

Pupil premium strategy statement 2021 - 2024

School overview

Detail	Data
School name	Manor Park CE First School
Number of pupils in school	407
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Melanie Pallister / Patrick Myers
Pupil premium lead	Esther Derrien
Governor / Trustee lead	Patrick Myers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,917
Recovery premium funding allocation this academic year	£6,815
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	£89,732

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 taken outside of normal lessons. In line with evidence based research these sessions take place 3 times a week and over a short period (6-12 weeks) to result in maximum impact. 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 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.

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	Poor Social Skills
4	Fluency in Maths
5	Parent's own negative experiences of authority / agencies and knowledge and understanding of the Curriculum
6	Limited opportunities outside school
7	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: £ **38,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Steps Training and a New Relationships and Behaviour Policy	<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 	3 and 5

	Approach that our school believes in.	
Essentials Curriculum	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.'	1, 4 and 6
Lesson Study	The DFE promotes Lesson Study to develop and refine teaching techniques. Our Lesson Cycle last year (despite limitations due to covid) provided effective CPD opportunities.	2 and 4

8

<i>Vocabulary Acquisition</i>	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).	1 and 3
<i>Knowledge Organisers</i>	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 +7months' progress... (even higher for disadvantaged pupils.) ... Education Endowment Fund (EEF) Metacognition & Self-Regulated Learning 2019	1,2 and 5

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

Budgeted cost: £ 56 090

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia in Year 4 x3 wk and Targeted 1: 1 support .	The EEF and Third Space jointly report that One to One tuition can accelerate progress by + 5 months. Our Mini Pyramid have seen high levels of impact from using Lexia Core 5.	1
Third Space Maths 1:1 Tutoring	The EEF and Third Space jointly report that One to One tuition can accelerate progress by + 5 months. Third Space were a provider for the National Tutoring Programme last year and hope to be this year.	1 and 4

9

Forest School with a focus on Barriers to Learning Identified	A research project by The New Economics Foundation (NEF) reported the following Key Findings. Confidence: children had the freedom, time and space to learn and demonstrate independence 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 Communication: language development was prompted by the children's sensory experiences 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 Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment.	2, 3 and 6
Targeted cohort interventions x3 wk planned and taught by teachers and TAs	The EEF and Third Space jointly report 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 and 6
Wider Curriculum Opportunities	Our Curriculum Design is founded on a broad and balanced 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."	5 and 7

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

Budgeted cost: £ 2,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School Therapy Dog</i>	Having successfully used a visiting Therapy Dog our school have 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 EFF states that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. All of our enrichment clubs have a specific focus on learning.	6
<i>Daily Reads and Well Being Class Reads</i>	Our Daily Read provides opportunities for Book Talk / Reading comprehension practise. 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 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.	5
<i>Stay and Play</i>	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 and 5
<i>Breakfast Club</i>	Research shows that hungry children do not perform well. Breakfast Clubs have been run successfully before at our school.	7
<i>Parental Involvement and Workshops</i>	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."	1,2,3,4,5 and 7
Play Therapy	The EEF reports that Play-based therapy can have substantial benefits for children who are identified as having social, emotional, or educational difficulties.	1, 2 and 3

Total budgeted cost: £96, 800

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

See last year's reviewed Pupil Premium Strategy

[Pupil Premium Strategy 2021-2022](#)

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

Programme	Provider
Lexia Core 5 Reading	Lexia