

Pupil premium strategy statement – Mansel Park Primary and Nursery School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	343
Proportion (%) of pupil premium eligible pupils	53.64
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)	2023-2024 2024-2025 2025-2026
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Gerida Montague Executive Head
Pupil premium lead	Caroline Firman
Governor / Trustee lead	Dave Tomkins Vulnerable group Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£271,240
Recovery premium funding allocation this academic year	£26,825

Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£298,065

Part A: Pupil premium strategy plan

Statement of intent

At Mansel Park Primary and Nursery School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Every decision made, with regards to Pupil Premium funding and approaches is backed up by sound education research, predominantly taken from the Education Endowment Foundation Toolkit (EEF). Our approach varies according to cohort needs. All or a bespoke mix of provision are provided in order to raise the attainment of these pupils.

Our key objectives for our disadvantaged pupils include:

- Quality first teaching is the key way in which we close the gap for all of our children. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.
- Reduced class sizes teaching for specific cohorts depending on need.
- Providing targeted academic support for children who are not making expected progress with either small group interventions or 1:1 interventions.
- Pastoral care providing children with opportunities to develop positive learning behaviours and attitudes to make accelerated progress.
- Addressing non-academic barriers such as attendance, aspirations, social and emotional skills, self-esteem and well being with our family welfare and SEND team.
- Closing the attainment gap between disadvantaged and non-disadvantaged pupils,

Enrichment clubs, experiences and creativity are provided throughout the curriculum to ensure that pupils are engaged and inspired in their learning in order to achieve the highest possible standard.

Training is given to staff to ensure they are up to date with the latest knowledge and new initiatives to effectively support pupil premium children. 1:1 Coaching is provided as part of all teacher's professional development and therefore raises the quality of the provision they provide.

Our current strategy works towards achieving these objectives by ensuring that there are well planned actions in place across the school to meet these objectives.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set.
- Act early to intervene at the point need is identified.

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Raise attainment and aspirations for all children through the strategic use of pupil premium funding in areas such as: whole school CPD, high quality curriculum and educational experiences and visits.

When making decisions about using pupil premium funding it is important to consider the context of the school and any challenges or barriers ahead. Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil premium children and their peers within school and Nationally. Through targeted interventions, we are working to eliminate barriers to learning and progress. Information and work are analysed thoroughly and as a school we have made use of a range of research, such as good practice in using pupil premium funding, EEF and the Sutton Trust toolkit, to inform any decisions that are made.

As a school, we collect information for all of our pupils termly. From here our Senior Team then analyses the data of our Pupil Premium children. We then compare their progress and attainment to our non Pupil Premium children as well as National information. We also use ASP, Phonics screening, EYFS data and Local education authority data summary to compare our results against national and local expectations. This helps us to quickly identify any dips and develop strategies and interventions to promote improvement. We use a range of monitoring to help us evaluate the strategies which we put in place. These are data, pupils' work, planning, observations, case studies, staff and pupil interviews. From this process interventions are adapted or changed if they are not working. We regularly discuss our strategies, interventions and progress with the Senior Leadership Team and Governors. A member of the governing body is responsible for liaison with the school's pupil premium Senior team.

Challenges

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

Challenge number	Detail of challenge
1	Below typical language and communication skills on entry to school inhibit the progress of a large number of pupil premium eligible pupils in all areas of the curriculum. This is often compounded by the lack of

	engagement of some pupil premium children’s parents in education; for example, these children do not experience story or books or read at home often with an adult outside of school and do not receive parental support with home learning.
2	Maintaining attainment at the end of KS1 for pupils is in line or above the national average in Reading, Writing and Maths for pupils who are eligible for the pupil premium.
3	Maintaining attainment at the end of KS2 in line with or above national averages and improving the proportion PP at GDS, KS2, in reading, writing and maths.
4	Special educational needs and low ability of many of our PP pupils.
5	Improve attendance rate for PP pupils so it is in line with national average for all pupils.
6	Parent engagement and lack of financial resources to provide children with broad opportunities and life experiences.

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. In planning our new pupil premium strategy, we triangulated evidence from multiple sources of data including assessments, engagement in class, attendance data, book scrutinies as well as the EEF’s implementation guidance

Challenge	Intended Outcome
1	The communication, language and literacy skills of PP children on exit of reception to be in line with their peers – a result of a language rich environment. Parents of EYFS pupils to be more engaged with their child's learning, attend regular events within school to support them in helping their children in the early years of their education.
2 and 3	Progress rates for PP pupils to be sustained, in line with non-PP pupils across school, in Reading, Writing and Maths. Attainment to be in line with national average non disadvantaged group. This will be measured via whole school attainment data using our internal tracking system.
2 and 3	Greater proportion of PP pupils achieving GDS in Reading, Writing and Maths in line with or above national average.

4	In all year groups, SEND/PP pupils make progress that is in line with their peers – a result of quality first teaching and targeted SEND support intervention.
5	Increased attendance rates of PP children across school and a reduced gap between PP and non-PP pupils relating to their attendance. The outcomes will be measured via the attendance data and the attainment and progress data.
6	PP parents will engage more positively with the school and children will be given opportunities to take part in experiences appropriate for their age and in line with their peers.

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: £221,107

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure teaching in all subjects is of the highest quality and PP pupils make most progress as a result of quality first teaching.	DFE report: supporting the attainment of disadvantaged pupils: articulating success and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress. School continue to support those teachers who take part in the DFE Early Career teachers framework – staff are supported by colleagues across the partnership.	1,2,3,4
Staff development and quality PD.	One to One coaching for all teachers to enhance quality first teaching, The school provides quality PD with a collaborative approach for all staff in line with needs of the school and career pathways. The EEF guidance report on Effective Professional	

<p>Continue to develop the following teaching strategies in all classes within school through coaching:</p> <p>- AfL - key principles embedded in everyday practice.</p>	<p>Development sets out key strategies which are used.</p> <p>Hattie research into collective teacher efficacy CTE is strongly correlated to pupil achievement with it being recognised as the top influence on pupil performance $d=1.57$.</p> <p>EEF Toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children.</p> <p>Feedback (+8 months – EEF Toolkit)</p>	
<p>Early reading approaches phonics and fluency.</p> <p>Development of a DfE accredited phonics scheme.</p> <p>Phonics teaching in EYFS/KS1(KS2 pupils fallen behind or who are new arrivals) in smaller groups and streamed across the year group.</p> <p>Additional phonics catch up for pupils who have fallen behind.</p> <p>Continue to teach reading to all pupils in smaller groups daily.</p>	<p>Dfe reading framework advises that fluency is the bridge for decoding and comprehension.</p> <p>Phonics (+4 months)</p> <p>Phonics data is very strong for PP group due to smaller targeted teaching groups.</p> <p>Small group tuition (+4 months – EEF Toolkit)</p> <p>Develop and design reading comprehension based, language rich reading curriculum.</p> <p>Reading comp strategies (+6 months)</p>	<p>1,2,3,4</p>

<p>Enhance Maths curriculum through high quality collaborative planning and QFT</p> <p>White Rose and Third space CPD resources.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf <p>(publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>We have developed experts to further enhance the PD of all in the delivery of Mathematics.</p> </p>	<p>2,3,4</p>
<p>Additional teachers in Reception, Y2, Y4 and Y6, reducing the size of classes and ensuring pupils make at least expected progress from prior attainment.</p>	<p>Reduced classes for English and Maths particularly having an impact on KS1 and 2 data for PP where gap has closed against national PP.</p> <p>Reducing class sizes (+3 months – EEF Toolkit)</p>	<p>1,2,3,4</p>
<p>Staff training to support social and emotional learning.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4,5</p>

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

Budgeted cost: £67,008

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>PP pupils will be supported in order to make accelerated progress and a higher % will attain ARE and GD by the end of the year. PP/SEND pupils will be targeted through support in class/additional interventions to ensure they make expected progress across the year through:</p> <ul style="list-style-type: none"> -Precision teaching in reading, writing and maths - Breakfast club including speech and language support. -Speech and language interventions, individual and small group. -Neli intervention EYFS -Small group catch up interventions in phonics and mathematics. 	<p>The EEF Toolkit states that all of these strategies increase the attainment and progress rates of PP pupils.</p> <p>One to one tuition +5 months (EEF Toolkit)</p> <p>Small group tuition +4 months (EEF Toolkit)</p> <p>Early Years interventions (+5 months – EEF Toolkit)</p>	<p>1,2,3,4</p>
<p>Pastoral support for vulnerable pupils to support emotional wellbeing</p>	<p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Social and Emotional learning +4 months (EEF Toolkit)</p>	<p>1,2,3,4,5</p>

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

Budgeted cost: £21,485

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Investment in the partnership family welfare and SEND team. Allocation of team worker for attendance strategy linked to DfE principles of good practice improving school attendance advice.</p>	<p>DFE research project (2016) showed that pupils with no absence are 1.3 times more likely to achieve EXS or above, and 3.1 times more likely to achieve GD or above, than pupils that missed 10-15 per cent of all sessions.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/publications/school-attendance</p>	<p>4,5,6</p>
<p>Children with specific behavioural and learning needs are supported through specific interventions and children experiencing barriers to learning will be identified and the following support given:</p> <ul style="list-style-type: none"> • Breakfast club provision Chomp and chat • Pastoral support around behaviour and social/emotional support • Sports provision after school clubs 	<p>Social and Emotional learning +4 months (EEF Toolkit)</p> <p>Behavioural interventions +4 months (EEF Toolkit)</p>	<p>1,4,5,6</p>

<ul style="list-style-type: none"> • Social and Emotional intervention groups 		
<p>Build on our PP children's social and cultural capital and to give them access to life enriching experiences through:</p> <ul style="list-style-type: none"> • PP pupils encouraged to take part in an extra-curricular clubs and ensuring we provide wider experiences and opportunities to enrich their understanding. • Ensure all PP pupils are able to engage and take part in residential and trips. • Ensure PP vulnerable families have free access to holiday provision. 	<p>The Sutton Trust recommends that schools' pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who actually need them most. Creating Cultural Capital (2015)</p>	<p>5,6</p>
<p>Investment in partnership family welfare and SEND team with a focus on engagement opportunities. Parents feel more well informed and empowered to support their children through:</p> <ul style="list-style-type: none"> • Extensive parental engagement programme. 	<p>Parental engagement +5 months (EEF Toolkit)</p>	<p>5,6</p>

<ul style="list-style-type: none">• Family Learning workshops including phonics.• Parents' half termly events.		
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Total budgeted cost: £309,600

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic Year 2022-2023	PP Mansel Park Primary and Nursery School	PP Nationally	Nationally (all pupils)
YR Exit Good Level of Development	53%	52%	67%
Year 1 Phonics	80%	67%	79%
Year 2 Expected			
Reading	69%	54%	68%
Writing	65%	45%	60%
Maths	73%	56%	71%
Year 6 Expected			
Reading	73%	60%	73%
GPAS	69%	59%	72%
Writing	81%	58%	72%
Maths	77%	59%	73%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider