

# Pupil premium strategy statement – Manor Primary Academy

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Manor Primary
Number of pupils in school	81
Proportion (%) of pupil premium eligible pupils	7.9%
Academic year/years that our current pupil premium strategy plan covers	2023/24
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Governors/Headteacher
Pupil premium lead	Simon Robson
Governor / Trustee lead	Matthew Clarke

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,095
Recovery premium funding allocation this academic year	£1,160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£14,255</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Manor Primary School intend to provide opportunities for our disadvantaged pupils that will allow them to have equity in outcomes with those who are not disadvantaged. This equity will be in terms of academic achievement as well as access to enrichment activities and wholistic learning that develops values and characteristics such as confidence, resilience and aspiration. We aim to provide our disadvantaged learners with the tools to become successful contributors to society and to prepare them for achieving their potential in the next steps of their educational journey.

Our current pupil premium strategy plan uses the funding provided to support identification through assessment, then targeting of, gaps in learning. We choose the most appropriate style of intervention and the best qualified staff to carry them out depending on the child, their family context and the needs identified. We measure the impact of these interventions and use this to develop the next steps.

Money is also targeted at making sure that no child misses out on an opportunity to develop their cultural capital because of financial reasons including extra-curricula activities, clubs, visits and peripatetic lessons.

While the positive benefits of this funding may have wider impact across the school, through improved quality of teaching or other 'non-disadvantaged' children sharing in the interventions for example, there will always be at its core, significant benefit to our disadvantaged children in every aspect of this plan.

### Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils are behind non-disadvantaged pupils in English and maths.
2	Some disadvantaged pupils lack self-confidence and self-esteem which impacts on their resilience and learning.
3	Some disadvantaged pupils are unable to afford to attend extra-curricula activities such as clubs, music lessons and residential visits.
4	Children in Early Years were disproportionately affected by social isolation during lockdowns and have struggled with social aspects of school and the transition into the KS1 class.

5	Some disadvantaged learners don't have access to educational software at home.
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## 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
<i>Disadvantaged learners make accelerated progress in reading</i>	PP children achieve as well as non-pp children across the school as a whole and gaps have closed in reading. Increase in percentage of PP children at ARE in reading at the end of each year of this plan.
For pupil premium children to have equal access to all aspects of the extra-curricular activities.	No child misses out due to lack of funding and uptake of opportunities is at least on a par with non-disadvantaged pupils or greater.
Disadvantaged pupils become confident and develop increased self-belief, resilience and aspiration.	PP children and others show an increased positivity towards learning through the pupil surveys and are able to manage their own feelings increasingly well. Confidence and resilience improved.

## 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: £ 6,147

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To maintain clear assessment systems that highlight gaps in learning, allowing children to catch up and make rapid progress. Purchase and deliver termly standardised tests which can then be analysed (using TA time) to find gaps. Once these gaps are identified, good quality intervention programmes to be delivered. (£1800)</p> <p>Release time to be set aside for maths and reading leaders to devise pre-unit assessments to better target planning at the children's levels. (£200)</p>	<p>The EEF say, "Robust baseline assessments, including those used for diagnostic purposes, can provide a useful picture of what a child knows or can do at a certain point in time, as well as gaps in their learning. This information should be used to inform subsequent teaching and learning activities."</p> <p>The use of tests over the last year and question level analysis has had a positive impact on those children who might otherwise have fallen behind. Gaps have been found and targeted interventions put in place.</p>	1
<p><i>Teaching assistant support in each class to allow some separation of mixed year classes and increased level of instant feedback within lessons. (£4147)</i></p>	<p>With mixed year classes there are frequent times when children are following different objectives and the range of ability to be catered for is greater so an extra adult to be directed by the teacher allows separate objectives to be followed within the class. This also allows disadvantaged children to receive support within lessons where needed. Teaching staff feedback, monitoring and observation bears this out.</p>	1

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

Budgeted cost: £ 4,608

Activity	Evidence that supports this approach	Challenge number(s) addressed
School based tutoring programme. This will include TA interventions before school. (£608 of National Tutoring Grant to be match funded with £608 of PP funding)	EEF says:  “There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catch up approaches. Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial.”	1, 2
Transition to Year 1 curriculum supported by extra teaching assistant hours allowing a full time TA to support the split in curriculum between Year 1 and Year 2. This also supports interventions for Year 1 children in specific areas where they need to catch up. TA time are main costs. Approx £2000	Autumn term has always been a difficult one for Year 1 and the extra support of a TA has allowed them to settle more quickly and develop their independence and resilience. Some children with high needs in EYFS need extra staff support until potential funding is accessed. This will allow other vulnerable children to access the curriculum (especially phonics) without disruption.	1, 2 and 4
Intervention groups to support children in areas not identified in standardised tests e.g. handwriting, phonics and areas that crop up in lessons. This might be ICU (Instant Catch Up) groups following lessons or small groups in the afternoons. This will be planned by teachers and delivered by either teachers or an appropriately trained/experienced TA. (£2000)	EEF says: “There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catch up approaches. Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial.”  Little Wandle SSP advocates Keep up and Catch up interventions that we will follow.	1 and 2

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

Budgeted cost: £ 3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Instrumental tuition, after school club and school visit subsidy. K2M for whole class access to learning an instrument with specialist music teaching. (approx £2500)	The benefits of learning a musical instrument are a positive knock on effect on learning and problem solving as well as self-esteem and confidence to perform. Taking part in after school clubs and visits will enrich learning and make memorable events to build learning around.	2, 3
Online learning resources (e.g. Purple Mash, White Rose maths premium) Much of this is accessible from home. (approx £1000)	EEF says:  "Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school"	5

**Total budgeted cost: £ 14,255**

## 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 2022 to 2023 academic year.

*With such a small number of pupil premium children at Manor we focus on each child as an individual rather than a percentage. Each child is around 10% of the total in school and is often 100% of the vulnerable children in their year group. This means that data is statistically insignificant in most cases.*

*There was clear progress following the intervention programmes in the majority of cases and these were focused mainly on children who were pupil premium or had been identified as having been disadvantaged by the pandemic more than others. Tutoring was a key part of this with all pupil premium children benefitting from this at some point in the year.*

*The online resources bought for use across school allowed parity across the whole community.*

*Several children benefited from subsidies and took part in enrichment activities such as a residential visit and learning a musical instrument, accessing cultural capital they would have been unlikely to have gained otherwise. This has had a knock-on effect in their growing confidence and feelings of self-worth which has carried over into their other learning.*

### 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

## Further information (optional)

*We are also using Sports Premium money to help provide a Forest School Programme through school which will support mental health and resilience (Challenge area 2 above)*