



Pupil premium report for Manford Primary School

April 2021-July 2022 Planning (subject to review March 2022)

Pupil premium spending 2021/22

SUMMARY INFORMATION			
Date of most recent pupil premium review:	n/a	Date of next pupil premium review:	
		Total pupil premium budget:	£114,325
Total number of pupils:	436	Total disadvantaged funding 2021/22 (inc COVID)	£128,440
Number of pupils eligible for pupil premium:	85 (20%)	Amount of pupil premium received per child:	£1,345

STRATEGY STATEMENT

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Our aim is that children will make rapid progress towards meeting national expectations and that this knowledge will be retained as a building block for the next steps of their education.

Following a challenging year for pupils and staff our key drivers for spending to have the greatest impact on outcomes are:

- Continuing the focus on reading which has had impact before school closures
- Wellbeing, emotional, social and healthy lifestyles
- Improving teaching, supported by diagnostic assessment, so that children receive teaching which is consistently highly effective
- Interventions which are clearly linked with classwork-initially centered around wellbeing and reading
- Improving attendance and punctuality-reducing persistent absence

Assessment information

Due to coronavirus, there is no National school assessment data since SATs in 2019. To inform this strategy we have used the following data:

- FFT Aspire projections
- Internal tracking and summative assessment
- Results of formal assessments
- EYFS baseline (October 2020)
- Attendance data
- Engagement with learning during school closure

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Low levels of reading
B	Lack of metacognitive strategies
C	Gaps/lack of coherence in pupils' understanding of the curriculum-cultural capital
D	Poor levels of English and weak communication skills

ADDITIONAL BARRIERS

External barriers

D	Attendance, punctuality and being ready for learning
E	Emotional wellbeing
F	Lack of resources (homework materials, internet access, uniform)

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	All children attend regularly and are punctual. They are ready to learn and have the communication skills to facilitate this	PA is within national levels Lateness is reduced for key pupils Children are happy in school Levels of English acquisition improve for EAL pupils
B	Improvements in decoding and language comprehension lead to improved reading outcomes	School data for all pupils is in line with national figures Data for disadvantaged pupils evidences good progress

C	Children are able to make links between and across curriculum subjects-giving them a wider usable vocabulary and a greater cultural capital which they can then apply to future learning	Staff confidence and understanding of cultural capital improves-particularly for those with a subject leadership role Children's writing across the curriculum and language comprehension in reading improve
D	Children show a greater power over and commitment to their own learning	Marking and feedback are effective in moving children forward Learning behaviours are demonstrated by pupils across the school

Planned expenditure for current academic year

ACADEMIC YEAR-2021/22					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Improve CPD for all staff, particularly teaching staff, to ensure that children receive the best possible learning opportunities £5,000	ABCD Children make rapid and sustained progress Children know how well they are doing and what their next steps need to be	EEF Pupil Premium Guide EEF Teaching and learning Toolkit EEF Guide to supporting planning: A tiered approach DFE guidance SEATSSs (Local Authority Guidance)	<ul style="list-style-type: none"> • Clarity of purpose • Range of delivery methods • Introduction and follow-up support • Monitoring • Pupil voices and outcomes • External review 	J Donnelly	April 2022

<p>Improve assessments so that teachers are well informed and can plan for misconceptions and gaps in learning. Children display strong behaviours for effective learning £8000</p>	<p>BD Teachers, parents and children have a clear understanding of their academic attainment and what steps are being taken to continue improvement</p>	<p>EEF Pupil Premium Guide EEF Teaching and learning Toolkit EEF Guide to supporting planning: A tiered approach DFE guidance SEATSS (Local Authority Guidance)</p>	<ul style="list-style-type: none"> • Purchase national, standardised assessments • Track data at key points • Keep parents well-informed • Run effective pupil progress meetings 	<p>P Clarke G Anderson (J Donnelly)</p>	<p>April 2022</p>
Total budgeted cost:					£13,000

Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Attendance and PA monitoring and interventions £16,000	A Target pupils (previously or currently PA) will improve their attendance. Punctuality will improve for named pupils	EEF Pupil Premium Guide EEF Teaching and learning Toolkit EEF Guide to supporting planning: A tiered approach DFE guidance	<ul style="list-style-type: none"> • Joint working with Education Welfare Service • Consistent leadership and review-link with safeguarding • Clear policy and protocols • High-profile messages to stakeholders 	J Donnelly	July 2021
Supporting EAL/Improving Oral communication £12000	ABC i)For pupils with EAL acquisition of English is assessed, monitored and interventions lead to progress ii)For all pupils- vocabulary is wider and pupils are able to communicate well in a range of situations with a range of audiences iii) EYFS make good use of diagnostic language assessments so that targets and strategies can be applied	EEF- narrowing the attainment gap for EAL learners- Nuffield Early Language Intervention EEF Teaching and learning Toolkit Chris Quigley Education- Cultural Capital (based on numerous studies and research)	<ul style="list-style-type: none"> • Strong leadership and accountability • Monitoring and evaluation • Clear links with CPD for classroom based staff 	T Osei J Donnelly (D Krish)	October 2021

<p>Develop and implement a strategy for mid-year admissions</p> <p>£5000</p>	<p>D</p> <p>Pupils new to the school settle quickly and their strengths and areas for development are identified rapidly-leading to target interventions and reducing any unnecessary staff allocation earlier</p>	<p>Prior experience- new joiners make more rapid progress than stable pupils, particularly for the MAPS.</p> <p>Internal Data</p>	<ul style="list-style-type: none"> • Part of work of SLT and will be focus of pupil progress meetings. • Use Target Tracker to identify pupils and evaluate their needs 	<p>Phase Leaders (Matt Wellsman, Pauline Clarke, Diane Krish and Lauren Matthews)</p>	
<p>Interventions have strong and sustainable impact. They are well planned, delivered and evaluated</p> <p>£15,000</p>	<p>BC</p> <p>Interventions improve outcomes (inc National Tutoring programme)</p>	<p>EEF Teacher Toolkit</p> <p>Internal data</p>	<ul style="list-style-type: none"> • Regular review at Pupil progress meetings • Data analysis • Pupil voice 	<p>T Osei</p>	
<p>Provide uniform and PE kit when need is identified</p> <p>Remove financial barriers to participation in extra-curricular and enrichment activities (e.g.residential)</p> <p>£3000</p>	<p>Wellbeing (emotional)</p> <p>Children feel safe and valued at school.</p> <p>Attendance improves</p>	<p>EEF Teacher Toolkit</p> <p>Pupil voice</p>	<ul style="list-style-type: none"> • Parent and pupil surveys • HT reports to Governors 	<p>A Lawman J Donnelly T Osei</p>	
<p>Employ a learning mentor to support emotional wellbeing</p> <p>School Counsellor</p> <p>£38,000</p>					

<p>Wellbeing (physical)</p> <p>Provide a range of high-quality opportunities for children to be physically active</p> <p>Remove financial barriers to participation in extra-curricular and enrichment activities (e.g.residential)</p> <p>£5000</p> <p>Sports Mentor/ELSA</p> <p>£29,000</p>	<p>Children's physical health and wellbeing improves.</p> <p>(lunchtime provision, after school physical activity, target groups for physical exercise and coaching)</p>	<p>The Daily Mile</p> <p>EEF teacher toolkit</p> <p>Mind.org.uk</p>	<ul style="list-style-type: none"> • Pupil voice • Reports to Governors/regular participation and engagement reviews 	<p>A Wilson</p>	
Total budgeted cost:					£98,000
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Year 5 and 6 Brilliant Club project</p> <p>£5000</p>	<p>Target children show improved writing and oral communication skills. They experience what university might be like to shape future decisions</p>	<p>The Brilliant Club-research and impact- The Scholars Programme</p> <p>Chris Quigley Cultural Capital</p>	<ul style="list-style-type: none"> • Assign an experienced member of staff to lead the project 	<p>M Wellsman</p>	<p>March 2022</p>

<p>Embed virtual experiences in Manford's curriculum</p> <p>£3000</p>	<p>School visits are replaced with experiences which focus on learning-maximising time in the classroom</p>	<p>Prior experience</p> <p>Chris Quigley Cultural Capital</p> <p>EEF teaching and learning toolkit</p>	<ul style="list-style-type: none"> • Monitoring • Pupil outcomes • Pupil voice 	<p>J Donnelly/ L James</p>	
<p>Total budgeted cost:</p>					<p>£8,000</p>

Review of expenditure from previous academic year (2020/21)

Our original plans changed significantly because of the coronavirus pandemic.

Original Spending Plan	Did this go ahead?	Impact	Where were the funds allocated instead?
Attendance officer	Yes but the role changed a little	Attendance of a number of consistent PA children (4) managed to improve their attendance. Two of these have managed to sustain this as school has reopened. The officer offered emotional support and advice to vulnerable parents and applied for Winter Grants for 14 families.	
Learning Mentor	Yes	Our most vulnerable children and their families continued to receive ELSA support, emotional support and advice right through school closure. Parental feedback was very strong-parents reported that their child was motivated to complete online learning and 'brightened up' when they had their session. Parents were supported with strategies for routines and the mentor was a key arm in our safeguarding during school closure.	
Counsellor	Partial Some of the spending was used (around 45%). Counselling took place when restrictions allowed. We took the opportunity to improve the counselling environment and resources.		The remainder has been used to increase emotional support as children return to school. This has been through using existing staff and some agency to ensure children had time with an adult to help them settle and adjust.
Curriculum enrichment and subsidies	Partial		The remainder has been used to

for clubs etc	Some of this was used (60%) for providing support, uniform, devices, work which was accessible in school closure in addition to clubs that were able to run and funded breakfast and after school club places.		<p>purchase online learning resources and training for staff in Google Classroom. Additionally, we have purchased CGP learning materials for every PPG child and subsidized these for others. This enabled the parents to better access the work set at home and children could use them as a reference guide.</p> <p>When school was open we also used funding for extra copies of texts in English so that children weren't sharing books. Moving forward these extra texts will enable intervention groups based on reading the texts and also for the most needy children to have a book of their own to read at home/with an adult.</p>
Staff Training	No		<p>Training moved to online training and tended to be free or led in-house. This spending was reallocated to running an Easter Booster for PPG pupils-by invitation only. 89 children attended. Data to show the impact of this is pending.</p>

The educational impact of spending is still being assessed as we compare assessment outcomes in Autumn and at the end of the Spring Term.