

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	Manland Primary School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Claire Wicks (Headteacher)
Pupil premium lead	Michael Comer (Deputy Headteacher)
Governor / Trustee lead	Giles Geeson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,095
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£15,095

Part A: Pupil premium strategy plan

Statement of intent

At Manland, we use the Pupil Premium Grant, alongside the Recovery Grant to ensure that pupils from a disadvantaged background receive the best possible education, and leave primary school with the academic attainment, cultural capital and personal well-being to make a successful transition into secondary school and beyond.

Our ultimate aims are:

1. To ensure that the attainment of pupils from a disadvantaged background is high and at least in line with pupils from a non-disadvantaged background. This means that, wherever possible, pupils should leave Manland school achieving at least at the Expected Standard across the curriculum with many achieving at Greater Depth, and that any issues of slowing progress quickly identified and addressed. We will use evidence-based strategies to help us achieve this.
2. To ensure that pupils from a disadvantaged background receive every opportunity to experience a rich and wide variety of educational and social experiences which develop their talents, widen their world view and **inspire** their love of learning.

To achieve these aims, we will focus on three key principles of:

1. **Teaching and learning:** Most importantly, we will ensure that teaching at Manland is at least good and that teachers take **responsibility** for the progress their pupils make, through the use of robust assessment for learning strategies which ensures that pupils are challenged at their level and take part in lessons which maximise their progress across the curriculum. The continuing professional develop of teachers will be at the heart of this aim, alongside robust monitoring and challenge.
2. **Specific targeted support:** In order to ensure that pupils from a disadvantaged background achieve at the highest level, we will quickly identify any areas of their learning where gaps in attainment are present or where progress has begun to slow. Where necessary we will implement a targeted and tailored package of interventions, which is underpinned by evidence, to address these issues.
3. **Wider pastoral support:** We will ensure that we know our pupils and their families. We will develop an understanding of their wider life experiences and use this knowledge of their cultural, socioeconomic and family background to provide a personalised package of experiences which enhance and support their development of their cultural capital, **aspirations** and personal wellbeing. We will identify any additional family supports which may be of benefit and include outside organisations, where appropriate, to further support the pupils and families from a disadvantaged background.

Challenges

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

Challenge number	Detail of challenge
1	Observations and evaluations within the school indicate that there is still progress to be made with our approaches to adaptive and responsive teaching to ensure the highest quality of teaching for <i>all</i> students. Specifically, we are still working to develop a more secure understanding and implementation of robust Assessment for Learning strategies. This challenge affects some of our children in receipt of PPG who have specific gaps in learning.
2	There are still indicators that some pupils from a disadvantaged background have limited cultural capital and their exposure to wider cultural and social opportunities is lacking. This has an impact, both on their attainment in some academic subjects, but also on their social and emotional development.
3	Our internal assessments, and analysis indicates that although the majority of children in receipt of pupil premium funding are now working at the Expected Standard within their curriculum year, there are some children in receipt of Pupil Premium Funding who have gaps in their learning in specific areas of the curriculum; this needs to be addressed.
4	Some of our pupils have a complex social situation. Our assessments, observations and reflections indicate that this has had an impact on their learning and attendance at school. They are consequently in need of additional support to ensure they attend school regularly and are well supported at home. They also have a greater need of external support than many other pupils in our catchment who are from non-disadvantaged backgrounds.
5	A small number of our children in receipt of Pupil Premium funding are also classed as SEND. These convergent categories create some specific challenges for some of our children.

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
The quality of education at Manland is securely good or outstanding. All pupils will attain highly in national examinations and make exceptional progress through the curriculum; particularly those in receipt of Pupil Premium Funding.	The majority of pupils from a disadvantaged group will be working at least at the Expected Standard across the curriculum, with many attaining at Greater Depth [evidence: work in books, assessment data] Pupils will be able to articulate their own strengths, achievements and areas of development in their learning and know when they are making progress against these.

	<p>[evidence: pupil voice, lesson observations, interventions]</p> <p>Robust assessment for learning strategies will be securely in place across the school and across all lessons, which will be tailored to the needs of learners.</p> <p>[evidence: lesson observations, work in books, assessment data, pupil conferencing]</p> <p>Feedback will be effectively used to move pupils' learning on and will be evident in books.</p> <p>[evidence: lesson observations, work in books, assessment data]</p> <p>Teachers will confidently talk about the next steps in pupils' learning and routinely plan lessons from these starting points.</p> <p>[evidence: lesson observations, Pupil progress & attainment discussions, assessment data, work in books]</p>
<p>Targeted interventions will address specific issues and support pupils to "catch-up" in their learning. As a result, gaps in attainment will have narrowed significantly. These will be specifically focused at those pupils who have joined the school at a point other than the normal age at which pupils normally might, or who have identified gaps in their learning.</p>	<p>High quality, short term & targeted interventions will be in place for specified pupils.</p> <p>[evidence: Intervention books, assessment data, work in books]</p> <p>Intervention books and in subject books will demonstrate progress in the identified area of need.</p> <p>Evidence:[Intervention books]</p> <p>Pupils will be able to articulate the progress they have made in their own learning and be able to identify their own strengths and area of improvement.</p> <p>[pupil voice, lesson observations]</p>
<p>Pupils in receipt of Pupil Premium Funding will have had opportunities to develop individual interests and passions and will benefit from significant cultural capital. They will have high aspirations for their own lives.</p>	<p>Pupils from a disadvantaged background will have developed a wide set of cultural and personal interests, which include: playing instruments, participation in sports clubs and other areas of interest.</p> <p>[Pupil voice, attendance at clubs, music lessons etc.]</p> <p>Pupils will read widely and will be able to talk confidently about wider cultural issues, with a knowledge and appreciation of the world around them.</p> <p>[pupil voice, lesson observations, work in books]</p> <p>Evidence in books will demonstrate their wider cultural capital, as their vocabulary will be broad, and their knowledge of classic and contemporary texts will be clear.</p> <p>[pupil voice, lesson observations, work in books]</p>


	<p>Pupils will talk enthusiastically of their life choices and aspirations. They will look forward to coming to school and enjoy learning.</p> <p>[pupil voice, lesson observations, work in books, attendance 96%+]</p>
<p>Families in complex circumstances will be supported with their needs and be well integrated into school life.</p>	<p>Parents/carers of pupils from disadvantaged backgrounds will talk positively about their experience at Manland school and engagement will be high.</p> <p>[parental attendance at events & parent evening, relationships with school, survey data]</p> <p>Pupils from complex family backgrounds will attend school regularly and enjoy coming to school.</p> <p>[pupil voice, attendance 96%+]</p> <p>Evidence will show that families in complex circumstances will be well supported by external agencies, where appropriate and this will have a positive impact on educational outcomes for pupils.</p> <p>[parental attendance at events & parent evening, relationships with school, survey data, external agency involvement]</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: £8045

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued development of adaptive and responsive teaching, based upon Rosenshine's principles of instruction as outlined in SDP.	<p>We know that the most impactful way of improving outcomes for disadvantaged groups is to improve the quality of teaching and learning for all.</p> <p>High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> 	1, 3 & 5

Continued staff meetings, coaching and CPD for teachers and support staff to develop effective approaches to Assessment for Learning strategies.	As above, high quality teaching, based upon effective use of effective assessment for learning strategies have a positive impact upon learning. Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT (teachertoolkit.co.uk)	1, 3 & 5
Lesson observations, pupil conferences and pupil progress and attainment discussions, carried out by SLT to monitor and develop teaching practice, in order to ensure consistent high quality teaching and learning.	We know that through a combination of high quality teaching and effective leadership and development of our practitioners, we can ensure that all pupils, particularly those from a disadvantaged background attain highly and achieve their potential. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk) Effective Professional Development EEF (educationendowmentfoundation.org.uk) 	1, 3 & 5
Continue to develop the implementation of our 'Whole Class' guided reading approach to ensure children make as much progress in reading as possible.	We know that development of strong reading comprehension strategies has a significant impact on progress. See below: Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies 	1, 3 & 5

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



Budgeted cost: £4300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to implement our bespoke	We know, through conferences, analysis of assessment data and pupil progress and attainment discussions that our reading intervention approach has had a positive	3 & 5

<p>reading intervention programme, which identifies specific barriers to reading progress (decoding & phonic knowledge, prosody & comprehension) to ensure any gaps in attainment are narrowed.</p>	<p>impact on closing the attainment gap. We also know that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals, has a higher impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>+6</p>
<p>Implementation of time limited maths and writing interventions, based on analysis of NFER assessment data for and writing books.</p>	<p>We know that for some of our pupils from a disadvantaged background have specific areas of the curriculum which they are yet to master, which is holding them back from making the desired progress and attaining highly across the curriculum. This is an area we would like to address in our school.</p> <p>We also know that small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. See below:</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>3 & 5</p> <p>+4</p>

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

Budgeted cost: £2750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offer personalised support to pupils and families who have joined the school at a point other than normal admission date to ensure a consistent and safe environment in which to learn.	<p>We know that the relationship with home is an important part of improving educational outcomes for pupils is developing strong links between school and home and it is an area we are committed to developing and maintaining.</p> <p>Working with Parents/carers to Support Pupils' Learning EEF (educationendowmentfoundation.org.uk)</p> 	3
Continue to offer sustained and targeted support for families with complex needs to ensure that home life is as positive as possible and that pupils continue to attend school regularly.	<p>We know that many of our families who qualify for the pupil premium grant have complex home situations and we are committed to offering as much support to these families as possible. See below for more information:</p> <p>Working with Parents/carers to Support Pupils' Learning EEF (educationendowmentfoundation.org.uk)</p> 	4
<p>Continue to provide funded opportunities for pupils from disadvantaged groups to develop their cultural capital and personal interests, through:</p> <ul style="list-style-type: none"> • funding music lessons • providing targeted reading material • funding any extra-curricular activities of interest. 	<p>We know that many of our pupils from a disadvantaged background have English as an additional language and also have fewer opportunities to develop wider cultural experiences and build up cultural capital which is essential for social mobility. See below:</p> <p>Cultural capital - impact.chartered.college</p>	2

Total budgeted cost: £15,095

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 2021 to 2022 academic year.

The number of children in receipt of Pupil funding remains low as a percentage of the cohort and will reduce further at the beginning of the 2023 – 2024 academic year to 4%. We will continue to use the Pupil Premium funding selecting from the menu of choices, with the greatest emphasis on the quality of education and teaching for the whole school, while retaining a personalised approach for all children in receipt of PPG funding.

End of Key Stage Outcomes for 2023 (Only applicable to KS2 for children in receipt of PPG funding):

Reading:

2 of 4 children achieved the Expected Standard in reading.
1 of 4 children achieved Greater Depth.

Writing:

2 of 4 children achieved the Expected Standard in writing.

Maths:

3 of 4 children achieved at least the Expected Standard in maths
2 of 4 children achieved Greater Depth
1 child made accelerated progress in maths, having been Working at EXS at KS1.

Our evaluations indicate the following strengths and areas of success: of our strategy.

- The introduction of the new 'White Rose' maths curriculum has had a positive impact on student outcomes. The scheme ensures a low entry-high ceiling approach and provides a progressive structured curriculum. This has had a positive impact on attainment and progress. Only 1 child, who was unable to access the 2023 SATs on the day did not achieve the Expected Standard.
- Internal assessments show that our new approach to reading interventions that were introduced last academic year have had a positive impact on progress and have narrowed the attainment gap. These will be continued in the next academic year.
- Analysis on internal assessments and statutory assessments for those children at the end of Key Stage 2 indicate that we have successfully addressed progress and attainment gaps for most children with high mobility who joined the school other than at the normal point of entry:
- Both children in Year 6 who were high mobility, achieved the Expected Standard in maths.

- 1 child who uses EAL and was high mobility achieved at least the Expected Standard in all areas (Achieving Greater Depth in Maths)
- In other year groups, all children who are high mobility are currently assessed at working within the Expected Standard in all core areas of the curriculum.
- Most children in receipt of Pupil Premium currently in the school are working at least at the Expected Standard in all core curriculum areas.
- The package of targeted interventions have been successful in closing the learning gaps for many children. There is internal assessment data to reflect this.
- The termly pupil premium conferences have raised the profile of children in receipt of pupil premium funding and has ensured that children in this category have effective monitoring and progress reviews.
- Pastoral support for children and families has had a very positive impact, with all children stating that they feel safe and happy at school in a recent pupil questionnaire.
- Financial support offered by the school has been effective in ensuring that children in receipt of Pupil Premium funding access the full range of extra-curricular and wrap-around activities offered by the school.

Areas of continued focus:

- Approaches to adaptive and Responsive teaching, particularly the use of effective Assessment for Learning remains a focus in the school, which has the potential to impact upon the progress that children make. This is a key priority in the SDP for 2023-2024.
- Evaluations of the use of tuition, which is only partly funded by the DFE appears have had little impact on attainment or progress and will be discontinued.
- Analysis of internal assessments indicate that while progress in reading is strong for all *current* children in receipt of Pupil Premium Funding, there are some curriculum areas in which progress has slowed. Further CPD on adaptive teaching (as outlined in above strategies and in SDP) are planned to address this. Specific, targeted and time-limited interventions will also be established, where necessary.
- Some of our families continue to experience complex social situations and are consequently in need of additional support to ensure they attend school regularly and are well supported at home.

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

