

# Pupil premium strategy statement – Middleton Technology School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
School name	Middleton Technology School
Number of pupils in school	1342
Proportion (%) of pupil premium eligible pupils	30.6% (411 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023/4 – 2026/27
Date this statement was published	27th November 2023
Date on which it will be reviewed	Sep 2025 (with monitoring throughout the year)
Statement authorised by	J Kellett
Pupil premium lead	J Kellett
Governor lead	Rob Dugdill

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£431,550
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£431,550

# Part A: Pupil premium strategy plan

## Statement of intent

Our vision at Middleton Technology School is to ensure that all of our students leave our school with the essential skills and academic achievements they need to thrive when they leave our school.

Our values reflect this vision: that we have the highest of expectations, we work hard, we value feedback and we value everyone.

When we reflect upon these values through the lens of Pupil Premium, we are making sure that those with the greatest disadvantaged are valued and understood, and that we have the highest of expectations of them so that they go on to achieve the best outcomes.

We understand the importance of ensuring that all teaching meets the needs of each learner, as well as rather than instead of using interventions to compensate for lost learning. Therefore, we develop teacher talent by investing in practice and coaching – practising key techniques collectively as a staff during CPD meetings.

The approaches that we have set out in this plan come from a clear understanding of EEF strategies, as well as a clear understanding of the local and national context. This means that we are not only addresses common challenges, but also those that are very specific and local to this school context.

The ultimate objectives for our strategy are to:

1. Improve the attendance of disadvantaged students
2. Improve literacy and vocabulary of disadvantaged students
3. Improve attainment outcomes for disadvantaged students
4. Improve the engagement and behaviour of disadvantaged students
5. Improve outcomes for students with SEND who are also disadvantaged

Our strategy looks to address equality gaps by providing the right staff/expertise and resource to meet the desired outcome for our disadvantaged students.

## Challenges

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

Challenge number	Detail of challenge
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1

### The attendance of disadvantaged students

Reflecting the national picture, the attendance of students at MTS has decreased significantly since before COVID, where for 3 years plus, the attendance to school was on or around 96%. We know that there is a clear link between strong attendance and strong academic performance and so this trend needs to be reversed.

The table below captures the attendance for the academic year of 2023/24:

Group	Year 7	Year 8	Year 9	Year 10	Year 11	Whole School
All	91.7 %	90.6%	91.33%	87.74%	90.81%	90.35%
Non-PP	93.7%	63.43%	93.09%	91.2%	90.91%	92.93%
PP	87.3%	85.15%	84.42%	81.23%	85.3%	85.23%
Gap	6.4%	8.28%	8.67%	9.97%	5.61%	7.7%

Here is a breakdown of how attendance affected academic progress in 2024 exams

Attendance breakdown	All students	96% or more attendance	90% or more attendance	Less than 50%
Progress 8	-0.44	0.09	-0.42	-2.21

2

### The literacy and vocabulary of disadvantaged students

In the academic year 2022/23 PP students at MTS were on average -1.8 below chronological reading age. Our approach to teaching reading (both whole school and intervention) has been altered meaning that the average gap in 23/24 was reduced to -1. We will continue to focus on strategies to further narrow the gap for students this academic year.

This is particularly important to us as a range of educational research tells us that:

Compared with their counterparts with a reading age of 11 or above, individuals with low reading ability are:

- less likely to gain employment.
- less likely to earn above average wage.
- less likely to achieve qualifications, be trained in the workplace or achieve promotion.
- less likely to use preventative health services and manage treatment and medication well.
- More likely to exhibit behavioural problems.
- More likely to offend, be imprisoned and be a repeat offender.
- More likely to have low levels of psychological wellbeing and life satisfaction.

The UK has one of the highest illiteracy rates in the developed world with about 16% of UK adults being functionally illiterate.

70-80% of students who prop out of school are poor readers.

Reading for pleasure has a big effect also. Miller found that ‘time spent reading had a greater impact on achievement than any other school activity.’

A study relating to Blackpool which has similar levels of deprivation to Rochdale (Read All About it) concluded that: ‘There is a significant correlation between student reading ability and eventual performance across all subjects at GCSE, which is just as strong in maths and sciences as it is in arts subjects.’

Correlation coefficients between GCSE results and reading age show that effect is not limited to ‘literacy heavy’ subjects.

3	<p><b>The attainment outcomes for disadvantaged students</b></p> <p>Since COVID, progress across the EBAC subjects has decreased. In addition to the literacy challenges outlined above, a key factor is knowledge gaps linked to poor attendance. We have enacted several strategies to address this including adapting subject curriculums, heightening the focus on subject specific vocabulary, further developing retrieval strategies in order to improve knowledge retention.</p> <p><u>Progress in EBACC Subjects</u></p> <table> <tr> <th>Category</th><th>Progress 8 Summer 24</th></tr> <tr> <td>All</td><td>-0.44</td></tr> <tr> <td>PP</td><td>-0.63</td></tr> <tr> <td>Non PP</td><td>-0.31</td></tr> <tr> <td>Gap</td><td>-0.32</td></tr> </table>	Category	Progress 8 Summer 24	All	-0.44	PP	-0.63	Non PP	-0.31	Gap	-0.32
Category	Progress 8 Summer 24										
All	-0.44										
PP	-0.63										
Non PP	-0.31										
Gap	-0.32										
4	<p><b>The engagement and behaviour of disadvantaged students</b></p> <p>As part of our behaviour curriculum, strong and consistent in-school routines are designed to support all students to achieve.</p> <p>Beyond this, some students require additional support to develop metacognitive / self-regulation strategies and to build resilience, self-esteem, and positive emotional wellbeing. A particular challenge we have identified is that when faced with challenging curriculum tasks some students have a lack of motivation to succeed because of low confidence /fear of failure.</p> <p>In addition some students who are disadvantaged and who have experienced multiple adverse childhood experiences (ACEs) have developmental trauma which can impact behaviours. Our strategy seeks to support these students are more likely to experience the safeguarding and behavioural challenges which can contribute to poor attendance, behavioural concerns or lower academic performance.</p>										
5	<p><b>The outcomes for students with SEND who are also disadvantaged</b></p> <p>Those students who are PP and have SEND have a greater level of disadvantage than other students across the school and these students require extra care, space, attention and individualised learning to help them succeed and to meet their equity need. The school's approach to working with these students based on their need demonstrates a targeted and stepped approach to their support. The school has identified that many of these students require additional support and an adapted curriculum to meet their need. The challenge faced is ensuring that that the curriculum is broad and balanced while at the same time supporting the student in making academic progress and progress with their SEN.</p>										

## 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
1) Disadvantaged students will increase their attendance at school, therefore closing the gap between themselves and their non-disadvantaged peers, enabling them to experience the full learning experience at Middleton Technology School.	<p>Whole school attendance, including that of PP students, increases.</p> <ul style="list-style-type: none"> <li>• overall and year group attendance gap between PP and NPP students reduces.</li> <li>• proportions of persistent absenteeism reduce.</li> <li>• suspensions reduce for PP students.</li> </ul>

2) To raise the Literacy skills and reading skills of disadvantaged pupils.	<ul style="list-style-type: none"> <li>The percentage of PP students making expected progress is in line with their non-PP peers.</li> <li>The percentage of PP students reaching their chronological reading age is in line with their non-PP peers.</li> <li>GL Assessments in-year progress test show that PP students are making progress in line with that of their non-PP peers.</li> </ul>
3) To raise the attainment for PP students	<ul style="list-style-type: none"> <li>PP students achieve a progress score of 0 in 2024/25</li> <li>Achieve FFT 50 scores in the first instance, and ultimately at least FFT20</li> <li>Attainment scores are at least equal to national</li> <li>Reduce the gap in GCSE outcomes between PP and NPP in all key indicators</li> </ul>
4) For Pupil Premium pupils to enjoy the wide range of enrichment activities that we have available at Middleton Technology School. Reduce the proportion of PP pupils with a fixed term exclusion in line with national average	<ul style="list-style-type: none"> <li>PASS Survey and Attitudes to Learning shows PP students views of school are in line with those of their non-PP peers.</li> <li>Exclusions statistics for PP students are reduced and in line with national</li> <li>Reduction in behaviour points for those students with PP so that they are in line with NPP</li> <li>All students to attend an enrichment activity in their time in school</li> <li>Improved engagement where appropriate with external alternative provision.</li> <li>Mental health signposted and accessible to all PP students.</li> <li>PP students at risk of becoming NEET becoming EET</li> </ul>
5) Disadvantaged students who require SEN support will make good progress, in line with their non-PP peers.	<ul style="list-style-type: none"> <li>All staff to have a comprehensive understanding of students who are K or E</li> <li>Student passports are available for each students so that staff know needs</li> <li>Progress and attainment scores for students with SEND are in line with national</li> </ul>

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD Embedding of classroom routines Whole staff training including deliberate practice -behaviour curriculum	EEF- Improving behaviour in school document. <a href="https://educationendowmentfoundation.org.uk">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a> Teach learning behaviours alongside managing misbehaviour Use classroom management strategies to support good behaviour Use simple approaches as part of your regular routine	4,5
Form time reading programme – y7 to y10	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>	2
Dylan William Embedding Formative Assessment CPD on thorough checking for understanding I.e. when of what and what to do next.	<a href="https://www.ssatuk.co.uk/cpd/teaching-and-learning/embedding-formative-assessment/">https://www.ssatuk.co.uk/cpd/teaching-and-learning/embedding-formative-assessment/</a> EEF – Supporting teachers to use regular, informal assessments. <a href="https://educationendowmentfoundation.org.uk/news/real-time-knowledge-can-boost-pupils-grades-by-two-months">https://educationendowmentfoundation.org.uk/news/real-time-knowledge-can-boost-pupils-grades-by-two-months</a>	3,4

SPAG strategy – whole school approach and book looks for impact	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>	2, 3, 5
Literacy routines and strategies included in MTS field guide (and associated CPD)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>	2,3, 5
CPD for all staff on SEND K	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a>	4
CDT joint curriculum planning time – all main subject areas.	<a href="https://www.gov.uk/government/collections/curriculum-research-reviews">https://www.gov.uk/government/collections/curriculum-research-reviews</a>	2, 3, 5
Literacy inset: SPAG and form time reading, live marking feedback.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>	2
Employ additional staff BSW & PT mentors to work with PP students with high numbers of behaviour points/SEND.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a> Use targeted approaches to meet the needs of individuals in your school	1,2,3,5
Relational Inclusion CPD (key staff)	<a href="https://www.trauma-informed.uk/">https://www.trauma-informed.uk/</a>	4, 5
KS3 structured library lessons with librarian / English teacher - including reading session.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>	2, 3, 5
Open library at social times. Homework and independent learning.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>  Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. Homework club – to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.	2, 3, 4, 5
Whole School Teaching focus on disciplinary Language – specifically improving subject vocabulary  Including working group specifically ENG /Hums re disciplinary literacy - KS3.	- EEF Improving literacy in Secondary Schools (Recommendations 1 & 2) Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk) - Alex Quigley – closing the vocabulary gap - National Literacy Trust Guidance Disciplinary literacy   National Literacy Trust	2, 3, 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Plus used with all of year 7 and in key classes in y8 and y9 and one elective group y8.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>	2
Phonics in small groups/one to one with those with a reading age of 6 or below. With phonics trained staff. (initially Ruth Miskin, now Lexonik)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>	2
Guided reading small group sessions with MySteps pupils and those with a reading age approx. 2 years below chronological in Ks3. With literacy mentor.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>	2
Targeted intervention for PP students with low chronological reading age. I.e. small group sessions of guided reading with our literacy mentor.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>	2
Design and implement a bespoke CPD programme for non-teaching staff:	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>	2, 3, 5

Lexonic training for TAs (new), and Ruth Miskin (previously) and bespoke programme (curriculum tutors for form time). IDL programme (dyslexia)		
Morning small group/one-to-one intervention for students – (English sessions)	Targeted students attending additional core subject sessions in the morning to raise attendance, attainment and confidence <a href="#">Small group tuition   EEF</a> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	all
Bottom 20% readers in KS4 receive targeted group - supported reading & comprehension.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>	2
1:1 EAL support with curriculum tutor (language acquisition programme)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal?utm_source=/education-evidence/evidence-reviews/english-as-an-additional-language-eal&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=eal">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal?utm_source=/education-evidence/evidence-reviews/english-as-an-additional-language-eal&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=eal</a>	2, 3
1:1 tuition	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	All
Additional forms groups for KS4 students	Targeted students attending additional core subject sessions in the morning to raise attendance, attainment and confidence <a href="#">Mastery learning   EEF</a> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	All
Masterclasses	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	2, 3, 4, 5
Group sessions with PP Y11 students who are struggling to complete application forms due to IT needs/literacy issues/lack of family support etc	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	4
Half term/Easter booster classes for underachieving PP students, with rewards of food	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
A strategic analysis of the Persistent Absentee (P.A.) cohort each half term	<a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>	1, 3
Weekly attendance meeting to track attendance support activity – attendance officer and learning mentors	<a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>	1
Form time attendance focus (weekly)	<a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>	1
ImpactEd Attendance Pilot project – targeted PA FSM students KS3	<a href="https://www.impactgroup.org.uk/resources/report-mind-the-engagement-gap">https://www.impactgroup.org.uk/resources/report-mind-the-engagement-gap</a>	1
Additional targeted EWO capacity from Rochdale LA	<a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>	1
Attendance competition for form groups (aimed at raising overall baseline)	<a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>	1
SPA Curriculum support packs (materials for E, M, S) – phase 1 (KS4), phase 2 KS3 – home delivery	NW DfE attendance conference and <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>	1, 3
PA Curriculum gap packs (materials for E, M, S) – phase 1 (KS4), phase 2 KS3 – via learning mentors	NW DfE attendance conference and <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>	1, 3
Man United Foundation: Mentor for a targeted number of PP pupils. Rolling programme.	Manchester United Foundation provide Social and Emotional Learning (SEL) interventions which seek to improve pupils' decision-making skills, interaction with others and their self management of emotions, rather than focusing directly on the academic or cognitive elements of	4

	learning. <u><a href="#">Social and emotional learning   EEF</a></u>	
Internal AP full time provision - to avoid external AP (c.12) - 12-week programme (mysteps)	<u><a href="https://academy21.co.uk/resource/blog/internal-ap-in-schools/">https://academy21.co.uk/resource/blog/internal-ap-in-schools/</a></u>	4
Boxall nurture provision (assessment and resourced support)	<u><a href="https://www.boxallprofile.org/">https://www.boxallprofile.org/</a></u>	4, 5
School based counsellor - In response to need and long waiting lists with Healthy Young Minds and #Thrive, our students have access to a school counsellor and mental health support team	Research published in The Lancet Child & Adolescent Health, found pupils who were offered counselling experienced significantly improved self-esteem, as well as large increases in their achievement of personal goals.	1, 4, 5
LPPA accreditation activity to build stronger parent school relationships – key groups	<u><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></u>	1,2, 3, 4, 5
Additional member of staff from Positive Steps to provide individual bespoke CEIAG support for vulnerable PP students at risk of NEET/low aspirations for post-16	<u><a href="https://www.gatsby.org.uk/education/focus-areas/good-career-guidance">https://www.gatsby.org.uk/education/focus-areas/good-career-guidance</a></u>	4
Posters signposting mental health support available for PP students	<u><a href="https://www.kooth.com/">https://www.kooth.com/</a></u>	4
Kooth flagged in Life Education lessons to support mental well being – immediate support	<u><a href="https://www.kooth.com/">https://www.kooth.com/</a></u>	4
Previously LAC (any student on roll that are previously LAC)		
A range of the wider strategies above are used to support this cohort of students according to needs that emerge. Monitored termly by SLT – for progress and attainment but also for emerging needs (e.g. attachment, 'fitting in', cultural capital).	<u><a href="#">Promoting the education of looked- after children and previously looked-after children.</a></u> The evidence used to support this cohort of students is based on a range of strategies from above and no specific single strategy applies to this cohort alone.	ALL
Service PP Pupils		
3 students fit into this category at MTS. A range of the wider strategies above are used to support this cohort of students. Monitored termly by SLT.	<u><a href="https://www.gov.uk/government/publications/the-service-pupil-premium/service-pupil-premium-examples-of-best-practice">https://www.gov.uk/government/publications/the-service-pupil-premium/service-pupil-premium-examples-of-best-practice</a></u> The evidence used to support this cohort of students is based on a range of strategies from above and no specific single strategy applies to this cohort alone.	ALL

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

In Summer 2024 disadvantaged pupils achieved an average progress score of -0.68 (vs our 'all pupil' average of -0.44). Disadvantaged students performed particularly well in Religious Studies, Engineering and Hospitality. The 'EBACC' suite of subjects remains a key focus for the academy. We have a large EBACC entry when compared to others (62% entry vs the national figure of 44% in 2023/24), and the % of pupils achieving grade 4 or above in the EBACC subjects at MTS is above the local authority average, but we know that PP students in 'EBACC bucket' subjects do not always achieve as highly as their peers, and this holds them back. In 2024/25 we will continue to focus on improving attainment for PP students in the EBACC bucket subjects in particular.

For PP pupils we know that literacy has been a key barrier in limiting progress, so in 2023/24 we revised and strengthened our approach to literacy. Building upon strong whole school practice in disciplinary literacy we strengthened our reading intervention offer in order to reach more pupils and further developed our practice on guided reading. This had a clear impact on pupils' confidence and fluency. In the academic year 2022/23 PP students at MTS were on average -1.8 below chronological reading age. Changes to our approach has meant that the average gap in 23/24 was reduced to -1. We will continue

to focus on strategies to further narrow the gap for students this academic year. For example, in 2024/25 will introduce new approaches such as Lexonik and a further refinement of a range of approaches for the bottom 20% of readers.

We know that there is a strong correlation between attendance and progress at MTS. Put simply 'those pupils who attend more, achieve more'. For example, in Summer 2024 students with 96% attendance made positive progress of +0.09, whereas the average progress for students with only 90% attendance was -0.42. The key importance of attendance for PP students means that it will remain a key focus of our PP strategy into 2024/25. When compared to academic year 22/23 our attendance strategy improved attendance for PP students closer to pre-covid rates of attendance but there remains more to do to return to the school's pre-covid rates of attendance. In particular our strategy of increasing the number of home visits to support PA and SPA students to return to school has started to show 'green shoots'. We have also asked curriculum leaders to consider the impact of attendance gaps on knowledge acquisition and retention. Our curriculums identify important 'sticky knowledge' and the use of retrieval practice allows us to both assess and revisit key terms to allow pupils who have been absent opportunities to catch up. In 2024/25 we will continue to embed new approaches in line with the DfE's attendance toolkit with the aim of moving attendance beyond national average and reducing any remaining attendance gap between PP students and their peers.

We are aware that our students' wellbeing and mental health is continuing to be impacted, because of the increasingly difficult economic and social conditions that some of our local community and some families encounter. This impacts attendance as well as academic progress, and therefore the Academy will continue to use funding to ensure that wherever possible, students emotional needs are being met. For example, our 2024/25 plan will continue to include a provision for student counselling.

The Academy has continued to provide regular CPD to ensure staff have a consistent approach in in all aspects of managing behaviour. In 2023/24 we have invested in the development of our 'MTS field guide' to detail the key approaches to lessons because we understand the importance of consistency of approach in setting the boundaries for good behaviour. We know that having an understanding the specific background of students is particularly important to supporting good behaviours in pupils with complex needs. In 2024/25 in addition to small group intervention and support we will offer training to key members of staff in order to start to embed a relational inclusion approach based on an understanding of trauma and attachment needs.

Additional investment in bespoke support for PP pupils at KS4/5 transition has been successful over the 3-year period meaning that our NEET figures are now in line with the national average and above the local authority average. Student voice tells us that PP students feel well prepared for their next steps as a result of the additional input from MTS staff and our partners at Positive Steps, and so this approach will continue in 2024/25.

We have reviewed our strategy plan and made changes to how we intend to use our PP budget this academic year, as set out in the activity in the 'This Academic Year' section above.

## Externally provided programmes

Programme	Provider
Manchester United Foundation	<a href="https://www.mufoundation.org/">https://www.mufoundation.org/</a>
Seneca	<a href="https://senecalearning.com/en-GB">https://senecalearning.com/en-GB</a>
Century Tech	<a href="https://www.century.tech/">https://www.century.tech/</a>
Language Nut	<a href="https://www.languagenut.com/en-gb/">https://www.languagenut.com/en-gb/</a>
Maths Ninja	<a href="https://www.numeracyninjas.org/">https://www.numeracyninjas.org/</a>
School Cloud	<a href="https://www.schoolcloud.co.uk/">https://www.schoolcloud.co.uk/</a>
Positive Steps	<a href="https://www.positive-steps.org.uk/">https://www.positive-steps.org.uk/</a>
Chances mentoring	<a href="https://www.chancesmentoring.com/">https://www.chancesmentoring.com/</a>

Pearson National Tutoring	<a href="https://www.pearson.com/en-gb/schools/products-services/pearson-tutoring-programme.html">https://www.pearson.com/en-gb/schools/products-services/pearson-tutoring-programme.html</a>
Rochdale LA. Education welfare	<a href="https://www.ourrochdale.org.uk/kb5/rochdale/directory/service.page?id=6qyMitZwlbg">https://www.ourrochdale.org.uk/kb5/rochdale/directory/service.page?id=6qyMitZwlbg</a>
Academy 21	<a href="https://academy21.co.uk/our-curriculum/">https://academy21.co.uk/our-curriculum/</a>
Reading Plus	<a href="https://student.readingplus.com/seereader/api/sec/login">https://student.readingplus.com/seereader/api/sec/login</a>
Ruth Miskin phonics	<a href="https://www.ruthmiskin.com/">https://www.ruthmiskin.com/</a>

## Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
A dedicated member of staff (NP) is available to support service pupils (just one student) with any issues as and when needed.
The impact of that spending on service pupil premium eligible pupils
Member of staff has ensured that the pupil has been fully informed of additional support where needed – Catch up for College, extra lessons, support for writing college applications