

**ACADEMIC YEAR 2024/ 2025 ACTION PLAN - linked to the 3 Year Plan**

Detail	Data
School name	Manor Park First School
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	16.4% 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 2025 -
Statement authorised by	Tamara Sterck
Pupil premium lead	Miss Emma Heightley
Governor / Trustee lead	Anna Jackson

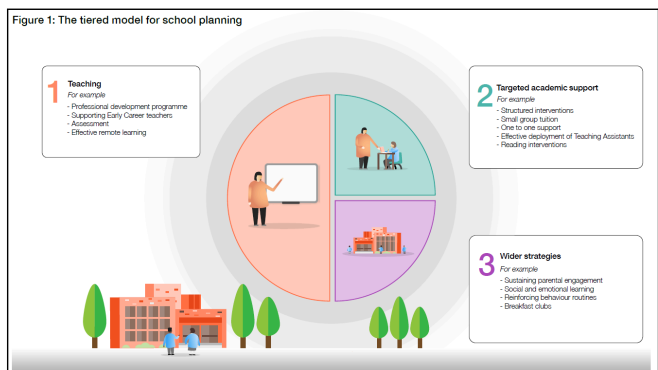
**Year Groups**

	Pupils	Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan
Nursery 1	26	12	14	1	6	1	2	0
Nursery 2	31	18	13	8	13	0	3	0
Reception	52	31	21	7	22	5	3	4
Year 1	55	34	21	15	21	4	11	3
Year 2	60	25	35	9	23	11	7	0
Year 3	96	51	45	23	34	25	18	5
Year 4	90	45	45	9	31	13	16	2

**Funding overview Academic Year 2024/ 2025**

Detail	Amount
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Pupil premium funding allocation this academic year FSM Ever 6	£101,409
PLAC	
Pupil premium – Service Pupils (£310 per pupil)	
<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	
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)

**Tier 1 and 2 (Budget: 40,000)**

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 2024/2025 OBJECTIVE:			Objective 1: To embed teaching strategies and sustain improvements so that children know more and remember more across the curriculum - linked to SPD		
AREA OF SPEND	PP SPEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS & TIMINGS	INTENDED OUTCOMES & EVIDENCE	Intended IMPACT

<p>Staffing Release Time</p>	<p>Curriculum Leaders (@£48.55)</p> <p>Middle Leaders (hourly rate £40.14)</p> <p>PPG Leader hourly rate (£41.63)</p>	<p>Curriculum Leader</p> <p>PPG Leader</p>	<p>Maths: (achieved through CPD, coaching and peer coaching)</p> <p>-refine the use of the retrieval carousel so that all children enhance their fluency consistently</p> <p>-refine the teaching of times tables so that children are fluent by the end of year 3 through CPD and whole school approach to time tables.</p> <p>-embed and sustain the effective use of AFL to ensure children's learning is always pitched at their level of need (cut-away approach)</p>	<p>-retrieval carousel ensures that all children remember and know more as evident in books, pupil voice, SS test.</p> <p>-children will remember more time tables as evident through learning walks, pupil voice, books and SS tests.</p> <p>-lessons are well pitched for all as evident through learning walks, books and pupil voice.</p> <p>-</p>	<p>PPG and Non-PPG children are making good progress in Maths</p> <p>80% of children are ARE at the end of the academic year.</p> <p>Gap between PP and Non-PPG children is closing to less than 5%</p> <p>RAG:</p> <table border="1" data-bbox="1239 575 1510 625"> <tr> <td></td> <td></td> <td></td> </tr> </table>			
<p>Staffing Release Time</p>	<p>Curriculum Leaders (@£48.55)</p> <p>Middle Leaders (hourly rate £40.14)</p> <p>PPG Leader hourly rate (£41.63) r</p>	<p>Curriculum Leader</p> <p>PPG Leader</p>	<p>Writing: (achieved through CPD, coaching and peer coaching)</p> <p>-embed the use of AFL in writing using the target cards so that all lessons are pitched and sequenced.</p> <p>-embed the use of Self and peer assessment in writing so that children are always able to articulate their next steps.</p>	<p>-children's are able to articulate their writing and know how to self-improve as evident during learning walks, pupil voice and book.</p>	<p>PG and Non-PPG children are making good progress in Writing</p> <p>80% of children are ARE at the end of the academic year.</p> <p>Gap between PP and Non-PPG children is closing to less than 5%</p> <p>RAG:</p> <table border="1" data-bbox="1239 1119 1510 1169"> <tr> <td></td> <td></td> <td></td> </tr> </table>			

<p>Staffing Release Time</p>	<p>Curriculum Leaders <i>(@£48.55)</i></p> <p>Middle Leaders <i>(hourly rate £40.14)</i></p> <p>PPG Leader <i>hourly rate (£41.63)</i></p>		<p>Reading (achieved through CPD, coaching and peer coaching) embed and sustain the effective teaching of phonics sessions</p> <ul style="list-style-type: none"> <li>- enhance the practice of "keep up sessions" to ensure 100% of children will be fluent readers at the end of Year 1.</li> <li>- refine the teaching of the 20% lowest reader in Year 3 and 4 (including interventions)</li> <li>- refine guided reading in Year 1 and 2 to ensure the focus is on accuracy, fluency as well as on comprehension.</li> <li>- enhance the reading for pleasure culture so that 100% of children read daily at home</li> </ul>	<p>Children love reading as evident through pupil voice.</p> <p>20% readers are closing the gap rapidly.</p> <p>Phonics teaching is consistent and exemplary.</p>	<p>PPG and Non-PPG children are making good progress in Reading</p> <p>80% of children are ARE at the end of the academic year in Reading</p> <p>90% pass the phonics test in year 1.</p> <p>Gap between PP and Non-PPG children is closing to less than 5%</p> <p>RAG:</p> <table border="1" data-bbox="1239 701 1511 751"> <tr> <td style="width: 33px; height: 24px;"></td> <td style="width: 33px; height: 24px;"></td> <td style="width: 33px; height: 24px;"></td> </tr> </table>			
<p>Staffing Release Time</p>	<p>Curriculum Leaders <i>(@£48.55)</i></p> <p>Middle Leaders <i>(hourly rate £40.14)</i></p> <p>PPG Leader <i>hourly rate (£41.63)</i></p>		<p>Foundation Subjects: (embed through CPD, Coaching and Peer Coaching)</p> <ul style="list-style-type: none"> <li>-embed AFL so that all lessons are pitched well and 100% of children remember and know more. - CPD, Coaching</li> <li>-refine tracking of foundation subject</li> </ul>	<p>QFT strategies in Foundation subject ensure that the lessons are consistently good in all year groups and that children know and remember more as evident in learning walks, pupil voice, books.</p>	<p>80% of children remember and know more in foundation subjects.</p> <p>Interventions are in place where children struggle to remember.</p> <p>Gap between PPG and NON-PPG is less than 5%</p>			
<p>LINKED TO 3 YEAR STRATEGIC OUTCOME:</p>			<p>Raise standards in Phonics and Early Reading to at least the same attainment levels as non –PP pupils</p>					

ACADEMIC YEAR 2024/ 2025vOBJECTIVE:			Objective 2: To raise the standards in reading fluency. Linked to SPD					
AREA OF SPEND	PP S-PEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT			
Staffing Release Time	Curriculum Leader (2AHT)		<p>Reading (achieved through CPD, coaching and peer coaching) embed and sustain the effective teaching of phonics sessions</p> <ul style="list-style-type: none"> <li>- enhance the practice of "keep up sessions" to ensure 100% of children will be fluent readers at the end of Year 1.</li> <li>- refine the teaching of the 20% lowest reader in Year 3 and 4 (including interventions)</li> <li>- refine guided reading in Year 1 and 2 to ensure the focus is on accuracy, fluency as well as on comprehension.</li> <li>- enhance the reading for pleasure culture so that 100% of children read daily at home</li> </ul>	<p>Children love reading as evident through pupil voice.</p> <p>20% readers are closing the gap rapidly.</p> <p>Phonics teaching is consistent and exemplary.</p>	<p>PPG and Non-PPG children are making good progress in Reading</p> <p>80% of children are ARE at the end of the academic year in Reading</p> <p>90% pass the phonics test in year 1.</p> <p>Gap between PP and Non-PPG children is closing to less than 5%</p> <p>RAG:</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>			

LINKED TO 3 YEAR STRATEGIC OUTCOME:	<p>To raise the language and vocabulary development of all Pupils – PPG and Non PPG to be in line.</p> <p>(Oracy Development)</p>
ACADEMIC YEAR 2024/2025 OBJECTIVE:	<p>OBJECTIVE 3: To develop listening and speaking skills throughout the school.</p> <p>EEF research - The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p>

AREA OF SPEND	PP S-PEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT			
<p>Staffing Release time CPD time</p>		<p>Oracy Leader PPG Leader</p>	<p>-CPD – Oracy Launch Introduction of Sentence stems (Autumn 1 and 2) -Consistent use of sentence stems across classroom -Daily Speech and Lanugage interventions as outlined by the Speech and Language therapist -Wellcome interventions in the EYFS base</p>	<p>Lesson are clearly focused to enhance the listening and speaking aspects across all subjects as evident through learning walks and pupil voice.  Teachers value talk across all key stages.  Early interventions are ensuring that children keep up not catch up.</p>	<p>PG and Non-PGG children are making good progress in speaking and listening  90% of children are answering questions in full sentences and this is also evident in their writing. (e.g Guided Reading books)  80% of children annunciate their sentence correctly and speak loud and understandably in assembly. (prosody)  75% of children in EYFS meet their speaking targets in the EYFS. Interventions show rapid acceleration in language developme  -  Gap between PP and Non-PPG children is closing to less than 5%  RAG:   <table border="1" data-bbox="1239 1010 1510 1060"> <tr> <td></td> <td></td> <td></td> </tr> </table> </p>			





## **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 2024/2025 OBJECTIVE:			Objective 4: enhance children's understanding of how to keep themselves "mentally well" and how to support others around them. (continue to enhance the work from last year and embed)		
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>C</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 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>-</li> <li>- Training for the ELSA Team Practitioners.</li> <li>- Regular teaching of Health and Well-being sessions / PSHE .</li> <li>- Enhance children's understanding of mental health.</li> <li>- CPD on the delivery of the Jigsaw sessions and enhance delivery through CPD.</li> <li>- Timetable ELSA session for vulnerable children firmly embedded</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. (improved attendance)</li> <li>- Children feel well supported as evident through pupil voice</li> </ul>

					<ul style="list-style-type: none"> <li>- Attendance and punctuality rapidly improves</li> <li>- Prevention rather than escalation of SEMH related issues.</li> <li>- Parents feel supported and receive appropriate help</li> </ul> <p>RAG:</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table>			

LINKED TO 3 YEAR STRATEGIC OUTCOME:		Attendance for all pupils to be above 96%. To increase punctuality for all pupils.			
ACADEMIC YEAR 2024/2025 OBJECTIVE:		OBJECTIVE 5: Attendance to be in line with National for all pupils. (continue to embed from last years objective) Research evidence - Gov.uk - Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results. Our research found that pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn't perform as well. (May 2023)			
AREA OF SPEND	PP SPEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT
Staffing		Attendance Leader	-evaluate current practice and develop further strategies (October 2024)	-clear attendance strategy to ensure attendance issues are being picked up swiftly. (Proactive)	Attendance for all group of pupils is above 96%

		Parental Support Worker	<ul style="list-style-type: none"> <li>-CPD Teachers as leader of attendance further embedded</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> <li>-Attendance Ambassadors around the school to celebrate 100% attendance (stickers given to every child when they have 100% attendance each week. Attendance Ted awarded to the class with the highest attendance)</li> </ul>	<ul style="list-style-type: none"> <li>-Teachers are responsible for initial contact about attendance</li> <li>-Parents are able to discuss issues</li> <li>- Improved parental engagement</li> <li>-Children understand the importance of attendance</li> <li>-an engaging curriculum so that children WANT to come to school</li> </ul>	RAG: <table border="1" style="margin-left: 20px;"> <tr> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> </tr> </table>			

ACADEMIC YEAR 2024/2025 OBJECTIVE:		<b>OBJECTIVE 6: For PPG children to have the same opportunities as non-PPG children PPG children actively participate in extracurricular clubs and activities</b>						
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	<ul style="list-style-type: none"> <li>-Discount on trips</li> <li>-Subsidised school uniform</li> <li>-other Clubs at discounts. / first choice</li> <li>- Lifeguard and water safety assembly</li> <li>-Fire Safety assembly</li> <li>- Raising awareness of mental health- #HelloYellow day</li> <li>- opportunities for PPG children to attend events that may come up</li> </ul>	-give wider opportunities for all children	-attainment across all subject for PPG raises.  PPG children have the same opportunity as non-PPG children. RAG: <table border="1" style="margin-left: 20px;"> <tr> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> </tr> </table>			

			throughout the year (eg. when the school is invited to take part in sporting events/ Lit Fest at Thomas Hardy School/ Sail for a Fiver).		
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