

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Infant and Nursery School
Number of pupils in school	169 (F1 to Year 2)
Proportion (%) of pupil premium eligible pupils	23 pupils (14%)
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Miss S Hanson Headteacher
Pupil premium lead	Mr T Fennell Deputy Headteacher
Governor / Trustee lead	Mr John Bowers Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,391
Recovery premium funding allocation this academic year	£689.00
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£18,080

Part A: Pupil premium strategy plan

Statement of intent

At Manor Park we are committed to all children, irrespective of their background or the challenges they face. Our intention is that all pupils make good progress and achieve high attainment across all subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	<p>Internal assessments indicate that reading, writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Nursery typically between 100% of our disadvantaged pupils arrive below age-related expectations compared to 83% of other pupils (2020 to 2021 data). This gap remains steady to the end of KS1.</p>
4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading.</p>
5	<p>Our assessments, observations and discussions with pupils have identified social and emotional issues for many pupils, notably lack of confidence. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>16 pupils (5 of whom are disadvantaged) currently require additional support with social and emotional needs, with 16 (5 of whom are disadvantaged) receiving small group interventions.</p>
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than that for non-disadvantaged pupils.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils at the end of KS1.	KS1 reading outcomes in 2021/22 show that more than 60% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils at the end of KS1.	KS1 writing outcomes in 2021/22 show that more than 60% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS1.	KS1 maths outcomes in 2021/22 show that more than 60% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no less than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. • the percentage of all pupils who are persistently absent being below 4% and the figure among disadvantaged pupils being no less than 92%.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other

	sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
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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: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources (Mable) and fund ongoing teacher training and release time.</p> <p>EYFS staff engage in Nuffield Early Intervention project.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://www.mabletherapy.com/?hsLang=en</p> <p>https://www.teachneli.org/what-is-neli/</p>	1
<p>Purchase of Monster Phonics to secure stronger more effective phonics teaching for all.</p>	<p>Phonic approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	3

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

Budgeted cost: £12,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>High quality phonics interventions 1:1 and small group work have a strong evidence base indicating a positive impact on pupils, particularly for disadvantaged pupils. In house extra teaching assistant intervention. Track closely by English Lead and Assessment Lead.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	2,3
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</p>	1,2,3,4
Teaching assistant intervention.	<p>Teaching assistants provide large positive impact on learners and use targeted intervention to meet the needs of the children. These are devised in conjunction with class teachers, Senior Leadership Team and teaching assistants to maximise impact.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</p>	1,2,3,4

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Better Futures Through Sport (Mentoring programme through Sport – Self-esteem and confidence building)	Physical activity refers to approaches that engage pupils in sports, dance, or any kind of physical exercise. Physical activity has important benefits in terms of health, wellbeing and physical development. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	5
Attendance manager – to maintain attendance systems and processes.	High levels of school attendance is an important part of giving children the best possible start in life. Pupils who miss school frequently can fall behind with their work and do less well in exams. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	6

Total budgeted cost: £18,080

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 2020 to 2021 academic year.

Small group Maths interventions

Objective: To increase the performance of PP children across school from below age expected to expected or better in KS1.

Outcome: This provision contributed positively to the progress and achievement of PP pupils, especially in year 1, where PP pupils made similar progress to that of NON-PP pupils.

Communication and Language Lead in EYFS focusing on PP.

Objective: Key focus on communication skills: including SALT strategies and oracy.

Outcome: This provision (in partnership with the free NELI and school bought Mable programme) has increased children's communication skills and oracy. Teachers have reported an improvement in clarity of pronunciation, vocabulary and confidence.

Whole staff CPD programme of work focussing on narrowing the gap for all children based on work scrutiny reports by SLT.

Objective: To increase all teaching and learning in school to at least good with majority outstanding.

Outcome: Whole staff CPD conducted through work scrutiny and observations has increased the proportion of good and outstanding teaching and contributed to the good and outstanding progress of PP pupils in the Foundation Stage, year 1 and 2.

Marvellous me App

Objective: Marvellous Me app forms a link between home and school. The app allows teachers to inform parents on their child's progress, achievements and attainment.

Outcome: The app helped the parents to know about their child's progress, achievements and attainment. This then motivated them to engage with the school and help their child at home with their learning. This contributed to the good and outstanding progress of PP pupils in the Foundation Stage, year 1 and 2.

Attendance manager

Objective: Monitoring, reporting and responding to: Attendance of PP children, Persistent absentees and punctuality of PP group. PP children's attendance reviewed half termly and fed into pupil progress meetings and learning reviews days.

Outcome: Attendance data (2020/21) shows that absence for the PP group is less than the National Average with persistent absentees included. This is due to the rigorous monitoring and reporting of the attendance manager.

School – 95.2% (this includes persistent absentees)

School – 95.5% (persistent absentees removed)

National – 95.3% - Not including Covid19 absences.

Persistent absenteeism for the school PP cohort was 21% compared to 24.1% nationally.

7 children were persistent absentees in 2020-21. Some of these children had complex medical issues.

TA support within class for PP children and for vulnerable.

Objective: T.A's to deliver the following interventions:

- RAPID Reading
- RAPID Phonics
- Switch on to writing
- Daily reading with PP pupils
- TA support (1 to 1)
- TA support in small groups

Outcome: TA support contributed positively to the progress of PP pupils. In the Foundation Stage, TA support enabled PP pupils to make good and outstanding progress in the prime areas. In year 1 the progress of all PP pupils was good or outstanding. PP pupil's progress was better than NON PP pupils in reading and writing. Progress of PP pupils in maths was similar to NON PP pupils. In year 2 the progress of all PP pupils was good. PP pupil's progress was better than NON PP in reading and writing. NON PP pupils performed slightly better than PP pupils in maths.

1 to 1 mentoring delivered by Brighter Futures through Sport.

Objective: PP children will receive a 30 minute mentoring session delivered through football. The sessions will enable every child to gain a feeling of self-respect, confidence, citizenship and social awareness through the medium of sport. This is a 1 to 1 provision focused on PP children.

Outcome: This provision has improved children's school work, behaviour for learning and self-esteem. Teachers have reported an improvement in children's confidence, behaviour, attitude and school work.

Externally provided programmes

Programme	Provider
Mable Speech Therapy	Pearson Education
Better Futures Through Sport (Mentoring programme through Sport – Self-esteem and confidence building)	Canoville Coaching Ltd

Further information

Interventions will be closely monitored by the Senior Leadership Team to ensure maximum impact and quality.

We will review our strategy each year to ensure it has the best possible impact for our children and in particular our disadvantaged children.