

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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

Detail	Data
School name	Manorside Academy
Number of pupils in school	411
Proportion (%) of pupil premium eligible pupils	87 – 36.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/3 – 2024/5
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Gemma Sutter - Principal
Pupil premium lead	Rebecca Curtis – Vice Principal
Governor / Trustee lead	Lisa Connolly (AAC Chair)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£178,171
Recovery premium funding allocation this academic year	£18,560
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget 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	£196,731

# Part A: Pupil premium strategy plan

## Statement of intent

At Manorside Academy we are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential and we set the highest of expectations for all of our pupils, irrespective of their background or challenges they may face.

Key priorities:

- Our core aim is to raise the attainment and progress of Pupil Premium pupils so that their performance compares favourably with Non-Pupil Premium peers.
- Address the inequalities in education of pupils from low-income families and raise the attainment of these pupils.

What we expect to see:

Quality first teaching and learning is paramount to the progress of pupils from disadvantaged backgrounds. This remains a consistent and relentless focus. In addition to this, targeted intervention and support strategies are deployed in order to:

- Improve levels of attainment and progress
- Close attainment gaps relative to school averages
- Enhance reading, writing, mathematics and communication skills
- Have a clear focus on all disadvantaged pupils, including those with SEND and more able pupils
- Support pupils in becoming aspirational, confident and successful learners

Our long-term strategy, runs alongside the wider school plans for education recovery, running targeted support through on-site tutoring program. The pupils identified are those who have been worst affected, including non-disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<u>Early Reading Progress</u> Assessments show that phonics is harder for disadvantaged pupils to pick up and therefore having a negative impact on their development as a reader.
2	<u>Support from Home</u> Pupils engaging in reading in home, remains a greater challenge for those who are disadvantaged. This has an impact on reading attainment and progress.
3	<u>Missed Learning</u> Catch-up, Levels of engagement in remote/in school education varied during the pandemic. As a result there are some pupils who need to catch-up in order that they will be working at age-related expectations.
4	<u>Maths Progress</u>

	<p>Assessment suggests that gaps in mathematical knowledge is greater for disadvantaged pupils, particularly in KS1 and Lower KS2.</p> <p>Gap analysis, is supporting teachers to target pupils.</p>
5	<p><u>Well-being/Social and Emotional Needs</u></p> <p>Our internal surveys and inclusion support, show an increase in social and emotional issues for many pupils, notably we have a greater amount of pupils who have growing attachment issues.</p> <p>Referrals for inclusion support have increased since the pandemic.</p> <p>These challenges particularly affect our disadvantaged learners.</p>
6	<p><u>Lower Access To Wider Experiences</u></p> <p>Many pupils do not have access to wider life experiences that support curriculum learning and personal development.</p>
7	<p><u>SEND/CP</u></p> <p>Multiple barriers to learning. Some of our disadvantaged pupils also have a SEND (22%), or P/LAC (0.7%) or CIN/CP (2%) need.</p>
8	<p><u>Persistent Absence</u></p> <p>Our attendance data, shows that disadvantaged pupils are more persistently absent, this has particularly heightened since the covid pandemic.</p> <p>Assessments show that this absence from school is negatively impacting of progress.</p>

## 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
Accelerate progress in learning following disruption to education due to Covid-19	<ul style="list-style-type: none"> <li>100% of pupils' attainment in Reading, Writing and Maths is equal to or advanced of their last formal data collection point (EYFS / KS1).</li> <li>100% of pupils achieving WTS/PKF judgements at EYFS/KS1 make accelerated progress (minimum 4TPs+) in Reading, Writing and Maths each year.</li> <li>Attainment gap between PPG and non-PPG pupils is narrowed by 5% each academic year in all year groups.</li> </ul>
Develop high levels of engagement in learning across the curriculum including enrichment.	<ul style="list-style-type: none"> <li>Qualitative data from pupil surveys and interviews demonstrates improved level of attitude towards school and learning.</li> <li>Internal data will show an increased % of PPG pupils attending extra-curricular activities over the next 3 years.</li> <li>100% of PPG entitled pupils in Years 2-6 attend trips including residential in Y6.</li> </ul>
Pupils' emotional well-being, social and behavioural needs are met to support accelerated progress	<ul style="list-style-type: none"> <li>Qualitative data from pupil surveys and interviews demonstrates improved level of well-being.</li> <li>Inclusion tracking shows positive impact of specific intervention and outreach services.</li> </ul>
Disadvantaged pupils with additional barriers to learning individual needs are addressed	<ul style="list-style-type: none"> <li>Pupil Passports for those in receipt of PPG to ensure steps in progress can be more readily measured using intervention data.</li> </ul>

so that they make at least expected progress from starting points.	
Lower rates of Persistent Absence for PPG entitled pupils	<ul style="list-style-type: none"> <li>• Ensure Persistent absence is lowered continually over the next 3 years.</li> <li>• By end of 2024, Persistent Absence for PPG pupils is in line with non-PPG pupils.</li> </ul>

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: £ 88,671

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and Learning program and CPD with a clear focus on coaching</p> <p>Supports the continuation of non-classed based T&amp;L Lead</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p> <p>‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’</p>	<p>1</p> <p>3</p> <p>4</p> <p>7</p>
<p>Development of Middle leadership</p>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p> <p>Effective leadership, leads to effective teaching and learning, therefore ensuring every teacher is delivering high-quality teaching to ensure best outcomes for all pupils.</p>	<p>1</p> <p>3</p> <p>4</p> <p>7</p>
<p>Enhancement of maths teaching and curriculum</p> <p>Includes additional resourcing to support Quality 1<sup>st</sup> teaching within the class.</p>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics">https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics</a></p> <p>Specific teaching and learning CPD in mathematics, based on Singapore approach. To include mathematical pedagogy, team teaching and monitoring activities</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	<p>2</p> <p>4</p>

Cover for staff to develop across Primary Phases CPD.	Concrete, Pictorial, Abstract (CPA) is a highly effective approach to teaching that develops a deep and sustainable understanding of maths in pupils. Often referred to as the concrete, representational, abstract framework, CPA was developed by American psychologist Jerome Bruner. It is an essential technique within the Singapore method of teaching maths for mastery.	
NFER Test materials £948	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p> <p>'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.'</p> <p>Supporting gap analysis and targeted intervention. Standardised tests can provide reliable data which allows for clear identification of strengths and weaknesses ensuring correct intervention is targeted.</p>	1 3 4 7

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

Budgeted cost: £ 49,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focussed School-Led Tutoring Provision which engages with the National Tutoring programme.	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Tuition targeted at specific needs and knowledge gaps can be effective at supporting low attaining pupils to catch up. Effective tutoring can accelerate learning by 4-5 months.</p>	1 2 3 4 7
Additional Phonics interventions including the use of Nessy following 1-1 assessments using the RWinc as well as 1-1 TA for fluency checks.	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</a></p>	1 2 3 7

	Phonics approaches have a strong evidence base that indicates a positive impact on accuracy and word reading.	
Continuation of TTRockstars to support the wider maths curriculum – with access to home learning.	Maths teachers recognise how fundamental times table recall speed is to later success in maths lessons; yet it's not always easy finding engaging ways to do daily practice. Incorrect answers are always immediately corrected in front of the pupil so that they start to associate the correct answer to every question. It will also ask related division questions 20% of the time in order to reinforce division facts. It is designed so that it is inclusive and accessible to as many children as possible, including those with special educational needs or disability (SEND) or English as an additional language (EAL).	2 3 4 7
EYFS Targeted additional support to deliver NELI	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p> <p>The Department for Education is currently working with the EEF and other delivery partners to make Nuffield Early Language Intervention (NELI) available to state-funded primary schools.</p> <p>The scheme will be implemented through EYFS Leadership, training and additional staffing hours to ensure it is implemented effectively.</p>	1 2 4 5 7

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

Budgeted cost: £ 40,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion support including a named attendance officer.	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies</a></p> <p>‘Social and emotional learning (SEL) strategies seek to improve learning and wider child development by improving children’s social and emotional skills. They can be contrasted with approaches that focus explicitly on the academic or cognitive dimensions of learning. SEL strategies might seek to improve the ways in which children interact with their peers, parents or other adults and are often linked with self-regulation strategies.’</p>	2 3 5 8

Develop school wide understanding of attendance procedures further strengthen and processes including training and release time for staff.	<a href="https://www.gov.uk/government/publications/school-attendance">https://www.gov.uk/government/publications/school-attendance</a> Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.	2 3 5 8
Widen opportunities through access to educational experiences	Wider opportunities foster resilience and independence. They promote future learning and impacts on improving aspirations.	6 8
Improve further resourcing for specific SEMH needs including those with sensory needs.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a> Behaviour interventions seek to improve attainment by reducing challenging behaviour in school.	5 7

**Total budgeted cost: £178,171**

## 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 – 2023.

#### **Develop high levels of engagement in learning across the curriculum including enrichment**

New curriculum implemented across the academy to maximise the levels of engagement with learning in all subjects.

All PP pupils had access to enrichment across the curriculum through trips and visits or through having visitors into school, linked to the curriculum they were learning in the classroom. PP had costs of their trips covered by the school if they were unable to cover the costs themselves.

#### **Pupils' emotional well-being, social and behavioural needs are met to support accelerated progress**

Interventions in place across the school with key pupils, supporting with behaviour and wellbeing. These are giving the pupils the skills to self-regulate and to manage their own emotions which is therefore supporting with behaviour (see table below).

#### Residential:

27/58 children attended the Y6 Residential (47%)  
25/58 children in the year were PPG (44%)  
13/25 PPG children attended the Y6 Residential (52%)

#### Roles & Responsibilities:

31/58 (53.4%) Year 6 pupils had a role or responsibility, 19/31 (61.3%) were PPG  
7/10 (70%) school council representatives were PPG  
5/12 (41.7%) Anti-Bully Ambassadors were PPG

#### Extra-Curricular Opportunities

57/58 (98.2%) Year 6 pupils attended Extended Schools, 24/58 (41.4%) were PPG, 23/24 (95.8%) PPG pupils attended.

55/58 Year 6 pupils attended Easter School, 24/58 (41.4%) were PPG, 22/24 (91.7%) PPG pupils attended.

10/45 (22.2%) Year 5 pupils attended Grammar Test Preparation Extended Schools, 6/10 (60%) were PPG.

140/149 (94%) PPG pupils attended a wider curricular club throughout the school year. These were funded by the school to ensure we could increase their Cultural Capital and wider experiences.



**Disadvantaged pupils with additional barriers to learning individual needs are addressed so that they make at least expected progress from starting points**

54.25% of our SEND pupils are Pupil Premium. All these pupils have a Pupil Passport in place with a range of strategies to support individual needs. Inclusions Lead has worked alongside teachers to support with appropriate provision which enables these pupils to be successful.

5/9 (55.7%) pupils who attend our Hub are PP. Our Hub offers a personalised, tailored learning environment to SEND pupils who find it a challenge to access the classroom learning environment.

100% pupils who received tutoring in Year 6 were PP

100% pupils who received tutoring in Year 2 were PP

100% pupils who received tutoring in Year 1 were PP

Pupils receiving additional support from the Inclusion Team:

<b>Year Group</b>	<b>No. of Pupils</b>	<b>Pupil Premium</b>	<b>No. of PP that Received Support</b>
<b>Reception</b>	60	16 (26.7%)	10 (62.5%)
<b>Year 1</b>	60	21 (35%)	14 (66.7%)
<b>Year 2</b>	58	16 (27.6%)	8 (50%)
<b>Year 3</b>	59	25 (42.4%)	17 (68%)
<b>Year 4</b>	58	25 (43.1%)	18 (72%)
<b>Year 5</b>	45	22 (48.9%)	16 (72.27%)
<b>Year 6</b>	58	24 (41.4%)	19 (79.2%)
<b>Total</b>	401	149 (37.2%)	102 (68.5%)

**Progress**

<b>% of KS2 children who have made progress between Year 6 baseline and KS2 Result</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>PPG</b>	72%	84%	84%
<b>Non-PPG</b>	79%	88%	94%
<b>Difference</b>	7%	4%	10%

## Attendance

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PPG	84.87%	86.54%	87.90%	93.00%	91.33%	93.18%	86.65%
Non-PPG	90.56%	92.95%	94.08%	94.89%	95.18%	93.10%	94.60%
All	89.15%	91.33%	91.92%	94.40%	93.45%	93.14%	90.66%

## 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
X Table Rockstars	TT Rockstars
Reading Plus	Dreambox Learning
Numbots	White Rose
My Maths	My Maths
Kapow	Kapow Learning
Language Angels	Language Angels
Learning By Questions	LBQ