mainstream setting. Pathways centre provision is set up with a minimum P5 curriculum for KS4 pupils whilst KS3 pupils experience a broader curriculum. The pathways cohort is tracked and monitored in the same way as pupils in the main building and systems are in place for regular reviews to assess whether the provision is meeting the needs of the pupils.</p>	<p>EEF Toolkit EEF Social and Emotional Learning EEF: Special Educational Needs in mainstream schools</p>	1, 2, 3, 5, 6
<p>12) The development of a KS3 internal alternative provision.</p>	<p>EEF Toolkit EEF Social and Emotional Learning EEF: Special Educational Needs in mainstream schools</p>	2, 3, 6
<p>13) Homework completion rates improve, pupils are supported to complete homework and poor</p>	<p>EEF Toolkit EEF Remote Learning Guidance</p>	6

<p>completion rates are addressed early with swift action being put in place.</p> <p>14) Additional staffing and resources to support home learning clubs at different times during the school day. Homework hub will also be available to support pupil learning before school, after school and lunch.</p> <p>15) Resources available to support and extend pupil learning.</p> <p>16) Parental engagement sessions and information available on the website is clear for parents/carers to understand.</p>		
<p>17) A range of strategies are employed to increase arts participation for PPY pupils. Weekly music lessons are offered free to all PPY pupils in Y7 and heavily subsidised lessons continue in subsequent years. The staffing, timetable and communication with parents is led by the Head of Music.</p> <p>18) The Music department is to continue to work towards artsmark status. MA to source music lessons for all Y7 pupils and those in other year groups.</p> <p>19) MA to organise trips/visits to enhance the learning experiences of pupils and to invite local musicians/theatre companies/dance companies into the academy with at least one experience on offer for pupils each term in order to increase</p>	<p>EEF Toolkit EEF guidance on Arts Education</p>	<p>5, 6</p>

cultural experiences for pupils E.g. Abram Wilson Project		
20) Leadership: Key members of the leadership team have direct responsibility for improving standards for those children who qualify for the pupil premium. A notional percentage of salary costs is included in this total figure. Their roles include the raising achievement of our PP pupils, overseeing the raising of literacy levels of these pupils and improvement of their behaviour and attendance.	EEF guide to implementation	All
21) HLTAs & TAs: HLTAs are used to provide a range of English, literacy and numeracy intervention work in addition to behavioural and SEMH interventions. These include catch up literacy programmes, reading interventions, guided reading and clubs and reading challenges. Training and CPD is organised for those who deliver these programmes. 22) Librarian appointed to lead on the development of the library and intervention.	EEF Guide: Making Best Use of Teaching Assistants EEF Reading Guidance Alex Quigley: Closing the Reading Gap DfE Reading Framework	1, 3
23) HOY/AHOY/Pastoral manager: A nominal proportion of salaries are included here due to the support they provide to pupils in areas of behaviour, attitudes, attendance and the programmes that they support for pupils. AHOY also attend targeted sessions and provide capacity on trips and visits aimed at PP pupils, raising their aspirations.	DfE Supporting School Attendance EEF Toolkit EEF Guide: Improving Behaviours in Schools DfE: Behaviour in Schools Guidance	3, 6
24) DDSLs: Work proactively to ensure that any barriers that pupils have to learning and attendance are tackled by working in partnership with	KCSIE 2022/23 DfE: Working together to safeguard children	3, 6

parents/carers. An extensive programme of family learning and targeted support is also offered to families and pupils with PP. Pupils who have missed large amounts of study due to exclusion/ school absence are supported in catching up work missed before being re-integrated into lessons.	EEF Guide: Improving Behaviours in Schools DfE: Behaviour in Schools Guidance	
25) Academic mentors: There are three academic mentors who provide a range of academic support to pupils in each year group, providing individual support depending on the pupil's needs, as well as small group intervention both inside and outside of lessons. They are also available to support after school learning. A notional percentage of salary costs is included in this figure.	EEF Guide: Making Best Use of Teaching Assistants EEF Toolkit	1, 6
26) EAL HLTA: One HLTA specialises in foreign languages eg: Arabic and supports a number of pupils in their early stages of learning English. There is a greater need for this than ever given the high number of mid-term admissions who are international new arrivals.	EEF Guide: Making Best Use of Teaching Assistants EEF Toolkit	1, 4
27) Isolation manager: Works proactively with pupils to address under-performance and poor behaviour through reflective conversations. Assists pupils in completing work from any lessons they have missed. One-to-one and small group work before re-integrating into lessons.	EEF Guide: Improving Behaviours in Schools DfE: Behaviour in Schools Guidance	1, 3, 6
28) Strong CPD offer including masters and external NPQs as a method of retention.	EEF: Characteristics of Effective Teacher Professional Development EEF: Teachers' Continuing Professional Development	1, 2

<p>29) '52 ways to lead' available to staff to provide opportunities to lead on initiatives and improve their practice.</p> <p>30) Apprenticeship levy used to give access to Management Apprenticeships for teaching and associate staff.</p> <p>31) Whole school CPD focus is linked to the ADP priorities e.g. INSET days, CPD sessions, TeachEats, IRIS, Lesson Study.</p> <p>32) Extension of a temporary AAVP for Teacher Development to lead Accelerate Programmes to improve the quality of Teaching.</p>		
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2. Targeted Academic Support - Interventions, Tuition, Peer Mentors, SEND Support

Budgeted cost: £ 157,002

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1) To provide resource packs for revision for all PP pupils.</p> <p>2) Homework packs contain key materials to support learning at home.</p> <p>3) Additional resource workbooks to be provided to HABL PP pupils.</p>	<p>EEF Toolkit</p> <p>EEF Remote Learning Guidance</p>	<p>1, 6</p>

<p>4) CPD opportunities for TAs and HLTAs with Coop Bebington to support them to deliver reading intervention schemes to PP pupils within a specified reading age range. These will include pupils with numerical indicators below 100 on scaled scores, but are not just limited to these pupils.</p> <p>5) KS4 gaps are continuously reviewed and addressed through additional intervention opportunities, and in-class support. Impact to be measured after each programme and programmes refined accordingly.</p> <p>6) A Parent Digest is developed to provide parents/carers with key information.</p>	<p>EEF Guide: Making Best Use of Teaching Assistants EEF Toolkit</p>	<p>1</p>
<p>7) TAs and HLTAs deliver targeted numeracy programmes for learners , as well as support from academic mentoring team and this is incorporated into the curriculum.</p> <p>8) HLTAs to devise suitable programmes and roll these out. Parent/carer resources and information evenings to be held. SEND reviews used to discuss interventions with parents/carers.</p> <p>9) Additional support is available both in-class and as additional sessions to pupils who are not on track to achieve the basics measure. Additional targeted intervention and resources are also provided to pupils who should be achieving grades 7-9, but are not on track to do so.</p>	<p>EEF Guide: Making Best Use of Teaching Assistants EEF Toolkit EEF: Special Educational Needs in mainstream schools</p>	<p>1, 6</p>

<p>10) Multiple tuition groups are available for EAL pupils who are also PP. Progress of EAL pupils is tracked in line with the research methods learnt on the Bell Foundation course.</p> <p>11) EAL sessions are run and support offered for all staff within this area. Small language acquisition groups are set up and progress within these is identified.</p>	<p>Bell Foundation resources / EAL banding EEF: English as an additional language guidance</p>	<p>4</p>
<p>12) The implementation of a new behaviour curriculum will ensure PP pupils are not over-represented in behaviour data and are no more likely to reach intervention stages compared to non disadvantaged pupils.</p> <p>13) Delivery of programmes linked to local and national trends to support SEMH and pupil wellbeing e.g. sexual violence and sexual harrassment. All staff to receive relevant training.</p> <p>14) The creation of an inclusion board marksheet and the recruitment of a data and intervention manager will support pastoral leaders to work with other key staff to identify and intervene early with repeated behaviour patterns. Vulnerable pupils are supported and support is put in place at curriculum / pastoral level.</p>	<p>EEF Guide: Improving Behaviours in Schools DfE: Behaviour in Schools Guidance</p>	<p>3, 6</p>
<p>15) Additional assessments / support through EP / SALT / art therapist in order to provide a greater understanding of pupils' needs and relevant training for staff on these areas. In addition to this,</p>	<p>EEF: Special Educational Needs in mainstream schools EEF Guide: Making Best Use of Teaching Assistants EEF Toolkit</p>	<p>3</p>

<p>counselling services are also available across the academy.</p> <p>16) Regular review of data identifies relevant pupils who require further intervention from EP / SALT / Art Therapist. Impact data indicates improvements in key areas for these pupils, and where this is not evidenced, escalation to the next stage is implemented.</p> <p>17) Counsellors are employed by the academy and an additional day of nursing is in place to provide for pupils' needs. Data from these initiatives help to inform the academy's safeguarding / PSHE curriculum as well as demonstrate effective impact for pupils across a variety of different measures.</p>		
<p>18) MUFC Programme runs throughout the academic year and demonstrates engagement and impact with a large number of PP pupils including transition initiatives. Impact reports from the programme indicate that a range of opportunities have been provided for pupils and that these have a positive impact on Attendance / Achievement / Behaviour Data.</p>		5
<p>19) Additional TA Support is well utilised and results in improved outcomes across all measures. We supplement our Teaching Assistant staffing, as high needs funding for SEND students does not cover all of the associated costs due to a number of pupils joining the academy who do not have identified SEND needs, but on assessment do require additional support.</p>	<p>EEF: Special Educational Needs in mainstream schools EEF Guide: Making Best Use of Teaching Assistants EEF Toolkit</p>	1, 2

20) Yr 11 residential to Ghyll Head to target key pupils in the run up to the GCSE examinations and provide support for English, Maths and Science.		1, 5, 6
21) Y10 strategy implemented to support the class of 2024. Workshops, timetable, recruitment, careers, residential (Jamie's Farm), TLRs, Curriculum, gridded out lessons etc all included to ensure a strong package of support.	DfE Supporting School Attendance EEF Toolkit EEF Guide: Improving Behaviours in Schools DfE: Behaviour in Schools Guidance EEF: Special Educational Needs in mainstream schools Gatsby Benchmarks	All

3. Wider Strategies - Attendance, Extra-Curricular, Breakfast Club, Behaviour and Wellbeing

Budgeted cost: £ 157,002

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1) Support parents / carers with the application for FSM. To ensure that communication is up to date for parents/carers through a variety of means e.g. letters, website, texts etc</p> <p>2) Relevant parent/carer leaflet to be produced and to be available in reception and given out to parents/carers as part of their introductory pack.</p>	EEF Parental Engagement guidance	6
<p>3) Analyse PP distribution in each group in each year group and where possible, put strategies in place to ensure an even distribution. FW to check the distribution of PP in each group.</p> <p>4) Data team and FW to oversee provision of gap data at each analysis and HOD to discuss with staff</p>	EEF Toolkit	1

<p>action points from this. Ensure that best practice in terms of groupings is shared across the academy.</p>		
<p>5) Transition projects to be run to bridge the gap between primary and secondary (see extensive primary transition programme which also includes holiday club programmes run by MUFC.)</p>		5
<p>6) A range of resources are available to pupils to support SEMH and promote positive mental health of pupils e.g. Boxall profiling. Specialist mentoring and counselling provision are brought in to support students. Additional days of support are also bought back from the school nurse.</p> <p>7) Attendance to mental health training / other related courses has an impact within the academy e.g. mental health ambassadors / resources used with pupils / key staff deliver mindfulness techniques to cohorts of pupils.</p> <p>8) Creation of a wider pastoral team including 2 DDSLs, Remote Learning manager and an increased number of staff in the building who have been trained to DSL level. TLR for Remote Learning extended.</p>	<p>EEF: Special Educational Needs in mainstream schools KCSIE 2022/23</p>	3
<p>9) School Cloud: The engagement of parents in school is improving year on year allowing greater communication, engagement and cooperation.</p> <p>10) Additional sessions are put on to cover other identified areas of need e.g. Parent classes, supporting your child, MHWB etc</p>	<p>EEF Parental Engagement guidance</p>	3, 6

<p>11) The academy makes contact with all parents / carers in order that other arrangements can be put in place for those who are unable to attend parent/carer evenings etc.</p>		
<p>12) The Community Engagement plan will ensure the availability of uniform and other sundries so that PP pupils can feel an active part of the academy life. Approval of PP funds for uniform within the protocol. HOY/AHOY/Safeguarding leads to raise awareness with families as necessary.</p> <p>13) Provide support for charity and community events.</p>		6
<p>14) To improve the provision of books within the library in order to encourage PP pupils to read for pleasure. Audit of books to be completed and purchase of books to further enhance the provision. Initiatives to increase reading for pleasure to be rolled out within the library and as part of the extra-curricular timetable.</p> <p>15) Author visits / competitions to be organised. Reading buddying programme to be extended across year groups to encourage reading aloud. Family reading opportunities to be increased.</p> <p>16) Data from reading lessons indicates that pupils are reading more fluently and that they are accessing the PD and safeguarding curriculum through the texts they engage with.</p>	<p>EEF Toolkit EEF Reading Guidance Alex Quigley: Closing the Reading Gap DfE Reading Framework</p>	1, 5
<p>17) Raising Aspirations initiatives e.g. CEIAG events, enrichment activities, virtual speakers, panels,</p>	Gatsby Benchmarks	5

<p>subscriptions, refreshments. See CEIAG Plan for Y7-11</p> <p>18) STEM position to be recruited for and currently will be led by newly appointed AVP Science and AHOD Science.</p> <p>19) Greater awareness of post-16 courses and support with the application process. Recruitment of AAVP to secure outstanding CEIAG provision.</p>		
<p>20) Extra Curricular activities to support the enrichment of the offer for PP pupils. Locate different opportunities and promote these across the curriculum. Target PPY pupils to attend, ensuring that there are activities on at different times of the day.</p> <p>21) All Year 7 pupils and mid-term admissions to engage in 'The CANM Way' to enable them to access a range of opportunities and experiences outside of the classroom.</p> <p>22) The PSHE and Safeguarding curriculum provides key opportunities to expand cultural, social and creative capital for pupils. The curriculum also engages pupils and provides them with experiences which expand their horizons.</p>	EEF Toolkit	3, 5
<p>23) Attendance initiatives continue to employ a range of strategies to ensure that PP pupils are attending school and learning.</p> <p>24) Attendance prizes continue on a weekly and half termly basis to celebrate attendance for pupils.</p>	DfE Supporting School Attendance	6

<p>25) Attendance data ensures that attendance is praised and challenged. Effective 1:1 meetings for pupils whose attendance is causing concern are held and attendance is tracked and monitored.</p>		
<p>26) Sports enrichment initiatives to raise the aspirations of PP pupils e.g., opportunities to represent the academy in competitions / support for pupils competing at a higher level.</p> <p>27) The PE department is aiming to achieve the silver sports award.</p> <p>28) Ensure that the academy contributes teams and opportunities across a range of sports and that PP pupils are encouraged to attend.</p> <p>29) Ensure that before school / other sporting activities are attended by PP pupils as these help to develop active and healthy pupils, as well as contributing to positive mental health strategies.</p>	<p>EEF Toolkit EEF Guide to Implementation</p>	<p>3, 5, 6</p>
<p>30) Trips and Visits are made available and staff ensure that PP pupils participate in these. Support trips and visits for PP pupils.</p>		<p>5</p>
<p>31) Promotion of academic coaching and leadership models to ensure that all PP pupils achieve the highest attainment and progress that they can.</p> <p>32) Promotion of Leadership opportunities throughout the academy e.g. MUFC Foundation Leadership</p>		<p>5</p>

model, sports leaders, digital leaders and literacy leaders, plus student leadership team to enhance leadership skills. These all have PP pupils over-represented in them.		
33) Free Breakfast is on offer to all pupils in order to ensure that they have eaten prior to the start of the school day and to increase understanding of the importance of a healthy lifestyle. Monitoring of late data and pupil voice indicates that this improves as a result of the free breakfast.		6
34) GL Assessments for the PASS survey analysed to better understand behaviour and attitudes.		3

Total budgeted cost: £ 628,008