

Review of Co-op Academy North Manchester Pupil premium strategy statement 2021-22

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	1082
Proportion (%) of pupil premium eligible pupils	591 (54.72%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-22
Date this statement was published	Sept 2022
Pupil premium lead	F Welsh
Governor / Trustee lead	H Garsden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£955 per pupil + £2345 per LAC pupil= £592,659.75
Recovery premium funding allocation this academic year	£87,815.75 payments Oct, Jan, May, July
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	£680,475.50

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for our disadvantaged pupils:-

1. To raise the attainment and achievement of pupils in receipt of pupil premium across all year groups so that gaps close to national average 'other' across P8, A8 and the basics measure.
2. To ensure that pupils who require additional social and emotional and behavioural support receive the necessary interventions within a timely manner. Attitudes to learning data will indicate that key measures are reducing across the academy and that all gaps are closing.
3. To raise the attendance of pupils in receipt of pupil premium across all year groups in order to decrease the proportion of pupils who are PA in this category and ensure that attendance for these pupils is as close to 97% as possible.
4. To increase pupils' aspirations and enabling them to participate in a wide range of extra-curricular activities. These increased aspirations will ensure that all PPY pupils secure a positive Post-16 destination.
5. To increase pupil participation in reading, within the curriculum and in a wider context. These aspirations will enable pupils to access more complex GCSE questions through familiarity with key words, phrases and concepts.

Additional Objectives for 2022-23 include

1. To invest further in the curriculum by researching and introducing new courses, ensuring a breadth of opportunities for all pupils through innovative curriculum development.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in knowledge due to Covid-19 pandemic
2	Access to ICT facilities and the internet during lockdown, in order to be able to access our remote learning offer

3	Mental health issues as a result of the pandemic
4	Lack of routine at home during lockdown , with remote learning sessions not attended
5	Caring for other siblings during lockdown and therefore unable to engage in the remote learning offer
6	Raising attainment and achievement,
7	SEMH support
8	Levels of cultural capital
9	Raising aspirations post-16
10	Raising attitudes to learning and attendance

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
Gaps in knowledge addressed and closed	Improvement in assessment data and positive pupil voice feedback
All pupils have access to ICT /remote learning offer at home and can access the identical curriculum	Completion rates of pupils off long term
Pupils receive the support they need following the pandemic, including mental health, counselling and the school nurse	Incidents of repeat referrals decreases and pupil voice feedback demonstrates that pupils feel supported.
Pupils are prepared for further study/ future employment	Take up for work experience placements increases and pupils make full use of all CEIAG opportunities open to them, including mock interviews.

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: £ 336,000 (current spending projection £336,283)

Activity	Rationale that supports this approach	Impact	Challenge number(s) addressed & cost
<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>Line managers to ensure that PP pupils are identified by teachers so that they can be further held to account for their progress.</p>	<p>In 2020-21 Class charts was only being used for basic admin and seating plans for Covid purposes. Some behaviour and rewards data was used in the end of year reports to parents. Plans were in place to identify PP pupils so that targeted intervention could take place and analysis of behaviour data could inform interventions too. Full use of Class charts for registers and behaviour/rewards to begin Sept 2021</p>	<p>Continuing to be developed. Now used in parental meetings for parents to see behaviour patterns visually. Also used for staff to reward pupils, data used to inform reward sessions and reward trips. Used to monitor extra curric take up of all pupils (inc PPY pupils)</p>	<p>£4750</p>
<p>2)Appraisal to include relevant targets or strategies for PP pupils. Monitoring of outcomes against Targets and discussions regarding any gaps with line managers and</p>	<p>Appraisal targets have taken account of PP distribution and performance.</p>	<p>Continues to be part of the appraisal target setting process</p>	<p>£0</p>

QAd by SHA.			
<p>3)QA of books of PP to be included in the sample of work scrutiny during the CREATE cycle and to also be a focus within Lesson study. HODs and identification of any specific need that might exist as a result HODs to carry out work scrutiny accurately</p> <p>Summary and impact discussed as part of both CREATE and Lesson study.</p> <p>Training to be given on the importance of marking and feedback throughout the year by lead practitioners and to be an integral part of NQT and RQT programmes</p>	<p>Staff received guidance on marking and feedback at the start of the academic year 2020-21. Further training was held throughout the year.</p> <p>Marking and feedback remains an ongoing priority.</p>	<p>During Summer term a whole-school book look was conducted at the same time as the SEND review, to assess pupil progress and view marking and feedback in books. 15 pupils across the school of which 9 (60%) were PPY in line with school prop of PPY (61%). All pupils were also SEND in this instance. Occasional differences in standards between PPY /PPN. In year 8 PPY pupil work was not of the same standard as PPN. Work remained unfinished and lack of pride. KS4 books evidenced comparative progress and content. This will be addressed in 2022-23 with more dept and individual training. It has been highlighted in the T&L handbook and will be a specific focus of CREATE with a specific question being asked about PPY books</p>	£0
<p>4)Additional support for core subjects. Additional staffing to provide targeted teaching as appropriate, or collaborative teaching approaches.</p> <p>Literacy and numeracy sessions delivered during form sessions by form tutors.</p>	<p>There was a strong emphasis was placed on literacy and reading in staff CPD sessions 2020-21. This will continue to be a strong focus for 2021-22.</p>	<p>Feedback from pupils in 5 a day comments on the consistency with which they all read in form time. The need for collaboration with the SEND team will result in use of HLTAs to deliver numeracy and literacy to key pupils in 2022-23. Library use by pupils has picked up with launches planned for sept 2022 to new pupils. Tuition prog ran with year 11 and was planned, in detail, for all years 7-11. The programme did not run for years 7-10 due to the poor quality of tutors available. Academic mentors and subject staff ran sessions instead.</p>	£0
<p>5)Teaching and Learning. Additional strategies and staffing</p>	<p>Pupils attend all lessons and demonstrate a positive increase in their attitudes to learning in the building. Pupils have strong relationships with staff</p>	<p>The lesson study and Instructional coaching programmes didn't run. Staff CPD continued to</p>	£177,605.57

to provide Quality First teaching for all pupils	There is a strong emphasis on lesson study and coaching within staff CPD to ensure Quality First teaching in the classroom and attention to routines and the 2 little things” that make a difference to pupil experiences and learning. This was to be developed further in 2021-22.	focus on QFT with a revised structure, to ensure consistency of standards across depts, for planning and delivering lessons rolled out in June 2022, read for Sept 2022 launch.	
6)Homework completion rates are increased and pupils are supported to complete homework and poor completion rates are addressed early with swift action being put in place. Additional staffing and resources to support home learning clubs at different times during the school day. Homework hub available to support pupil learning before school, after school and lunch. Resources available to support and extend pupil learning. Parental engagement sessions and information available on the website is clear for parents/carers to understand.	The new monitoring system for homework introduced in Sept 2020 which enabled staff to monitor pupil work completion using google classroom. Academic mentor and teaching staff supervision of the homework hub enabled pupils to access specialist teacher support with homework and revision.	Data for the academic year shows that PPY accounted for 61% of homework not completed and PPN 39%. Just slightly off the proportion of PPY /PPN in the school at 59% and 41% respectively. Year group data as follows:- year 7 62% of missed homework were PPY, with 61% of cohort PPY. Year 8 63% of missed homework were PPY, with 62% of cohort PPY. Year 9 65% of missed homework were PPY, with 61% of cohort PPY. Year 10 55% of missed homework were PPY, with 52% of cohort PPY. Greatest concern is Year 9. Work still needs to be done on staff logging work as submitted/not submitted.	£3000
Staffing:- 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.		£36,129.34
Staffing:-HOY/pastoral managers	A nominal proportion of salaries is included here due to the support they provide to pupils in areas of behav-		£35,184.09

	our, attitudes, attendance and the programmes that they support for pupils. HOY also attend targeted sessions and provide capacity on trips and visits aimed at PP pupils, raising their aspirations.		
Staffing- Inclusion support	A nominal proportion of the inclusion manager's salary is included to support pupils with re-engagement and re-integration back into lessons, following behavioural issues		£18,212.65
CPD- to support Teaching and learning and pastoral development	Pastoral T&L Leadership coaching First Aid training The National college Admin Resources Refreshments		£22,770
Staffing- Science teacher	Additional science teacher Teach First to provide additional capacity within the science department and support revision sessions and interventions		£17,859.46
Staffing-PE teacher	Additional PE teacher to provide additional capacity within the PE department and to support pupils attending extra-curricular opportunities.		£18,772.13

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £168,000 (current spending projection £167,179.76)

Activity	Rationale that supports this approach	Impact	Challenge number(s) addressed
----------	---------------------------------------	--------	-------------------------------

			& cost
<p>7)To provide resource packs and chrome books for revision for all PP pupils. Packs ready to give out Different packs prepared accordingly dependent on individual pupils' identified needs *. Homework packs to contain key materials to support with learning at home. Additional "stretch and challenge" workbooks to be provided to "more able" PP pupils* Revision book per pupil</p>	<p>Revision packs were supplied for all year groups 7-10 in preparation for Summer exams 2021. These were bespoke to pupils, particularly regarding option subjects. A number of chrome books were issued to pupil who had no ICT access at home Year 11 were provided with revision guides to assist with revision for mini assessments. Homework was uploaded to google classroom far more in term 3 of 2021 than previously. Pupil reports contained completion rates for homework and remotely set work.</p>	<p>Revision packs provided for all years 7-11, together with revision guides for years 10 and 11. Chromebooks were given to all those who couldn't access the internet at home. Classcharts continued to be used to monitor homework completion. Google classroom/Ed lounge continued to be used by pupils who were off long term</p>	<p>£15000</p>
<p>8)TAs and HLTAs to deliver reading intervention schemes to PPY pupils within a specified reading age range. (These will include pupils with numerical indicator below 100, but are not just limited to these pupils) KS4 gaps are continuously reviewed and addressed through additional intervention opportunities, and in-class support (See appendix). HLTA to roll out questionnaires HLTA to choose cohorts and run programmes Impact to be measured after each programme and programmes refined accordingly. Sharing of programmes with staff,</p>	<p>Pre-reading / comprehension/ vocabulary groups in KS3 have been severely impacted by combinations of staff absence and pupil covid related absence during 2020-21. PALs was well attended and pupil feedback indicated that they enjoyed the lessons. Provision to be extended.</p>	<p>PALs literacy interventions went from 3 times a week to twice a week in the Summer term, due to staff and pupil absence and staff delivering the Reading Fluency curriculum. Pupils developed confidence and willingness to read aloud, skim and scan texts. Further analysis of impact needed. In Year 7 6 pupils with reading ages <9yrs received reading comprehension intervention once a week. In Year 11 3 pupils with considerable cognition and learning needs and EHCPs were withdrawn from some options lessons to focus on additional pre-teaching of English work and understanding texts. More time is needed for this in 2022-23.</p>	<p>£800</p>

<p>in order to incorporate into own teaching and to ensure these are explicitly linked to whole staff literacy Parent/carer resources and information evenings to be held with opportunities to discuss progress.</p>			
<p>9)TAs and HLTAs deliver targeted numeracy support for learners , as well as support from academic mentoring team and this is incorporated into the curriculum. (See appendix). Training of HLTAs to be QAd by SHA HLTAs to devise a suitable programme and roll this out Parent/carer resources and information evenings to be held 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>Numeracy sessions were being delivered to identified PPY pupils to increase confidence in basic arithmetic, problem solving and reasoning. Numeracy PALS group was affected by staff absence and pupils having to self-isolate in 2020-21.</p>	<p>17 year 7 (all PPY) and 12 year 8 pupils attended PALS numeracy. PALS sessions were cut back in term 3 due to staff absence and invigilation of years 11 and 10 exams- scribes/ readers etc. Lack of routine affected pupils remembering to attend sessions so work needs to be done on this in 2022-23. Year 9 1-1 intervention was delivered to a pupils with an EHCP to develop confidence and ability to work independently. See PP impact doc. Year 11 intervention was run for 2 pupils with EHCPs to gain the entry level maths qualification.</p>	<p>£800</p>
<p>10)A range of strategies are employed to increase arts participation for PPY pupils. Universal music lessons offered to</p>	<p>Due to the pandemic there had been a restricted amount of lessons available to KS3 pupils previously. The Peri team have primarily focused on year 9 and KS4 to support PPY pupils in GCSE.</p>	<p>Year 7 free instrumental lessons delivered all year. Year 10 steel pans performed at the Contact Theatre. Brass Band England delivered workshop to 30 pupils in KS3 (15 PPY). The school music</p>	<p>£5,942.81 £20,172.90</p>

<p>all PPY pupils in Y7 and heavily subsidised lessons to continue throughout the school including HABLs*.</p> <p>MA to continue to work towards artsmark status.</p> <p>MA to source music lessons for all Y7 pupils and those in other year groups. MA to organise the logistics of the programme and to notify both pupils and parents/carers*</p> <p>MA/JB 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 cultural experiences for pupils.</p> <p>Increased opportunities for pupils to perform across the academic year in assembly/concerts etc.</p>	<p>Instrumental lessons also support pupil's mental well-being and social skills.</p>	<p>production included 22 pupils (50% PPY). Currently 154 pupils accessing instrumental lessons, increasing by 12 pupils since last term. Choir has increased from 13 to 30 pupils. Abraham Wilson Music project is giving year 8 pupils the opportunity to work with professional musicians including 60% PPY/BAME pupils, moving to face to face workshops in Sept 2022.</p>	
<p>11) Home learning coordinator. Google classroom work uploaded for absent pupils with identical curriculum.</p>	<p>To support pupils who have missed learning due to Covid self-isolation / long term absence</p>	<p>Too few pupils on the programme to evidence meaningful analysis. Absence of the Home Learning coordinator hasn't impacted too heavily on the provision, due to the very small numbers. Ed lounge was already set up and easy to activate for learners, where necessary. Tighter focus on the home learning needed moving into 2002-23.</p>	<p>£1,375.00</p>
<p>12) Pet Xi (maths)</p>	<p>For pupils highlighted to gain a grade 4 or 5 in GCSE Mathematics. For pupils to show an improvement in performance of</p>	<p>It is difficult to demonstrate the impact of the Pet-xi maths workshops on results as pupils also received in-class support, academic mentor</p>	<p>£10,000</p>

	<p>topics highlighted on Pet XI course.</p> <p>To improve outcomes for GCSE Maths at 9-5 and 9-4 following mock predictions.</p> <p>To improve the English/Maths match data for 9-5 and 9-4 following mock predictions.</p> <p>To improve the A8 and P8 in Maths following mock predictions.</p> <p>To improve the A8 and P8 for the school following mock predictions.</p>	<p>withdrawal, holiday and after school revision sessions. In the sessions 100% of pupils scored higher on the afternoon final topic assessments compared to the morning, pre-topic revision sessions. 85% of pupils showed improvement of 50% on morning scores in the afternoon. Final analysis of exam results has been requested. Out of the 22 pupils who attended the Pet-xi intervention, 19 of these came in or above post mock predictions. 16 of these pupils gained a grade 4 or 5 at GCSE, which is 3 more than predicted following the spring mock exam. Although this can not solely be down to the Pet-xi intervention this will have contributed to the improvement in results versus predictions as the content chosen to be delivered during the sessions was based on the advanced notice from the exam board and the QLAs of all pupils in the cohort from the Mock exam. As such we knew these topics would be examined. What was pleasing to see was 5 pupils gaining a grade 5 at GCSE, when no pupils had been predicted this.</p>	
Staffing:-EAL HLTA/TA	<p>The teaching assistant specializes in foreign languages eg: Arabic</p> <p>Small tuition group available for EAL pupils who are also PPY. Tracking of EAL pupils in line with the research methods learnt on the Bell Foundation course.</p> <p>EAL sessions are run and support offered for all staff within this area</p> <p>Small language acquisition groups are set up and progress within these is identified.</p>		£18635.10
Staffing:-Academic mentors	<p>There are three academic mentors who provide a range of academic support to pupils in each year group,</p>		£61,982.21

	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.		
Recovery- Academic mentor	Additional academic mentor to support interventions and assist pupils with catch up work particularly in core subjects.		£32,471.75

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 168,000 (current spending projection £173,570.92)

Activity	Rationale that supports this approach	Impact	Challenge number(s) addressed & cost
13) Analyse Pupil premium distribution in each group in each year group and where possible, put strategies in place to minimise the evolution of gaps. FW to check the distribution of PP in each group. Data team and FW to oversee provision of gap data at each analysis and HOD to discuss with staff action points from this. Ensure that best practice in terms of groupings is shared across the academy.	PP distribution in groups is considered when grouping and setting pupils to ensure a fair spread across all groups. Working around possible future lockdowns/ periods of self-isolation, pupil progress conversations inform tracking and intervention. CANM are working with the Trust regarding target setting. GL assessments were used to collect meaningful data around reading ability, PASS, science, maths and English to inform support.	New scorecards show changes in year groups over time, due to mid-term admissions. GL assessments were completed throughout the year, together with the trust progress test assessments	£0
14) Provision of Uniform and other sundries so that PPY pupils can feel	HOYs were able to provide key uniform from centralized uniform store, including PE kit, ties and blazers.	Uniform issued including shoes and blazers. Top up cards and vouchers also issued to enable	£9500

<p>an active part of the academy life. Approval of PP funds for uniform within the protocol. HOY/AHOY/Safeguarding lead to raise awareness with families as necessary</p>	<p>Funds were available through the hardship budget enabled pupils without full uniform to have the problem rectified rather than spend time in the remote learning room. This was particularly important during the pandemic when some families suffered extreme hardship and deprivation and continues to be a priority moving forward.</p> <p>There was increased contact with parents around expectations.</p> <p>Uniform was checked daily by AHOY at entry door and on entry to assembly twice a week to enable early intervention and prevent pupils from missing their learning time.</p>	<p>internet access throughout the entire academic year.</p>	
<p>15)To improve the provision of books within the library in order to encourage PPY pupils to read for pleasure including HABLES*. 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>Author visits/ competitions/ other to be organised</p> <p>Reading buddying programme to be extended across year groups to encourage reading out loud.</p> <p>Family reading opportunities to be increased.</p> <p>Data from form book boxes to indicate that pupils are engaging with reading in form times.</p>	<p>The library space is used for remote learning during the pandemic and the library has not therefore been accessible to pupils. Library needed to be re-launched. Form book boxes have been produced and are being rolled out for weekly reading sessions.</p> <p>Virtual libraries for KS3 and 4 were created in the 2nd lockdown so that pupils could read books online</p> <p>World Book Day activities were done, and continue to be done.</p>	<p>Impact of virtual author workshops with KS3 with 22% of girls and 11% of boys now regularly taking books home to read for pleasure. Manchester Community Action programme with MGS has continued with PPY pupils with reading ages <9 years targeted for support. Work has been done to make displays interesting and enticing for pupils. Celebration of author birthdays and a literacy celebration calendar are planned for 2022-23 together with further promotion to pupils. New Library leaders will be in place. The appointment of a new librarian will enable pupils to have additional reading interventions.</p>	<p>£2000</p>

<p>(This academic year, a larger library space has been created due to an increase in demand for the library during the school day.)</p>			
<p>16) Raising Aspirations initiatives through accessibility and PD. eg CEIAG events, enrichment activities, virtual speakers, panels, subscriptions, refreshments. Locate different opportunities for raising aspirations* See CEIAG Plan for Y7-11 See STEM opportunities for all pupils Greater awareness of post-16 courses and support with the application process.</p>	<p>Year 11 Careers Package on return to school after lockdown:- Virtual Work experience was offered to years 10 and 11 this academic year Drop down careers for Year 10 to prepare for college applications planned. Year 9 Reach project events to be held virtually. Year 9 options and preparations Year 9 Career Sense activities for pupils to start to understand different types of careers International Womens' Day- to introduce pupils from all year groups to role models Into Uni to promote university courses to PPY pupils We worked towards the Quality in Careers Award. MUFC opportunities in all years, Year 8 & 9 Gateways programmes ran with pupils strongly agreeing that University could potentially be an option for them.</p>	<p>CEIAG audit was excellent. Year 10 have been on work experience. Pupils who did not attend had a 5 day programme of careers including CV writing and personal statement workshops. In addition, in line with Baker Claus, they had talks from a range of providers and HE opportunities. Year 7 have completed employability skills booklets and Year 9 have all had 1-1 careers guidance appointments. Year 8 have completed SREM and business enterprise events. Google classroom is also rich with Labour Market information and careers etc.</p>	<p>£5000</p>
<p>17) Extra Curricular activities to support the enrichment of the offer for PPY 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. All Year 7 pupils engage in 'The North Manchester Way' to enable them to access a range of opportuni-</p>	<p>During Covid and with increased risk assessments in place, the extra-curricular offer was significantly reduced in 2020-21, which then needed to be built up and promoted again for 2021-22.</p>	<p>Overall attendance has risen from 37% in term 1 to 55% in term 3. Year 9 attendance is 46% PPY, 46% PPN. For all other year groups there are still more PPN attending than PPY with year 8 having the greatest gap of 20% (53% PPY, 73% PPN) Currently 85 clubs on offer including a new pottery club. Year 9 was a focus from term 1 and have increased their attendance by 14%. In 2022-23 pupils will receive reward points for attending extra-curric clubs.</p>	<p>£2000</p>

<p>ties and experiences outside of the classroom.</p> <p>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>			
<p>18) Attendance initiatives continue to employ a range of strategies to ensure that PPY pupils are attending school and learning.</p> <p>Attendance prizes continue on a weekly and half termly basis to celebrate attendance for pupils.</p> <p>Attendance data ensures that attendance is praised and challenged.</p> <p>Effective 1:1 meetings for pupils whose attendance is causing concern are held and attendance is tracked and monitored.</p> <p>Attendance clinics are held with parents/carers of those whose child has lower attendance and strategies for support, including use of outside agencies, are discussed and implemented</p> <p>1:1 coaching/e-mentoring/ use of other projects eg MUFC Foundation are used to ensure pupils attend the academy</p>	<p>Engagement of parents improving particularly with the use of Parent Mail.</p> <p>Pupils understood the clear routines and responded well to them.</p> <p>Daily spreadsheets enabled the pastoral teams to focus and all parties to communicate and support absent pupils effectively.</p> <p>HOY/attendance officers have all had Early help training to be able to offer support to families</p> <p>Gift vouchers were given out weekly to pupils who have had improved attendance</p> <p>Work with external agencies continued throughout the year to improve attendance</p>	<p>Attendance report shows analysis in detail.</p> <p>Attendance for 2021-22 PPY 91.98% PPN 96.13% compared to 2020-21 PPY 89.66% PPN 93.10%. FSM percentages have been above the National and Manchester averages for the last two years.</p> <p>Boy's attendance has improved from 91.05% in 2020-21 to 94.06% in 2021-22 against Nat Ave 95.3%. Girl's attendance has improved from 91.05% to 93.18% against Nat Ave 95.6%.</p> <p>Improvements have also been seen in SEND and PA attendance with the same strategies to be applied to PPY in 2022-23.</p>	<p>£3000</p>
<p>19) Sports enrichment initiatives to raise the aspirations of PPY pupils eg: opportunities to represent the</p>	<p>A full offer was in place for 2021-22 though subject to restrictions.</p> <p>Sports equipment was provided for break and</p>	<p>31 sports clubs now running. However not been able to engage in the Manchester Schools</p>	<p>£2000</p>

<p>academy in competitions / support for pupils competing at a higher level and sports equipment for recreational time.</p> <p>Ensure that the academy can achieve at least the silver sports award.</p> <p>Ensure that the academy contributes teams and opportunities across a range of sports and that PPY pupils are encouraged to attend.</p> <p>Ensure that before school /other sporting activities are attended by PPY pupils as these help to develop active and healthy pupils, as well as contributing to positive mental health strategies.</p>	<p>lunchtime activities in the year group areas</p>	<p>competition programme due to Covid. Equipment has been provided to support PPY pupils. Leadership roles have been created. EW set up the Health Champions Programme to support pupils with low esteem within PE. This has targeted PPY pupils with body confidence issues. Despite Covid 94 fixtures and competitions have taken place this year.</p>	
<p>20)Promotion of academic coaching and leadership models to ensure that all PPY pupils achieve the highest attainment and progress that they can.</p> <p>Promotion of Leadership opportunities throughout the academy eg MUFC Foundation Leadership model, sports leaders, digital leaders and literacy leaders, plus student leadership team to enhance leadership skills. These all have PPY pupils over-represented on them.</p>	<p>Anti- bullying training has taken place with yrs 7-10 and school council opportunities are in place. Students have had the opportunity to apply for a range of leadership opportunities across the school.</p>	<p>Leadership opportunities promoted for pupils. Lanyards now wore by pupil leadership and mentors. 120 pupils from Years 7-10 attended Ghyll Head residential to support leadership skills</p>	<p>£1000</p>
<p>21)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</p>	<p>Free breakfast was provided at break for all year groups throughout the year.</p>	<p>Over 150 pupils per day served with free breakfast in addition to free breakfast for all year 11s before each exam. Breakfast is advertised through form time and assemblies and pupil</p>	<p>£9500</p>

<p>healthy lifestyle. Monitoring of lates data indicates that this improves as a result of the free breakfast. Pupil feedback indicates positive feedback on the breakfast offered</p>		<p>numbers continue to be monitored. Continued use of the National Breakfast partnership with schools enables us to access better foods for the pupils.</p>	
<p>22)Involvement in reduction to exclusion pilot. GL Assessments linked to behavior and attitudes</p>	<p>We have participated in the Reducing Exclusion pilot for the last two year. A member of our SLT has worked with the pilot committee</p>	<p>Pilot finishing July 2022. Lessons learned include:- need to identify cohorts of pupils who may need additional support early and run suitable interventions. Continued use of GL assessments to measure PASS survey and NGRT to measure reading, particularly pupils falling in stanines 1 & 2. Continuation of Boxall profiling so that interventions can be put in place. Overall work needed with AAVP and AVP behaviour to look at pupil engagement. Continue to develop pupil voice through " you said, we did" across the Academy. Data available in impact summary</p>	<p>£6285.00</p>
<p>23)Transport- transport for fixtures and trips is subsidized to reduce staffing and enable PPY pupils to attend, without being disadvantaged.</p>	<p>To support extra- curricular offer and fixtures To support trips and visits</p>	<p>Staff have completed the MIDAS course. External companies have been used to support some trips to reduce the need for cover. Site team members now qualified, to reduce cover needs. 82 trips across the academic year involving 623 pupils, 61% of whom are PPY. Year 9 have the best attendance with 99% of PPY pupils attending more than 1 trip compared to 84% of PPN. New Years 8,9 and 10 need targeting for 2022-23</p>	<p>£10,000</p>
<p>24)A range of strategies are employed to ensure PPY pupils are not over-represented in behaviour data and are no more likely to reach intervention stages compared to PPN pupils.</p>	<p>Lots of additional strategies continued to be used and pupils continued to be referred to counsellors, art therapist, school nurse, Early Help etc. Achievements were recognised and promoted in a number of ways including the Daily "shout out" in HOY bulletins, stars of the week, lunchtime rewards club,</p>	<p>Additional hours put in for school counsellor. Lots of additional strategies continue to be used and pupils continue to be referred to counsellors, art therapist, school nurse, Early Help etc. Achievements were recognised and promoted in a number of ways including the</p>	<p>£16,781.00</p>

Delivery of programmes to support EBSD and pupil wellbeing (also see safeguarding curriculum overview) and relevant training for staff. Pastoral leaders work with HOY and Mentors to identify and intervene early with repeat on-call patterns. Vulnerable pupils are supported and support is put in place at curriculum / pastoral level.	the Man Utd link, 5 a day and whole school rewards. Celebration assemblies have proved very popular.	Daily "shout out" in HOY bulletins, stars of the week, lunchtime rewards club, the Man Utd link, 5 a day and whole school rewards. Celebration assemblies have proved very popular. The year 9 prefect system has allowed pupils to demonstrate leadership and modify behaviour.	
25)MUFC Programme runs throughout the academic year and demonstrates engagement and impact with a large number of PPY pupils including transition initiatives. Impact reports from the programme indicate that a range of opportunities have been offered to pupils and that these have had a positive impact on Attendance/Achievement/Behaviour Data	The MUFC Foundation leadership programmes have continued to provide numerous opportunities for pupils including mentoring sessions, additional PE sessions, extra-curricular clubs and fixtures, food hampers, gift boxes.	Over 500 pupils have engaged in 16 experiences within the MUFC programme. 100% of pupils reported feeling inspired, MUFC has also provided 250 copies of Marcus Rashford's new book " You are a champion". 50 tickets given to girls for United women's team games. Breakfast club run every morning from 8-8.30am 31 pupils engaged in 78 sessions of mentoring with 100% pupils saying they enjoyed the sessions and 91% reporting enhanced confidence and 84% reporting improved resilience.	£14,192.00
Staffing- Pastoral	A nominal proportion of salaries is included here due to the support they provide to pupils in wider areas mental health, resilience and wellbeing and the programmes that they support for pupils		£54,954.80
Staffing – Attendance officers	A nominal proportion of salaries is included here due to the support Attendance Officers provide in ensuring attendance concerns are addressed swiftly and families supported.		£37,357.54

Total budgeted cost: £

Externally provided programmes

Programme	Provider
MUFC	MUFC
Pastoral drop down sessions for year groups	Various external providers

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)