

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Manor Road Primary School
Number of pupils in school	249
Proportion (%) of pupil premium eligible pupils	5.6%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2019-2022
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Karen Marshall
Pupil premium lead	Karen Marshall
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,830
Recovery premium funding allocation this academic year	£2,610 (School Recovery Premium) £2,025 (School led tutoring Premium)
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	£27,465

# **Part A: Pupil premium strategy plan**

## **Statement of intent**

- All members of staff and governors are committed to meeting the pastoral, social and academic need of disadvantaged pupils at Manor Road.
- We are committed to closing the gap between disadvantaged pupils and their peers
- Our current pupil premium strategy plan works towards removing barriers to learning so that all pupils at Manor Road can reach their full potential and are able to engage fully in all parts of school life
- Funding will be used to allow access to education; access to all areas of the curriculum; additional support and intervention.
- In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils that has a legitimate need
- Pupil Premium funding will be allocated following identification of needs. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

### School Context:

Manor Road Primary School is a community school located 3 miles north of Chorley, Lancashire. The school is 1 form entry with up to 36 pupils in each class. The school is over-subscribed each year.

On average the school is in an area of relatively low deprivation. The proportion of children in poverty in Chorley is 14.9% compared to the England average of 17% (LSIP 2019).

The range of provision that the school considers making are varied and include:

- Providing small group intervention sessions with an experienced teacher or TA focussing on overcoming gaps in learning
- 1-1 support
- Pay for activities, educational visits and residential to ensure that children have first-hand experiences to use in their own learning
- Behaviour and nurture support, including lunchtimes and playtimes

## Challenges

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

Challenge number	Detail of challenge
1	Several disadvantaged pupils have fallen behind their peers, particularly in writing. Progress and attainment in core subjects have been further negatively impacted due to the inconsistency of engagement with home learning during the COVID pandemic
2	Attendance of several disadvantaged pupils has fallen
3	Disadvantaged pupils do not have the same access to the wider life of school including extra-curricular activities and residential visits
4	Due, in part to the COVID pandemic, the mental health of some disadvantaged pupils has been adversely affected
5	A small amount of disadvantaged pupils are causing some low level disruption in class

## 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
<ul style="list-style-type: none"><li>The number of disadvantaged pupils who are working below ARE is reduced, therefore closing the gap between disadvantaged pupils and their peers</li><li>Disadvantaged pupils who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards</li></ul>	<ul style="list-style-type: none"><li>Increased % of PP pupils working at or above ARE by the end of the year</li><li>Teacher and TA intervention for core subjects is consistent across all classes</li><li>Consistent good practice and high expectations across the school in all subjects</li><li>Access to pre-teaching where appropriate in all subjects</li></ul>
<ul style="list-style-type: none"><li>Attendance of disadvantaged pupils is improved to be more in line with their peers</li></ul>	<ul style="list-style-type: none"><li>The attendance of disadvantaged pupils improves to be in line with non-disadvantaged pupils.</li><li>All pupils have the same access to education</li></ul>
<ul style="list-style-type: none"><li>Improved resilience and mental health of disadvantaged pupils</li></ul>	<ul style="list-style-type: none"><li>Intervention groups e.g. 'confident me' are up and running and have a positive impact on the mental health of pupils</li></ul>

	<ul style="list-style-type: none"> <li>• Use of external services e.g. Early Help and the Clayton and Whittle Family Centre are fully utilised to support the mental health of pupils</li> <li>• Pupil discussions identify more positive mental attitudes</li> </ul>
<ul style="list-style-type: none"> <li>• Disadvantaged pupils are able to fully engage in the wider life of the school, including residential visits, after school clubs and extra-curricular activities</li> <li>• To improve cultural capital in order to widen experiences for disadvantaged pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Take up of extra-curricular activities is equal across disadvantaged and non-disadvantaged pupils</li> <li>• An increase visitors and visits across the school</li> <li>• Greater awareness of local issues and local life</li> <li>• An increase in a variety of experiences for all children which they then can use in their writing and other subjects</li> </ul>
<ul style="list-style-type: none"> <li>• There are fewer incidents of disruptive behaviour by a small number of disadvantaged pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Red cards are reduced</li> <li>• The number of disruptive incidents are reduced</li> <li>• All disadvantaged pupils display positive attitudes and behaviour</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: £13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD for all staff in mental health	High quality CPD is essential for staff to be able to support pupils in improving their positive mental health	4
Phonics training for new staff, plus refresher training for some existing staff	Regular training for phonics ensures that phonics sessions are delivered effectively to all children who need them. Phonics data	1
Continue Write Stuff CPD to promote improvements in writing	Attainment in writing is lower than in other subjects and is a limiting factor in several pupils achieving the combined standard	1
Speech and Language Therapist input	Weak language and communication skills. Many disadvantaged pupils do not have the breadth of vocabulary on entry to YR than other children.	1
Additional staffing in EYFS and KS1	Data for PP children  Additional teaching staff leads to accelerated progress for disadvantaged pupils.	1

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

Budgeted cost: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention in class for children falling below ARE	Data shows that a significant number of disadvantaged pupils are working below ARE, particularly in writing. This has increased since the pandemic.	1

Daily Probes for children who need additional support	Daily probes have proved very effective in helping to accelerate progress and attainment.	1
Pre-teaching where appropriate	Disadvantaged children often find it difficult to access the vocabulary and content of lessons. Pre-teaching allows children equality of opportunity in each lesson as it familiarises children with content and strategies that they may not be familiar with.	1
Specific speech and language sessions to widen the vocabulary of disadvantaged pupils	Several disadvantaged pupils have a limited range of vocabulary compared to their peers. Several disadvantaged pupils are not as confident in communication as their peers.	

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

Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural Capital enhancement	Disadvantaged pupils do not have the same opportunities to enhance their cultural capital. Funding visits, out of school activities and other events will help build this up over time.	3
Mental Health training and provision to support children experiencing difficulties	Several disadvantaged pupils have been adversely effected by the pandemic and have reported feeling very anxious. Mental Health support from confident staff will help overcome these barriers.	4
Behaviour Support from Family Support Worker to help vulnerable pupils access learning	There are a small number of disadvantaged pupils who have an increased number of incidents of poor behaviour choices. This means that they are more likely to be issued Red cards and to be excluded from the classroom. This can then impact on their academic progress.	5
Lunchtime support to limit behavioural issues at lunchtimes and to increase the engagement of pupils	A small proportion of disadvantaged pupils struggle to make appropriate behaviour choices during unstructured times e.g. lunchtime. Additional adult support ensures that children are helped to make the right choices and there are less incidents at lunchtime having	5

	positive impact on the engagement of pupils in lessons in the afternoon.	
Attendance Support from Family Support Worker to help vulnerable pupils improve their attendance	There are a small number of disadvantaged pupils whose attendance has declined over the last year. This can then impact on their academic progress and their involvement in the wider life of the school.	2

**Total budgeted cost: £ 27,500**

## **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 however teacher assessment evidenced that 33% of children at the end of KS2 achieved ARE in reading, 67% in writing and 100% in maths.

In terms of our Pupil Premium Strategy for 2020-21 these are the outcomes:

Target 1) The behavioural issues of specific pupils are addressed – There has been a consistent use of Behaviour Policy. Behavioural support has been offered to PP pupils by SMT and Family Support Worker. Specific behavioural targets have been set and monitored for some pupils. Support has been gained from Golden Hill. TA support has been given to specific pupils in class.

Target 2) The attendance of PP pupils has improved - Regular attendance checks have been undertaken. Letters to parents have been sent and meetings have been held to resolve attendance issues. Family Support Worker has been employed to follow up absences and support families. First Day Response approach contacts parents quickly to offer advice and support in getting children into school. Unfortunately, due to the pandemic attendance figures have not improved as much as expected and this will remain a target this year.

Target 3) Home life is more settled for identified disadvantaged pupils - Discussion with pupils and families indicate that many pupils' behaviour at home is improved. There have been regular TAF meetings with specific families. Our Parent Support Officer is available to support parents in school. Our Family Outreach Worker has also supported pupils in school and families at home. We have made an increasing number of referrals to Wellbeing and Early Help.

Target 4) Attainment in reading and basic mathematical skills is increased - Targeted intervention groups have been held for specific disadvantaged pupils. 'Catch Up' sessions have also been offered, where appropriate. Additional TA support has been sourced for specific classes. School has ensured that all PP pupils read regularly and practice basic mathematical concepts. Unfortunately, the pandemic has adversely impacted on the attainment and progress of many disadvantaged pupils and therefore this target will continue.

## 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
Sports Clubs	Chorley Sports Partnership SportsCool
Before School Intervention groups	School
Social skills and emotional support groups	Clayton and Whittle Alliance
Wellbeing and Early Help Referrals	Wellbeing and Early Help Service
Behavioural support packages	Golden Hill PRU
Behaviour support packages	Chorley Inclusion Service

