Pupil premium strategy statement

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 2022-23
School name	Thornton Cleveleys Manor Beach Primary
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers	2022-2024
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jane Mason Headteacher up to 31/3/23 Hannah Binns Headteacher from 1/4/23
Pupil premium lead	Julie Ward Deputy Headteacher

Governor / Trustee lead	Clare Doherty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144,653
Recovery premium funding allocation this academic year	£14,427
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£159,080

Part A: Pupil premium strategy plan

Statement of intent

At Manor Beach Primary we have high expectations of all our pupils and firmly believe that with high quality teaching, skilled pastoral support and a personalised approach to meeting children's needs, every child can achieve their academic, social and emotional potential.

Pupil Premium funding will be allocated to ensure that pupils achieve the same academic outcomes as non-disadvantaged pupils with similar starting points and so that they have equal access to the extended curriculum and enrichment activities.

Leaders will use Pupil Premium funding to improve levels of attainment and progress for those who qualify for Pupil Premium through a tiered approach (as recommended by Education Endowment Foundation EEF) targeting spending across three areas with a particular emphasis on high quality teaching in all subjects but with specific focus on reading and phonics.

Central to our practice are cultural and arts opportunities to enhance the cultural capital of disadvantaged pupils and remove barriers to accessing and understanding the wider curriculum which provides opportunities for developing confident, independent and successful learners.

At Manor Beach we will also use funding to create opportunities for pupils to develop perseverance, resilience and self-esteem through quality, targeted pastoral care for children and families through the deployment of a highly skilled family learning mentor and outside agencies for example counselling services.

Challenges

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

Challenge number	Detail of challenge
1	Children typically enter Manor Beach with a low initial baseline in Oral Communication, Language and Literacy. Observations, assessments and discussions with pupils suggest that this does not only include speech and language difficulties but also a lack of exposure to a wide range of vocabulary and reading opportunities. This has an impact on achievement of early learning goals, reading and writing across school.
2	Our internal tracking, and historical data indicates that there are groups of disadvantaged pupils who are making slower progress and have lower
	attainment than that of their peers. In general, these children have gaps in knowledge and struggle to recall prior knowledge.
3	Some pupils in receipt of Pupil Premium are not socially and emotionally ready to access learning due to poor mental health, a lack of self-belief and resilience. These children can struggle to self- motivate and lack confidence in their abilities. Some disadvantaged children arrive in school not ready to learn due to high levels of deprivation or complex home situations which affects their attainment.
4	Our attendance data tells us that disadvantaged pupils have a higher percentage of absence than non- disadvantaged. (Disadvantaged 91.6% non- disadvantaged 95.38%)
5	Discussions with pupils and families suggest that disadvantaged pupil have less access to activities which develop their cultural capital outside of school.

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	Review July 2023

To ensure that the outcomes for pupils in receipt of pupil premium are at least in line with those of their peers in school across the curriculum and specifically in reading, writing and phonics, through ensuring high quality teaching is in place, alongside targeted interventions. The gap is narrowed in the progress and attainment of pupil premium and other children.	The % of disadvantaged pupils achieving their ELG in Literacy is 80%. The gap in phonics attainment between disadvantaged pupils and other pupils is closing and above the national gap as 92% of disadvantaged pupils passed their phonics check. **Priorities for 2023/24** By the end of KS1 the gap between disadvantaged and other pupils is closing rapidly. The % of pupils achieving the expected level or above in reading and writing at the end of KS2 has increased.
All staff are highly skilled in communicating curriculum knowledge and use Assessment for Learning strategies to ensure children retain and apply key knowledge from across the curriculum.	Staff meeting on Curriculum Knowledge 10/7/23 Teaching and Learning Consultant working with subject leaders further developing progression documents. Ofsted Subject Reviews shared with SL to inform and support with pedagogy and used to support SL in review their curriculum coverage **Priorities for 2023/24** Tower Hamlets Vocabulary and Language progression to be further adapted and support development of volcabulary and oracy. Continue work on Metacognition, using EEF research Continue to develop AfL strategies; introducing Learning Powers and further developing AfL across all subjects.
The needs of our most vulnerable disadvantaged children are met through targeted and effective pastoral care and they fully engage with all aspects of school life.	Children's well-being needs are met and supported to ensure pupils are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress. FLM attends local cluster meetings FLM supported by the link FSW Introduction of PIVATs PSED to support pupils with SEMH need School counsellor in place from June 2023. **Priorities for 2023/24**

	Pupils involved in pastoral interventions make at least expected progress. Continue to support our most vulnerable families to ensure they have good home routines to support good punctuality and attendance.
The attendance of pupils in receipt of pupil premium is in line with those of their peers.	Overall attendance is improving and at 93% **Priorities for 2023/24** PP attendance Continue to reduce persistent absentees
The language gap between pupil premium and non- pupil premium children is diminished. Language provision for all pupils is of a high quality.	All curriculum areas: key vocabulary identified **Priorities for 2023/24** Introduction of Big Questions to promote positive and modelled talk across school Adapt Tower Hamlets Language Progression to the Manor Beach Curriculum; developing a clear and consistent approach to S&L across the school

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: £53,906.92

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review April 2023	Review July 2023
Additional Class teacher in Year 6 due to a high number of children eligible for pupil premium and with Special Educational Needs. This together with Teaching Assistant support will allow small group/ individual support in class. The smaller adult child ratio will be utilised effectively to challenge and guide children without creating an over-reliance on adult support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/individualised-instruction + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/reducing-class-size + 2 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/small-group-tuition + 4 months	1, 2	The smaller class teacher ratio has contributed to the progress of year 6 disadvantaged pupils. Dec 22: R-59.9% W-31.83% M-59.01% March 23 R-71.43% W- 42.86% M- 57.1% (lower figure due to change in children)	End of year attainment R 68% W 71% M 61% Progress over the year can be clearly seen in writing and maths.

Tailored and specific high quality continuous professional development for all staff in approaches to reviewing learning, teaching learning behaviours, culture for learning and questioning.	https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovementplanning/1-high-quality-teaching "The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them." EEF Quality_Assurance_of_Teachers_Continuing_Professional_Development.pdf (d2tic4wvo1iusb.cloudfront.net)	1,2	Staff have received training focusing on learning culture, questioning and learning behaviours during the Spring term. During the spring term lesson drop ins these were a focus and were clearly evident in most year groups although further embedding is needed.	Support from T&L consultant for SL re curriculum development: 12/6/23 Ofsted Subject Reviews shared and discussed with SL 10/7/23 Early Years consultant continues to support EYFS History Lead attending Hist training re disciplinary knowledge and pedagogy
First quality teaching delivering a consistent approach to the teaching of English using the reading to writing sequence	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvementplanning/1-high-quality-teaching	1,2	Lesson observations and book scrutinies have shown a clear reading to writing sequence in most year groups focusing building on previous skills and modelling. Where this is not as strong this has been challenged and supported. Focus now needs to ensure children are given the opportunity to produce some writing each day.	Strong progress in writing in UKS2 and EYFS. Lancashire Talk units having positive impact on writing progress across school. Further support and development required on adaptive teaching and AfL in LKS2. KS1 writing remains a priority for 2023/24.

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

Budgeted cost: £70,122.28

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review April 2023	Review July 2023
Deployment of Teaching Assistants to deliver targeted small group and 1:1 intervention to those who need to make accelerated progress of address gaps.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/onetoone-tuition +5months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/teachingassistant-interventions +4 months	1,2	Small group and 1:1 intervention has been delivered more regularly during the spring term than Autumn. Evaluation has shown that progress is being made with some accelerated progress closing gaps e.g e.g spelling group in year 5 children can spell between 20 and 25 words correctly than in December bringing them almost in line with their peers.	SEND pupils making strong progress, particularly in Maths.

Individual additional phonic tuition daily for those not on track in KS1	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics + 5 months	1,2	In Reception class 3 children received 1:1 phonic intervention and are now back on track. 7 out of 9 disadvantaged children are now on track in Phonics.One of the two children not on track has and SEND. In year Two 5 disadvantaged children received 1:1 phonics and 4 are now back on track. The child who did not close the gap completely is close to completing the level below	KS1 reading intervention has ensuring number of pupils passing phonics screening remains high.

TA to deliver NELI language programme in Early Years Foundation Stage	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/orallanguage-interventions +5months https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffieldearlylanguage-intervention + 3months	1,2	Two disadvantaged children taking part (others have left) 1 child who was below for speaking in Dec now on track in Sp, CLL and LA and U.. I child who was below in Dec in CLL, LA and U and speaking has made progress through moving ranges in Development Matters. Further assessments will be made through SALT	Assessments have been positive with all children achieving their targets.
Better Reading Support Partners (BRSP) and reading comprehension strategies for those children not on track in reading in KS2	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/readingcomprehension-strategies + 6months	1,2	Better reading support partners has proved to a highly successful reading intervention e.g in year 2 children in the intervention have increased their reading age between 1 year and 2 years 6 months since September.	Continues to be a successful intervention. All pupils taking part reading ages have increased over 18 months. i.e. 1 pupil in Y1 now reading fluently.

Employment of qualified teacher for 3 days to close gaps in reading and writing. KS2: year 6 writing year 4 writing year 3 maths	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/teachingassistant-interventions +4 months	1,2	After evaluating attainment of disadvantaged pupils in December the teacher was reassigned in some cases to areas of greater identified need. The support is now in Year 2 delivering BRSP, Phonic Interventions and reading comprehension. She continues to work with year Writing intervention. This proving to be successful with some children now on track and others with improved reading ages.	Additional support provided for underachieving Y1 pupils

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

Budgeted cost: £ 35,050.800

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review April 2023	Review July 2023

Employing a full-time family learning mentor to engage with and support children and families facing the most challenges, operate breakfast club for disadvantaged pupils and promote attendance and punctuality	The EEF endorses https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/social-and-emotional-learning +4 months The EEF endorses https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/parental-engagement +4months	3,4	FLM continues to provide a free breakfast club for children who had previously been persistently late or arrived at school without breakfast. Also for children who are anxious about school to give them a more settled start to the day in a smaller group setting. Numbers have increased since the autumn term.FLM continues to promote punctuality and attendance through providing all children on time with a ticket which goes into a draw within class at the end of the week and then a bigger draw at the end of the	Children's well-being needs are met and supported to ensure pupils are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress. FLM attends local cluster meetings FLM supported by the link FSW Introduction of PIVATs PSED to support pupils with SEMH need School counsellor in place from June 2023.

			term . Attendance of disadvantaged pupils at end of Spring term 91.74%(previously 91.21% Dec). Attendance of non disadvantaged at end of spring term 95.50% (previously 95.53% Dec) Please also see case studies.	
Wider Opportunities Music Tuition - To provide music lessons to year four, provide weekly forest school experiences for all children and add cultural capital.	The EEF endorses: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/artsparticipation +3months	3,4,5	Monitoring from the subject leader shows that progress is swifter and children beginning to identify and play chords quicker. Children are keen to talk about what they can do in music and how many chords they can play	Fantastic Music Extravaganza took place July 23. Forest School continues to be well received by pupils. X2 members of staff to begin L3 Forest School training with Kendal College Sept 23. Children's University to begin September 23 to celebrate and promote additional learning.

Provide free school milk for those children eligible for the pupil premium funding to support health and well-being.	https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf	3, 5	Children continue to receive free school milk	Children continue to receive free school milk
To provide individual counselling sessions from Trinity/ private counsellor when required.	https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf	3	Contact has been made with New Start and counselling sessions booked for identified pupils for the summer term.	Counsellor now in place from June 23 Well-being and mental health strategy ready for Sept 23 ELSA training for TA3 to begin September 2023

Total budgeted cost: £159,080

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 2022-23 academic year.

Actions	Outcomes
Additional class teacher in Year 5	Internal data and book scrutiny showed a positive impact in Maths and in English with children closing gaps and accelerating progress particularly in reading. (81% reading 67% maths) The difference in attainment between disadvantaged and non- disadvantaged also narrowed.
Tailored and specific CPD for all staff focusing on reading and writing.	The impact of this is evident in the pupil's outcomes and closure of gaps in some areas. End of KS2 results show 79% on track in reading, 75% in maths and 68% in writing.
Deployment of Teaching assistants to deliver targeted intervention in small groups and 1:1.	As a result of Phonic 1:1 tuition and first quality teaching the majority of children achieved the expected level in the year one phonic screening (86%) Children receiving BRSP support made better than expected progress.
NELI Language programme delivered in Early Years Foundation stage to those eligible.	80% of the children who took part in the programme when screened at the end of the year were no longer a cause for concern. The improvement in skills was also evident in their day to day communication across the curriculum.

Employing a full- time family mentor	The family learning mentor (FLM) has continued to work across school with specific families and children to promote good attendance and punctuality. Despite Covid related absences there has been a positive impact in specific cases in this aspect. The FLM has supported disadvantaged families throughout the year offering practical and emotional support as well as signposting to mental health and wellbeing services. The FLM has also worked with children throughout school giving social and emotional support and regulation strategies to both individuals and groups which has resulted in fewer behavioural incidents which has had a positive impact on learning.
Wider opportunities music provision and forest school	Through pupil questionnaires and discussions, the children have reported that the outdoor learning experiences and
	participation in music has had a positive effect on their mental health and well- being.