

Pupil premium strategy statement 2022

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	Manor Park Primary School
Number of pupils in school	716 (86 within YN)
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Governors and SLT
Pupil premium lead	Amy Healy
Governor / Trustee lead	Jill Boyd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 103,820
Recovery premium funding allocation this academic year	£ 4,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 108,460

Part A: Pupil premium strategy plan

Statement of intent

At Manor Park Primary School all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential. The ultimate objectives for our pupils who are in receipt of pupil premium are:

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.

We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning through our curriculum offer which includes access to outdoor learning and opportunities to work with specialist teachers for music, science and PE. We enhance our curriculum through the use of trips, visits and visitors with a weekly opportunity for all children to take part in our extended offer within Manor Park University. Support is provided through our family learning mentor and attendance officer actively engaging with families to encourage and support good attendance in school.

To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

10% of our pupils in receipt of pupil premium have identified special educational needs and a number have been, or are, under the care of the Local Authority. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. We have recently identified a small group of pupils who are not making the progress we would expect, despite this intervention. Our Inclusion leader works to ensure high aspiration and high quality provision for all pupils in receipt of pupil premium. She is a member of SLT and has time to carry out this work in school. She is able to direct specific support both in class and through the use of external agency support. She is also able to provide coaching support to both teachers and support staff to ensure provision is closely matched to need.

Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.

At Manor Park, we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. Lockdown has seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. Our strategy includes an experienced family learning mentor who works closely with the inclusion team and school counsellor to ensure full support both in and out of school with a joined up approach. It is an essential part of our strategy that pupils are aware of wider opportunities available to them. We provide financial support to enable families to access extra-curricular activities, school visits, including residential visits and music tuition.

Challenges

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

Challenge number	Detail of challenge
1 - Outcomes	<p>There are a small, key group of pupils in receipt of PP not making expected progress despite interventions.</p> <p>More able PP learners are not always making the necessary progress to enable them to maintain this standard.</p> <p>Attainment in writing in KS1 and Y5 is below non PP</p>
2 – SEND and EAL	<p>Some pupils who qualify for Pupil Premium funding have specific SEND needs and increasing number of children need SALT intervention in KS1 and Early years.</p> <p>A large number of pupils in KS2 with a diagnosis of dyslexia or on the dyslexia pathway.</p> <p>A significant increase in the number of pupils arriving with limited English in KS2</p>
3 - Attendance	<p>The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees.</p>
4 - Pastoral	<p>Pupils emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn, this is coupled with a lack of parental engagement for these families</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
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	PP pupils achieve in line with non pp and progress is accelerated in order to close the gap in all year groups.
To ensure all pupils in receipt of pupil premium, including those with SEND, make at least expected progress from their starting points.	<p>Progress for SEND support pupils is at least in line with national expectations (currently - 2.4)</p> <p>Maintain positive progress (currently +0.6) for ECHP pupils by delivering a bespoke curriculum</p> <p>An increased % of SEND pupils achieving ARE at all key stages</p>
To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	<p>Reduce Proportion of pupils in receipt of pupil premium classed as persistent absentees</p> <p>PP attendance target 96% (currently 94.1%)</p>
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	<p>Children report that they are happy and safe at school. (pupil voice)</p> <p>Class teachers report greater engagement in learning sessions</p> <p>In class monitoring from subject leaders shows children to be fully engaged in learning sessions</p> <p>School system (CPOMS) clearly shows actions/interventions following on from incidents with an improvement in communication between teacher/parent child</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: £25,232

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Class based LSA support</i>	Large classes with high numbers of EAL pupils across the school means many pupils require information to be broken down with additional explanations required where there is a language gap. Pre teaching of skills and knowledge will support children in embedding understanding and becoming confident with what they know and can do.	1,2 £24,552
<i>Dedicated training for all EYFS staff to support knowledge of the curriculum</i>	A change in staffing and leadership within EYFS, alongside the changes in the requirements of the curriculum. Training support from outside agencies in order to overhaul the environment	1 £680

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

Budgeted cost: £50,810

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>RWInc Freshstart and Fast Track 1:1 tuition CPD and resources for KS2</i>	School assessment shows a number of children in current years 5 and 6 to not be making the accelerated progress needed to close the attainment gap rapidly.	1 £28,380
<i>Booster group support for Y6 in writing and maths</i>	School based data shows a significant dip in writing and maths for this cohort (based on 2021/22 data) 44% ARE in writing and 22% ARE in maths	1,2 £10,450

<i>Booster group support for Y2 in English and maths</i>	In school data from 2021/22 showed a significant issue in attainment for PP pupils in writing and maths with only 36% achieving ARE in writing and 29% achieving ARE in Maths.	1,2 £10,450
<i>Language Link intervention support</i>	Higher than national % of EAL children within the school (47%) means we must offer a language rich curriculum. Those children arriving in KS1 and KS2 require access to basic skills in language acquisition through 1:1 or small group support in order to access the full curriculum offer	1, 2 £600
<i>Authors abroad programme for MA pupils</i>	Our MA PP pupils have limited access to specialist teaching and are not provided with opportunities from families to experience wider opportunities. Engagement with the Authors abroad programme enables them to have access to exciting opportunities in Maths, English and Science and to link with pupils from other schools in the city.	1,4 £930

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

Budgeted cost: £78,019

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Learning mentor allocation to include 1:1 work with children and family links</i>	Parental feedback from questionnaires and parent forum group sessions has shown that parents value having a designated link adult in addition to the class teacher.	3,4 £20,760
<i>Dedicated school-based attendance worker to include 1:1 meetings, family link work and support from external attendance officer</i>	Many families do not understand the impact that time away from school has on their child's learning. Persistent absenteeism and lateness for PP is below school target (95%) Attendance figures from last academic year show that attendance for PP was 94.1%. Although this figure is similar to non-PP attendance, this is still below the school based target. This has been impacted by Covid.	3, 4 £22,920
<i>Lunchtime activity clubs (LSA/sports coaches)</i>	An increasing number of children and families are reporting low level issues around friendships. Activity clubs provide a safe space to talk and also	4 £31,297

	the structure that children need in order to support them in having a successful lunchtime.	
<i>School counsellor</i>	A growing number of families are reporting issues with mental health. This has been shared via parental referrals and also through the work children do with our learning mentor support team. School counsellor provides weekly opportunities for children to talk through worries and concerns based on a 6 week block of support following on from in school learning mentor support.	4 £3,042

Total budgeted cost: £154,061

As a school, we are committed to ensuring the best possible outcomes for all pupils. We are allocating an additional £45,601 to ensure that we can provide the support that we feel is necessary to achieve this.

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.

Year Group	Reading	Writing	Maths
Year 1 (11 children)	ARE = 73% GDS = 0%	ARE = 36% GDS = 0%	ARE =27% GDS =9%
Year 2 (10 children)	ARE = 80% GDS = 10%	ARE = 40% GDS = 0%	ARE = 90% GDS = 0%
Year 3 (7 children)	ARE = 71% GDS = 0%	ARE = 86% GDS = 0%	ARE = 71% GDS = 0%
Year 4 (19 children)	ARE = 53% GDS = 4%	ARE =60% GDS = 24%	ARE =58% GDS =26%
Year 5 (9 children)	ARE = 44% GDS = 22%	ARE = 44% GDS = 22%	ARE = 22% GDS = 44%
Year 6 (15 children)	ARE = 87% GDS = 33%	ARE = 87% GDS = 7%	ARE = 100% GDS = 27%

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
Maths Mastery	
Times tables rock stars	
Language link	
Accelerated Reader	
Read Write Inc	