

# Pupil premium strategy statement – Manley Park Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
School name	Manley Park Primary School
Number of pupils in school	424
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2025
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Ben Tudor
Pupil premium lead	Ben Tudor
Governor / Trustee lead	Ellie Reuter

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 120,673.00
Recovery premium funding allocation this academic year	£ 10,223.00
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 130,896.00

## Part A: Pupil premium strategy plan

### Statement of intent

At Manley Park Primary School we aim to:

- Reduce and eliminate the attainment differences between children in receipt of pupil premium funding and those who are not.
- Provide enrichment opportunities for pupils in receipt of pupil premium funding.

At Manley Park Primary School, we aim to achieve this by:

- Ensuring access to specially trained teachers and other professionals e.g. Forest School teacher, Violin teacher and a Therapeutic Inclusion specialist.
- Providing teacher led intervention through small group teaching in specific year groups.
  - Supporting pupils in receipt of pupil premium funding to access extra-curricular activities.
  - To offer opportunities to enhance to enhance the cultural capital of pupils in receipt of pupil premium funding.
- Providing all pupils with the basics that they need to access the school day safely and comfortably.

At Manley Park Primary School, the key principles of our strategy are:

- Access to quality first teaching in smaller groups
- Access to highly trained specialists where required
- Access to a range of experiences beyond the classroom

## Challenges

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

Challenge number	Detail of challenge
1	The impact of Covid-19 (as a result of both lockdowns and periods of self-isolation) has meant that over a sustained period of time opportunities for direct teaching were reduced. This has had an impact on pupils' retention of previous learning in Maths and English.
2	The impact of Covid-19 (both through lockdowns and periods of self-isolation) has meant that many pupils, and particularly younger pupils, have had significant time periods where they have had little English language interaction.
3	The impact of Covid-19 and the current cost of living crisis has meant that children have had a lack of access to extra-curricular interests.
4	Due to the current cost of living crisis, some pupils have inappropriate clothing and equipment to access the school day.
5	Social and emotional experiences that occur can impact significantly on the mental health pupils and their families, negatively impacting on pupils' academic outcomes.
6	Due to the current cost of living crisis, some pupils have an unhealthy diet – for example breakfast is not always eaten before school.
7	The impact of Covid-19 (both through lockdowns, bubble systems and periods of self-isolation) means that many pupils have had significant time periods where they have not engaged in physical activity.
8	During the pandemic some pupils' access to high quality text was significantly diminished, impacting on their enthusiasm for reading.

## 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>Difference between PP and national attainment in reading, writing and maths is diminished. Pupils make connections in their learning.</p> <p>SDP – Q of E 01 SDP – Q of E 02 SDP – Q of E 04</p>	<ul style="list-style-type: none"> <li>● Create a staffing structure that provides capacity for sustainable provision.</li> <li>● Provide high quality, tailored support for PPG pupils.</li> <li>● Implement high quality research into whole school practice.</li> <li>● Develop a programme of support (where needed) for families of PPG children.</li> <li>● PPG pupil attainment is in line with all PPG pupils nationally.</li> </ul>
<p>Pupils in EYFS and KS1 have engaging opportunities to develop speaking and listening skills. Difference between number of PP and non-PP pupils meeting age related expectations in regards to communication and language is diminished.</p> <p>SDP – Q of E 01</p>	<ul style="list-style-type: none"> <li>● Pupils achieving ELG in Communication and Language at end of EYFS is in line with the national average.</li> <li>● Percentage of PPG pupils in KS1 meeting Speaking and Listening age related expectations is in line with non PPG pupils.</li> <li>● Embedded high quality, strategic, tailored interventions to be in place.</li> </ul>
<p>Disadvantaged pupils will access a range of extra-curricular activities.</p> <p>SDP – PD 02</p>	<ul style="list-style-type: none"> <li>● Implement a whole school extra curricular offer.</li> <li>● Develop key areas for the school's extra curricular offer that promotes involvement from diverse backgrounds.</li> <li>● Develop programmes and rewards systems to ensure progression.</li> <li>● Promote attendance of pupils from low income families</li> <li>● 10% increase on the 2022 baseline of pupils engaging in a progressive programme of extra curricular activities.</li> </ul>
<p>Children have appropriate equipment and clothing to access all learning opportunities safely and comfortably, in particular our disadvantaged pupils.</p> <p>SDP – PD 04</p>	<ul style="list-style-type: none"> <li>● Well-being of pupils across the school is high</li> <li>● Children are alert and engaged in lessons.</li> <li>● PPG pupil attainment is in line with all PPG pupils nationally.</li> </ul>
<p>Difference between EAL and national attainment in reading, writing and maths is diminished, particularly our disadvantaged pupils. Pupils make connections in their learning.</p>	<ul style="list-style-type: none"> <li>● Create a staffing structure that provides capacity for sustainable provision.</li> <li>● Provide high quality, tailored support for EAL pupils.</li> <li>● Implement high quality research into whole school practice.</li> <li>● Develop a programme of support for families of EAL children.</li> <li>● EAL pupils attainment is in line with all EAL pupils nationally.</li> </ul>

SDP – Q of E 03 SDP – Q of E 04	
Pupils who need support in regard to their diet will receive this to allow them to engage effectively with learning, in particular our disadvantaged pupils. Pupils will be well nourished. SDP – PD 04	<ul style="list-style-type: none"> <li>Well-being of pupils across the school is high</li> <li>Children are alert and engaged in lessons.</li> <li>PPG pupil attainment is in line with all PPG pupils nationally.</li> </ul>
Pupils will have the opportunity to engage with physical extra-curricular activities, in particular our disadvantaged pupils. SDP – PD 02	<ul style="list-style-type: none"> <li>Implement a whole school extra curricular offer (including physical activities).</li> <li>Develop key areas for the school's physical extra curricular offer that promotes involvement from diverse backgrounds.</li> <li>Develop programmes and rewards systems to ensure progression.</li> <li>Promote attendance of pupils from low income families</li> <li>10% increase on the 2022 baseline of pupils engaging in a progressive programme of physical extra curricular activities.</li> </ul>
Pupils who have social, emotional and mental health challenges will have improved wellbeing, in particular our disadvantaged pupils. SDP – PD 04	<ul style="list-style-type: none"> <li>The school's pastoral offer has a positive impact on wellbeing and learning.</li> <li>Stakeholders are aware of the school's pastoral offer and how this supports pupils</li> <li>Training of mediators and counsellors enables pupils to resolve conflicts effectively.</li> <li>Funding of therapeutic support is sustainable, inclusive and wide reaching.</li> <li>Well-being of pupils across the school is high</li> </ul>

## 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: £45,049

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Continued implementation of DfE accredited mastery Maths scheme across school (Maths No Problem!)</p> <p>SDP – Q of E 01</p>	<p>Mastery Learning – Toolkit Strand – EEF  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p>Improving mathematics in the Early Years and Key Stage 1 – Guidance Report – EEF  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p>Improving mathematics in Key Stages 2 and 3 – Guidance Report – EEF  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p>	<p>1</p>
<p>Ongoing subscription to high quality CPD materials for teachers (National College)</p> <p>SDP – Q of E 01</p>	<p>Effective Professional Development – Guidance Report – EEF  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	<p>1</p>
<p>Sustain picture exchange communication system in all teaching and learning across school (Widgit)</p> <p>SDP – Q of E 01</p>	<p>Language and learning loss: The evidence on children who use English as an Additional Language – Bell Foundation  <a href="http://bell-foundation.org.uk/eal-programme/research/language-and-learning-loss-the-evidence-on-children-who-use-english-as-an-additional-language/">bell-foundation.org.uk/eal-programme/research/language-and-learning-loss-the-evidence-on-children-who-use-english-as-an-additional-language/</a></p> <p>Special Educational Needs in Mainstream Schools  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	<p>1, 2</p>
<p>Coaching in context and mentoring programme in place for all teachers to support ongoing</p>	<p>A developmental evaluation approach to lesson study: exploring the impact of lesson study in London schools  <a href="https://www.tandfonline.com/doi/abs/10.1080/19415257.2018.1474488">https://www.tandfonline.com/doi/abs/10.1080/19415257.2018.1474488</a></p>	<p>1, 2</p>

pedagogical development (Reflective Inquiry/Induction/ECT programme)	Does Lesson Study work? : A systematic review on the effects of Lesson Study and Learning Study on teachers and students  <a href="https://www.emerald.com/insight/content/doi/10.1108/IJLLS-05-2013-0024/full/html">https://www.emerald.com/insight/content/doi/10.1108/IJLLS-05-2013-0024/full/html</a>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £63,488

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to Flash Academy EAL intervention  SDP – Q of E 03	Oral Language Interventions – Toolkit Strand – EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  Language and learning loss: The evidence on children who use English as an Additional Language – Bell Foundation  <a href="http://bell-foundation.org.uk/eal-programme/research/language-and-learning-loss-the-evidence-on-children-who-use-english-as-an-additional-language/">bell-foundation.org.uk/eal-programme/research/language-and-learning-loss-the-evidence-on-children-who-use-english-as-an-additional-language/</a>	1, 2
Employ Forest School teachers  SDP – Q of E 01	Oral Language Interventions – Toolkit Strand – EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  Forest School – Impact on young children in England and Wales <a href="http://forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a>	2



<p>Employ Academic Mentor to provide interventions for EAL pupils and Therapeutic Inclusion interventions</p> <p>SDP – Q of E 03</p>	<p>Oral Language Interventions – Toolkit Strand – EEF  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Small Group Interventions – Toolkit Strand – EEF  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Social and Emotional Learning Interventions – Toolkit Strand – EEF  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Improving Social and Emotional Learning in Primary Schools – Guidance Report – EEF  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	<p>1, 2, 4</p>
<p>Employ Teaching Assistant to provide one to one support in lessons and structured interventions</p> <p>SDP – Q of E 03</p>	<p>Small Group Interventions – Toolkit Strand – EEF  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1</p>
<p>Speech and Language Therapist interventions</p> <p>SDP – Q of E 01</p>	<p>Oral Language Interventions – Toolkit Strand – EEF  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1, 2</p>

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

Budgeted cost: £31,488

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funded trips for pupil premium children  SDP – PD 04		1, 3, 5
Funding to support children to be able to access extra-curricular learning/clubs  SDP – PD 02 SDP – PD 04	Physical Activity – Toolkit Strand - EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	1, 3, 5, 7
Employ music specialist to deliver whole class violin lessons to Year 3 pupils and individual/small group music sessions  SDP – PD 01	Arts Participation – Toolkit Strand - EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	3, 5

<p>Fund to support vulnerable children (breakfast, uniform etc)</p> <p>SDP – PD 04</p>		<p>4, 6</p>
<p>Play Therapist</p> <p>SDP – PD 04</p>	<p>Social and Emotional Learning Interventions – Toolkit Strand – EEF  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Improving Social and Emotional Learning in Primary Schools – Guidance Report – EEF  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	<p>4</p>
<p>Purchase high quality fiction and non-fiction texts to be accessible to pupils in newly established school library.</p> <p>SDP – Q of E 02</p>	<p>Reading Comprehension Strategies – Toolkit Strand – EEF  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>National Literacy Trust Research into ‘Reading Enjoyment’ - evidence  <a href="https://literacytrust.org.uk/news/childrens-reading-enjoyment-at-lowest-level-in-almost-two-decades/">https://literacytrust.org.uk/news/childrens-reading-enjoyment-at-lowest-level-in-almost-two-decades/</a></p> <p>Ofsted Revised Reading Framework  <a href="https://assets.publishing.service.gov.uk/media/650c93fe27d43b0014375b64/The_reading_framework.pdf">https://assets.publishing.service.gov.uk/media/650c93fe27d43b0014375b64/The_reading_framework.pdf</a></p>	<p>8</p>

Total budgeted cost: £ 140,025

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Pupils in line with age-related expectation (%)

#### **Key Stage One**

**Phonics** – School Disadvantaged 66.7, School Non-Disadvantaged 91.5, National Disadvantaged 66.7, National Non-Disadvantaged 82.2

**Reading** - School Disadvantaged 60, School Non-Disadvantaged 77.4, National Disadvantaged 54, National Non-Disadvantaged 73

**Writing** - School Disadvantaged 20, School Non-Disadvantaged 75.5, National Disadvantaged 44, National Non-Disadvantaged 65

**Maths** - School Disadvantaged 60, School Non-Disadvantaged 77.4, National Disadvantaged 56, National Non-Disadvantaged 75

In Key Stage One, disadvantaged pupils attain in line with disadvantaged pupils nationally in Phonics and better than disadvantaged pupils nationally in Reading and Maths. The attainment of disadvantaged pupils is below that of disadvantaged pupils nationally in Writing and below non-disadvantaged pupils in our school in all four areas.

#### **Key Stage Two**

**Reading** - School Disadvantaged 58.8, School Non-Disadvantaged 81, National Disadvantaged 60, National Non-Disadvantaged 78

**Writing** - School Disadvantaged 76.5, School Non-Disadvantaged 71.4, National Disadvantaged 58, National Non-Disadvantaged 77

**Maths** - School Disadvantaged 94.1, School Non-Disadvantaged 83.3, National Disadvantaged 59, National Non-Disadvantaged 79

**Combined** - School Disadvantaged 52.9, School Non-Disadvantaged 61.9, National Disadvantaged 44, National Non-Disadvantaged 66

In Key Stage Two, disadvantaged pupils attain in line with disadvantaged pupils nationally in Reading and better than disadvantaged pupils nationally in Writing and Maths. The attainment of disadvantaged pupils is above that of disadvantaged pupils nationally in Reading, Writing and Maths combined. Disadvantaged pupils attain more highly than non-disadvantaged pupils in school in Writing and Maths and below non-disadvantaged pupils in Reading and Reading, Writing and Maths combined.

Our assessments indicate that our disadvantaged pupils who have English as an Additional Language have been particularly negatively affected due to the pandemic. We recognise that this has had a negative impact on pupil attainment, hence why it is a focus in our current strategy. Attainment outcomes for our EAL pupils improved in 2022/23 in comparison to the previous 12 months.

Our observations indicate that the impact on pupils social and emotional health and wellbeing of the pandemic has been significant, with more pupils needing support than prior to the beginning of the pandemic. This is reflected in our disadvantaged pupils, which is why therapeutic support is part of our strategy.

Based on all the information above, the performance of our disadvantaged pupils met expectations in some areas and exceeded expectations in Key Stage Two in Maths and Writing. Based on the progress made in the first twelve months of this strategy (as

evidenced by improvements in attainment data) we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Maths No Problem!	Maths No Problem!
Flash Academy	ICentrum Learning Labs
Widgit	Widgit Software Limited