

Pupil premium strategy statement (including 2023 updates) 2021 - 2023

School overview

Detail	Data
School name	Manor Park CE First School
Number of pupils in school	392
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2023 Updated 2023
Date this statement was published	July 2023
Date on which it will be reviewed	New Strategy Plan will be in place - by new team 2023 - 2025
Statement authorised by	Melanie Pallister / Peter Farrington
Pupil premium lead	Esther Derrien
Governor / Trustee lead	Peter Farrington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94 340
Recovery premium funding allocation this academic year	£0
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	£94 340

Part A: Pupil premium strategy plan

Statement of intent

At Manor Park CE First School we live out our vision, "Inspiring all to learn and grow." With this in mind, our ultimate objectives for our Pupil Premium children has to be to, 'Raise standards through breaking cycles that our disadvantaged children can find themselves in'. We provide opportunities to narrow the attainment gap between disadvantaged and non - disadvantaged pupils nationally and within internal school data. At our school, we make decisions about using Pupil Premium Funding in an imaginative way that is tailored to the needs of the child and is firmly rooted in sound evidence based research conducted by the EEF. We hold each child's story and build up information over time so that we are informed about the child's learning journey. The challenges are varied and there is no 'one size that fits all'. Communication between agencies that are involved with the families is key. Through strong relationships and good communication and assessments we understand on a deeper level what the barriers to learning/school are. Once this is clear we stand a chance of breaking the cycle in a meaningful and life long lasting way. Key Challenges and Barriers to Learning identified for children in receipt of the Pupil Premium Grant inform the planning of provision for these children. We ensure that all of our teaching staff are involved in the analysis of data and identification of barriers, so that, as a team, we are aware of the strengths and areas for development across the school.

Key Principles and Strategies linked to Evidence Based Research

At Manor Park CE First School we follow these key principles to ensure that we provide the culture and the opportunities to maximise the impact of our Pupil Premium Grant spending.

High expectations and quality first class teaching

'Inspiring all to learn and grow,' is our school vision. We believe in all children at our school and have high expectations of our school staff and community. Barriers to learning are identified and reviewed on a termly basis. We strive to overcome the barriers to learning children encounter and give every single child in our school the best provision, so that they can be their BEST.

Knowing our children and their families well to identify specific needs

Our Family Support Worker is in regular contact with our families in receipt of Pupil Premium Grant. We are proactive as a school in getting to know and to connect with our families. COMMUNITY is one of our school DRIVERS. We listen to the voice of the children and ask our children in receipt of Pupil Premium Grant on a termly basis what is going well for them and what could be better.

Self Regulation and Meta - Cognition

We recognise that readiness to learn and self regulation are key. Our school is a therapeutic school and all staff follow the Steps Approach. Relationship and Nurture Support is available during playtimes.

Early Intervention

Interventions are planned for those children in Early Years who have had limited educational / pre-school and nursery experiences. There is a strong education component and parents are invited to support.

Catch Up Interventions

School leaders identify children quickly who need Catch Up Interventions. These Interventions are planned and led by experts - Leaders, Teachers and Teaching Assistants. These interventions are timely and overseen by Progress Leaders. One to one Tuition and Precision Teaching are also used to provide personalised catch up.

Effective Transition

Enhanced Transition for children in receipt of Pupil Premium Grant takes place so that each child's story is told and the information collected over time is shared so that the child's learning journey is seamless. In Year 4 the same best practice is followed with the receiving Middle Schools and many children in receipt of the Pupil Premium Grant receive enhanced Transition.

Wider Curriculum Opportunities

Our Pupil Passports for each year group build on our children's cultural capital. We are proactive in ensuring that all of our children in receipt of Pupil Premium Grant attend at least one free extra curricular club. School trips, Forest School Provision and a Residential Trip in Year 4 form an important part of the curriculum. Financial support is available to ensure that no children are disadvantaged from such important experiences. The Deputy Head and the Family Support Worker run educational enrichment activities for children in receipt of Pupil Premium Grant throughout the year.

Challenges

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

Challenge number	Detail of challenge
1	Limited Vocabulary and Communication skills
2	Lack of self confidence/ self esteem
3	Self Regulation Skills
4	Poor Social Skills
5	Fluency in Maths
6	Parent's own negative experiences of authority / agencies and knowledge and understanding of the Curriculum
7	Limited opportunities outside school
8	Attendance

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
Progress In Reading	Achieve National Average or Greater Depth in KS1 Reading. Any Working Towards children have caught up.
Progress in Writing	Achieve National Average or Greater Depth in KS1 Writing. Any Working Towards children have caught up.
Progress in Mathematics	Achieve National Average or Greater Depth in KS1 Mathematics. Any Working Towards children have caught up.
Phonics	Achieve National Average in PSC.
Strong Links between Home and School	All families feel part of our school community and actively engage in events run by the school.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 38220

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Relationships and Behaviour</p> <p>Adopt Pace+ approach to support all pupils develop effective relationships which support safe learning.</p>	<p>Our school is committed to the Therapeutic Approach and we have invested in 10 members being trained as Trainers to deliver the Dorset Steps Approach:</p> <ul style="list-style-type: none"> • shared focus on inclusion of all children and young people within their educational settings • a shared set of values and beliefs • open and shared communication • a shared commitment to diversion and de-escalation • shared risk management • shared reparation, reflection and restoration • Independent facilitators have been appointed to support children's learning. Children who are finding it difficult to access the learning for a number of reasons have trusted adults to support them. This supports the Therapeutic Approach that our school believes in. 	2, 3, 4 and 6

<p>Essentials Curriculum</p> <p>Depth of Learning</p>	<p>Our curriculum of ambition is the Chris Quigley Essentials Curriculum. Mary Myatt concludes that, ‘At its heart, expertise is knowing something really well; the nuts and bolts and are able to show this in different contexts.’ Through adopting the Chris Quigley Curriculum we are able to maximise the use of teaching time and ‘Smash the Curriculum together.’</p> <p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p>	<p>1, 5 and 6</p>
<p>Subject Leadership development</p> <p>CPD for Subject Leaders Huh Leaders’ Course Non contact time half termly for subject leaders Termly subject leader meetings Subject Leadership non contact time</p>	<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p> <p>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning improves outcomes.</p>	<p>2 and 5</p>
<p>Personal Development</p> <p>The PSHE Association Course - referred to by the EEF</p> <p>PD Curriculum review and new curriculum written</p> <p>Thrive interventions</p> <p>Pupil Passports and educational enrichment activities</p>	<p>Extensive evidence associating early childhood social and emotional skills with improved outcomes at school and in later life (eg improved academic, attitudes, behaviour and relationships with peers)</p> <p>DfECharacter_Education_Framework_Guidance.pdf</p>	<p>2,3,4,6 and 7</p>
<p>Knowledge Organisers</p>	<p>Evidence from contemporary cognitive science research suggests that: ...the use of ‘metacognitive strategies’ – which get pupils thinking about their own learning – can have an impact equivalent of an additional +7 months’ progress... (even higher for disadvantaged pupils.) ... Education Endowment Fund (EEF) Metacognition & Self-Regulated Learning 2019</p>	<p>1, 2, 5 and 6</p>

<p>Vocabulary Acquisition</p>	<p>EEF 2017 'Improving Literacy in KS2' found extensive evidence for the efficacy of explicit teaching of new vocabulary. The document suggests that words may be pre-taught and discussed to aid reading comprehension. Pie Corbett reminds us all that, 'Readers and Writers love words.' We are committed to improving children's vocabulary acquisition through our whole class Daily Read the use of the Vocab 5 in Year 1 and the Beck model in (KS2).</p>	<p>1,3,4 and 7</p>
<p>Provision Map Provision Map - a cloud-based database - is being introduced over the year. This will help track provision, learning plans, measure impact and improve the sharing of information with families.</p>	<p>Provision Map is packed with features designed to reduce workload and help manage SEND and Pupil Premium.</p> <p>EEF - wider-strategies</p>	<p>6,7 and 8</p>
<p>Incredible Years Through "Action for Children" we will be running 14 sessions. This will provide support for 8 parents/carers. The school Family Support Worker will be observing and supporting during the sessions with a view to be trained as a trainer in Easter Term 2023.</p>	<p>EEF summary The general evidence for behaviour programmes suggests that improving behaviour can improve attainment.</p> <p>EEF - wider-strategies</p>	<p>1,6,7 and 8</p>

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

Budgeted cost: £30 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths Booster Classes	One to two small group tuition	5

<p>Forest School with a focus on Barriers to Learning Identified</p> <p>Forest School / Outdoor learning experiences and opportunities</p>	<p>A research project by The New Economics Foundation (NEF) reported the following Key Findings.</p> <p>Confidence: children had the freedom, time and space to learn and demonstrate independence</p> <p>Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p>Communication: language development was prompted by the children's sensory experiences</p> <p>Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</p> <p>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p>Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment.</p> <p>Supporting pupils' social, emotional and behavioural needs</p>	1, 2, 3, 4 and 7
Targeted cohort interventions in English and Maths taught by teachers and TAs	The EEF reports that short, regular sessions over a period of time (6 - 12 weeks) result in optimum impact. The EEF also reports that 1:1, 1:2 or 1:3 ratios are the most successful.	1,2,3,4,5 and 6
Wider Curriculum Opportunities	Our Curriculum Design is founded on a broad and balanced curriculum. Children build their cultural capital through Pupil Passport 'experiences' year on year. This forms an important part of our Personal Development Curriculum.	1,2,3 and 6
Thrive Assessments and Interventions	The EEF and Third Space advocate targeting the Social and Emotional Learning of pupils to improve their interaction with others and their management of emotions. They can + 4 months Progress.	1, 2, 3 and 7

Parent Links with Family Support Worker	The EEF reports that - “Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our <u>Teaching and Learning Toolkit</u> suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.” Communicating with and supporting parents	5 and 7
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:£27300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School Therapy Dog</i> <i>Therapy Dog Training</i>	Having successfully used a visiting Therapy Dog our school has bought a school Therapy Dog to improve our children’s well being. Many organisations report the following benefits of a School Therapy Dog for children and whole school communities - Physical benefits, Social benefits, Cognitive benefits and Emotional and Mental Health benefits.	1 and 2
<i>Extra Curricular Clubs</i>	The EEF states that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Extracurricular activities, including sports, outdoor activities, arts, culture and trips	6
<i>Daily Reads and Well Being Class Reads</i>	Our Daily Read provides opportunities for Book Talk / Reading comprehension practice. This can result in high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Our Well Being reads provide opportunities to develop children’s Social and Emotional Literacy.	1, 2 and 3
<i>Coffee and Connect</i>	The EEF advocate targeting the Social and Emotional Learning of pupils to improve their interaction with others and their management of emotions. They can + 4 months Progress.	5
<i>Breakfast Club and meal provision</i>	Research shows that hungry children do not perform well.	7

<p><i>Parental Involvement and Workshops</i></p>	<p>The EEF reports that - “Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our <u>Teaching and Learning Toolkit</u> suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.”</p>	<p>1,2,3,4,5 and 7</p>
<p>Play Therapy</p>	<p>The EEF reports that Play-based therapy can have substantial benefits for children who are identified as having social, emotional, or educational difficulties.</p>	<p>1, 2 and 3</p>
<p>Family Support Worker to challenge and support families to improve Attendance for children in receipt of PP Grant.</p>	<p>The average impact of responsive and targeted approaches to attendance is positive.</p>	<p>8</p>

Total budgeted cost: £95 520

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 2022 to 2023 academic year.

The Strategy is reviewed termly and shared with governors.

Current Reflections on Key Principles and Strategies linked to Evidence Based Research

Pupil Premium Strategy Review July 2023

Principle	Impact
High expectations and quality first class teaching	Teacher's targets for end of year attainment in R/W/M are aspirational and the same for all. Children of families in receipt of Pupil Premium Grant are selected for all aspects of school monitoring - e.g. Book Scrutinies and Pupil Voice. All staff know who the children are who are in receipt of Pupil Premium Grant their classes.
Knowing our children and their families well to identify specific needs	<p>70 % of the TAFs held in the Spring Term were for families in receipt of Pupil Premium Grant.</p> <p>Key staff at the school have been in regular contact with PP families to provide support and to signal families to any further support needed. Our Family Support Worker continues to hold TAF meetings to support families with our needs. These meetings are well attended and representatives from other agencies often attend. The outcomes of these meetings often provide mechanisms or opportunities for change and however small these changes impact our children.</p> <p>Examples of the Impact of these meetings are:</p> <ul style="list-style-type: none"> • <i>Support with children's behaviour at home</i> Holding the TAFs enables the opportunities for outside agencies to support meetings that often lead to referrals being made to Early Help. A Family Worker can then be signposted to the family and this has a direct and positive impact on how families can then be better skilled and supported to manage their children's behaviour at home. • <i>Parenting Skills courses</i> Parenting Skills courses including Incredible Years Courses support parents in developing their parenting skills in a supportive environment. Manor Park is hosting training for 4 families. • Signposting families to organisations for Bereavement Support • Signposting parents to organisations that can offer Financial advice and support <p>Christmas Party - Resounding success with nearly all families invited attending- sense of community - played educational games that the families were gifted.</p> <p>Easter Event - Easter Games and Egg</p>

	<p>Coffee mornings for families of children with SEND have started and two have been attended by representatives from Early Help. This is at an early stage but attendance is increasing and helping to build relationships and communication channels between families and the SEND team. School is exploring the possibility of hosting an Incredible Years parenting programme in 2022-23.</p>
Self Regulation and Meta - Cognition	<p>Our Graduated Response document for persistent antisocial/difficult behaviours was updated in March 2023.</p> <p>We currently have 12 children with a Predict and Prevent Plan - 7 of these children are in receipt of the Pupil Premium Grant. This means that 58% of children on a Predict and Prevent Plan are in receipt of Pupil Premium Grant.</p>
Early Intervention	<p>Pre-teach and post teach sessions have been introduced in early years for target children, which included PP. Children are exposed to learning prior to the rest of the class with a focus on developing their communication and language and comprehension skills. Groups of children (including PP 'not on track') also have a post teach session after an input so that teachers are able to ensure that scaffolding is embedded to ensure that children are successful.</p> <p>The impact on this is that (for an example) we now have 50% of our PP on track in communication and language compared to 33% at baseline, in maths we now have 42% on track compared to 0% at baseline. For reading we have 42% of PP children on track compared to 11% baseline and for writing 25% on track compared to 0% at baseline.</p> <p>All staff have now completed level 1 in makaton. This is now being used to support language understanding across early years.</p>
Wider Curriculum Opportunities	<p>Year Group Pupil Passport activities continue to add to children's cultural capital. No child has been excluded from a school trip due to financial barriers.</p> <p>Clubs - children in receipt of PP grant continue to be offered a free club a week. Take up is 4 children out of 66 are using 1 or more clubs.</p> <p>Collaborative DASP writing event. All children in Year 3 in receipt of PP grant attended the morning.</p> <p>99% of the Y4 children in receipt of Pupil Premium took part in the Y4 Residential Trip in some shape or form. The trip was offered to ALL Year 4 children.</p> <p>A Y2 child on a reduced timetable has had their time increased and weekly swimming has been offered. This has been a real success and will continue next term.</p> <p>Music lessons for a small group of children in Key Stage 1 have been successful</p> <p>All early years children have had weekly opportunities (in Spring 1 term) to visit our local environment. This was put into place as a reflection on the end of Autumn term data. Our knowledge and understanding the world was at 49% (23% for PP). At the end of the spring term it is now 73% (and 58% for children in receipt of PP).</p>
Attendance	<p>Esther is trialing the use of pictorial (pie chart) attendance linked to academic performance. Tina is meeting with parents who will receive these to explore the impact children's attendance is having on their achievements.</p> <p>TEMPLATE20/3/2023Attendance- withoutnames</p>

The attendance data is concerning for the Spring Term
 PP children is 86.86%
 Non PP children is 91.79%

Current Reflections on Key Principles and Strategies linked to Evidence Based Research

Targeted Academic Support

Activity	Review and Impact
Lexia	<p>Children using the Lexia programme are successfully closing specific gaps identified in their learning and making progress. The one to one teaching provides high impact when the child needs face to face precision teaching when the programme itself cannot overcome the child's barrier.</p> <p>Year 4 PP children - 3 of 15 PP children are either dual registered or on a part time timetable. 92% of the 13 PP children have made progress using Lexia. 2 children are now working at ARE where they were previously working below. 62% are working at ARE and above.</p> <p>Year 3 PP children - there are currently 15 PP children working on Lexia in year 3. 70% of these children are now working at ARE or above.</p>
Maths - Y3	<ul style="list-style-type: none"> • 4 children in receipt of PP Grant attended Number Crunchers - a maths club before school in the Autumn Term. 1:2 ratio. • Children's number fluency up to 100 increased significantly.
Forest School	<ul style="list-style-type: none"> • Reflections and observations from the Forest School Leader show developments in the children's communication skills and confidence and self regulation and safety. The high ratio of adults to children has also provided fantastic opportunities for relationship building.
Y2 Reading Group - 1:1 tuition	<ul style="list-style-type: none"> • 3 children received one to one tuition x4 week. Progress is carefully monitored and impact measured by class teachers and discussed with SENDCO and discussed at PEP meetings. All 3 children are on track to meet age related expectations at the end of Y2.
Year 1 and 2 targeted support for R/W/M	<ul style="list-style-type: none"> • This has taken the format of 'pinny time' - one to one catch up in the classroom environment or 1:3 small group work led by an additional teacher. • Y2 Children who did not meet the Phonics Screening Threshold have received daily phonics. There are 16 children who did not pass/were disapplied or who have no score due to living in another country and out of these we would predict 6 of them to pass.
1:1 in Reception	<ul style="list-style-type: none"> • Children receive 1-1 RWI intervention daily. This has been more challenging to do in Rabbit class due to the needs of one of our children.
Hamish and Milo	To be reviewed by the SEND team.

