



## 242Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	350 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	51% (September 2023)
Academic year/years that our current pupil premium strategy plan covers	2023-2024 to 2025-2026
Date this statement was published	Sept 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Yateen Bhoola
Pupil premium lead	Christine Chapman
Governor / Trustee lead	Dmitrijs Abejevs

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£242, 379
Recovery premium funding allocation this academic year	£25, 665
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£268, 044</b>



## Part A: Pupil premium strategy plan

### Statement of intent

At Manor Park Primary Academy, we aim to strategically use pupil premium funding to ensure all children achieve excellence and reach their full potential. In line with EEF research and recommendation, we 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 an effective teacher is in front of every class, 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.

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 for those who need it is a strength of the school. Additionally, the introduction of our new PSHE curriculum (Jigsaw) 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.

Increasing attendance and 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.

Through our curriculum provision, we will address the cultural capital gap by providing a wide range of learning opportunities, such as the 11BEFORE11 initiative and special events, to ensure all children are able to gain knowledge and life experience.

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 historic inconsistency in the quality of teaching in KS1 & KS2.
2	Gaps in pupil knowledge and attainment due to varied starting points.
3	Limited access to varied life experiences and enrichment for many of our pupils outside of their educational setting.
4	Children enter with low levels of language and communication skills, often due to English as an additional language.
5	Children enter with multiple barriers (e.g. disadvantaged and on the SEND register)
6	Attendance levels for disadvantaged pupils is not high enough and persistent absence is high.

## 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 with, or exceeding, that of non-disadvantaged pupils.	In reading, writing and maths, 100% of disadvantaged pupils make strong progress within an academic year. Attainment of disadvantaged pupils is in line with that of non-disadvantaged pupils. In statutory assessments, pupils eligible for pupil premium perform at least in line with their non-disadvantaged peers nationally.
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. The curriculum offers an extensive range of opportunities to develop cultural capital.

<p>Children who speak English as an additional language get the support they need to make strong progress from their starting points. Improved language and communication skills.</p>	<p>Children who speak English as an additional language make strong progress. Children's needs are accurately assessed. Identified children will have caught up and made progress. This will be evidenced through targeted intervention and pupil outcomes. Across the school, children will have improved spoken language and oracy skills to articulate and present. The % of children at ARE in EYFS will increase in communication and language. Children will have suitable language and communication skills to aid their transition into Year 1.</p>
<p>Improved language and communication skills</p>	<p>The % of children at ARE in EYFS will increase in communication and language. Children will have suitable language and communication skills to aid their transition into Year 1. Across the school children will have improved oracy skills to articulate and present.</p>
<p>Individual barriers to learning are understood</p>	<p>Tracking of attainment and progress data shows that children are making strong progress. Small steps progress can be evidenced for all SEND pupils. Case studies evidence the positive impact of interventions.</p>
<p><b>2023-24 Attendance rates finish in line with national expectations</b> Improved attendance for disadvantaged pupils. Children and their families receive highly effective pastoral support.</p>	<p>Attendance is at least in line with national expectations. Rates of persistent absence are reduced to be in line with or below national average.</p>

## 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: £134,023

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The Head Teacher, along with non-class based Deputy Headteacher and SENDCo, and part class based Assistant Headteacher for 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 and ECT mentoring.</p>	<p>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 AFL, reading comprehension strategies, phonics and adaptive 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 to enhance the teaching of Talk For Writing.</p>	<p>1, 2, 4 &amp; 5</p>
<p>The Headteacher and Curriculum Lead will play a key role in the school's curriculum design and development work. There will be a strong focus on ensuring sequential learning and embedding knowledge. Wider curriculum subject leads will receive coaching and mentoring. Additionally, improvements in the reading and writing will ensure the quality of teaching is good or better in all core subjects.</p>	<p>Leaders have developed a sequential curriculum, based on the findings of research, that promotes remembering. The curriculum model creates links across the year groups and 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. 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. Additionally, the REACh2 11B411 promises are experienced in all year groups – further adding to children's enjoyment and life experiences.</p>	<p>2, 3, 4 &amp; 5</p>
<p>Talk for Writing will be further developed to improve standards in writing. High quality CPD and scaffold</p>	<p>Research has shown that this approach has had high impact in schools in similar contexts. It particularly supports children from disadvantaged backgrounds and those</p>	<p>1, 2, 4 &amp; 5</p>

resources will ensure that quality of teaching is good or better in writing.	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 a significant area of need on the school SEN register.	
Bespoke personalised CPD for teaching staff to secure phonic knowledge and high quality teaching. The reading lead to provide high quality CPD to develop fluency, comprehension and vocabulary to improve outcomes in 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 independence, fluency and comprehension in school, we aim for children to become confident and independent readers who can access the whole curriculum offer 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.	1, 2, 3, 4 & 5

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

Budgeted cost: £53,608

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted teaching support for low prior attaining pupils, further disadvantaged by lockdown, to enable strong progress.	EEF research shows that small group tuition has a positive impact on attainment levels.	2
Additional teaching capacity to support with the delivery of phonics in EYFS an KS1 to enable children to 'keep up'. Small group Reading and phonic interventions based	EEF research shows that small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. And diagnostic assessment are used to assess the best way to target support.	2, 3, 4, & 5

on diagnostic assessments.		
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: £ 80,413

Activity	Evidence that supports this approach	Challenge number(s) addressed
Head of Pastoral and Safeguarding 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
Rewards and incentives to support the school attendance strategy.		6
TIAAS refresher training is undertaken by all staff members.	Research shows that 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. EEF research shows that social and emotional learning and improved self-regulation has a positive impact on attainment.	2, 3 & 5
Learning mentor to provide 1:1 and small group support for identified pupils with SEMH needs	EEF research shows that social and emotional learning and improved self regulation has a positive impact on attainment.	2, 3 & 5
Curriculum enrichment learning opportunities to address the cultural capital gap and support learning motivation.	Research shows that through participation in challenging physical and emotional activities and outdoor learning can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. Leaders have thought carefully about the rationale for the curriculum and understand the	2&3

	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.	
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**Total budgeted cost: £268, 044**

## 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 2022-2023 academic year.

End of Key Stage At- tainment	At ARE	
	FSM	Non-FSM
<b>KS1 Reading</b>	59.3% (11.1% GD)	69.7% (12.1% GD)
<b>KS1 Writing</b>	37% (3.7% GD)	60.6% (0% GD)
<b>KS1 Maths</b>	59.3% (11.1% GD)	69.7% (15.2% GD)
<b>KS1 Combined</b>	37% (3.7% GD)	60.6% (0% GD)
<b>KS2 Reading</b>		
<b>KS2 Reading</b>	51.6% (6.5% GD)	63.6% (9.1% GD)
<b>KS2 Writing</b>	64.5% (0% GD)	59.1% (0% GD)
<b>KS2 Maths</b>	71% (12.9% GD)	59.1% (13.6% GD)
<b>KS2 GPS</b>	61.3% (12.9% GD)	81.8% (27.3% GD)
<b>KS2 Combined</b>	48.4% (0% GD)	45.5% (0% GD)
<b>Year 1 Phonics</b>		
<b>Year 1 Phonics</b>	84.2%	63.3%
<b>Reception GLD</b>		
<b>Reception GLD</b>	76.9%	58.3%

FSM - Eligible for FSM

**KS2 Progress**



	FSM	Non-FSM
<b>Reading</b>	-2.43	-2.81
<b>Writing</b>	-1.03	-0.35
<b>Maths</b>	0.33	-1.13

### Overall results and comparators

Phonics: 71.4%, increase from 50% in 2022  
71.4% compared to 79.1% LA and 78.9% National

Reception GLD:  
63.3%, increase from 55.6% in 2022  
63.3% compared to 63.7% LA and 65.7% National

KS1 Overall:  
65% Reading, increase from 56.8% in 2022  
50% Writing, increase from 47.7% in 2022  
65% Maths, increase from 54.5% in 2022  
50% Combined, increase from 47.7% in 2022

KS2 Overall:  
56.6% Reading, decrease from 61.1% 2022  
62.3% Writing, increase from 56.6% in 2022  
66% Maths, increase from 51.9% in 2022  
69.8% GPS, increase from 57.4% in 2022  
47.2% Combined, increase from 39.6% in 2022

### Disadvantaged progress

Year group	Subject	Making progress
Year 1	reading	100% (13/13)
	writing	100% (13/13)
	maths	100% (13/13)
Year 2	reading	95% (20/21)
	writing	100% (21/21)
	maths	100% (21/21)
Year 3	reading	100% (16/16)
	writing	100% (16/16)
	maths	81% (13/16)
Year 4	reading	100% (31/31)
	writing	90% (28/31)
	maths	100% (31/31)
Year 5	reading	94% (31/33)
	writing	96% (32/33)
	maths	94% (31/33)

### Disadvantaged progress in year:

- Majority of pupils who received targeted catch-up provision closed the gap in phonics (87% 13/15 pupils achieved ARE).
- Whole school and personalised staff CPD strengthened teacher of phonics synthetic programme.
- School monitoring and evaluation shows that pupils demonstrate high levels of engagement in learning across the curriculum.
- Disadvantaged children enjoy varied experiences that they may not otherwise have been able to access.
- High quality and varied enrichment opportunities enhance learning throughout the curriculum.
- Disadvantaged attendance:
  - 2021-2022 92.4% compared to 93.1% non-disadvantaged
  - 2022-2023 91.4% compared to 90.7% non-disadvantaged

This area remains a key school improvement priority.

- School held records show high-quality support and guidance offered to families in need of help.
- Increasing opportunities to participate in sport through extra-curricular clubs in school, to support physical and mental wellbeing.
- Mentor sessions and intervention impacted on pupil wellbeing and behaviour.
- High-quality pastoral support and guidance offered to pupils through 1:1 support.