

# Manor Park First School



3 YEAR PUPIL PREMIUM STRATEGIC

PLAN

## Organisation

The Pupil Premium Strategic Plan is organised into 3 sections and based on the long-term approach to Pupil Premium planning recommended by the DfE and the Education Endowment Foundation (EEF).

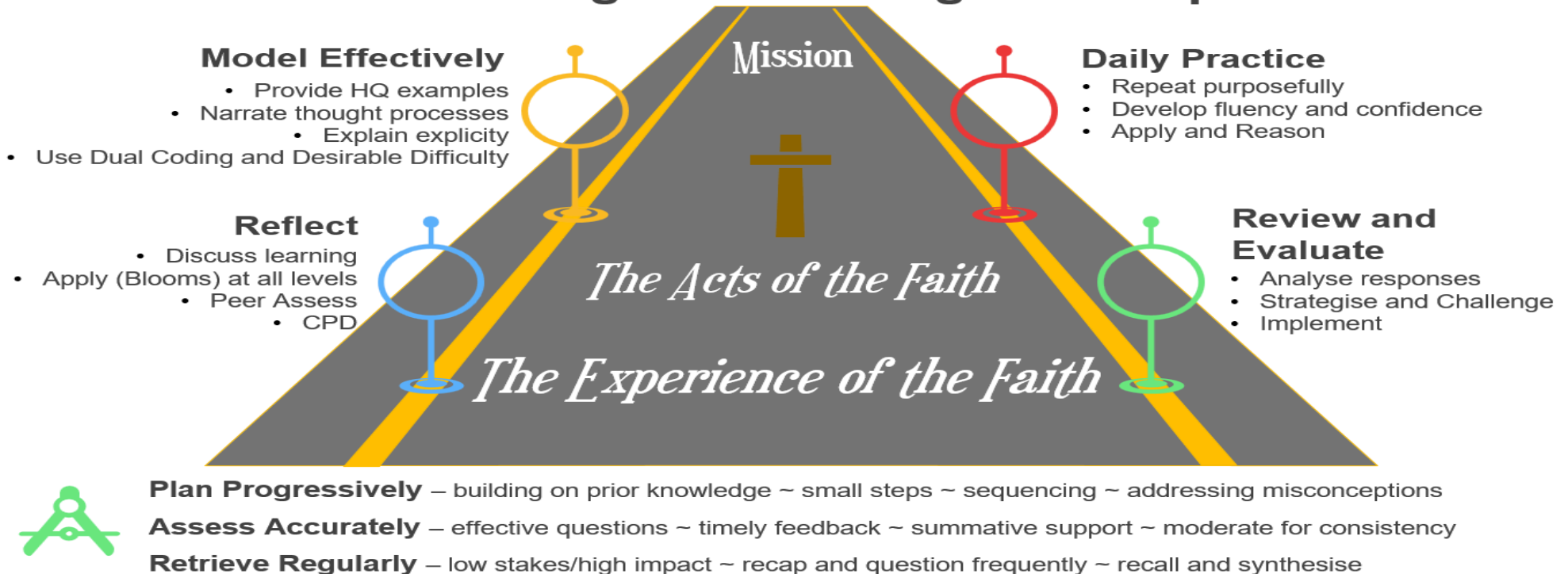
Section	Focus	Contents
Section 1	School context & approach to the PPG	Philosophy, school context & barriers to learning, implementation, review and accountability
Section 2	Long term (3 year) overview	Setting long term goals to reflect the school context
Section 3	Academic Year Action Plan & Impact Statement	Action plan for the current academic year, funding and evaluation of impact

## SCHOOL CONTEXT & APPROACH TO THE PUPIL PREMIUM GRANT (PPG)

### PHILOSOPHY & PRACTICE

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy which is fully aligned to our School Teaching and Learning Road map and our School development Plan. This enables us to implement a blend of short, medium and long-term interventions, which effectively coordinate use of Pupil Premium and wider school improvement strategies for maximum impact on pupil outcomes

## Teaching and Learning Roadmap



We build our practice around our teaching and learning approach and embedded behaviour and attendance within. As a school we have adopted the Education Endowment Foundation (EEF) recommended 'tiered' approach to define our priorities and ensure balance. Our tiered approach comprises three categories: **Teaching, Targeted Academic Support & Wider Strategies.**

Area	School Practice
<b>Behaviour and Attendance</b>	Our behaviour strategies and systems ensure that we provide strong social and emotional support through working with children and families. Attendance is the responsibility of all members of staff but is closely monitored and actioned by the Attendance Officer.

OVERVIEW OF SCHOOL CONTEXT											PRE-SCHOOL	
As per October 2023 - Total PPG 64 children (of this 2 Service and 6 PLAC and 1 CIC)												
Characteristic	EYFS PP	EYFS non-PP	Year 1 PP	Year 1 non-P P	Year 2 PP	Year 2 non-P P	Year 3 PP	Year 3 non-P P	Year 4 PP	Year 4 non-P P	Pre-school (School Riser) PPG	Pre-school (School Riser) Non-PPG
<b>Year Group</b>	2	51	12	48	22	67	10	75	13	69	0	39
<b>Boys</b>	2	32	5	30	12	30	6	38	3	41	0	22
<b>Girls</b>	0	19	7	18	10	36	4	37	10	28	0	17
<b>SEN Support</b>	1	9	1	6	7	4	3	5	6	4	0	2
<b>EHC Plan</b>	1	0	0	0	2		0	1	0	2	0	0

End of Phase Data Outcomes (Academic YEAR 2022- 2023)

3.1 EYFS Summary

<u>National in brackets</u>	GLD
2021/2022 Percentage at an age-related level	63% (65%)
2022/2023 Percentage at an age-related level	76% (67.3)
2023/2024 Target	80%

3.3 Y1 Phonics Screening Check

YEAR	School	National	Notes
2022	81%	75.6%	
2023	83%	79%	

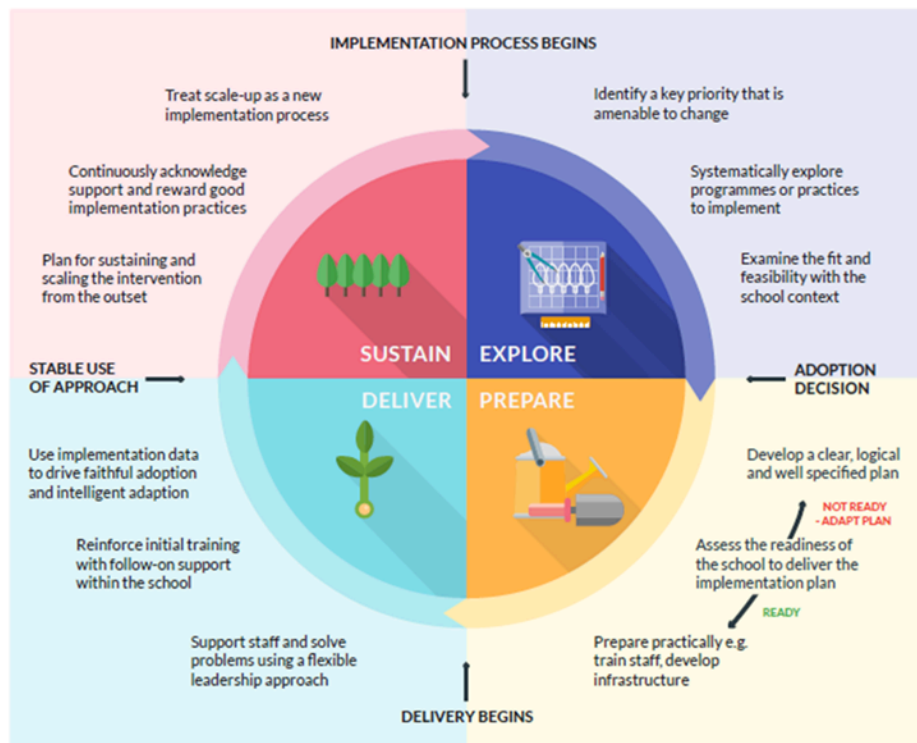
YEAR 2 Retakes

YEAR	School	National	Notes
2022		55.9%	
2023	59%	59%	

3.4 Y2 - End of Year KS 1 DATA

COHORT	Source - Perspective Life	<u>READING</u>		<u>WRITING</u>		<u>MATHEMATICS</u>		<u>COMBINED</u>	<u>SCIENCE</u>
		% EXS+	% GDS	% EXS+	% GDS	% EXS+	% GDS	<u>RWM</u> % EXS+	% EXS
School (2022)	NOR	80%		62%		71%			80%
School (2023)	88	72%	22%	63%	7%	71%	22%	58%	85%
Targets (2024)									
Our own past performance suggests that FFT20 targets will be very challenging ↑									
England (2022)		67%	18%	57.7%	8%	67.7%	15.1%	53.4% (5.9%)	77%
England (2023)		69%	19%	61%	14.8%	71%	17%	57% (7%)	79%

## IMPLEMENTATION PROCESS



We believe in selecting a small number of priorities and giving them the best chance of success. We use the EEF Implementation Process Wheel to support and inform the development of our strategic Pupil Premium plans. In our implementation, we will:

**Explore:** what problems are we seeking to solve in the academic year? Are there adequate solutions, in the form of evidence-informed practices or programmes?

**Prepare:** do we have a clear, logical and well-specified plan? Do staff fully understand what is being implemented and how? What is the readiness of the school and staff to undertake these changes?

**Deliver:** how best can staff best deliver upon new approaches? Are there mechanisms in place to improve their use over time? Can we reinforce our approaches with initial training and continuous wrap around support?

**Sustain:** how do we best maintain new practices, for both staff and pupils, across a full academic year? How we will nurture motivation and ensure that we acknowledge and support good practice?

## OUR REVIEW PROCESS

We believe in evidence-based interventions and learning from our experiences, which is why we carry out termly Pupil Premium progress review meetings, and on-going checks during interventions to ensure clear progress from a pupil's baseline and towards end of year objectives. To ensure our approach is effective, we will cease or amend any interventions that are not having the intended impact. The progress of pupils in receipt of the PPG is regularly discussed (termly) with teachers at pupil progress review meetings. At the end of each year, we fully evaluate the impact of all our actions and strategies on pupil outcomes and use this information to inform next steps.

## **ACCOUNTABILITY**

The Local Governing Body has an allocated Governor with oversight of the impact of the Pupil Premium Grant (PPG) and outcomes for pupils. Governors will scrutinise the school's strategy for using the Pupil Premium Grant on an annual basis as well as monitoring the attainment and progress of disadvantaged pupils during the course of any academic year.

The Headteacher and Pupil Premium Leader will be accountable for securing high standards and positive outcomes for all pupils in receipt of the PPG and, often, Performance Management for all school staff will reflect this priority.

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

The school annually publishes its strategy for using the Pupil Premium Grant (PPG) on the school website.

## Barriers at Manor Park First Primary School:

Situation Report: September 2023

### **Ofsted: What does the school need to do to improve further? (Summary from Ofsted Report)**

1. School Leaders need to have a full oversight of safeguarding arrangements. They need to develop a safeguarding culture which is secure and embedded. Fundamental checks need to be place.
2. Leaders do need to ensure high expectations around behaviour and academic achievement
3. School leaders need to ensure that the teachers have enough subject knowledge and pedagogical understanding so that all pupils have equal access to an appropriate and rich curriculum.
4. Leaders need to develop a wider curriculum which ensures that all children can access the breadth of the curriculum as outlined in the NC 2014.
5. Teaching needs to be adapted to meet the needs of the pupils and sequences demanding. Misconceptions need to be addressed so that pupils are well prepared for their next step in education.
6. EYFS needs to improve. Adult interactions do not support children's learning well.
7. Personal development is not implemented well. Pupil lack pastoral support. They do not for example, appreciate other religions, cultures and beliefs..

## SECTION 2: LONG TERM (3 YEAR) OVERVIEW

### SETTING THE PRIORITIES

*Setting priorities is key to maximising the use of the PPG. Our long term priorities are identified in our 3 year strategic overview and progress towards them outlined in a detailed action plan relevant to each academic year (see Section 3). When establishing our priorities, we draw on research and evidence to understand strategies that will have maximum impact on pupil outcomes and relate them to the EEF tiered approach*

### HEADLINE AREAS FOR DEVELOPMENT 2023 - 2025

PP AREA FOR DEVELOPMENT	TIERED FOCUS AREA, RESEARCH & EVIDENCE	PP DESIRED OUTCOME
Raise standards to at least the same attainment levels as non-PP pupils	Teaching & Targeted Academic Support Small group tuition +4 months (school led tutoring) 1:1 tuition +5 months (pre and post teaching)	By the end of YEAR 4 90% of all children achieve the expected standard in reading, writing and maths.  By the end of the YEAR 4 PPG children achieve as well as non-PPG children in the wider curriculum.
Raise standards in Phonics and Early Reading to at least the same attainment levels as non –PP pupils	Teaching & Targeted Academic Support Reading Comprehension strategies +6 months Early Years interventions +5 months	All pupils able to read fluently <ul style="list-style-type: none"> <li>● 95% or better pass the phonics test in Year 1</li> <li>● 100% of pupils achieve the expected standard or above by the end of KS1</li> </ul>



<p>To raise the language and vocabulary development of all Pupils – PPG and Non PPG to be in line.</p> <p>(Oracy Development)</p>		<p>All pupils to be able to :</p> <ul style="list-style-type: none"> <li>-articulate themselves effectively</li> <li>-understand how to listen and speak in full sentences</li> <li>-</li> </ul>
<p>To meet the SEMH needs of all children consistently.</p>	<p>Social and emotional learning +4</p>	<p>Children's SEMH needs are consistently met and therefore academic achievements are rising with:</p> <p>Good mental health</p> <p>Children know and understand how to have positive relationship with their peers</p> <p>Children are able to self-regulate their emotions</p> <p>Children participate in all lessons and learning with greater confidence</p>
<p>To ensure attendance for PPG pupils is in line with all pupils' nationally</p> <p>To increase punctuality for all pupils.</p>	<p>Wider Strategies</p>	<p>No gap between PPG and Non PPG pupils' attendance with all &gt;national</p>
<p>For PPG children to have the same opportunities as non-PPG children</p> <p>PPG children actively participate in extracurricular clubs and activities</p>		<p>Children to be able to access:</p> <ul style="list-style-type: none"> <li>-Clubs</li> <li>-School Trips</li> <li>-are provided with essentials such as school uniform, PE kit etc.</li> </ul>

**SECTION 3: ACADEMIC YEAR 2023/ 2024 ACTION PLAN**

<b>Detail</b>	<b>Data</b>
School name	Manor Park First School
Number of pupils in school	401
Proportion (%) of pupil premium eligible pupils	15.9% however, many are just above the PPG income line
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 - 2025
Date this 3 YEAR STRATEGY was published	November 2023
Date on which it will be reviewed	July 2024 (internal review every term)
Statement authorised by	Tamara Sterck
Pupil premium lead	Miss Emma Heightley
Governor / Trustee lead	Anna Jackson

**Funding overview**

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year FSM Ever 6	£ 83100.00
PLAC	£9640.00
Pupil premium – Service Pupils (£310 per pupil)	£ 1600.00

<b>Total PP for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 94,340.00
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	

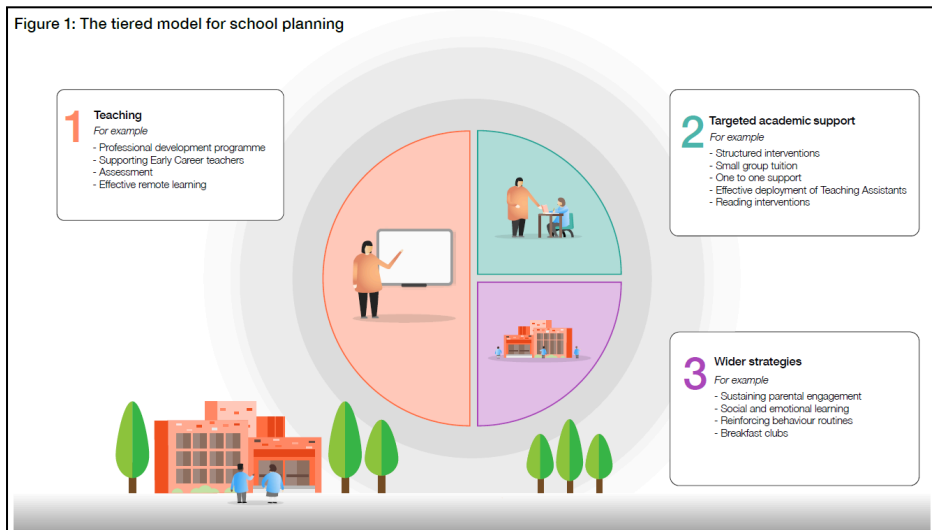
Areas for development reflect the EEF tiered model approach and support achievement of the school 3 year strategically planned outcomes:

**Tier 1 Teaching:** Objectives that ensure effective teaching in every class and support teachers to keep getting better (Professional development; Training; Support for Early Career teachers; Recruitment and retention)

**Tier 2 Targeted Academic Support:** Objectives that link interventions to support classroom teaching, and includes teachers and Teaching Assistants (Structured interventions; Small group tuition; 1:1 support)

**Tier 3 Wider Strategies:** Objectives that relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. Linked to the needs of the community (Behaviour strategies; Breakfast Club; Increasing attendance)

Figure 1: The tiered model for school planning



## **Tier 1 and 2 (£ 30,000)**

LINKED TO 3 YEAR STRATEGIC OUTCOME:		<i>Raise standards at the end of Year 4 to at least the same attainment levels as non-PP pupils (as part of QFT strategies promoted in the school)</i>			
ACADEMIC YEAR 2023/2024 OBJECTIVE:		To ensure all children are making good progress across the curriculum. (as evident in books and raising SS scores) - links to SDP			
AREA OF SPEND	PP SPEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS & TIMINGS	INTENDED OUTCOMES & EVIDENCE	Intended IMPACT
Staffing Release Time	Curriculum Leaders (@£48.55)  Middle Leaders (hourly rate £40.14)  PPG Leader hourly rate (£41.63)	Curriculum Leaders (2AHT)  Middle Leaders  PPG Leader	-cpd on small step progressive planning  -team planning with teachers (weekly as long as needed)  -team teaching as required (weekly as long as needed)	Lessons in Maths and English are well planned and sequenced. (small step planning)	-Outcomes in English and Maths improve throughout the year as evident in books and SS Scores.

Staffing Release Time	Curriculum Leader (2 AHT) PPG Leader	Curriculum Leader PPG LEADER	CPD Feedback: term 3 x 4 session 1:1 team teaching / observations Team observation/	Verbal and written feedback is clearly focused on the learning intentions as evident in books and learning walks.	-Children are making good progress as evident in books, SS Scores, pupil voice and learning walks.
Staffing Release Time	Curriculum Leader (2AHT)	Curriculum Leader PPG LEADER	CPD Feedback: term 2 x 4 session 1:1 team teaching / observations RQT Team observation/lesson study	Questioning is effective in and children are challenged to deepen their understanding.	-Children are developing deep thinking skills. -Children are engaged and tackle challenges with confidence. -Children are making good progress across the curriculum as evident in books and SS Scores
Staffing Release Time	Curriculum Leader (2AHT)	Curriculum Leaders PPG LEADER SENCO	- SENCO: modelling and monitoring, evaluating post teaching with the class teacher.	Post-teaching and 1:1 interventions are carefully tailored to close gaps and happen consistently.	PPG children's progress is evident in books and through pupil voice and is in line with non – PPG children

Staffing Release Time	Curriculum Leader (2AHT)	Curriculum Leader PPG LEADER	-Baseline assessment (Januarr) -Preparation of intervention packs for tutors -tutors attend training 11 hours -liase with parents etc.	1:1 tutoring to support PPG children in all year groups who are not on track or just on track for age expected standard. - use funding and work out how much we spend.	PG children's progress is evident in books and through pupil voice and is in line with non – PPG children  Gaps are being closed
Staffing Release Time	Curriculum Leaders Subject Leaders	Curriculum Leaders PPG LEADER Subject leaders	-Medium term plans reviewed and progressively building on previous knowledge.  -Subject leaders monitor and evaluate planning.  -Subject leaders offer planning support as needed  -CPD session- ahead of the block teaching  -Subject Leaders set up a clear assessment system  -identifying next steps on their subject Leader report	The wider curriculum is coherently planned and sequenced  The teaching is in the wider curriculum iengaging and well-pitched.  (Focus term 4, 5, 6)	All children know more and remember more in foundation subjects.

LINKED TO 3 YEAR STRATEGIC OUTCOME:		Raise standards in Phonics and Early Reading to at least the same attainment levels as non –PP pupils			
ACADEMIC YEAR 2023/2024 OBJECTIVE:		To teach phonics with fidelity.			
AREA OF SPEND	PP S-PEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT
% of phonics Program (newly purchased)		Phonics Leader Englilsh Leader  oversight Curriculum Leaders)	<ul style="list-style-type: none"> <li>-To buy a quality assured SSP program and resources</li> <li>-To launch the new SSP program as a whole school approach</li> <li>-To provide regular weekly CPD for the whole school through: <ul style="list-style-type: none"> <li>-development meetings/coaching sessions</li> <li>-To carefully monitor and evaluate the impact of the new SSP program</li> <li>-To assess children half termly to develop further strategies</li> <li>-To provide small group keep up sessions daily.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Teacher to teach with fidelity to an SSP programme</li> <li>-Children to make a strong start to reception</li> </ul>	-Phonics attainment raised for all children(90% and above)  -

LINKED TO 3 YEAR STRATEGIC OUTCOME:	To raise the language and vocabulary development of all Pupils – PPG and Non PPG to be in line.
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			(Oracy Development)		
ACADEMIC YEAR 2023/2024 OBJECTIVE:			To develop listening and speaking skills throughout the school.		
AREA OF SPEND	PP S-PEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT
		Oracy Leader PPG Leader	<ul style="list-style-type: none"> <li>• CPD – Oracy launch (Term 3 or 5)</li> <li>• Introduction of Sentence stems</li> </ul>	-Teachers raising awareness of how to teach oracy skills. -	-children are listening and speaking skills improves -children are able to articulate themselves clearly.

### **TIER 3 (£52,000 (ELSA, Parental Support Worker))**

**(£12,000 (extra trips, wider provision))**

LINKED TO 3 YEAR STRATEGIC OUTCOME:			To meet the SEMH needs of all children consistently.		
ACADEMIC YEAR 2023/2024 OBJECTIVE:			To provide effective support for children with SEMH needs.		
AREA OF SPEND	PP SPEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT

<p>Elsa support</p> <p>Outdoor Learning for Year 3 and 4</p> <p>Soft start development (The Burrow)</p> <p>Parental Support Worker</p> <p>Music Therapy/Forest School</p>	<p>Councillor until the 24th of November</p> <p>ELSA team in place from November</p> <p>Soft start practitioner</p> <p>Parental Support Worker</p> <p><u>Extra provision for PPG children to</u></p> <p>Forest School</p> <p>Music Therapy:</p>	<p>CBM</p> <p>PPG Leader</p> <p>SENCO/Inclusion</p> <p>EISA practitioner</p> <p>Parental Support Worker</p>	<ul style="list-style-type: none"> <li>- Councillor until Elsa people are in places.</li> <li>- Training for the ELSA Team Practitioners.</li> <li>- Regular teaching of Health and Well-being sessions / PHSE</li> <li>- Devise a 3 year implementation plan</li> <li>- CPD for staff on social and emotional needs.</li> <li>- CPD on the delivery of the Jigsaw sessions</li> <li>- Timetable ELSA session for vulnerable children</li> <li>- Parentals support worker to oversee and support the most vulnerable families</li> <li>- Soft Starts for children with SEMH needs / parental issues</li> </ul>	<ul style="list-style-type: none"> <li>-Teachers are better able to identify SEMH needs (PPG Barrier to learning)</li> <li>-Targeted support for children over time and in crisis situations</li> <li>- Health and Well-being sessions equip children with tools and strategies to deal with SEMH issues better. (Prevention)</li> <li>-Soft start provides children with the calmer environment needed to have a better playtime.</li> <li>- Children are able to self regulate their emotions</li> <li>- Attitudes to learning and attendance improve</li> <li>-Parents are supported and feel that they have a point of contact to address issues in their family.</li> </ul>	<ul style="list-style-type: none"> <li>- Children are starting to discuss their feelings as evident through "soft data"</li> <li>- Children are able to identify triggers and know strategies to support them.</li> <li>- Behaviour across the school is purposeful as evident in learning environment.</li> <li>- Reduced anxiety levels by children so they are able to attend classes for longer.</li> <li>- Children feel well supported as evident through pupil voice</li> <li>- Attendance and punctuality rapidly improves</li> </ul>
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					<ul style="list-style-type: none"> <li>- Prevention rather than escalation of SEMH related issues.</li> <li>- Parents feel supported and receive appropriate help</li> </ul>
<p>Forces: 1:1 or group support</p> <p>Parental engagement and support</p>	£ 200.00	PPG Leader Senco / Inclusion	<ul style="list-style-type: none"> <li>- Buy "Little Troppers" for Forces Children.</li> <li>- Regular Coffee morning for Forces children parents/ along with PPG Parents</li> <li>-</li> </ul>	-Provide Forces children with more targeted support to reduce anxiety.	<ul style="list-style-type: none"> <li>- Forces children are being supported emotionally At Manor Park, we are committed to providing opportunities for children to develop their musical enjoyment, awareness and skills. Our Music curriculum aims to provide all pupils with a high quality</li> </ul>

					<p>music education which engages and inspires children to develop a life-long love of music, increases their self-confidence, imagination and creativity, and provides opportunities for self-expression and a sense of personal achievement . Children participate in a wide range of activities to develop their talents in all aspects of music including performance, rhythm work, instrumental skills, composition, singing and appreciation. This is through discrete Music lessons but we believe Music</p>
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should be embedded in all aspects of learning and provide opportunities as part of daily life in the school. Music plays an important role in helping children to feel part of a community. We organise and collaborate in projects to enable children to share their musical skills at different events both inside and outside of school. through targeted support.

- Parents are better equipped to support children at home.

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LINKED TO 3 YEAR STRATEGIC OUTCOME:		Attendance for all pupils to be above 96%. To increase punctuality for all pupils.			
ACADEMIC YEAR 2023/2024 OBJECTIVE:		Attendance to be in line with national for all pupils.			
AREA OF SPEND	PP SPEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT
Staffing		Attendance Leader  Parental Support Worker	<ul style="list-style-type: none"> <li>-evaluate current practice and develop further strategies (October 2023)</li> <li>-CPD Teachers as leader of attendance (Term 3 and 4)</li> <li>-Meet the Head meetings (Coffee mornings)</li> <li>-Coffee mornings/ events for PPG parents</li> <li>- Parents of a PPG child are prioritise for appointments with the Class teacher</li> </ul>	<ul style="list-style-type: none"> <li>-clear attendance strategy to ensure attendance issues are being picked up swiftly. (Proactive)</li> <li>-Teachers are responsible for initial contact about attendance</li> <li>-Parents are able to discuss issues</li> <li>- Improved parental engagement</li> </ul>	<ul style="list-style-type: none"> <li>-attendance increases for all pupils.</li> <li>-parent/school relationships is improving</li> </ul>

ACADEMIC YEAR 2023/2024 OBJECTIVE:		For PPG children to have the same opportunities as non-PPG children PPG children actively participate in extracurricular clubs and activities			
AREA OF SPEND	PP SPEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT
Trips Clubs Essentials	Trip money:  Essentials for PPG children: (shoes, coats etc.)  :	CBM PPG Leader  Parental Support Worker	-Discount on trips -over Clubs at discounts.	-give wider opportunities for all children	-attainment across the curriculum raises.  -Children feel a sense of equality