

Manor Drive Secondary Academy: Pupil Premium Strategy Statement 2024-27

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	600
Proportion (%) of pupil premium eligible pupils	43.2%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Jo Sludds, Headteacher
Pupil Premium Lead	Jo Sludds, Headteacher
Governor / Trustee Lead	Suzanne Jones, Students and Safeguarding Lead

Funding overview 2025/26

Detail	Amount
Pupil premium funding allocation this academic year	£274,115
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£274,115

Part A: Pupil Premium Strategy Plan

Statement of intent

As an inclusive and aspirational secondary school, our intention is to provide an innovative and inclusive teaching and learning environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially or academically because of disadvantage.

We strive to challenge low expectations, raise lifelong aspirations and focus on removing the barriers to learning and achieving academic excellence.

Through rigorous tracking, careful planning targeted support and intervention, provide all students the access and opportunities to enjoy academic success and wider cultural experiences.

Challenges

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

Challenge number	Detail of challenge
1	To close the gap in terms of attainment and progress to ensure PP students meet or exceed their targets and match those of their cohort nationally.
2	To widen PP experiences and aspirations and participation in enrichment activities.
3	To ensure any physical barriers to learning are understood and minimised (such as, technology, home learning, mixed ability teaching, small group intervention).
4	Attendance and punctuality issues.
5	Lack of fluency in literacy and numeracy.
6	Staff awareness of PP and strategies for success.
7	Negative impact on progress caused by behavioural issues (including social, emotional, and mental health) and disruption to learning.

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
To close the gap in terms of attainment to ensure PP students meet or exceed their targets.	<p>At end of KS4 improve attainment gap so more in line with non PP students.</p> <p>Tracking of PP students at each monitoring point to identify students who are below expected outcomes.</p>
To widen PP experiences and aspirations and participation in enrichment activities.	<p>All students to attend three enrichment activities each week.</p> <p>School based cultural events.</p> <p>Ensure activity leads are aware of the needs and barriers of PP pupils to promote take up for further extra-curricular activities such as residential trips.</p>
To ensure any physical barriers to learning are understood and minimised (such as, technology, home learning, mixed ability teaching, small group intervention)	<p>KS3 mixed ability teaching groups.</p> <p>One-to-one device strategy.</p> <p>Literacy and numeracy withdrawal groups for PP students.</p> <p>All year 7 students are given a book under the BookBuzz scheme</p>
Attendance and punctuality issues	<p>Attendance and punctuality in line with non PP students.</p> <p>Parental engagement through communication and home visits.</p> <p>Awareness of breakfast club to encourage attendance and punctuality.</p> <p>Half-termly meetings to track PP attendance and identify students for ST mentoring.</p>
Lack of fluency in literacy and numeracy	<p>Close gap in standardised reading scores.</p> <p>90% of KS3 read at, or above, chronological reading age.</p> <p>Evidence of an increase in knowledge of key literacy and numeracy skills shown through low stakes in class assessments and formal assessments.</p> <p>Pupil voice shows increase in confidence in literacy and numeracy.</p>

	<p>Improved engagement with Sparx Reader to increase time spent reading independently.</p> <p>Engagement in Sparx Maths and Science to support numeracy skills.</p>
Staff awareness of PP and strategies for success	<p>100% identification by teachers of who is PP in their classes.</p> <p>Strategies for PP intervention utilised in all subjects.</p> <p>Staff awareness of the difficulties that may impact PP pupils through staff training day session</p>
Improve behaviour for learning and social, emotional and mental health for key PP pupils by providing meaningful support	<p>Reduce the number of behaviour incidents logged for PP.</p> <p>Increase levels of positive behaviour reporting, including contact with home.</p> <p>PP lead to regularly monitor behaviour incidents, liaising with key pastoral staff to ensure PP pupils are accessing support and able to remain in lessons and achieve.</p> <p>Improved attendance.</p>

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: £200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing to allow smaller group sizes leading to successful mixed ability teaching. 3xFTE (M6)	<p>Within class attainment groupings +2 months</p> <p>Behaviour interventions +4 months</p> <p>Reducing class size +2 months</p>	1, 3, 5, 7
Staff training and wider inset - good quality teaching and learning is key to pupils making progress.	<p>Meta cognition and self-regulation +7 months</p> <p>Feedback +6 months</p> <p>Mastery learning +5 months</p>	1 – 7

	Collaborative learning approaches +5 months Social and emotional learning +4 months	
Weekly literacy/reading sessions	Extending school time +3 months Oral language interventions +6 months	1 – 5, 7
PP Leadership and management (Aspirations Co-ordinator).	Small group tuition +4 months Behaviour interventions +4 months Parental engagement +4 months	1 – 7

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

Budgeted cost: £34,115

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted TA support: provision of TA staff for PP/SEN pupils at key times 0.5xFTE	TA intervention +4 months	1, 2, 3, 5
Targeted intervention across curriculum subjects - to support initiatives from all subjects for PP intervention	Metacognition and self-regulation +7 months Mastery learning +5 months Small group tuition +4 months	1, 2, 3, 5
Lunchtime homework club with targeted PP support	Homework +5 months TA intervention +4 months	1, 2, 3, 5
Targeted literacy intervention for PP students with HLTA	Reading comprehension strategies +6 months Oral language interventions +6 months Mastery learning +5 months Small group tuition +4 months	1, 2, 3, 5
Targeted numeracy intervention for PP students with HLTA	Mastery learning +5 months Small group tuition +4 months	1, 2, 3, 5

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support monitoring attendance and punctuality, parental contact, home learning	Social and emotional learning +4 months Parental engagement +4 months Behaviour interventions +4 months	1, 4, 7
Pastoral Support monitoring and tracking behaviour and providing SEMH support, parental contact	Social and emotional learning +4 months Parental engagement +4 months Behaviour interventions +4 months	1, 4, 7
Individual counselling sessions	Social and emotional learning +4 months Mentoring +2 months Behaviour interventions +4 months	1, 4, 7
YDP Boxercise, supporting mental and physical health	Social and emotional learning +4 months Mentoring +2 months Behaviour interventions +4 months	1, 2, 4, 7
Widening parental engagement to support behaviour, academic progress and aspirational career choices	Social and emotional learning +4 months Parental engagement +4 months Behaviour interventions +4 months	1, 5, 7
Whole school enrichment programme	Extending school time +3 months Social and emotional learning +4 months	1, 2, 4
Bespoke enrichment activities improving cultural capital	Social and emotional learning +4 months Behaviour interventions +4 months	1, 2, 4
Breakfast Club	Social and emotional learning +4 months Behaviour interventions +4 months	1, 3, 4, 7
Disadvantaged fund to support for purchase of	Social and emotional learning +4 months Parental engagement +4 months	1 – 5, 7

resources, equipment and direct financial support	Behaviour interventions +4 months	
Chromebook fund to support one-to-one device strategy	Collaborative learning approaches +5 months Behaviour interventions +4 months Feedback +6 months	1 – 5, 7

Total budgeted cost: £274,115

Part B: Review of Outcomes

Planning for Y10 ensuring PP students have access to a broad and aspirational range of Level 2 qualifications

We are delighted with the offer for our current Y10, which has breadth and is inspirational despite there only being 120 students in the year group. Options include both academic and vocational subjects:

- Art
 - Design Technology
 - Drama
 - Enterprise
 - Film Studies
 - Food Technology
 - French
 - Geography
 - German
 - Health and Social Care
 - History
 - ICT
 - Music
 - Religious Studies
 - Sports Studies
- 78% of PP students have chosen a Humanities GCSE
 - 53% of PP students have chosen a Modern Foreign Language at GCSE

Trauma Informed Practice Training

Two senior members of staff have been fully trained in this aspect and are working with the LA to roll this out to all staff. This training is particularly pertinent to Children in Care and those in other disadvantaged groups. This type of practice feeds into our aim of reducing behaviour incidents across the board, but more specifically to bring Pupil Premium behaviour statistics more closely in line with non-disadvantaged.

Develop PP students access to cultural capital and enrichment opportunities (including accessing grants/external support for PP initiatives).

- Y8 and Y9 trip to Parliament (external funding support accessed)
- NEACO careers Performing Arts programme (fully externally funded)
- ARU Amplify Your Talent workshops and celebration events with parents (fully externally funded)
- NEACO workshops in the Autumn Term- workshops and visits (fully externally funded)
- Globe Theatre trip- Pupil Premium student focus with price subsidised significantly by MDSA
- Monthly Sunday community sports event funded by MDSA
- MDSA approach to Enrichment and Wellbeing ensures all students have a broad compulsory offer
- HAF camps during each half term which allows PP students access to fitness, sports and fun activities plus includes lunch
- Reduced rate for PP students accessing Hebden dance school at MDSA

Key Headlines

- National average for Pupil Premium numbers is 25.7%, East of England is 20.8% compared to MDSA at 43.2%
- Closing the attainment gap:
 - Y7 PP students average attainment was 0.01 points less in their average attainment the non PP
 - Y8 PP students average attainment was 0.01 points less in their average attainment the non PP
 - Y9 PP students average attainment was 0.04 points more in their average attainment the non PP
- One-to-one device strategy ensures all students have access to the benefits of online learning, regardless of background.
- EEF states mixed ability grouping has a significant impact on PP students, demonstrated during observations, learning walks and drop ins.
- PP attendance is broadly in line with national average for such students.