

## Pupil premium strategy statement Academic year 22/23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Manchester Secondary PRU
Number of pupils in school	310 funded
Proportion (%) of pupil premium eligible pupils	Typically 75% - See further information
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 – 2023 <ul style="list-style-type: none"> <li>to be reviewed after 1 year (new headteacher)</li> </ul>
Date this statement was published	31/12/2022
Date on which it will be reviewed	31/10/2023
Statement authorised by	Andrew Burton
Pupil premium lead	Colin Rigby
Governor / Trustee lead	Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,580
Recovery premium funding allocation this academic year	£31,464
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£154,044</b>
year	

## Part A: Pupil premium strategy plan

### Statement of intent

*The pupils at MSPRU have either been permanently excluded from mainstream schools or are at risk of being so. Many have complex additional needs, many have gaps in learning due to frequent or extended time out of education. Many arrive at MSPRU highly anxious due to the stress of being excluded. Pupils arrive with us throughout the academic year.*

*Our objective for pupil premium funding is to address these issues (academic and personal/social) and develop the pupil to the best possible position when they move to the next phase of their life / education. This requires a holistic approach and may integrate other agencies. In addition, our main aims are*

- Progress in curriculum subjects: As a school, we want our students to make progress in their curriculum subjects.
- Progress in reading: children who are in PRU/AP settings typically have reading ages below their chronological age, which impacts their ability to engage in education across all curriculum subjects. Improving our students' reading skills is therefore a key priority for us.
- Progress in terms of their Social, Emotional and/or Mental Health: all of our students have special educational needs, and the majority have SEMH identified as their primary need. Student's SEMH difficulties cause them to have difficulties forming positive relationships at school and at home, and engaging in their lessons or other activities that will support their growth and development. Supporting them to develop strategies that help them regulate and manage their SEMH is therefore also a key priority.
- Progress in terms of securing a positive destination: This could be a student in KS4 who is working towards a college place, or apprenticeship. Or it could be a student being supported to find a new permanent special setting where their special educational needs can be met and they will be able to flourish.

Our Pupil Premium Strategy Plan has been developed with these aims in mind. The majority of this strategy is designed to support students to make progress in their curriculum subjects, to make progress in reading and to remove barriers to learning associated with their social, emotional and mental health needs. There is also a strand

focused on improving attendance, as students will not be able to work towards progress in any of these areas if they are not attending.

## Challenges

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

Challenge number	Detail of challenge
1	Our population changes over the year
2	Repeated transitions for pupil
3	Lower than expected attendance
4	Poor pupil concentration in class
5	Narrowness of curriculum and is it the most appropriate curriculum
6	High number of LAC pupils
7	High number of EHCP and individual needs
8	Post covid concerns regarding mental health of many students and staff
9	Gaps in learning and learning deficit due to absences from education e.g. exclusions

## 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
Improved exam results	Higher average point score
Reduced or improved transitions for pupils	Fewer transition taking place.
	Improved parental and pupil feedback regarding transitions
Improved attendance	Increased present marks Identification of factors effecting attendance and action plan to address Reduced % exclusions, Reduced % C code
Revised curriculum	Improved curriculum offer Increased pupil engagement as measured through attendance and assessment measures

	Appropriate curriculum offer for all students as measured through exam outcomes
Review of support to pupils and staff	Action plan developed and implementation started to identify and resolve mental health and wellbeing issues in students and staff
“Narrowing the gap”	Evidence of progress above forecast / expected level

### 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: £24,760

	Activity	Evidence that supports this approach	Challenge number(s) addressed
1	Targeted CPD around teaching and learning, meta-cognition, curriculum and assessment  (£4,800)	EEF, ‘PD has great potential; but it also comes with costs. We know that teachers engage in professional development activities whilst balancing multiple and, at times, competing commitments and time pressures. The need is clear, therefore, for PD to be well designed, selected, and implemented so that the investment is justified’  EEF, Metacognition – high impact – low cost  ‘Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning’	6,7,8

2	<p><i>ELKLAN training and the effective rollout through our SaLT Toolkit Working Party</i></p> <p>(£3,234)</p>	<p>EEF Effective Professional Development</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.</p> <ul style="list-style-type: none"> <li>• 81% of children with SEMH have significant unidentified communication needs.</li> <li>• 2/3 of pupils at risk of exclusion were found to have SLCN.</li> </ul>	4,5,6,7
3	<p><i>Additional Specialist SEN Staff to support teachers. Identifying individualised learning programmes and integrating into classrooms</i></p> <p><i>CPD on specific phonics strategies for SEN support</i></p> <p>(£16,726)</p>	<p>EEF SEN</p> <ul style="list-style-type: none"> <li>• <a href="#">Metacognition EEF</a></li> <li>• <a href="#">EEF Assessment &amp; Feedback</a></li> <li>• <a href="#">Thinking Matters</a></li> <li>• <a href="#">EEF Toolkit</a></li> </ul> <ul style="list-style-type: none"> <li>• 81% of children with SEMH have significant unidentified communication needs.</li> <li>• 2/3 of pupils at risk of exclusion were found to have SLCN.</li> <li>• "Barriers to communication which spark inappropriate behaviours should be</li> </ul>	4,5,6,7

		<p>removed.” RCLT January 2019.</p> <ul style="list-style-type: none"> <li>• Melanie Cross Feb 2019 paper consolidates this further and discusses that SEMH and SLCN are often co-current and the impact of training and interventions for staff by SLT.</li> <li>• Both these studies show that having SLCN interventions positively impacts on the SEMH needs for children. Developing staff to communicate with this in mind to SEMH children, supports their development both academically and socially.</li> <li>• Oral language interventions consistently show positive impact on learning.</li> </ul>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £65,109

	Activity	Evidence that supports this approach	Challenge number (s) addressed
4	One to one	EEF says: 'On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective	4, 7, 9

	<p><i>interventions</i></p> <p>(£30,000)</p>	<p>strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas'</p> <p>EEF says on 'Making Best Use of Teaching Assistants',</p> <p>'For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention'</p>	
5	<p><i>Maths / English interventions for targeted groups – Additional Tutors for every centre through Tutor Trust</i></p> <p>(£8,000)</p>	<p>EEF says,</p> <p>'Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons'</p> <p>Pupils at MSPRU have all suffered from 'lost learning' as a result of exclusion and/or significant time out of school. There is good evidence that 1-2-1 and small group tuition in English and maths has been extremely effective in promoting attainment.</p>	1, 3, 9
6	<p><i>Baseline assessments – NGRT</i></p> <p>(£4,737)</p>	<p>EEF says: Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p>	1, 9
7	<p><i>Extra IT etc. resources</i></p> <p>(£8,000)</p>	<p>Providing individualised laptops to pupils to enable elements such as speech recognition to be developed.</p> <p>EEF,</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216</a></p>	4,5,6,7,9
8	<p><i>Development of reading and literacy strategies – purchase of reading books for all students</i></p>	<p>EEF says, (High Impact)</p> <ol style="list-style-type: none"> <li>1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</li> <li>2. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</li> </ol>	1,4,5,6,7,9

	<p>(£800 circa)</p> <p><i>Book corners development</i></p> <p><i>CPD for teaching staff – Dec Inset £500</i></p> <p><i>Use of additional SIP (£600 per visit x3 - £1800)</i></p>	<p>3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p> <p>5. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects</p>	
9	<p><i>Use of third-party support</i></p> <p><i>Unity Youth Arts and Sounds (£9,897)</i></p> <p><i>Sporting Pathways for additional sports provision</i></p>	<p>Arts Council TES <a href="https://www.sec-ed.co.uk/best-practice/pupil-wellbeing-the-healing-power-of-art">https://www.sec-ed.co.uk/best-practice/pupil-wellbeing-the-healing-power-of-art</a></p> <p>EEF, ‘There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides. Impact on attainment varies considerably between different interventions, and participation in sports does not straightforwardly transfer to academic learning. It is likely that the quality of the programme and the emphasis on or connection with academic learning may make more difference than the specific type of approach or activities involved’</p>	3,4,6,7,
10	<p><i>PASS for all students</i></p> <p>(£1,375)</p>	<p>Nurture UK: Support for the development of our approach to nurture principles. Proxy evidence for the school’s approach to Mental Health and Wellbeing.</p>	2, 5,8, 9

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

Budgeted cost: £64,175

	Activity	Evidence that supports this approach	Challenge number(s) addressed
11	<p><i>Outdoor Education / Sport and wider Personal Development</i></p> <p>(£21,329)</p>	<p>Duke of Edinburgh info</p> <p><a href="https://www.englishoutdoorcouncil.org">https://www.englishoutdoorcouncil.org</a></p> <p>EEF says,</p> <p>‘The evidence in the Toolkit is primarily focused on academic outcomes. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork.’</p> <p>‘Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes’</p>	3, 4, 5, 6, 7
12	<p><i>Home School Liaison Officer added to attendance team</i></p> <p>(£21,286)</p>	<p>EEF attendance</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1673432836">https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1673432836</a></p>	3,9
14	<p><i>Practical sessions e.g. Horticulture and Bike maintenance as part of wider Personal Development</i></p> <p>(£2,400)</p>	<p>EEF Improving Behaviour in Schools</p>	4,5,8,9

15	<p><i>Careers</i></p> <p>Ensure all pupils have access to Xello to enable all students to access up to date Labour Market Information and record their plans for the future.</p> <p>Bought in additional support for KS3 - Career Connect</p> <p>(£6,960)</p>	<p>EEF,</p> <p>‘Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work’</p>	2,9
16	<p><i>Support for supervision to support staff every half term</i></p> <p>(£6,000)</p>	<p>EEF Recruitment and Retention of [teaching] staff.</p> <p>Feedback from our broader staff teams on the impact of this strategy.</p>	1, 2, 4, 8
17	<p><i>Rewards – related directly to reading / literacy / attendance</i></p> <p><i>Classcharts subscription and rewards</i></p> <p>(£6,200)</p>	<p>EEF</p> <p>‘Cash incentives lead to no significant improvement in GCSE results, according to an Education Endowment Foundation trial on the impact of incentives in schools, but the prospect of an outing or a school trip may encourage low-attaining pupils to do better in maths’</p>	2, 3, 4, 8, 9

**Total budgeted cost: £154,044**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

#### GCSE results

PP students performed in line with other groups.

PP students achieved on average 4.8 GCSEs against 4.1 for whole School

PP students achieved a 9.1 average point score against 10.2 for whole School

45.6% of PP students achieved 5+ 1-9 GCSEs

	Number of Pupils				Av number of GCSEs achieved				Average total points				% of pupils achieving 5+ (1-9)			
	201	202	202	202	201	202	202	202	201	202	202	202	201	202	202	202
<b>Whole PRU</b>	239	152	126	123	4.1	5.1	4.9	4.1	10.7	14.3	14.5	10.2	44.0	57.4	65.0	46.2
<b>Core</b>	59	60	62	55	5.8	7.1	6.6	5.5	13.4	20.9	19.7	13.7	72.9	91.7	91.4	69.1
<b>IEP/Day 6</b>	24	13	12	11	1.9	2.2	1.8	2.9	3.2	6.4	4.9	9.6	0.0	20.0	27.3	18.2
<b>AP</b>	64	77	51	55	3.1	3.9	3.7	3.1	6.9	10.2	10.3	7.1	30.1	35.6	44.0	28.3
<b>Females</b>	84	32	39	43	4.2	5.8	5.5	4.4	12.1	18.1	16.8	10.4	50.7	77.4	78.4	53.7
<b>Males</b>	155	120	87	80	4.0	4.7	4.7	3.9	10	12.8	13.4	10.0	40.3	52.1	59.0	42.3
<b>FFT L</b>	82	62	55	59	3.4	4.8	4.8	3.7	6.5	12.5	12.4	8.0	28.4	55.0	61.5	36.8

<b>FFT M</b>	51	64	38	45	4.1	5.0	5.3	4.2	9.4	15.3	15.7	10.7	46.9	59.7	70.3	46.7
<b>FFT H</b>	12	11	15	15	7.0	5.5	5.6	5.7	20.5	20.4	20.4	18.5	100	72.7	85.7	85.7
<b>PPG</b>	121	109	91	93	4.2	5.0	4.6	4.8	9.6	13.8	13.1	9.1	47.3	54.2	60.9	45.6
<b>LAC</b>	20	10	7	6	2.6	4.2	4.1	2.2	4.1	11.6	10.7	3.4	25.0	55.6	42.9	0.0
<b>SEN (E)</b>	x	16	17	22	x	3.1	4.2	4.6	x	6.9	11.4	11.4	x	25.0	52.9	59.1

## Destinations

### Post-16 Destinations

Data in Sep 22 indicates that the proportion of students who had an accepted offer of a place or who had an identified intended destination were:

- 74.4% - September Guarantee
- 15.2% - Intended Destination
- 10.4% - Tracking towards NEET

Where students do not have an appropriate planned destination, referrals are being made to the Career Connect ESF-funded team who are commissioned to undertake targeted work with students who are NEET or likely to become NEET.

Centre staff from our Core KS4 centres and our commissioned AP are in the process of contacting last year's Year 11 students to give us a clear picture of how many of our students have completed their enrolment. We have continued to work closely with the LA's data team to ensure we can continue to have access to up-to-date destination information which they receive from the range of post-16 providers in Manchester.

We continue to work with the Manchester College to track the impact of our partnership working on a) the number of students who enrol and successfully sustain a placement, b) the number of students who enrol on an initial pathway but change placement, c) the number of students who enrol on a pathway and drop out and the number of students who are NEET

### Reading/Literacy

The use of Pupil Premium funding has meant that:

-all Centres now have a dedicated book corner

-all students were bought a book over the course of the year.

Ofsted (Sep 22) recognised our focus on reading,

‘Reading is a priority. Teachers select books carefully to engage and inspire pupils. These books promote debate and discussion and allow pupils to know more about other cultures. Pupils who find reading more difficult receive effective support to help them gain the knowledge and skills to become confident readers’ (Ofsted Sep 22)

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
None	

## 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)