

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 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	208
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	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Claire Wicks
Pupil premium lead	Michael Comer
Governor / Trustee lead	Libby Montgomery

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,760
Recovery premium funding allocation this academic year	£2000
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	£12,760

Part A: Pupil premium strategy plan

Statement of intent

At Manland, we use the Pupil Premium Grant, alongside the Recovery Grant to ensure that children 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 children from a disadvantaged background is high and at least in line with children from a non-disadvantaged background. This means that, wherever possible, children 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 children 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 in every year group and that teachers take *responsibility* for the progress their children make, through the use of robust assessment for learning strategies which ensures that children are challenged at their level and take part in lessons which maximise their progress across the curriculum. The continuing professional development of teachers will be at the heart of this aim, alongside robust monitoring and challenge.
2. **Specific targeted support:** In order to ensure that children 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. We will implement a targeted and tailored package of interventions, which is underpinned by evidence, to address these issues, using both our dedicated learning mentor and other paraprofessionals to provide these.
3. **Wider pastoral support:** We will ensure that we know our children 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 children 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	<p>Many of our children from a disadvantaged background have a complex social situation. Our assessments, observations and reflections indicate that this has a negative impact on their learning and attendance at school.</p> <p>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 children in our catchment who are from non-disadvantaged backgrounds.</p>
2	<p>38% of children from a disadvantaged background have English as an additional language, and our assessments indicate that this has an impact on the reading material they are exposed to. In turn, this has an impact on their vocabulary in writing. We also know that for a small percentage of these children, their spoken language is less well developed and is in need of specific targeted support.</p>
3	<p>25% of pupils from a disadvantaged background have complex additional needs and are identified as SEND. Our assessments indicate that these complex needs negatively impact their attainment and progress across the curriculum. This has been further exacerbated by the extended school closure.</p>
4	<p>37% of pupils are not currently working at the Expected Standard within their curriculum year for reading and writing. This is both an impact of the extended school closure and of their individual needs.</p>
5	<p>25% of pupils are not working at the Expected Standard within their curriculum year for maths. This is also both an impact of the extended school closure and of their individual needs.</p>
6	<p>Middle prior attainers are currently making slower progress than other groups across the school. In our cohort of children who are from a disadvantaged background, 75% are middle attainers in maths, 50% are middle attainers in writing, and 38% are middle attainers in reading. Our assessments and observations indicate that this is a group which will need targeted teaching.</p>

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
<p>Teaching at Manland will be at least good in all year groups, with much outstanding. Children will attain highly in national examinations and make exceptional progress across the curriculum. Consequently, any gaps in attainment and progress for</p>	<p>The majority of children from a disadvantaged group will be working at least at the Expected Standard across the curriculum, with many attaining at Greater Depth (particularly prior middle attainers). [evidence: work in books, assessment data]</p>

<p>disadvantaged groups will have been eradicated.</p>	<p>Children 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> <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]</p> <p>Marking and feedback will be effectively used to move children’s 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 children’s 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>Provision for those children who are classed as disadvantaged and SEND will be effective in supporting them to achieve their potential.</p>	<p>Learning for children with SEND and who are from a disadvantaged background will be tailored specifically to their needs and feedback will move children’s learning on.</p> <p>[evidence: lesson observations, Pupil progress & attainment discussions, assessment data, work in books]</p> <p>The attainment gap for children with complex additional needs will have narrowed significantly and children will have made accelerated progress to across the curriculum.</p> <p>[evidence: lesson observations, Pupil progress & attainment discussions, assessment data, work in books]</p> <p>Targeted interventions will evidence clear impact on progress and attainment.</p> <p>[evidence: Intervention books, lesson observations, Pupil progress & attainment discussions, assessment data, work in books]</p> <p>Children with SEND and who are from a disadvantaged background will have developed a love of learning and talk positively about the progress they have made.</p> <p>[attendance 95%+, pupil voice, lesson observations]</p> <p>Children with SEND and who are from a disadvantaged background will (where</p>

	<p>appropriate) attain highly in all public examinations.</p> <p>[evidence: SATs results, multiplication checks, phonics screening]</p>
<p>Targeted interventions will address specific issues and support children to “catch-up” in their learning and progress and attainments will have narrowed significantly</p>	<p>High quality, short term & targeted interventions will be in place for specified children.</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>Children 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>Children from a disadvantaged background 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>Children 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>Children 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>Children 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 95%+]</p>
<p>Families in complex circumstances will be supported with their needs and be integrated into school life.</p>	<p>Parents of children 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>Children from complex family backgrounds will attend school regularly and enjoy coming to school.</p> <p>[pupil voice, attendance 95%+]</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 children.</p> <p>[parental attendance at events & parent evening, relationships with school, survey data, external agency involvement]</p>
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £6380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment, induction and supporting of new English and maths subject leaders to develop teaching and learning in core curriculum areas across the school with a focus on cognition and metacognition.	<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. At Manland, we are keen to recruit and retain the most skilled teachers to improve student outcomes and drive up standards across the school. See below:</p> <ol style="list-style-type: none"> High-quality teaching EEF (educationendowmentfoundation.org.uk) 	2 - 6
Staff meetings, coaching and CPD for teachers and support staff to develop effective approaches to Assessment for Learning and feedback strategies.	<p>We know that feedback is an important area of teaching and learning and that feedback is most useful when children act upon the feedback given by teachers. We also know that this is an area we would like to develop in our school. See below:</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are</p>	2 - 6

	<p>highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p> 	
<p>Lesson observations, book scrutinies and Pupil Progress and attainment discussions, carried out by HT, DHTs & other members of SLT to monitor and develop teaching practice, in order to ensure consistent high quality teaching and learning.</p>	<p>We know that through a combination of high quality teaching and effective leadership and development of our practitioners, we can ensure that all children, particularly those from a disadvantaged background attain highly and achieve their potential.</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> 	<p>3-6</p>
<p>Introduction of a “whole class” guided reading initiative and training for teachers on delivery and assessment principles to develop a more cohesive and robust approach to the teaching of reading across the school.</p>	<p>We know, through assessment information, from hearing children read, discussions with teachers and from lessons observation and planning scrutinies that this is an area we would like to develop in our school.</p> <p>We also know that the development of strong reading comprehension strategies has a significant impact on progress. See below:</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> 	<p>2,3,4 & 6</p>
<p>Training for staff on quality phonic teaching to support early reading.</p>	<p>We know, through hearing children read and from assessment outcomes and from the application of phonic knowledge into spelling in the higher year groups that this is an area of focus in our school.</p> <p>We also know that the development of early phonics knowledge has a high impact on early reading progress. See below:</p>	<p>2,3,4 & 6</p>

	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
<p>Implementation of number fluency in early mathematics and provide training for staff in maths to develop “Reflect, Expect, Check and Explain” – as part of a mastery approach to teaching mathematics.</p>	<p>We know, through lesson observations and book scrutinies that there are aspects of our maths mastery approach that we would like to improve – particularly for those children who have come from a disadvantaged background. We also know that the impact of mastery learning approaches has the potential to add an additional five months progress, on average, over the course of a year. See below:</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p>	5 & 6

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

Budgeted cost: £4250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development and training of a new to post Learning Mentor to work specifically with disadvantaged	We know, through book scrutinies, lesson observations, assessment data and pupil progress and attainment discussions that there are specific areas of learning that individual children need to focus on. We also know that targeted deployment, where	1 - 5

<p>groups and provide both academic and pastoral interventions.</p>	<p>teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. See below: Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p style="text-align: right;"></p>	
<p>Implementation and training of TAs to carry out a time limited intervention programme for identified individual pupils and groups.</p>	<p>We know that for some of our children from a disadvantaged background, particularly in light of school closure, that they have specific areas of the curriculum which they are yet to master and, 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: Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p style="text-align: right;"></p>	<p style="text-align: center;">3 - 6</p>
<p>Introduction of Oral language interventions for children with EAL and complex SEND (where appropriate)</p>	<p>We know that some of our children have English as an additional language or have complex additional needs which impact on their progress in reading and writing. We also know that on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress, when implemented at the children's current level and by someone trained to deliver the interventions. See below: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p style="text-align: right;"></p>	<p style="text-align: center;">1 & 2</p>

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

Budgeted cost: £2130

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop and improve reward systems for children which promote positive relationships between home and school.	<p>We know that the relationship with home is an important part of improving educational outcomes for children 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 to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p> 	1
Offer sustained and targeted support for families with complex needs to ensure that home life is as positive as possible and that children 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 to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p> 	1
<p>Provide funded opportunities for children 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 children 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>	1, 2 & 6

Total budgeted cost: £12760

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.

Last year proved a very challenging year for children from disadvantaged background. The extended school closure, because of the Covid-19 epidemic, impacted on some of the intended outcomes from our previous strategy. These have been identified in our current challenges and built into this strategy, outlined above. Through our own analysis, we can point to the following impact of our previous strategy.

- During school closure, all children in receipt of Pupil Premium funding were provided with a school laptop and regular contact and monitoring was made with parents to ensure they regularly accessed remote learning.
- All families received FSM vouchers. The HT and AHT made home visits to identified families to ensure that children were well cared for and being supported with education.
- All children from disadvantaged background accessed remote learning and class teachers/ learning mentor made weekly well-being calls to parents to ensure engagement continued.
- Individualised work was planned and developed throughout school closure for children with SEND. Some identified children received extra support in the form of online maths interventions, to help continue to close the gap in their attainment.
- All teachers & support staff are now fully aware of the children in their class who qualify for Pupil Premium Funding and teachers can talk about the impact of coming from a disadvantaged background. They are also aware of individual needs. As a result, the profile of Pupil Premium has been significantly raised in the school.
- Pupil Voice was carried out identified areas of positive experience in the school and identified areas of experience they would like to improve. Many of these areas have begun to be addressed. For example, several children asked to take part in more extra-curricular activities last academic year. As of the beginning of this academic year, 100% of children in receipt of Pupil Premium Funding take part in some form of after school club or funded music lesson.
- The newly appointed Learning mentor has begun to develop their knowledge and awareness of disadvantaged groups and is aware of the challenges they face. They have also been trained to implement specific, time-limited interventions and liaise with class teachers to review their impact.

Although no End of Key Stage 2 Statutory Assessments were carried out at the end of academic year 2020 – 2021, as a school we carried out full assessments to review the

attainment and progress of children in this cohort. We established that 100% of children who were in receipt of Pupil Premium funding achieved at least the Expected Standard on 2 sets of Past SATs papers in Reading and Maths and were assessed by the Teacher as working at the Expected Standard in Writing.

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

Measure	Details
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?	

Further information (optional)

N/A