



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 disadvantaged pupils. This is part of a three-year strategy.

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 Primary Academy
Number of pupils in school	316 (ex. Nursery)
Proportion (%) of pupil premium eligible pupils	54% (October 2021)
Academic year/years that our current pupil premium strategy plan covers	2021-2022 to 2023-2024
Date this statement was published	29 th September 2021
Date on which it will be reviewed	10 th January 2022
Statement authorised by	Yateen Bhoola
Pupil premium lead	Katie Davis
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£203,095
Recovery premium funding allocation this academic year	£24,795
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11,333.13
Total budget for this academic year	£239,223.13

Part A: Pupil premium strategy plan

Statement of intent

In line with EEF research and recommendation, we will use a tiered approach to Pupil Premium and Recovery Premium spending. This will ensure we achieve maximum impact by using the following approaches: improving the quality of teaching, targeted academic support and wider strategies such as character development.

By spending funding on improving teaching through professional development, training and support for all staff members, as well as high-quality support and training for early career teachers, we will ensure every adult in school is supported to keep improving and every child is taught by an effective teacher.

Through our accelerated learning groupings and targeted academic support, we will ensure pupils identified as working below where we would expect them to be make strong progress to enable them to fulfil their potential. Additionally, we will also utilise the NTP school led tutoring funding to further ensure children most effected by the impact of Covid 19 on their education are given every opportunity to make rapid and sustained progress.

In addition to academic support, we have a strong pastoral team who work with a range of children to support their individual needs. 1:1 mentoring from external agencies for those who need it is a strength of the school. Additionally, the introduction of Commando Joe's character development programme and the implementation of our new PSHE curriculum (Lifewise) will ensure all children can work on their resilience, self-esteem and understanding of the world – with the aim to equip them with skills to have successful futures.

Reducing persistent absenteeism is also a focus of the school. The head of pastoral and safeguarding will provide relentless challenge and support to the families of children whose attendance is causing concern.

Our school development plan is fully aligned with our pupil premium strategy: raising the attainment of disadvantaged children is the responsibility of all staff at Manor Park Primary Academy.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in pupil knowledge due to Covid 19 lockdowns, a high proportion of bubble closures and historic inconsistency in the quality of teaching in KS1 & KS2.
2	Attainment in reading and writing.
3	Limited life experiences.
4	English as an additional language.
5	Multiple barriers (e.g. disadvantaged and on the SEND register)
6	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.

Intended outcome	Success criteria
Highly effective quality first teaching.	Monitoring and evaluation shows that all teaching in school is at least good. All children who are working below the last point of statutory assessment are provided with interventions in line with our tiered approach.
Disadvantaged pupils make at least strong progress, and their attainment is in line, or exceeding, that of non-disadvantaged pupils.	In reading, writing and maths, 100% of disadvantaged pupils make strong progress and at least 20% make substantial progress within an academic year. Attainment of disadvantaged pupils is in line with that of non-disadvantaged pupils.
Increased access to a wide range of curricular and extra-curricular experiences.	All disadvantaged pupils participate in curricular trips and experiences. Rates of participation in extra-curricular clubs are high.
Children who speak English as an additional language get the support they need to make strong progress from their starting points.	Children's needs are accurately assessed when they are new to the school and targeted support is implemented. Children who speak English as an additional language make strong progress.

Individual barriers to learning are understood and addressed effectively.	Tracking of attainment and progress data shows that children are making strong progress. Cases studies evidence the positive impact of interventions.
Children and their families receive highly-effective pastoral support.	Attendance for disadvantaged pupils improves to at least 95%. Persistent absence rates for disadvantaged pupils are 10% or below.

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: £140,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Head Teacher, along with non-class based Assistant Headteachers for EYFS, KS1 & KS2 will ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving. They will provide whole school CPD as well as personalised coaching.	EEF research shows that improving teaching is the <i>'key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending'</i> . Important aspects of CPD provided include: teacher feedback, reading comprehension strategies, phonics and split provision teaching. All of which the EEF research shows has a positive impact on pupil outcomes. Additionally, there will be a significant amount of CPD provided by implementing Talk 4 Writing.	1, 2, 4 & 5
The Head of Curriculum and assistant Headteachers will play a key role in the school's curriculum design and development work. There will be a strong focus on developing wider curriculum subjects through coaching and mentoring of subject leaders. Additionally, improvements in the reading and writing	The Head Teacher and Head of Curriculum have systematically developed a curriculum, based on the findings of research, that promotes remembering. The curriculum model ensures that learning is built upon within and across year-groups and creates links across subjects so that knowledge and concepts taught in one subject are explicitly reinforced and revisited not only in other subjects, but in subsequent years; this enables them to acquire knowledge and skills and to deepen their understanding.	1, 2, 3, 4, 5 & 6

curriculum will ensure the quality of teaching is good or better in all core subjects.	A wide range of experiences are planned in to this curriculum with trips and visitors planned each half term. Additionally, the REAch2 11B411 promises are experienced in all year groups – further adding to children’s enjoyment and life experiences.	
Talk for Writing will be implemented to improve standards in writing.	Research has shown that this approach has had high impact in schools in similar contexts. It particularly supports children from disadvantaged backgrounds and those with limited English due to its focus on spoken language and sentence structure. This is also beneficial for children with speech, language and communication needs which is the main area of need on the school SEN register.	1, 2, 4 & 5
A review of the reading curriculum will take place to determine how it can be developed to improve outcomes and foster a love of reading.	Research has shown that children from disadvantaged backgrounds have limited access to books and reading materials and this impacts on their ability to read, comprehend and also write effectively. By developing a love of reading in school, we aim for children to value reading and take this with them throughout secondary school and beyond.	1, 2, 4 & 5
The curriculum will be well resourced with investment to enhance provision in the wider curriculum, maths, reading and resources for pupils with SEND or EAL.	Leaders have thought carefully about the rationale for their curriculum and understand the importance of pupils acquiring early language skills and knowledge. It aims to provide cultural capital through relevant and engaging learning experiences for pupils, which enable them to acquire knowledge and skills and to deepen their understanding and vocabulary.	2, 3, 4 & 5

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

Budgeted cost: £61,533.13

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted teaching support for pupils working below where we would expect them to be, who were further disadvantaged by	EEF research shows that small group tuition has a positive impact on attainment levels.	1 & 2

lockdown, to enable substantial progress.		
Use of Learning by Questions in upper KS2 to provide rapid assessment for learning and feedback so that children make strong progress.	EEF research shows that AfL and feedback helps children make strong progress.	1, 2, 4 & 5
Small group language intervention and 1:1 support organised and overseen by SENDCo.	EEF research shows that oral language interventions have a positive impact on pupils' ability to develop language and comprehension skills	1, 2, 4, & 5

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

Budgeted cost: £36,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
Head of Pastoral and Safeguarding to provide support for pupils and their families – offering support and challenge as well as promotion of high levels of attendance and removal of barriers to learning.	Research shows that good attendance has a direct link to academic outcomes and subsequent life chances. If pupils in receipt of early help intervention feel happy and safe, they are more likely to be able to learn well in school.	6
TIAAS training is undertaken by all staff members.	Research shows that multiple disadvantage, adverse childhood experiences (ACEs) and trauma can have a significant, negative impact on future prospects. By ensuring all staff can support children who have these experiences we aim to reduce the impact of them on their education and wellbeing.	2, 5 & 6
Thrive is implemented.	Research shows that Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance.	2, 5 & 6
Commando Joe's curriculum is embedded in every year group.	Research from the NatCen Social Research and the National Children's Bureau shows that character education has a positive impact on attainment and attendance.	2, 3, 5 & 6

LifeWise Curriculum is embedded for PSHE.	The importance of character education is demonstrated through research. The Robert Wood Johnson foundation found that improving social emotional skills in young people enhances their long term wellbeing and leads to positive long-term outcomes.	3, 5 & 6
Head of Pastoral and Safeguarding and Learning Mentor to provide 1:1 support and intervention to support pupils with self-regulation and understanding of emotions.	EEF research shows that social and emotional learning and improved self-regulation has a positive impact on attainment.	2, 3, 5 & 6
Forest schools is implemented.	Research shows that long-term forest schools programmes have a positive impact on children's resilience, confidence, and wellbeing.	3, 5 & 6

Total budgeted cost: £239,223.13

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.

In-Year data for Disadvantaged Pupils achieving expectations at the End of Academic Year 2020-21: Reading

Year 1: strong progress – 67% substantial progress – 8%
 Year 2: strong progress – 67% substantial progress – 13%
 Year 3: strong progress – 89% substantial progress – 26%
 Year 4: strong progress – 85% substantial progress – 42%
 Year 5: strong progress – 93% substantial progress – 35%
 Year 6: strong progress – 92% substantial progress – 9%

In-Year attainment for Disadvantaged Pupils from Autumn Baseline to End of Academic Year 2020-21: Reading

Year 1: no significant difference in attainment between disadvantaged and non-disadvantaged pupils.
 Year 2: no significant difference in attainment between disadvantaged and non-disadvantaged pupils.
 Year 3: disadvantaged pupils outperformed non-disadvantaged pupils.
 Year 4: disadvantaged pupils outperformed non-disadvantaged pupils.
 Year 5: disadvantaged pupils outperformed non-disadvantaged pupils.
 Year 6: no significant difference in attainment between disadvantaged and non-disadvantaged pupils.

In-Year Progress for Disadvantaged Pupils from Autumn Baseline to End of Academic Year 2020-21: Writing

Year 1: strong progress – 50% substantial progress – 8%
 Year 2: strong progress – 46% substantial progress – 0%
 Year 3: strong progress – 82% substantial progress – 11%
 Year 4: strong progress – 85% substantial progress – 32%
 Year 5: strong progress – 93% substantial progress – 35%
 Year 6: strong progress – 91% substantial progress – 6%

In-Year attainment for Disadvantaged Pupils from Autumn Baseline to End of Academic Year 2020-21: Writing

Year 1: non-disadvantaged pupils outperformed disadvantaged pupils.
 Year 2: disadvantaged pupils outperformed non-disadvantaged pupils.
 Year 3: no significant difference in attainment between disadvantaged and non-disadvantaged pupils.
 Year 4: no significant difference in attainment between disadvantaged and non-disadvantaged pupils.
 Year 5: disadvantaged pupils outperformed non-disadvantaged pupils.
 Year 6: no significant difference in attainment between disadvantaged and non-disadvantaged pupils.

In-Year Progress for Disadvantaged Pupils from Autumn Baseline to End of Academic Year 2020-21: Maths

Year 1: strong progress – 67% substantial progress – 8%
 Year 2: strong progress – 71% substantial progress – 13%
 Year 3: strong progress – 85% substantial progress – 26%
 Year 4: strong progress – 89% substantial progress – 54%
 Year 5: strong progress – 93% substantial progress – 31%
 Year 6: strong progress – 93% substantial progress – 10%

In-Year attainment for Disadvantaged Pupils from Autumn Baseline to End of Academic Year 2020-21: Maths

Year 1: no significant difference in attainment between disadvantaged and non-disadvantaged pupils.
 Year 2: no significant difference in attainment between disadvantaged and non-disadvantaged pupils.
 Year 3: no significant difference in attainment between disadvantaged and non-disadvantaged pupils.
 Year 4: disadvantaged pupils outperformed non-disadvantaged pupils.
 Year 5: disadvantaged pupils outperformed non-disadvantaged pupils.
 Year 6: no significant difference in attainment between disadvantaged and non-disadvantaged pupils.

- In EYFS, 49% of disadvantaged pupils achieved a GLD (good level of development).
- In Year 1, 57% and in Year 2, 75% of disadvantaged pupils passed the phonics screening check.
- External trips and visits were unable to take place due to restrictions.
- Disadvantaged attendance was 94.4%.
- School held records show high-quality support and guidance offered to families in need of help.

- Participation in sport through extra-curricular clubs in school could not happen due to restrictions in place.
- Mentor sessions and intervention impacted positively on pupil attainment, wellbeing, and behaviour.
- School held records show high-quality support and guidance offered to pupils through 1:1 support from the pastoral team.