

**Pupil Premium**

**Report**

**2021-2024**



# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2023 academic years) 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

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| Detail | Data |
| School name | Manor Park School and Nursey |
| Number of pupils in school | 265(incl 43 Nursery) |
| Proportion (%) of pupil premium eligible pupils | 39% (84 children) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2022  2022-2023  2023-2024 |
| Date this statement was published | Sept 2023 |
| Date on which it will be reviewed | Annually |
| Statement authorised by | Simon Cotterill |
| Pupil premium lead | Simon Cotterill |
| Governor / Trustee lead |  |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £123,875 |
| Recovery premium funding allocation this academic year | £11,890 |
| 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 | £135,765 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Manor Park is a vibrant and happy school with a hardworking, enthusiastic, and dedicated staff team. We have a very well established and experienced senior leadership team and a school ethos of no excuses, the highest expectations, urgency, and children and staff at the heart of all we do.    We are a 1.5 form entry primary school in Knutsford, Cheshire, which whilst an affluent town, our school serves an area of deprivation within the town. Children can start school with us from 2 years of age. 40% of our pupils speak English as an additional language and the vast majority of our children start school with very low-level language skills.    For us, early intervention is key, A significant number of our disadvantaged children not only enter our school or nursery with lower academic starting points than their peers but they also have significant delay in social skills and understanding of the world around them. Many do not have the opportunities to learn and explore the world in the same way that many children do. They often do not have a support network to enable them to easily achieve milestones of childhood that many non-disadvantaged pupils do. We are focusing on language development in all its forms with a clear emphasis on vocabulary, oracy/speaking and reading. We are constantly looking to refine and improve practice in this area whilst also providing targeted interventions to struggling learners. Many of our pupils also have very limited experiences beyond their immediate home and providing our children with experiences that will enhance their lives, increase their understanding of diversity and opportunity and develop their self-belief and aspirations is a driver across the curriculum. We strongly believe our curriculum is our children’s opportunity and we aim to provide the knowledge, skills, and opportunities to create a level playing field and improve the life chances for all our educationally disadvantaged pupils.    We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils’ learning and staff at every level speak with one voice about our ambition for all our pupils and they all fully understand part they play in addressing educational disadvantage.    Through leadership capacity, there is a sharp focus on the quality of pupils’ learning experiences. Our leadership team play a significant role in evaluating progress through ongoing, and crucially, supportive monitoring and quality assurance. They devote time to our staff for collaborative team planning, teaching, and modelling by spending time in classrooms to provide on the spot coaching, training, and immediate feedback to develop practice.    Our intent is for our disadvantaged pupils to have the same life chances and opportunities as all children. We strongly believe that the circumstances that they happen to find themselves in as a young child should not define them as an adult.  Our objective is to ensure that our disadvantaged pupils enjoy their childhood. That they have the positive experiences that all children should have. That they make good academic progress from whatever their starting point is so that all children, (who do not have a separate SEND barrier to learning) leave our school on an academic par with non-disadvantaged children.  Our principles are- Inclusion, nurture, high expectations.   |  |  | | --- | --- | | **School Context Overall**  Current Year 2023 / 2024 | | | Number on roll | 257 – (223 excl. nursery) | | % Girls/Boys | 46.5% G / 53.5% B | | % Disadvantaged (Pupil Premium) | 40% - (without nursery) | | % early Help, Child in need, Child Protection | 6% | | % Cared for children | 1.0% | | % from Minority Ethnic Groups | 25.3% | | % EAL | 14% | | % of pupils SEND | 32% with 5.6% EHCP (11 children with EHCP and  12 pending) | | % ANother | 74% Band 1a. IDACI (most deprived 10%) and 20% in  Band 2. | |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | On entry to Nursery in 2021 and 2022, 8% of children were assessed to be on track in speaking. In 2022 12% of our disadvantaged pupils were at age related expectation in speaking when entering reception, compared with the cohort figure of 30%. Assessments, observations and discussion with pupils and staff indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils from Nursery 2 through to KS2.  Our challenge is to positively advantage our PPG children to reduce speech and language delay and also increase range and complexity of vocabulary. |
| 2 | Our assessments, monitoring and discussion identify that there is an attainment gap in Reading, Writing, Maths and SPAG between disadvantaged and non-disadvantaged children.  Our challenge is to positively advantage our PPG children to narrow the attainment gap across Reading, Writing and Maths |
| 3 | Our knowledge of our school community identifies that a higher % of our PPG children have social and emotional barriers to educational achievement. T  Our challenge is to remove barriers to educational achievement- social and emotional, attention and listening, attachment and historical gaps in learning. |
| 4 | Our knowledge of our school community identifies that a significant number of our PPG children and families have mental health concerns, anxieties and behaviours that are barriers to their academic and social development. Also generational lack of aspiration and motivation is a challenge.  Our challenge is to support our families and children to reduce the impact of mental health, anxiety and to increase the aspirations of the children. |
| 5 | Our monitoring and feedback from staff and children has identified that many of our PPG children can often find unstructured times in school challenging.  Our challenge is to support children during unstructured periods- to develop social skills and reduce anxiety |
| 6 | Our monitoring and feedback from parents and staff has identified that many of our PPG children/families can find it challenging to attend the extra-curricular opportunities that are provided at MP (including Residentials)  Our challenge is to ensure that all children have equal access to extra-curricular opportunities and residentials |
| 7 | Our analysis of data has identified that the % of children with SEND across school is very high – SEN total 25%, EHCP 4% (11 with 12 pending). Further analysis identifies that a higher % of PPG are also SEND children when compared to non-PPG children.  Our challenge is to reduce the academic attainment gap of PPG children when compared to non-PPG children whilst navigating the lower starting points and also the higher % of SEND. |
| 8 | Our analysis of attendance data has identified that overall attendance of our PPG children is below non-PPG children in school and the rate of PA is above that of non-PPG children in school.  Our challenge is to develop and deliver strategies that address this and increase overall attendance and reduce the % of PA. A further challenge is to support families to increase attendance and reduce Persistent Absence |

## 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.

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| Intended outcome | Success criteria |
| Children to feel safe, happy and valued. Children to believe in themselves. Children to understand that they can have dreams and they can achieve them. | Children to access our pastoral care  Children to access passion for learning events and clubs.  Children and families to be supported with their mental health and anxieties.  Children to be confident in public, to be confident speakers. Children to model the school values.  Children are able to talk about the support they have received and the impact that it has had. |
| To reduce the speech and language delay of our PPG children | Utilise Wellcomm screen for all children accessing SALT.  Utilise Wellcomm screen in EYFS on a termly basis.  To deliver SALT in school by a dedicated TA.  To work with the external SALT specialists |
| For PPG children to have a broader range of vocabulary and greater understanding of more challenging texts. | To increase the range and complexity of vocabulary that children access across Nursery and school  To increase the profile and understanding of tier 2 and tier 3 vocabulary in Nursery and school. |
| Attainment in Reading for PPG | Achieve at or close to national attainment in KS2 Reading and greater proportion of children attaining Higher Standard. |
| Attainment in Reading for PPG | Achieve at or close to national attainment in KS2 Writing greater proportion of children attaining Higher Standard. |
| Attainment in Mathematics for PPG | Achieve at or close to national attainment in KS2 Writing greater proportion of children attaining Higher Standard. |
| Children have the same life experiences through their early childhood as non-disadvantaged children | All PP children attend all trips and residentials. PP children are supported to attend sporting events, after school activities. |
| Increased attendance | For attendance of PP children to be closer to or in line with non-PP children.  To reduce the % of PPG children who are PA to ne inline with national and non-PP children. |

## Activity in this academic year 2023-2024

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: £ 25,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Embedding high quality adult/child interactions in EYFS and across the school with a particular focus on Tier2 and Tier 3 vocabulary.  High quality CPD to be provided via Maths Hub for Teaching assistants. Release time for teaching assistants.  Release time for Maths Lead to support CPD  Maths/SEND CPD to be provided for teachers. Release time for teachers x2  Release time for Maths Lead  English and Phonics lead to attend Reading for Fluency project and disseminate to staff  Recruitment of 1 TA to support children in KS2 with Reading and Maths  MITA Project to be delivered in school to support quality of interventions and TA support  Increased Non-contact time to support Maths, English and EYFS/PHONICS leaders to monitor /coach | There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial. | 1,2,7 |

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

Budgeted cost: £72,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 3 daily Small group tuition groups in Maths led by teachers.  1 small group tuition group in English led by a teacher.  1 teaching assistant 0.5FTE to support Small group maths tuition. | As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. Closing the Attainment Gap’ report states that,*targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.* **Education Endowment Foundation**  Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.  EEF research supports our strategy to offer individualised instruction to many of our PP children. Moderate impact for low cost – we have extended the model further to so the cost implications are higher but we are also able to evidence increased impact of the provision.  Individualised Instruction | 1,2,3,7 |
| Employ a SALT to deliver SAL 25 hours per week  Wellcomm Screening to be introduced to support assessment and delivery of SALT | C&L/SAL are priorities for our school and as such we provide a significant amount of support for our children and families.  EEF research suggests the following strategies off high impact for relatively low cost. We can evidence that by employing a dedicated teaching assistant to deliver SAL full time in school the children make significant progress with their C&L/SAL over a long period of time. There are three areas that EEF evidence supports this strategy-  Oral Languages Interventions –  Individualised Instruction –  1:1 tuition = | 1,2,3,7 |
| 50% of 2 Teaching Assistants FTE to provide 1:1 or small group interventions during the afternoon sessions. | EEF evidence shows that one to one tuition is very effective and can increase progress to five months’ additional progress. The tutor sessions will be focused on individual pupil needs in reading, writing and mathematics. The impact can be measured through our standardised testing and writing moderation sessions  1:1 tuition | 1,2,7 |
| 1x 0.4 FTE Additional tutoring to provide bespoke RWI phonic interventions. | EEF evidence shows that one to one tuition is very effective and can increase progress to five months’ additional progress. When this is married to Phonics interventions – the impact is even stronger. Many of our children have low starting points for C&L and require additional phonics sessions to close the reading gap. These sessions are short and sharp and daily.  1:1 Tuition & Phonics | 1,2,7 |
| To open the computing suite at lunchtimes with staff support- support with homework- a place for children spend time play/learn at lunch with friends | Some of our families are not able to support their children at home so we support them by opening our computing suite 30 mins early every day and also at lunchtime. Children can access curriculum games and activities to support their learning- They can also complete their homework.  Homework | 1,2,3,4,5,7 |

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

Budgeted cost: £52,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To ensure Pupil Premium children are able to access extra-curricular opportunities including clubs, trips and residentials by providing subsidised costings where needed. | Outdoor learning has been shown to build self-esteem and health, as well as increasing cultural capital. We are therefore investing in OPAL play from January 2023, aligning our PPG with PE premium funding.  Evidence base for funding this is weak, however our own experience shows that children who have access to the same experiences and feel equal to their peers supports their overall wellbeing. We have found that children who attend the extra-curricular activities benefit emotionally and socially from these experiences.  [Outdoor adventure learning](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning): | 3,4,6,7,8 |
| Attendance and Safeguarding Officer to lead attendance strategy and to analyse attendance and develop school procedures to support families to raise attendance/punctuality | **SSF states that,***in some cases, schools will need to address absences directly, whilst sensitively exploring parents’ and pupils’ concerns that may be inhibiting school attendance. Helping pupils re-engage with school—feeling safe and ready to learn—will be at the forefront of school leaders’ plans.*  **Advice from the**[National Strategies](https://webarchive.nationalarchives.gov.uk/20110812101100/http:/nsonline.org.uk/node/98020)**(hosted on the National Archives) says that:**  *The links between attendance and achievement are strong. Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years.*  **The Department for Education (DfE) published research in 2016 which found that:** *The higher the overall absence rate across Key Stage 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4.* | 1,2,3,4,5,6,7,8 |
| Lunchtime provision available for those children who find these times difficult. This will be run by our Learning Mentor.  To further develop the outside nurture zone which will allow more children to access this provision at lunchtime and playtime. | Although EED suggest low impact for moderate cost. We have found the impact of our learning mentro and the practice that we put in place to have a consideranle imapct. We have extended this provision to include lunctimes which has further supported our children pastorally.  Mentoring | 3,4,6,7,8 |
| SWANS mental health lead to attend school for on morning each week (extended to one day when additional funding in place).  Support children who are having difficulty with own mental health. To reduce barriers to learning and open avenues for children to recover from previous trauma | EEF (+4)  Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.  *On average, social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school.* **Education Endowment Foundation** | 1,2,3,4,5,7,8 |
| A 0.5FTE Learning  Mentor to support the emotional well- being of children, including support with social skills and anxiety | EEF shows that developing children’s confidence results in reduced anxiety and increased engagement in learning. Our own experience shows that this is a very effective use of funding as a number of our disadvantaged children also experience challenging circumstances outside of school and require additional support to manage their emotions. This activity links closely with the PSHE scheme of work and measuring children’s resilience levels. Those disadvantaged pupils with low levels of resilience will be targeted by our Pastoral support lead  Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.  *On average, social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school.*  Social and Emotional Learning | 1,2,3,4,5,7,8 |
| Part-fund a Passion 4 Learning after school club for Year 4 children | This funding pays for additional experiences for a small group of disadvantaged pupils to benefit from each week. They meet every week and volunteers provide activities to support children’s motivation to learn and self-esteem. The club focusing on team work, giving children experiences to increase their aspiration and broaden their experiences.  [Aspirational interventions](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions): | 5,6 |

**Total budgeted cost: £150,500**

# Part B: Review of outcomes in the previous academic year

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

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| **Year 2 Review (2022-2023)** | | **Amendments for next year** |
| **Impact** | **Issues** |
| **Teacher assessment results 2023 –**  **GLD - (64% Cohort – 70%PP- 59%NPP)**  **Phonics Year 1 - (85% Cohort – 50% (4 children) PP- 100%NPP)**    **Year 2 Teacher assessment –**   * **Reading Attainment (69% Cohort – 58%PP- 75%NPP)** * **Reading Progress (+6 Cohort – +2 PP- +9 NPP)** * **Writing Attainment (63% Cohort – 50%PP- 70%NPP)** * **Writing Progress (+9 Cohort – -3 PP- +16 NPP)** * **Maths Attainment (69% Cohort –50% PP- 80%NPP)** * **Maths Progress (+1 Cohort – -10 PP- +7NPP)**   **FFT Year 6 assessment –**   * **Reading Attainment (76% cohort – 60%PP- 83%NPP)** * **Reading Progress ( +4 cohort – +7 PP- +3NPP)** * **Writing Attainment (76%Cohort – 60%PP- 87%NPP)** * **Writing Progress (+11 Cohort – +7 PP- +13NPP)** * **Maths Attainment (82%Cohort – 73%PP- 87%NPP)** * **Maths Progress (+11 Cohort – +16 PP- +7NPP)**     **Progress** made by Disadvantaged children was strong and generally in line with that made by non-disadvantaged children from Y2-Y6 in all areas.  This backs our evidence that disadvantaged pupils make good progress at MP, but that the challenge of the attainment gap remains.    Attendance –   |  |  |  |  | | --- | --- | --- | --- | |  | All | PP | Non-PP | | Aut 22 | 94.1% | 92% | 96.2% | | Spr 23 | 94.4% | 93.3% | 95.5% | | Sum 23 | 94.2% | 91.4% | 96.6% | | Total |  |  |  |   Persistent Absence (PA)  AP for 22-23 was 15.1% which was below the national figure of 19%. This reduced from the previous year’s figure of 16%.  Engagement/opportunities  100% of our disadvantaged children had 50% of residential costs covered- all of our PP children whose parents chose for them to attend did attend Residential trips.  All children attended termly class visits – visits were subsidised from PP grant money | Progress in KS1 for last year’s Year 2 Cohort was sig below that of Non PP children in all areas. When tracking progress across the whole school this would suggest that this is cohort specific. There is a higher % of SEND children within this PP cohort than school wide.  Whilst Attendance has increased and is above National. This is an area that we will be targeting for further improvements.  Particular focus will be on supporting PP children and families in reducing the attendance gap and the gap in %PA. | We have increased the budget to the pastoral/attendance and safeguarding team to support attendance.  Half termly full analysis of attendance data and PA data to provide real time actions to identify and support those with lowest attendance  We have increased our small group classes to support maths and English.  We have introduced a specific project in the SSDP for Vocabulary to support speech and reading across school. |