

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	204
Proportion (%) of pupil premium eligible pupils	2.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Michael Comer (Interim Headteacher)
Pupil premium lead	Michael Comer
Governor / Trustee lead	Giles Geeson (Pupil Premium Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,880
Recovery premium funding allocation this academic year	£1000
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	£9,800

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 the quality of education at Manland is outstanding 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 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 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. 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 pupils and their families. We will develop an understanding of their wider life experiences and use 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 of teaching, indicate that there is still progress to be made within the school on adaptive and responsive teaching. We are still working to develop a more secure understanding and implementation of robust & consistent Assessment for Learning strategies.
2	There are indicators that some pupils from a disadvantaged background have limited cultural capital and are their exposure to wider cultural and social opportunities is lacking. This has an impact on their personal development.
3	There are indicators that some pupils from a disadvantaged background experience a complex social situation. 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.
4	Our internal assessments, and analysis indicate that while all pupils in receipt of pupil premium funding are currently working at the expected standard in all core curriculum subjects, we need to remain vigilant that no gaps begin to emerge in either progress or attainment, as historically this has been the case.

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 will continue to aspire to be 'Outstanding' and AFL will be secure in all classes to ensure that children make as much progress through our intended curriculum as possible.	<p>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]</p> <p>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. [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. [evidence: lesson observations, work in books, assessment data]</p>

	<p>Marking and feedback will be effectively used to move pupils'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 pupils'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>
Provision for those pupils who are classed as disadvantaged and SEND will be effective in supporting them to achieve their potential.	<p>Learning for pupils with SEND and who are from a disadvantaged background will be tailored specifically to their needs and feedback will move pupils's learning on.</p> <p>[evidence: lesson observations, Pupil progress & attainment discussions, assessment data, work in books]</p> <p>The attainment gap for pupils with complex additional needs will have narrowed significantly and pupils 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>Pupils 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>Pupils with SEND and who are from a disadvantaged background will (where appropriate) attain highly in all public examinations.</p> <p>[evidence: SATs results, multiplication checks, phonics screening]</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.	<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 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>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 95%+]</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 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 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: £6533

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. 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"> 1. High-quality teaching EEF (educationendowmentfoundation.org.uk) 	1 & 4
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 pupils 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 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> 	1 & 4
Lesson observations, book scrutinies and Pupil Progress and attainment discussions, carried out by HT, DHTs & other	<p>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</p>	1 & 4

members of SLT to monitor and develop teaching practice, in order to ensure consistent high quality teaching and learning.	<p>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>	
Continue to focus on early reading and reading....	<p>We know, through assessment information, from hearing pupils 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>	1, 2 & 4
Implementation of new maths scheme and the development of teaching of maths through ongoing CPD to ensure a secure and robust mastery approach to maths teaching is embedded across the school.	<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 pupils 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>	1 & 4


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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to implement our bespoke 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>We know, through book scrutinies, lesson observations, assessment data and pupil progress and attainment discussions that there are specific areas of learning that individual pupils need to focus on. We also know that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. See below:</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> 	<p>1, 2 & 4</p>
<p>Implementation of time limited maths interventions, based on analysis of NFER assessment data for children falling behind in progress or attainment.</p>	<p>We know that for some of our pupils form 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:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> 	<p>1 & 4</p>

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

Budgeted cost: £1266

Activity	Evidence that supports this approach	Challenge number(s) addressed
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's Learning EEF educationendowmentfoundation.org.uk</p> 	2 & 3
<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 & 3

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 2023 to 2024 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 2024 – 2025 academic year to 2.5% of total roll.

End of Key Stage Outcomes for 2024 for children in receipt of Pupil Premium Funding:

Subject	Pupils not yet achieving EXS	Pupils achieving at least EXS	Pupils achieving GDS
Maths	50% (1)	50% (1)	0%
Reading	0	100% (2)	0%
Writing	0	100% (2)	50% (1)
GAPs	0	100% (2)	0%

Review of Intended Outcomes of previous strategy:

Quality of Education:

A great deal of work has been done to improve the quality of education at Manland over the last 3 years. New curriculum Intents have been established in every subject and extensive CPD has been carried out to ensure the implementation of the intended curriculum is strong.

Internal analysis, as well as reviews from external professional, including OFSTED have all indicated that the quality of education at Manland is securely good and is making progress towards being outstanding.

Student outcomes are strong and continue to improve. See KS 2 results below:

Subject	Pupils not yet achieving EXS	Pupils achieving at least EXS	Pupils achieving GDS
Maths	6% (2)	94% (29)	52% (16)
Reading	6% (2)	94% (29)	52% (16)
Writing	10% (3)	90% (23)	47% (14)
GAPs	10% (3)	90% (23)	58% (17)

Provision for SEND & PPG

There are currently no children who are both SEND and are in receipt of Pupil Premium funding, nor where there any in last years End of Key Stage data set.

Narrowed attainment gap:

Our personalised approach to tracking and monitoring the progress and attainment of children in receipt of Pupil Premium, through termly conferences, coupled with targeted intervention packages has had a positive impact in narrowing the attainment gap. Attainment at the end of Key stage has improved every year for the last 3 years for children classed as PPG (See above data)

Internal assessments indicate that there are now no children in this category working below the Expected Standard for their curriculum year and all are making at least expected progress. Consequently, the attainment gap has been narrowed significantly.

Development of cultural capital

Our strategy has been successful in ensuring that children in receipt of Pupil Premium Funding. No child has missed out on a school trip since the implementation of our strategy, including residential trips and many of these have been funded.

The school offers a broad and balanced range of extra-curricular clubs and take-up amongst children in receipt of Pupil Premium funding is high. In the last academic year, 5 out of 6 children attended a funded after school club.

Along with this, children from disadvantaged backgrounds have been encouraged to represent the school in positions of responsibility, such as House Captains and on the Pupil Parliament.

Supported Families

We have built, and continue to have close relationships with our families in receipt of Pupil Premium funding. Our strategy has helped to establish a culture in the school which prioritises children from disadvantaged backgrounds. This is evidenced in the recent Economic Exclusion Audit carried out by Herts County Council.

Children in receipt of Pupil Premium funding attend school regularly. Attendance data from the academic year for 2023-2024 is show comparatively below:

Attendance of PPG: 2023-24	Attendance of Non-PPG: 2023-24
95.8%	96.1%

Areas of continued focus:

- Our school development plan reflects the areas of continued focus to ensure that the quality of education continues on the path to Outstanding.
- There are still a small number of our families in complex circumstances, who may require extra support to ensure their children thrive.
- We note that there are no children in the category of Pupil Premium who receive extra curricular music lessons. This will be a line of enquiry this academic year.

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?	N/A

