



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Drive Primary Academy
Number of pupils in school	75
Proportion (%) of pupil premium eligible pupils	27.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2022 - August 2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Emma Marks
Pupil premium lead	Emma Marks
Governor / Trustee lead	Roy McMichael

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27700
Recovery premium funding allocation this academic year	£0
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	£27700

Part A: Pupil premium strategy plan



Statement of intent

All members of staff and the governing body at Manor Drive Primary Academy accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and challenging environment. We hope that each child will develop a love for learning and acquire skills and abilities in order to fulfil their potential and as an adult find employment.

Early identification is paramount and the staff at Manor Drive Primary Academy, with guidance from the Leadership Team, Trust SENCO and classroom-based staff, need to consider that the children may need all the help that they can to grasp the basic skills of reading, writing and maths. Without skills, knowledge and expertise in the core subjects there would be a barrier to accessing the full curriculum.

High quality teaching is at the core of the strategy and approach we take. This has the greatest impact on closing the gap between disadvantaged and non-disadvantaged pupils. The aim is for the disadvantaged children to achieve in line with their peers. High quality development of teachers and support staff is a key part of our school's approach to improving the quality of teaching and learning.

Our approach also takes into consideration the wider strategies to support the worst affected pupils across school, including non-disadvantaged children, by ensuring our pupils have access to high quality resources and experiences that help to shape the individual. No child should miss out on a high-quality educational experience where barriers can be reduced or even removed with the correct, identified support.

Challenges

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

Challenge number	Detail of challenge
1	Children have a low phonic ability on entry and many struggle with communication elements of speech and language.
2	Barriers to learning due to social and emotional needs are prevalent across PP identified children.
3	Additional support needed to scaffold learning for lower ability children within lessons.
4	Disadvantaged children have less experience of outdoor adventurous learning.
5	Parents of disadvantaged children can be less engaged in the education system,



6	The gap between disadvantaged and non-disadvantaged has the potential to widen as they go through school.
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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
Rapid progress within phonics	Phonics Screening results are in line with or close to national expectations and show progress for both non-disadvantaged and disadvantaged groups.
Children are able to access their classroom learning due to the support they receive	By the time the children get to KS2 there is less need for targeted intervention by adults. Class-based staff are able to provide the correct, directed support to meet need and children build independence in their ability to function academically.
Quality first teaching and support is available to all groups of learners	Attainment progress of disadvantaged children.
Classroom resources and school learning zones meet the need of all children to access a broad and balanced curriculum.	Classrooms are safe spaces where children feel valued and able to succeed. Resources allow the accurate teaching and delivery of all curriculum areas.
Disadvantaged children make good or better progress in respect of the peers	External tests data showing attainment progress. Internal testing results to further highlight progress and attainment scores.
Parents to be engaged more in their child's learning and have better understanding of how they can support at home.	Increased parental engagement attendance for school events. Increased attendance for disadvantaged children at school-based sessions. Increased and maintained participation in homework strategies. Relationships between school and home remain positive for all groups of learners.
Increase the amount of collaborative learning through outdoor adventure activities.	Children have more opportunities to access outdoor learning and take part in collaborative learning opportunities. Outdoor spaces developed to improve the curriculum offer.
The gap between disadvantaged children and non-disadvantaged children doesn't widen as they go through school.	KS2 results - comparison of disadvantaged and non-disadvantaged. Disadvantaged children to show good progress.



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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: £2550

Sounds Write phonics training £1050

CPD based around Speech and Language and communication skills £500

Support for teacher CPD designed to improve the overall effectiveness of the school £1000 - National College Membership

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Sounds Write Phonics Course Training for new staff to ensure teaching is high quality, consistent in approach and assessments are accurate.</i>	The evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. EEF Phonics	1
<i>Reading CPD, classroom and planning support for Teachers and Support Staff This will support children in their reading fluency, close reading and extended reading ability.</i>	On average, reading comprehension approaches appear to be more effective than Phonics or Oral language approaches for upper primary. EEF Reading	1
<i>Mastery Learning CPD for all staff and support in lessons and planning sessions This will support the children to retain the learning and moving it from their working memory to their long term memory.</i>	Mastery learning appears to be a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy than high-attaining students. Teachers need to plan carefully for how to manage the time of pupils who make progress more quickly. EEF Mastery Learning	6
<i>CPD for assessment for learning and quality feedback in lessons This will support the children to gain an even better understanding of</i>	Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science. EEF Feedback	6



<i>what they know and what their next steps are.</i>		
<i>CPD for staff on how to engage the children in their learning. How to help pupils think about their own learning more explicitly. This will help the children retain the knowledge for the long term and understand why they are learning.</i>	Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. EEF - Metacognition and self regulation	6
<i>Use of visualisers to enhance the teaching in classrooms to support the mastery learning element of the curriculum.</i>	Subject matter is broken into blocks or units with predetermined objectives and specified outcomes. EEF - Mastery Learning	1 and 3

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

Budgeted cost: £10,400

- *Teaching Assistants Salary support*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support staff in reception to support disadvantaged children This will ensure that children get additional feedback and 'in the moment' interventions to progress their learning quicker. They will support with identifying and acting on children who need additional same day phonics interventions.</i>	Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families. EEF Early Years Interventions	6



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

Budgeted cost: £14,750

- *Development of outdoor learning provision £5450*
- *Development of indoor non-classroom learning spaces £2300*
- *Support purchasing of necessary classroom resources £5000*
- *Subsidy for school trips to reduce overall costing £500*
- *Reward system based around half termly celebrations - £250*
- *Support for parental engagement sessions - £250*
- *Directed SEMH support - £500*
- *Uniform support for identified families - £500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SEMH support for disadvantaged children and their families Identify and support families when dealing with SEMH related concerns.</i>	There is extensive international research in this area, including a number of meta-analyses. More research has been undertaken in primary than in secondary schools, and a number of studies have specifically evaluated the impact on pupils who are low-attaining or disadvantaged. EEF Social and Emotional Learning	2
<i>Engage parents in their child's learning by inviting them into school to engage with learning. Support sessions offered based around key teaching strategies that can be utilised at home. This will ensure the parent can support their child better at home and increase the understanding of how important school attendance is.</i>	The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes. EEF Parental Engagement	3 and 5
<i>Work with families to encourage better attendance. Celebrating attendance with children. This will ensure children attend school more often</i>	The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes. EEF Parental Engagement	5



<i>and can therefore access more learning.</i>		
<i>Improve the outdoor environment to enhance the education opportunities This gives children more experiences during their break and lunch times and within key parts of our curriculum offer.</i>	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. EEF Outdoor Adventure Learning	4
<i>Improve the indoor non-classroom learning spaces to enhance the education of children and support retrieval of information</i>		1 and 2

Total budgeted cost: £27700



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 to 2023 academic year.

Manor drive opened its doors in September 2022 to 33 children. Throughout the year, the number of children on roll has grown to 37.

Speech and language, as well as general communication have been the main challenges observed.

Phonics progression from the start of the year has been positive with all children doing well. This year will see the first phonics screening the school has completed allowing more detailed understanding of the progress of non-disadvantaged compared to disadvantaged. Since the beginning of the new academic year, 3 more members of staff have undertaken Soundwrite training to ensure positive progress for all learners.

Attendance of Disadvantaged children was below that of non-disadvantaged although this included outbreaks of chickenpox and Scarlett Fever that had a negative impact on whole school attendance as a whole.

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
Sounds Write Phonics	Sounds Write
Staff employed at Manor Drive Primary Academy undertook Sounds Write provision as part of Pupil Premium at their previous employer.	





Further information (optional)

Our approach focuses on improving the quality of the teaching across the school. The EEF guidance for Pupil Premium spend quotes:

“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn’t create an artificial separation from whole class teaching.”

This also includes being well researched and evidenced in the curriculum and pedagogical choices we make. Again the EEF guidance quotes:

“Evidence-informed teachers and leaders combine findings from research with professional expertise to make decisions. Taking an evidence-informed approach to Pupil Premium spending can help schools to:

- *Compare how similar challenges have been tackled in other schools*
- *Understand the strength of evidence behind alternative approaches*
- *Consider the likely cost-effectiveness of a range of approaches.”*

Phonics provision at the school has been carefully considered with an effective approach in place. The EEF states:

“The average impact of the adoption of phonics approaches is about an additional five months’ progress over the course of a year.

Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.”

Our approach further identifies the importance parental engagement plays in the development of all children. Where communication and support between school and the family home is strong, outcomes are more productive for all learners. The EEF states:

“Parental Engagement has a positive effect on the average of 4 months additional progress but it is crucial to consider how to engage with all parents to avoid widening the attainment gap. Parental engagement strategies are typically more effective with parents of very young children with effects being substantially higher in Early Years and Primary settings in comparison to secondary.”

Finally, we believe providing high quality resources and learning spaces supports the development of children’s learning by increasing the curriculum offer and offering experiences that may not be provided away for the school environment. This is focused



around developing external spaces to improve the offer of physical activity for the children at the school. The EEF states:

“The average impact of the engaging in physical activity interventions and approaches is about an additional one month’s progress over the course of a year.

The variability in effects suggests that the quality of the programme and the emphasis on, or connection with, academic learning may make more difference than the specific type of approach or sporting activities involved. Participating in sports and physical activity is likely to have wider health and social benefits.

There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.”