Pupil premium strategy statement – Manor Beach Primary 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	157
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2023-2026
Date this statement was published	November 2023
Date on which it will be reviewed	April 2023
Statement authorised by	Hannah Binns
Pupil premium lead	Julie Ward
Governor / Trustee lead	Clare Doherty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,885
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£22, 756
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£153, 650

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.

Pupil Premium funding will be used to improve levels of attainment and progress for our PP pupils. This will be actioned 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 and 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	Pupils enter school with poor S&L skills, low vocabulary acquisition and low exposure to reading. This has an impact on achievement of early learning goals, reading and writing across school.
2	Historical data indicates that there are groups of disadvantaged pupils who are making slower progress and have lower prior attainment than that of their peers. In general, these children have gaps in knowledge and struggle to recall prior knowledge.
3	SEMH impacting behaviour for learning. 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	Low attendance at school resulting in large gaps in knowledge

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 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.	All pupils making effective and at least expected progress from their starting points. The % of disadvantaged pupils achieving Good Level of Development (GLD) in Literacy is in line with other areas. The gap in phonics attainment between disadvantaged pupils and other pupils is closing and below the national gap. 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.	Skills and knowledge based curriculum ensures teachers are clear in expectations. Targeted PD on metacognition; cognitive load and working memory completed to support effective pedagogy of learning.
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.	Pupils will have effective and successful strategies to draw upon to support them with SEMH needs and allow them to be successful in learning. Targeted and timely intervention in place to ensure all needs met. Targeted and timely Early Help support is in place to support families leading to improved attendance and outcomes in learning

The attendance of pupils in receipt of pupil premium is in line with those of their peers.	All pupils' attending school and meeting the school target of 96%.
The language gap between pupil premium and non- pupil premium children is diminished. Language provision for all pupils is of a high quality.	High quality teaching of a language rich curriculum (which is progressive) ensures rapid acquisition of vocabulary across the curriculum. Talk Programme: Big Questions. Introduction of weekly quality talk promote positive and modelled talk across school Create Language Progression which links 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: £28,540.60

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review April 2024	Review July 2023
Targeted PD and Quality First Teaching: Teaching pedagogy – metacognition. **£2000**	EEF: Metacognition and self regulated learning Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk)	1 2	Learning Powers introduced Sept 23. Half termly lesson on metacognition and Learning Powers. Using Shirley Clark approach (Thinking Classrooms) Children beginning to talk about own learning. TA training on metacognition 15 and 17/1/24	
Targeted PD and Quality First Teaching: Adaptive Teaching ***£2000***	https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-part-1	2	Adaptive Teaching Staff meeting 6/11/23 Adaptive Teaching Staff meeting for TAs scheduled wk beginning 22/1/24	
Targeted PD and Quality First Teaching: S&L	EEF: Oral Language Interventions All pupils appear to benefit from oral language interventions but some studies show slightly larger effects for younger children and those from	1 2	English Lead attended Oracy conference with the English Hub feeding back to staff	

£4000	disadvantaged backgrounds with up to 6 months additional progress.		NELI assessments have taken place – no pupils in EYFS or Y1 identified as requiring further intervention. However, other pupils have been identified for S&L support by SENCO	
Targeted PD for TAs delivering reading intervention: LCC 1:1 Reading *(teachers will also receive training)* ***£20,540.60***	One to one tuition | EEF (educationendowmentfoundation.org.uk) School led 1:1 support is more cost effective than out sourcing and delivers 5 months progress on average *(see link)* Impact is more likely if learning is additional to and explicitly linked to normal lessons. Therefore, this will be carried out by a staff member familiar to the class.	1 2	1:1 Reading Programme training for all TAs and teachers took place in Autumn 23. Targeted children identified and interventions in place. Baseline of pupils completed and English Lead has completed assessments.	

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

Budgeted cost: £ 83,210

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review April 2024	Review July 2024
Deployment of Teaching Assistants to deliver targeted small group and 1:1 intervention to those who need to make	EEF: Intervention Small group tuition | EEF (educationendowmentfoundation.org.uk) Similar benefits for 1:1 tuition Group learning is more effective for younger learners; particularly in reading and maths. Pupils require support with peer learning and development with working with others	1 2		

accelerated pro-gress of address gaps.	https://educationendowmentfoundation.org.uk/edu cat-ion-evidence/teaching-learning-toolkit/one- toone-tuition +5months https://educationendowmentfoundation.org.uk/edu cat-ion-evidence/teaching-learning- toolkit/teachingassistant-interventions +4 months			
Individual additional phonic and early reading tuition daily for those not on track in KS1 Individual additional reading tuition daily for those not on track in KS2.	EEF: 1:1 Tuition One to one tuition | EEF (educationendowmentfoundation.org.uk) School led 1:1 tuition is more cost effective than out sourcing and delivers 5 months progress on average *(see link)* Impact is more likely if learning is additional to and explicitly linked to normal lessons. Therefore, this will be carried out by a staff member familiar to the class. Monitoring of previous 1:1 sessions and analysis of 2022-23 data shows positive impact of interventions in narrowing gaps in phonics and reading in EYFS and KS1. NB this is not through 1:1 Tuition Funding but through school based support. https://educationendowmentfoundation.org.uk/edu cat-ion-evidence/teaching-learning- toolkit/readingcompre-hension-strategies + 6months	1 2	Targeted pupils identified New TA Jan 24 has received appropriate phonics and 1:1 training to follow on from previous post holder	

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/nuffield- earlylanguage-intervention + 3months	1	NELI assessments have taken place – no pupils in EYFS or Y1 identified as requiring further intervention. However, other pupils have been identified for S&L support by SENCO	

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

Budgeted cost: £ *40,900*

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review April 2024	Review July 2024
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 £27000	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		
School Counsellor £7000	Evidence: COVID 19 Mental Health and Wellbeing surveillance: report 4. Children and young people - GOV.UK (www.gov.uk)	3 4	Impact has been seen in number of behaviour incidents which have significantly decreased.	

After School Clubs £2000	Evidence: Extending the School day Evidence shows after school time is more beneficial to build additional PSHE skills. This can also lead to improved attendance	3 4		
Wider school experiences such as school trips; residential trips £2000	Resilience improved Confidence built Opportunities to thrive and 'excel' Aspirations Curriculum	3 4		
Outdoor learning and 'Forest School' £1000	https://www.cambridgeforestschools.co.uk/schools/forest-school-and-outdoor-learning-research/	3 4		
Increase parental engagement £1000	Mixed level of evidenced based approaches. Plans based upon knowledge of our parents and the community.	2 3 4	Family Hubs working with our Family Learning Mentor providing Parent Workshops each half term. Next focus: Sleeping	
PD training for Attendance Lead £400	Ability to more effectively support parents in ensuring pupils in school Increased attendance – increased attainment, less gaps in learning.	3 4		
TA Training: ELSA (Emotional Literacy Support Assistant) £1500	Better tiered support for mental health and wellbeing allowing school to provide early intervention for those pupils with an SEMH need.	3 4	Training has begun due to finish March 2024.	

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2022/23

Phonics non-disadvantaged pupils 60% Disadvantaged pupils 91.7%
Y2 Phonics non-disadvantaged pupils 66.7% Disadvantaged pupils 100%
KS1 Reading non-disadvantaged pupils 62.5% Disadvantaged pupils 55.6%
KS1 Writing non-disadvantaged pupils 62.5% Disadvantaged pupils 55.6%
KS1 Maths non-disadvantaged pupils 62.5% Disadvantaged pupils 55.6%
KS2 Reading non-disadvantaged pupils 72.7% Disadvantaged pupils 65%
KS2 Maths non-disadvantaged pupils 72.7% Disadvantaged pupils 55%
KS2 Writing non-disadvantaged pupils 90.9% Disadvantaged pupils 60%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Better Reading Partnership	
1:1 Reading Programme	LCC
S&L	NELI
Raising Aspirations Programme	Positive Footprints