

Pupil premium strategy statement – Manford Primary School 2023 2024

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	464
Proportion (%) of pupil premium eligible pupils	20.3 (94 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/4 2024/5 2025/6
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	J Donnelly
Pupil premium lead	J Donnelly
Governor / Trustee lead	R Ayres

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,040
Recovery premium funding allocation this academic year	£ 12,045
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 140,085

Part A: Pupil premium strategy plan

Statement of intent

- *Our disadvantaged pupils will receive a high-quality curriculum, well delivered so that they have the knowledge and skills they need for their secondary education.*
- *They will gain confidence and be able to express their thoughts and opinions, showing respect*
- *They will value literature and know that learning is a pathway to success in later life*
- *Our pupil premium strategy uses evidence-based approaches*
- *Our disadvantaged pupils are not one group to be supported, each child has different barriers to learning. Sometimes a barrier affects a number of families or children, other times very bespoke support may be used to secure success.*

Challenges

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

Challenge number	Detail of challenge
1	<i>Poor attendance/persistent absence</i>
2	Post-COVID effects (children in Early Years and Year 1 who were socially, emotionally and academically affected by COVID)
3	Pupils in UKS2 (SEN and non) who have made slower than expected progress
4	Housing- Children in temporary accommodation/travelling distances to school/high mobility

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
Attendance improves	<i>Persistent absence in the PP group of disadvantaged children is in line with data for their non-disadvantaged peers</i>
All groups of learners make at least expected progress. (Focus on writing determined by 2023 ASR)	End of Key Stage data shows that the achievement gap between disadvantaged pupils (non-SEN) and their non-disadvantaged peers reduces

Children make increased progress in Early Years, particularly in writing. This secures improved outcomes for disadvantaged pupils at the end of Key Stage 1.	High expectations and emotional support in Early Years raises the % of children who are ready for National Curriculum in Year 1
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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

Budgeted cost: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve teacher knowledge and understanding of the requirements of curriculum sequencing and dependencies in relation to the content and ideas you are teaching	EEF guide to Pupil Premium and EEF Evidence Review	2,3
Increase understanding of adaptive teaching techniques- monitor implementation and share successes	EEF guide to Pupil Premium and EEF Evidence Review The National College-What is adaptive teaching and why is it so important?	2,3
Improve teacher feedback (verbal)	EEF Toolkit	2,3

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

Budgeted cost: £ 75,099

Activity	Evidence that supports this approach	Challenge number(s) addressed
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EYFS Interventions (ELSA/Speech and Language)	EEF Early Years Toolkit	2
Early Literacy approaches	EEF Early Years Toolkit	2
Improve quality of writing teaching in LKS2 (Years 3 and 4) Develop pupils' transcription and sentence construction skills through extensive practice	EEF KS2 Literacy Guidance	3
Booster classes and homework clubs	EEF Toolkit	1,2,3
Scholars Programme (Year 6 High Achievers)	Impact Reports	1,3

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

Budgeted cost: £56,597

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance events and monitoring	EEF Evidence submission to the Education elect Committee	1,4
Parental engagement	EEF Toolkit, Early Years Toolkit, (Need to avoid widening the attainment gaps)	1,2,3,4
Provide focussed wellbeing and coaching for vulnerable pupils (e.g. young carers)	EEF Toolkit Public Health doc-The link between pupil health, wellbeing and attainment.	1,2,3,4

Total budgeted cost: £140,696

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2022/2023

In EYFS the gap between PPG children and non who met all the early learning goals is wider than the Redbridge gap. (school gap=19% Redbridge gap=12%). A similar gap is seen when looking at Early Learning Goals.

Unusually, at KS1, in Reading 71.7% of the non-disadvantaged pupils achieved the expected standard in reading, against 76.9% of disadvantaged (+5.2). Nationally the gap is wider (18.8). In writing, 46% of the disadvantaged pupils achieved the expected standard or higher, compared with 65% of disadvantaged children nationally. However, Manford had 46% working towards the expected level (SEN) as opposed to the national figure of 26% working towards. The outcomes for maths mirror those in writing, with a wide gap and a higher than national % of disadvantaged children 'working towards' the expected standard.

At the end of KS2, there were less children at Manford who achieved the expected standard in RWM combined than national and the gap has widened over three years. At the expected level in reading the gap between disadvantaged pupils and non-disadvantaged in school was 20%, nationally the gap is 18%. The gap in writing between disadvantaged and non-disadvantaged pupils reduced in 2023 4.4% from 36% the year before. This is related to differences in the cohorts as well as improving the quality of teaching they received in Year 5. The cohort found maths challenging and the gap was wider than in reading and writing.

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
ELSA support
The impact of that spending on service pupil premium eligible pupils
Attainment remains strong, attendance is good (one child)