

2024-2025 Pupil premium strategy statement - Manor Wood Primary School

This statement details our school's use of pupil 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 outcomes for disadvantaged pupils last academic year.

<https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium>

School overview

Detail	Data
Number of pupils in school	421 (Reception – Y6)
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Kate Humphries Kim Adam
Pupil premium lead	Kate Humphries
Governor / Trustee lead	Kim Adams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,570
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£78,570

Part A: Pupil premium strategy plan

Statement of intent

At Manor Wood Primary School (MWPS) we have high aspirations and ambition for all our children and believe that every child should be able to fulfil their potential. We are committed to ensuring that all our children are given every chance to achieve, prosper and lead happy, healthy lives. Pupil Premium funding is targeted at maximising the achievement of disadvantaged children and in a way which supports their individual needs.

We, at Manor Wood, absolutely believe that all children can succeed, and we have a solution focused approach to overcoming barriers. We support children to develop a love for learning and ensure that we meet their individual needs and interests effectively. We ensure that all staff know who our disadvantaged children are and that the most appropriate strategies / support are in place for them. We help them to have full access to clubs and activities across school and to take part in leadership opportunities and out of school activities.

The range of provision we consider making for this group include and would not be limited to;

- Providing additional support in class as well as delivery of specific interventions in order to narrow the attainment gap.
- SEMH support, for children and in some cases families, in order to support children's readiness to learn, attendance and learning behaviours.
- Subsidise funding for visits, visitors, residential and other learning outside the classroom.
- Fund opportunities to learn a musical instrument, in addition to the music curriculum entitlement.
- Funding of online resources to support learning (times tables, reading etc)
- Allocation of support staff to enable social interactions and play during lunchtimes.
- Use of the schools' outdoor areas to support mental health and wellbeing.

Activities and clubs are monitored to ensure that they reflect the whole school population including disadvantaged children. Where this is not the case, we proactively recruit disadvantaged children and fund them if necessary. In addition, we constantly monitor the effectiveness of strategies on learning and review provision in the light of tracking data and other evidence.

All staff are involved in the analysis of data so that they are fully aware of the requirements of Pupil Premium Funding and the impact of their work is having on the progress of disadvantaged children.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health issues
2	A potential lack of readiness for school
3	Special Educational Needs and Disability (SEND)
4	Issues around attainment and achievement
5	Regular punctuality and attendance
6	Speech and language issues making it difficult to access school effectively
7	Lack of enrichment experiences outside school including sporting, cultural and creative opportunities
8	Limited educational aspiration and a belief that University is not a future choice

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
Children who are identified as disadvantaged are effectively supported to achieve their full potential through outstanding teaching and learning and appropriate intervention where necessary	Outcomes are in line with their non-disadvantaged peers as evidenced by observations and improving progress / attainment data
Pastoral support in place for identified children is having a positive impact on social, emotional and mental health issues. Children are quickly identified to work with pastoral support both within school and in the cluster and families have access to outside agencies regarding housing, finance etc or the team in school regarding their child	There are fewer disadvantaged children with social and emotional issues as identified through data, verbal feedback, wellbeing audits and issues recorded on CPOMS
Links are in place with outside agencies to identify potentially vulnerable families and to engage with them prior to their children starting school. Staff from the newly opened 2-year-old provision and nursery quickly identify children not school ready and work with them to improve school readiness	Children are increasingly school ready and can access the opportunities on offer earlier and more effectively. Vulnerable families have positive relationships with school and are working in partnership to support their child's development
Strategies are in place which support families to address issues around attendance and punctuality including first day calling, targeted lists, rewards, cluster support, funded access to breakfast club and regular meetings with parents. In addition, free and subsidised places provided on the school bus allocated to target families to get their children to	Attendance figures for disadvantaged children are in line with their non-disadvantaged peers. Feedback from children illustrate that they are happy to attend school, that their work is set at an appropriate level, and they have friendship groups to support them. Also, that parents have a good relationship with school which has impacted

school regularly and on time	positively on their child's attendance.
Staff are confident and equipped to support the children who are new to English, EAL or have issues around speaking and listening effectively in terms of language and understanding	Observations and data illustrate that those children new to English, EAL or who have issues in terms of speaking and listening are making progress in line with their peers. Their speaking and listening skills are improving as is their confidence to converse in lessons and their understanding of more sophisticated vocabulary is increasing the more, they are exposed to less frequently used words.
Classroom teachers recognise their responsibility for the progress of all children including those with SEND and deliver an appropriate curriculum which is differentiated to meet their needs. TAs share in planning, undertake regular training and are skilled to work with individual children who have complex and other special needs.	Children with SEND make effective progress from their starting points as evidenced by observations and data. They are included in lessons where appropriate and are recognised as adding to the richness of the learning experience for all children.
Disadvantaged children are identified to take part in clubs and activities which interest or extend them and have access to all opportunities in the school day and those which take place outside it	Monitoring and data illustrates that disadvantaged children are represented in all clubs and activities and opportunities, based on their interest, are taking place across school. They are RP Reps, Reading Ambassadors, Team Leaders, STEM Ambassadors 4 and Mental Health Reps and fundi
Opportunities are taken throughout the year focused on increasing aspirations including visits from role models, presentations from people representing varied professions, twilights and information for parents etc	Evidence from discussions, questionnaires illustrate that children are increasingly aware of their career options and have a potential career path. Also, parents' aspirations rise in terms of future options, including further education for their children.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work closely with the Children's Centre, pre-school and Baby Nest to ensure that children are school ready, and families have been supported.	EEF EYs Toolkit – so much research illustrating the importance of a high-quality early years and 2-year-old provision. This has a huge impact on readiness for school, social and emotional development and achievement and attainment.	2,8
Continue CPD opportunities for the Safeguarding Lead to ensure wellbeing needs are met and children are resilient, have positive self esteem and are able to engage with learning effectively	There is a wide range of evidence that issues around mental health, particularly since COVID require targeted support for children to achieve their potential in all aspects of their school and personal life. This is recognised by the DfE and mental health services.	1
Support the SEND team to ensure that all needs are met across school particularly as the number of children with Sig SEND has increased over recent years	Well trained teachers / TAs delivering targeted, effective, specific, small group tuition adds 4 months to learning. EEF Early Years Toolkit - + 5 months DfE guidance	3 , 4, 6
CPD and support for an Early Careers Teacher (ECT)	MW is a strategic partner in the Leeds Teaching Hub and UCL which is focuses on retaining new teachers in the profession and providing high quality mentoring over the course of 2 years. This clearly impacts on children's learning in addition to good recruitment and retention. Evidence illustrates that effective mentoring has a huge impact on the progress of ECTs and this in turn results in positive outcomes for children.	4
Continued CPD for teaching and pastoral staff with a focus on addressing the needs of disadvantaged children. Funding for cover to enable detailed pupil progress meetings to take place and training for mentors	EEF and DfE highlight the importance of removing barriers to learning for vulnerable groups and the importance of narrowing the gap between non-disadvantaged and disadvantaged children.	1, 4
Access SALT for the	EEF / DfE and knowledge of staff in school.	1, 3, 4

children who need it. Ensure that TAs / teachers are aware of Speech and Language programmes and are equipped to deliver them in school.	There is an issue for some children around speaking and listening and EAL which impacts on their access to learning. It is clear that support is required to ensure equality of opportunity for all children and to enable them to access their lessons effectively.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for new staff regarding our Success for All phonics scheme in the third year of implementation.	DfE guidelines suggest that a structured systematic phonics scheme must be linked to the reading scheme for children to learn and rehearse phonics	4
Continued delivery of ECAR by 3 members of staff	All research (and our knowledge as teachers) makes it clear that being about to read fluently is essential in terms of life skills and access of the full curriculum	4
Teaching Assistants to support vulnerable groups in classes and to lead appropriate interventions	EEF - + 4 months impact for small group learning and + 4months impact for specific interventions. All our interventions are closely monitored for their impact on individual children	1, 3, 4, 6
EAL Hub resources and training for staff to support children new to English and English as an Additional Language (EAL)	EEF - + 6 months impact Other metrics used in school absolutely show this makes a difference to understanding and vocab acquisition	4, 6
Year 6 small group tutoring for reading, writing and mathematics.	Targeted small group tutoring to take place for year 6 children. This will be focused on improving, writing, maths and reading skills for children working below age related expectations. These sessions will be delivered by experienced staff for maximum impact.	4
After school clubs focused on areas where there are gaps in learning in particular year groups	EEF - + 4 months	1,4

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide subsidised access to breakfast and after school clubs and holiday care. (Also continue to access the Healthy Holiday Fund)	This impacts on attendance and wellbeing as recognised by all our staff. EEF 4months	2 ,4 ,5 ,6, 7
Continue initiatives and incentives for children to achieve 100% attendance	Our experience is that this supports the above and has a significant impact on learning	4, 5
Continue to contribute to the 2Gether cluster to access additional support for children and families around mental health / wellbeing	EEF + 4 months	1, 2, 4 , 5, 6
Provide after school clubs, and funding to enhance learning opportunities for children and to address issues around cultural capital	OFSTED Framework	7, 8
Extend the pastoral team to address the greater needs across school.	EEF and common knowledge	1, 3, 4, 6
Continue to focus on Restorative Practice across school to increase pupil independence, provide skills for them to make informed choices regarding their behaviour and to increase understanding of others' feelings and empathy.	OFSTED	1

Total budgeted cost: £ 95,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At the end of 2023-2024 academic year, statutory assessments took place. The following data reflects the disadvantaged cohort;

EYFS GLD – 100% of our disadvantaged pupils received a Good Level of Development

Year 1 Phonics – 57%

KS2 SATs

ARE +

Reading – 57% (4/7 children)

Writing – 71% (5/7 children)

Maths – 71% (5/7 children)

Reading, Writing and Maths combined – 43% (3/7 children)

The school remains focussed on improving outcomes for children in receipt of pupil premium funding by the end of 2024-2025, adopting the strategies set out in this plan.

Externally provided programmes

Programme	Provider
ECaR	In house, qualified teacher
Touch Typing	English Type Junior
Lightening Squad	FFT
Success for All	FFT
Nessy	Nessy for Schools
TT Rockstars	Times Tables Rock Stars
Leeds Rhinos / Leeds United	Leeds United Foundation
RAP (Reading Assessment Programme)	FFT