# Pupil premium strategy statement 23 - 24

## 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

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| Detail | Data |
| School name | Manchester Road Primary Academy |
| Number of pupils in school | 360 |
| Proportion (%) of pupil premium eligible pupils | 42% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023 – 24 (current year)  2022 – 23 (review)  2022 - 2025 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | J Taylor |
| Pupil premium lead | Joanne Taylor |
| Governor / Trustee lead | Darren Holmes |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ |
| Recovery premium funding allocation this academic year | £ 18,862 |
| 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 | £ 222,615 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Manchester Road Primary Academy we have high expectations for all pupils in our school and believe that with high quality teaching and learning, effective pastoral support, great engagement with parents and a personalised approach to meeting children’s needs that every child can achieve their very best.  Our aims are to make targeted and strategic use of the Pupil Premium funding to support us in enabling children to reach their full potential by:   * Assuring the best possible learning experiences in the classroom. * Having targeted interventions and support for those who are not meeting their targets and for those with specific needs. * Offering a rich and varied curriculum and set of experiences to engage and motivate the children. * Developing behaviour for learning habits of resilience, reciprocity, reflectiveness and resourcefulness so that children are able to work through their own learning pathways.   The leadership team at Manchester Road ensure that the pupil premium funding is allocated effectively each year to have the necessary impact across school.  The main objectives of this spending are:   * To close the gap in attainment for PP children in core subjects. * To improve attendance and tackle any persistent absence . * To develop social skills and mental well – being * To provide opportunities to develop potential and participate in all parts of school life.   Strategies used at Manchester Road are supported by evidence – based strategies which are known to have the greatest impact on outcomes for children. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Higher than average proportion of SEN children in school with a high percentage of children with and EHCP. |
| 2 | Speech and language deficit when entering school. |
| 3 | Some PP children have limited life experiences beyond their homes and local community. This impacts on their experiences and cultural capital opportunities. |
| 4 | Social and emotional issues resulting in low confidence means that some PP children are not ready to access learning due to a lack of self – belief, determination and resilience. |
| 5 | Attendance of PP children is lower than that of non PP children. Prior to the pandemic, the school had worked hard to improve this but it now needs to be monitored once again. Persistent absence in PP children is currently above the national average. |

## 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.

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| Intended outcome | Success criteria |
| Disadvantaged children make at least expected progress from their individual starting points in phonics, reading, writing and mathematics. | Teachers in all year groups have summer data which is analysed during pupil premium meetings. Children are identified for intervention in specific areas and any additional support is delivered.  Alongside this, teachers also have a list of key learning which the children did not achieve the previous year.  The % of disadvantaged children achieving GLD in EY is at least in line with the non – PP children, and is above the national figure.  The gap in phonics attainment in KS1 has closed during 2022/23 and now this needs to be sustained.  More PP children at KS2 achieve ARE in RWM combined and PP children achieve in line with those figures expected nationally.  Quality of teaching and learning across school is good or better due to consistent approaches and a common aim. |
| **HOW THIS WILL BE ACHIEVED**  Regular pupil progress meetings to discuss children’s progress and intervention needed.  Phonics assessments to take place in first 2 weeks of term to place children in correct groups and identify gaps.  Ensure 1:1 phonics intervention takes place daily.  Really focussing on the 15% of children who need support in order to reach ARE. (mission critical)  Targeted small group intervention and 1:1 sessions where needed so children make accelerated progress.  The write stuff project embedded and is consistent across the school. Senior leaders to monitor quality of teaching and learning.  Standardised tests used termly to assess progress and analyse for areas of improvement and target intervention.  Children have regular opportunities to read, reflect and respond upon their learning and make improvements to their work.  Teachers and support staff will use effective afl strategies to identify and address any gaps in learning.  Use of Trust assessment materials to make judgements about where gaps lie and plan for learning. |
| The language deficit for children in receipt of PP is diminished. | The attainment gap between PP children and non PP children in EY will reduce.  High quality teaching and learning in EY will involve a language – rich curriculum across all areas. |
| **HOW THIS WILL BE ACHIEVED**  The use of high level vocabulary in EY will be evident around all areas.  Staff will use tier 2 and 3 vocabulary explicitly using strategies such as ‘word of the day’ and incorporate this into make your mark and spark your speech.  Targeted children will make accelerated progress due to intervention such as speech and language support.  Wellcomm and Literacy Launchpad will be used with children in EY and KS1 to improve language acquisition.  Employment of Speech and Language Therapist a day a week.  Regular staff development so they are trained to deliver interventions.  Use of oracy 21 materials to establish an oracy curriculum. |
| Improving whole school attendance including disadvantaged children.  Ensuring parents have a high level of engagement in their children’s learning. | Overall attendance across school to be 96.7 or above.  PA for all children to be lower than 10%  PA for PP children to be lower than 12%  Parental contact offered regularly through attendance meetings and phone calls/ E mails. |
|  | **HOW THIS WILL BE ACHIEVED**  Employment of Local authority EWO service half a day a week to work with the principal.  Attendance plans formed for families who are persistently absent. |
| Disadvantaged children have opportunities to develop their cultural capital through the curriculum and beyond. | Staff in school have a thorough knowledge of the curriculum and have the very best research and practice at hand.  Work is undertaken to teach children in ways so that they know and remember more. Strategies for this are included in the GTT.  The majority of children, including PP children achieve expected outcomes in all subjects across the curriculum.  The gap between PP and non – PP children closes quickly in KS2. |
| **HOW THIS WILL BE ACHIEVED**  The curriculum will be reviewed by subject leaders across school to ensure it is having the impact we expect.  The curriculum is strongly based around literature and language.  Children follow a sequence of learning that is progressive and has connections across years and within subjects.  Staff development focused on knowledge and practice and ways in which we can teach so children know and remember more eg. Dual Coding, Cognitive Load theory. Retrieval practice.  Ensuring the curriculum is language rich, and contains experiences that broaden the children’s knowledge and understanding. Use the subscription to voice 21 to plan for oracy.  Planning trips, visits and experiences so that children develop an understanding of the wider world beyond their local community. Paying for PP children if they are unable to go due to finances.  Home Learning opportunities are easily accessible – TTRS, Reading Plus, Reading Eggs, Dynamo are all provided for families to practice at home. |

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| Children are engaged and motivated to learn. | Monitoring across school shows the children’s work is of high quality and demonstrates good understanding and engagement.  Pupil voice surveys show children can articulate their knowledge and are enjoying the curriculum. |
| **HOW THIS WILL BE ACHIEVED**  Opportunities for children to discuss their learning and think of ways it could be improved through RRR.  Learning planned so it links to prior learning and those links made explicit to children  Rewards and celebrations are held frequently to set out expectations and to acknowledge effort, participation and successes.  Monitoring of attendance weekly  Highlighting PA children and setting up attendance plans and meetings.  Sending regular communication to parents about the importance of attendance.  Efficiency around penalty warnings and communication with parents.  Rewards and acknowledgement for high attendance. |
| Pastoral Care is effective and ensures vulnerable children are engaged in all aspects of school life. | PP children participate regularly in clubs and extra – curricular activities.  PP children are ambassadors and have responsibilities around the school community.  Children in need of social and emotional support receive this, and as a result are able to access learning in school.  Families with agency involvement are supported and offered services both in school and from other partnerships.  Children are allocated extra support when and where needed. |
| **HOW THIS WILL BE ACHIEVED**  EHAs are in place for families who are identified by school or other agencies so support is offered and any barriers to learning removed.  Nuture programs and pastoral groups are in place for targeted children and those who need support to access learning.  Allocation of staff to classes and children so that resources best meet the needs of children.  The Character Development curriculum is delivered so that all children can access activities and responsibilities to develop their character.  School counsellor  Zones of regulation and a standard language for emotions are established across school. |
| PP children with recognised SEND and those with an EHCP make good progress. | Children with SEND or EHCP make good progress against their own targets.  Children’s books and learning shows the children have access to a wide curriculum.  Parents of children with SEND feel confident in the teaching and learning that school is offering and that their children are happy and achieving well. |
| **HOW THIS WILL BE ACHIEVED**  Learning is planned so that the children with SEND achieve their personal targets and that they make progress along their planned program of study.  Children are supported in class by teaching staff and through specialised support so they are able to access learning successfully. |

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: £ 78,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Ensuring Quality first Teaching is evident across the whole curriculum.  Providing release time for subject leaders and experienced leaders mentoring less experienced staff.  £20,000 | EEF toolkits for schools | 1,2,3 |
| Revise and update the teaching sequences in mathematics. Attend NCTEM training and provide development from experts at the maths hub.  £2,000 | EEF Toolkit  Effective early numeracy teaching and intervention can add up to 6 months additional progress. | 1,2,3 |
| Ensure EY staff have excellent knowledge of language and communication techniques and intervention strategies.  ‘Language Friendly Classrooms’  Employment of Speech and Language Therapist 1 day a week  £12,000 | EEF Early Years Toolkit.  Effective Communication and language intervention and techniques can increase attainment by up to 6 months. | 1,2,3 |
| ECT Mentor and coaching x 3 – release of assistant principal  £10,000 | EEF a Tiered approach to Pupil Premium spending.  Ensuring teachers are supported to keep improving. | 1,2,3 |
| GTT subscription  £2,000 | Ensuring teachers have professional knowledge and understanding of teaching and learning. | 1,2,3,4 |
| Employment of non – teaching 0.8 SEND manager  £28,000 | Ensuring strategies for teaching children with SEND are effective and impact is measured.  To co – ordinate advice and CPD for EY and SEND. | 1,2,4 |

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

Budgeted cost: £ 79,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Speech and language therapy  £10,000 | Targeted intervention programs which are precise and over a short period of time done on a 1:1 basis are highlighted in the EEF report as being a successful strategy. | 1,2,3 |
| 1:3 tutoring in Y6 x 12 children for 15 hours  £8000 | EEf toolkit guide to pupil premium spending | 1,2,3 |
| Small group intervention across school and in class support  0.4 of TA spending  £50,000 | EEF toolkit:  Assessing children’s starting points and ensuring targeted support. | 1,2,3 |
| Larger group intervention with support x 10 hours per week.  £11,000 | EEF toolkit:  Assessing children’s starting points and ensuring targeted support. | 1,2,3 |

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

Budgeted cost: £ 55,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Breakfast club and organisation  Part of Inclusion lead wages  £2,000 | EEF toolkit:  Wider strategies that help children to develop social skills. | 3,4,5 |
| Nuture provision  Part of Inclusion lead wage  £2,000 | EEF Toolkit:  Setting individual targets for children to meet regarding their social and emotional skills. | 3,4,5 |
| EHA support  1 x day a week Inclusion lead  £5,000 | EEF toolkit:  Effective communication with parents will play a vital part in linking school to home, particularly in relation to any future localised lockdowns | 3,4,5 |
| EWO attendance officer  1/2 x day a week  £6,000 | EEF toolkit:  Effective communication with parents – attendance of all pupils will be monitored by leaders in school so support can be offered to families. | 5 |
| Ed Psychology service  12 x days pa  £6,000 | Thorough assessment of children’s needs, especially those with a recognised SEN ensures that support is directed in the right place at the right time.  EEF:  Specialised CPD ensures quality first teaching for all children. | 1,2, |
| Whole school access to reading plus  £2,000 | Assessment data in school shows improvements in fluency and attainment, especially those children who are greater Depth readers. | 1,2, |
| Whole class and Small group music lessons  £6,000 | EEF Wider Strategies:  Ensuring children have experiences which add cultural capital to their learning and lives. | 3,4 |
| Sports clubs  £4,000 | EEF Wider Strategies:  Ensuring children have experiences which add cultural capital to their learning and lives. | 3,4 |
| After school /holiday clubs  £4,000 | EEF Wider Strategies:  Ensuring children have experiences which add cultural capital to their learning and lives. | 3,4 |
| School trip subsidies  £28,000 | EEF Wider Strategies:  Ensuring children have experiences which add cultural capital to their learning and lives. | 3 |

**Total budgeted cost: £ 212,000**

# 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.

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| |  |  |  | | --- | --- | --- | |  | **All pupils (%)** | **Disadvantaged pupils (%)** | | **EYFS - GLD** | **69.8** | **66.7** |  |  |  |  | | --- | --- | --- | |  | **All pupils (%)** | **Disadvantaged pupils (%)** | | **Year 1 phonics** | **81.6** | **93.3** |       Attendance Figures      The strategies put in place over 2022 - 23 included classroom support, intervention strategies and whole school approaches to teaching and learning. An EWO was employed to follow up children who are persistently absent from school and a speech and language therapist was employed to assess children in early years and across school. 1:1 tuition took place in KS1 to ensure gaps were filled in phonics.  The early intervention strategies adapted in EY and KS1 had a positive impact on results and the pupil premium children attained in line or above the expectations nationally for GLD, phonics and KS1 attainment.  The strategies used for early intervention and classroom support ensured that the children settled well at the beginning of the academic year and were able to start making progress quickly. The children’s books and monitoring across school shows the children using the write stuff strategies and children report enjoying the writing process. They appreciate the supportive structure of the system and the small steps that writing is broken down into. Data across the rest of the year groups shows that targeted support still needs to be directed at the bottom 20%.  Reading has been a huge success across the school over the year and this has culminated in great results across all key stages. The amount of children achieving greater depth is particularly positive. The introduction of reading plus as a tool for school and home learning has had a huge impact on results, as has the teaching and learning pedagogy used in lessons.  In mathematics the picture is more complex, in data year – on year shows an inconsistency in attainment and achievement, although this is more prevalent at KS2. Next year there needs to be a closer focus on what gaps the children have in mathematics and how these are to be filled skilfully over the children’s time in KS2.  Attendance across the school was lower than we set a target for, but slightly higher than the figures nationally. The children who are PA is in line with national figures.  . |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| 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 |