

Pupil premium strategy statement

This statement details our school's use of pupil 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 Park Infant and Nursery School
Number of pupils in school	149 (F2 to Year 2) 188 (F1 to Year 2)
Proportion (%) of pupil premium eligible pupils	14% (F1 to Year 2)
Academic year/years that our current pupil premium strategy plan covers	2024 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Miss S Hanson Headteacher
Pupil premium lead	Mr T Fennell Deputy Headteacher
Pupil premium governor	Jenny Alexander – Brown
Governor / Trustee lead	Mrs Sarah Castle Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,440
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£41,440

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 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 100% of our disadvantaged pupils arrive below age-related expectations compared to 85% of other pupils (2023 to 2024 data). This gap remains steady to the end of KS1.</p>
4	Our assessments and observations indicate that many of our disadvantaged pupils have significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and reading.
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>18 pupils (9 of whom are Pupil Premium) currently require additional support with social and emotional needs, with all children 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 percentage of disadvantaged children reaching a Good Level of Development in F2.	Outcomes for 2024/25 show that 50% of children (1/2) reach a Good Level of Development.
Improved percentage of disadvantaged children passing the year 1 phonic screening check and year 2 recheck.	Outcomes for 2024/25 show that more than 65% (4/6) of disadvantaged children in year 1 pass the phonic screening check and more than 65% (6/9) pass the phonics recheck in year 2.
Improved reading attainment among disadvantaged pupils at the end of KS1.	KS1 reading outcomes in 2024/25 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 2024/25 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 2024/25 show that more than 70% 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 2024/25 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 2024/25 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%.

	<ul style="list-style-type: none"> the percentage of all pupils who are persistently absent being below 4% and the figure among disadvantaged pupils being no less than 92%.
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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: £10500

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 and fund ongoing teacher training and release time.</p> <p>EYFS staff to continue to engage with 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.teachneli.org/what-is-neli/</p>	1
<p>Developing high quality teaching, assessment and a broad and balanced curriculum which responds to the needs of pupils.</p>	<p>We will focus on building teacher knowledge and pedagogical expertise, curriculum development and the purposeful use of assessment this will include the selection of high -quality curriculum materials.</p> <p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils. (The EEF Guide to the Pupil Premium)</p>	1,2,3,4
<p>Continued professional development in</p>	<p>Phonic approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading</p>	3

Little Wandle to secure stronger more effective phonics teaching for all.	(though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £24940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2,3
Teaching assistant intervention.	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. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions	1,2,3,4

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

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School ELSA	<p>We facilitate ELSA. ELSA is an Emotional Literacy Support Assistant. It is designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. This is achieved by training teaching assistants to develop and deliver individualised support programmes to meet the emotional needs of children in their care. It recognises that children learn better and are happier in school if their emotional needs are also addressed.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	5
Attendance manager – to maintain attendance systems and processes.	<p>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.</p> <p>EEF state: Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/summary-of-evidence</p>	6
Wrap around care	<p>We facilitate working parents by offering a high-quality wrap around provision. Where appropriate disadvantaged pupils are accommodated. This includes targeted breakfast club and after school club provision.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	6

Total budgeted cost: £41440

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 2023 to 2024 academic year.

Outcome: Improved oral language skills and vocabulary among disadvantaged pupils.

Impact: The continued use of the NELI program has increased children's communication skills and oracy. Termly NELI assessments have shown good progress in oral language skills and teachers have reported an improvement in clarity of pronunciation, vocabulary and confidence. Regular Speech and Language (SALT) sessions and regular communication from SALT specialists has also enabled disadvantaged and non-disadvantaged pupils to improve their clarity of pronunciation and confidence.

Outcome: Improved reading attainment among disadvantaged pupils at the end of KS1

Impact: 54% (7/13 children) attained a secure level at the end of KS1, this is a difference of 16% compared to the target set of 70%. This is a decrease from the previous year where 66% (6/9 children) attained a secure level.

Extensive intervention through small group phonic intervention and precision teaching led to good progress (6 steps progress is good, FSM group achieved 6.20 steps progress in reading) but this didn't transfer into achievement outcomes in terms of achieving a secure standard.

This target will remain in the 2024-2025 pupil premium plan.

Outcome: Improved writing attainment among disadvantaged pupils at the end of KS1

Impact: 46% (6/13 children) attained a secure level at the end of KS1, this is a difference of 24% compared to the target set of 70%. This is a decrease from the previous year where 55% (5/9 children) attained a secure level.

Extensive intervention through small group writing intervention, in class support and precision teaching led to outstanding progress (6 steps progress is good, FSM group achieved 6.80 steps progress in writing) but this didn't transfer into achievement outcomes in terms of achieving a secure standard.

This target will remain in the 2024-2025 pupil premium plan.

Outcome: Improved maths attainment for disadvantaged pupils at the end of KS1

Impact: 62% (8/13 children) attained a secure level at the end of KS1, this is a difference of 8% compared to the target set of 70%. This is a decrease from the previous year where 66% (6/9 children) attained a secure level.

Extensive intervention through small group maths intervention, in class support, and precision teaching led to outstanding progress (6 steps progress is good, FSM group

achieved 7.10 steps progress in maths) but this didn't transfer into achievement outcomes in terms of achieving a secure standard.
This target will remain in the 2024-2025 pupil premium plan.

Outcome: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Impact: Pupil voice discussions with disadvantaged indicated that pupils are happy at school and enjoy intervention sessions. Children mentioned they were better at their work after intervention when they returned to class. All disadvantaged children attended enrichment trips and enjoyed the experience. One child stated:
'You can see more things than you have ever seen and then write about it'.

The ELSA program was also used to support with well-being with two children accessing the provision. A parent of one of the children stated through a parent questionnaire:

'My child was a lot happier and calmer after doing the ELSA intervention. It's good to have someone for your child to talk to'.

Another parent stated:

'It benefited my child while she was doing ELSA. It really helped with her dealing with her emotions'.

This sustained and improved well-being contributed to good progress and outcomes for disadvantaged pupils.

Outcome: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Impact:

Outcome: Attendance data (2023/24) shows that absence for the PP group was 9%. This is below the Notts FSM average of 11.1%, but above 'all children' in Notts at 6.9% and 'all children' nationally at 6.8%. Therefore, the attendance strategy will remain in the 2024/25 PP plan.

School – 94% (this includes persistent absentees)

Persistent Absenteeism

Persistent absentees (attendance below 90%) – 23 children (9 were PP children).

Persistent absenteeism for the school PP cohort (9 children) was 33% compared to Notts FSM at 34%, all children in Notts at 18.4% and all children nationally at 19.3%. Therefore, the attendance strategy will remain in the 2024/25 PP plan.

Externally provided programmes

Programme	Provider
ELSA	Sheila Burton

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.