



Cheshire Academies Trust  
*Inspiring hearts and minds*

# Pupil Premium Report 2021-2024



# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2023 academic years) 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 Park School and Nursey
Number of pupils in school	265(incl 43 Nursery)
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 <b>2022-2023</b> 2023-2024
Date this statement was published	Sept 2022
Date on which it will be reviewed	Annually
Statement authorised by	Simon Cotterill
Pupil premium lead	Simon Cotterill
Governor / Trustee lead	Lee Williams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,350
Recovery premium funding allocation this academic year	£13,050
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	£129,375

# Part A: Pupil premium strategy plan

## Statement of intent

Our intent is for our disadvantaged pupils to have the same life chances and opportunities as all children. We strongly believe that the circumstances that they happen to find themselves in as a young child should not define them as an adult.

A significant number of our disadvantaged children not only enter our school or nursery with lower academic starting points than their peers but they also have significant delay in social skills and understanding of the world around them.

Many do not have the opportunities to learn and explore the world in the same way that many children do. They often do not have a support network to enable them to easily achieve milestones of childhood that many non-disadvantaged pupils do.

Our objective is to ensure that our disadvantaged pupils enjoy their childhood. That they have the positive experiences that all children should have. That they make good academic progress from whatever their starting point is so that all children, (who do not have a separate SEND barrier to learning) leave our school on an academic par with non-disadvantaged children.

We provide high quality learning experiences across the curriculum.

Bespoke social and emotional support to help overcome barriers to learning.

To provide support to parents in both academic and wellbeing/mental health.

To support families in ensuring the children can access a wide variety of extra-curricular activities.

Our principles are- Inclusion, nurture, high expectations.

## Challenges

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

Challenge number	Detail of challenge
1	To remove barriers to educational achievement- social and emotional, attention and listening, speech and language delay, attachment and historical gaps in learning.
2	To improve academic attainment from low starting points when entering school and nursery
3	To improve the personal, social and emotional well-being of PP children.
4	To support children/families with mental health concerns, anxieties and behaviours that are barriers to their academic and social development.
5	To support children during unstructured periods- to develop social skills and reduce anxiety
6	To ensure that all children have equal access to extra-curricular opportunities
7	To support families to increase 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
Children to feel safe, happy and valued. Children to believe in themselves. Children to understand that they can have dreams and they can achieve them.	Children to access our pastoral care Children to access passion for learning events and clubs. Children and families to be supported with their mental health and anxieties. Children to be confident in public, to be confident speakers. Children to model the school values. Children are able to talk about the support they have received and the impact that it has had.

Children to leave our school on an academic par with non-disadvantaged children	Attainment of (non SEND) PP children to match that of national non PP children at the end of KS2. Any attainment gap between PP (non-SEND) and non PP (non-SEND) children to diminish as the children move through school.
Children have the same life experiences through their early childhood as non-disadvantaged children	All PP children attend all trips and residential. PP children are supported to attend sporting events, after school activities.
Increased attendance	For attendance of PP children to be closer to or in line with non PP children.

## Activity in this academic year 2022-2023

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: £ 3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality CPD to be provided via Maths Hub for Teaching assistants. Release time for teaching assistants. Release time for Maths Lead to support CPD</p> <p>Maths/SEND CPD to be provided for teachers. Release time for teachers x2 Release time for Maths Lead</p>	<p><b>Feedback</b></p> <p>Very high impact for very low cost based on extensive evidence.</p> <p>£ £ £ £ £      🔒 🔒 🔒 🔒 🔒      +6</p>	1,2
	<p><b>Mastery learning</b></p> <p>High impact for very low cost based on limited evidence.</p> <p>£ £ £ £ £      🔒 🔒 🔒 🔒 🔒      +5</p>	
	<p><b>Teaching Assistant Interventions</b></p> <p>Moderate impact for moderate cost based on moderate evidence.</p> <p>£ £ £ £ £      🔒 🔒 🔒 🔒 🔒      +4</p>	

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

Budgeted cost: £96,500




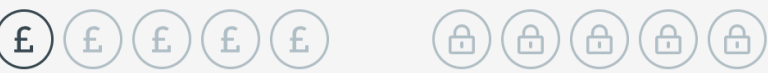
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Bespoke learning and individualised instruction with 1 teacher 0.5 FTE and 1 teaching assistant 0.5FTE to lead a bespoke English provision for PP children with significant need.</p>	<p>EEF research supports our strategy to offer individualised instruction to many of our PP children. Moderate impact for low cost – we have extended the model further to so the cost implications are higher but we are also able to evidence increased impact of the provision.</p> <p>Individualised Instruction</p> 	<p>1,2,3</p>
<p>Bespoke learning and individualised instruction with 2 teacher 0.2FTE to lead a bespoke Maths provision for PP children with significant need</p>	<p>EEF research supports our strategy to offer individualised instruction to many of our PP children. Moderate impact for low cost – we have extended the model further to so the cost implications are higher but we are also able to evidence increased impact of the provision.</p> <p>Individualised Instruction</p> 	<p>1,2,3</p>
<p>Employ a SALT to deliver SAL 25 hours per week</p>	<p>C&amp;L/SAL are priorities for our school and as such we provide a significant amount of support for our children and families. EEF research suggests the following strategies off high impact for relatively low cost. We can evidence that by employing a dedicated teaching assistant to deliver SAL full time in school the children make significant progress with their C&amp;L/SAL over a long period of time. There are three areas that EEF evidence supports this strategy-</p> <p>Oral Languages Interventions –</p>  <p>Individualised Instruction –</p>  <p>1:1 tuition =</p> 	<p>1,2</p>

<p>A significant % of 2 Teaching Assistants FTE to provide 1:1 or small group interventions during the afternoon sessions.</p>	<p>EEF evidence shows that one to one tuition is very effective and can increase progress to five months' additional progress. The tutor sessions will be focused on individual pupil needs in reading, writing and mathematics. The impact can be measured through our standardised testing and writing moderation sessions</p> <p>1:1 tuition</p> 	<p>2</p>
<p>An additional Teaching Assistant has been employed to directly support PP children 0.5FTE</p>	<p>EEF suggests specific TA interventions offer moderate impact for moderate cost. Our TA interventions are bespoke and delivered to small groups of children to support learning in lessons.</p> <p>Teaching assistant interventions</p> 	<p>2</p>
<p>2x 0.4 FTE Additional tutoring to provide bespoke RWI phonic interventions.</p>	<p>EEF evidence shows that one to one tuition is very effective and can increase progress to five months' additional progress. When this is married to Phonics interventions – the impact is even stronger. Many of our children have low starting points for C&amp;L and require additional phonics sessions to close the reading gap. These sessions are short and sharp and daily.</p> <p>1:1 Tuition &amp; Phonics</p>  	<p>2</p>
<p>To open the computing suite at lunchtimes with staff support- support with homework- a place for children spend time play/learn at lunch with friends</p>	<p>Some of our families are not able to support their children at home so we support them by opening our computing suite 30 mins early every day and also at lunchtime. Children can access curriculum games and activities to support their learning- They can also complete their homework.</p> <p>Homework</p> 	<p>1,2,3,4,6</p>

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

Budgeted cost: £28,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure Pupil Premium children are able to access extra-curricular opportunities</p>	<p>Evidence base for funding this is weak, however our own experience shows that children who have access to the same experiences and feel equal to their peers supports their overall wellbeing. We have found that children who attend the extra-curricular activities benefit emotionally and socially from these experiences.</p>	<p>2,3,4,6</p>

<p>including clubs, trips and residential by providing subsidised costings where needed.</p>	<p>Outdoor adventure learning:</p> 	
<p>Lunchtime provision available for those children who find these times difficult. This will be run by our Learning Mentor.</p> <p>To further develop the outside nurture zone which will allow more children to access this provision at lunchtime and playtime.</p>	<p>Although EED suggest low impact for moderate cost. We have found the impact of our learning mentro and the practice that we put in place to have a consideranle imapct. We have extended this provision to include lunctimes which has further supported our children pastorally.</p> <p>Mentoring</p> 	<p>2,3,4,5,6</p>
<p>A 0.5FTE Learning Mentor to support the emotional well-being of children, including support with social skills and anxiety</p>	<p>EEF shows that developing children’s confidence results in reduced anxiety and increased engagement in learning. Our own experience shows that this is a very effective use of funding as a number of our disadvantaged children also experience challenging circumstances outside of school and require additional support to manage their emotions. This activity links closely with the PSHE scheme of work and measuring children’s resilience levels. Those disadvantaged pupils with low levels of resilience will be targeted by our Pastoral support lead</p> <p>Social and Emotional Learning</p> 	<p>1,2,3,4,5,6</p>
<p>Part-fund a Passion 4 Learning after school club for Year 4 children</p>	<p>This funding pays for additional experiences for a small group of disadvantaged pupils to benefit from each week. They meet every week and volunteers provide activities to support children’s motivation to learn and self-esteem. The club focusing on team work, giving children experiences to increase their aspiration and broaden their experiences.</p> <p><u>Aspirational interventions:</u></p> 	<p>5,6</p>

**Total budgeted cost: £128,500**

## Part B: Review of outcomes in the previous academic year

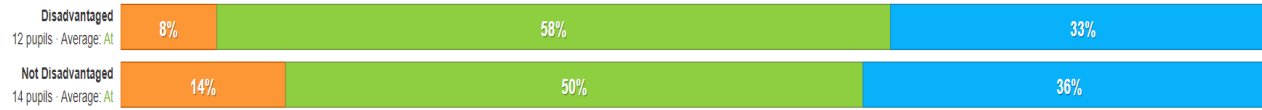
Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered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

Year 1 Review (2021-2022)		Amendments for next year																								
Impact	Issues																									
<p><b>Progress</b> made by Disadvantaged children was above that made by non-disadvantaged children from Y1-Y6 in all areas.</p> <p>This backs our evidence that disadvantaged pupils make good progress at MP, but that the challenge of the attainment gap remains.</p> <p><b>Reading</b></p> <p>Legend: Below Expected (Red), Expected Progress (0) (Green), Above Expected (Blue)</p> <table border="1"> <tr> <td>Disadvantaged</td> <td>7%</td> <td>69%</td> <td>24%</td> </tr> <tr> <td>Not Disadvantaged</td> <td>8%</td> <td>72%</td> <td>19%</td> </tr> </table> <p><b>Writing</b></p> <p>Legend: Below Expected (Red), Expected Progress (0) (Green), Above Expected (Blue)</p> <table border="1"> <tr> <td>Disadvantaged</td> <td>4%</td> <td>81%</td> <td>14%</td> </tr> <tr> <td>Not Disadvantaged</td> <td>8%</td> <td>73%</td> <td>19%</td> </tr> </table> <p><b>Maths</b></p> <p>Legend: Below Expected (Red), Expected Progress (0) (Green), Above Expected (Blue)</p> <table border="1"> <tr> <td>Disadvantaged</td> <td>2%</td> <td>79%</td> <td>19%</td> </tr> <tr> <td>Not Disadvantaged</td> <td>4%</td> <td>78%</td> <td>19%</td> </tr> </table> <p>Y1</p> <p><b>Year 6 Attainment</b> – Our Non-SEND disadvantaged children achieved higher attainment at KS2 SATS than our non-SEND non-disadvantaged children. This evidences that we have not only diminished the attainment gap but our disadvantaged children have higher attainment.</p>	Disadvantaged	7%	69%	24%	Not Disadvantaged	8%	72%	19%	Disadvantaged	4%	81%	14%	Not Disadvantaged	8%	73%	19%	Disadvantaged	2%	79%	19%	Not Disadvantaged	4%	78%	19%	<p>Attendance – Attendance was a concern for disadvantaged children. This will become a school priority to support families to ensure attendance increases and PA decreased for disadvantaged children.</p>	<p>We have increased the budget to the pastoral team to support attendance.</p> <p>We have introduced the wellbeing programme and our joint partnership with Passion 4 Learning.</p>
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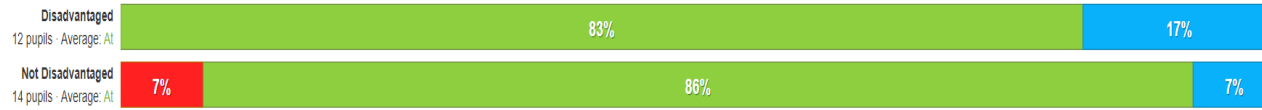
### Reading - Main Assessment

Legend Well below Just below Expected Above No data



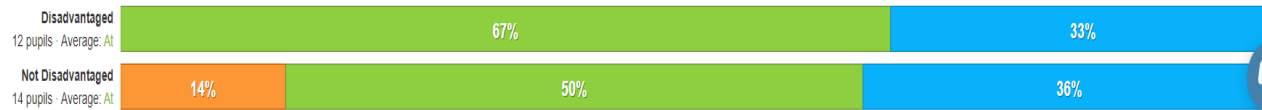
### Writing - Main Assessment

Legend Well below Just below Expected Above No data



### Maths - Main Assessment

Legend Well below Just below Expected Above No data



### Phonics

Year 1 phonics attainment was 95% for non-disadvantaged children against 91% for disadvantaged. The 91% figure for disadvantaged is sig higher than the national figure

### Reading

Legend Well below Just below Expected Above No data



### Engagement/opportunities

100% of our disadvantaged children had 50% of residential costs covered- all of our PP children whose parents chose for them to attend did attend Residential trips.

All children attended termly class visits – visits were subsidised from PP grant money			
<b>Year 2 Review (2022-2023)</b>		<b>Amendments for next year</b>	
<b>Impact</b>	<b>Issues</b>		



