

Manston St James C of E Primary Academy

Pupil Premium Strategy Statement

2022-23



Rooted and Grounded in Love



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Manston St James Primary Academy
Number of pupils in school	382
Proportion (%) of pupil premium eligible pupils	22.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	H. McNeill
Pupil premium lead	H.McNeill
Governor / Trustee lead	Sam Low

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,481
Recovery premium funding allocation this academic year	£10,875 + £8,721
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	£160,077

Part A: Pupil premium strategy plan

Statement of intent

At Manston St James our intent is for all of our pupils to make good progress, access a rich, broad and challenging curriculum and to develop skills and attitudes to learning which will prepare them for the next stage in their education. The focus of our pupil premium strategy is to support this goal; to ensure that, irrespective of pupil backgrounds and individual barriers, all our pupils have the chance to succeed.

At Manston St James we strive to understand our pupils and the challenges they face. We look at wider vulnerabilities, including social care involvement, young carers, bereavement, and other factors which disadvantage our pupils. We intend to support any pupil or groups of pupils we have identified as being socially disadvantaged to reach their full potential.

Quality first teaching is central to our approach, with professional development and leadership at all levels focusing on areas in which disadvantaged pupils require the greatest support. By focusing on our disadvantaged pupils and driving forward the quality of their provision and progress, we intend to improve the offer for all pupils and in turn raise attainment and progress for all.

Leaders share analysis of data and identification of underachieving pupils to ensure a shared understanding of the strengths and weaknesses across school. Decisions pertaining to improvement strategies are research-led, with the aim of creating the greatest impact and sustained improvement.

As part of our wider school plans for education recovery we are creating expertise and capacity within our existing staffing to run effective interventions and in addition, securing additional capacity through the use of external support via the National Tutoring Programme for pupils whose education has been most affected, including non-disadvantaged pupils.

We aim to use robust diagnostic assessment, responding to common areas of challenge and identify individual pupil needs, acting early to intervene at the point of need. All staff understand and take responsibility for disadvantaged pupil outcomes. All staff hold high expectations for all pupils at Manston St James.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide a further 2-year focus on oracy to develop skills which will support all pupils to achieve
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 or 1:3 tuition.
- Provide staff members to support vulnerable children and families with attendance.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom through staff trained in the Thrive approach

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional needs and well-being of pupils, including mental well-being
2	Improve attendance of all pupil groups and reduce persistent absence.
3	To raise attainment for pupils in writing and maths across the school and early reading in KS1.
4	To develop pupil Oracy and develop skills to support good progress across the curriculum.

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
Mental health support to pupil, parents and carers, referral and pathways embedded and provide appropriate support in a timely manner.	Staff Mental Health First Aider trained (at least one teacher and one support staff). Referral pathways known by staff, pupils, parents and carers.
An additional member of staff Thrive trained to support pupils	Team of Thrive Practitioners to increase capacity. Reduction in the number of high tariff behaviours and exclusions.
Attendance improvement for all groups and particular PP, SEND, LAC and rates of	Attendance is at or above national for all groups. Attendance for PP pupils is in line

persistent absence show a sustained improvement over the year.	with all pupils. Persistent absence rates reduce to in line with national.
Raise pupil attainment in early reading, writing and maths for all pupils	PP attainment is in line with non-pupil premium pupils. Attainment for PP pupils is accelerated and over time the percentage on track matches national figures. SEND pupil progress is closely monitored and evidenced appropriate to their needs.
A baseline of pupil Oracy skills in school is established. Oracy CPD and support is in place to support staff to explicitly plan for oracy development.	Oracy action plan is in place, reviewed and updated annually. Quality assurance shows opportunities for pupils to learn through talk and talk in lessons that are explicitly planned. The Oracy strategy is understood and supported at all levels.

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: £ 13,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Writing CPD to support quality first teaching across school and required release time	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 CPD to focus on refining practice and implementing new elements lead by the recommendations in this research and based upon the current practice in school.	3
Ongoing training and support to staff to effectively deliver RWI phonics teaching in KS1. RWI training and mentoring to continue to close gaps in phonics knowledge.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics EEF (educationendowmentfoundation.org.uk) RWI, which is used in school, is on the list of validated synthetic phonics programmes.	3
Structured intervention	The EEF toolkit states that teaching assistants can provide a large, positive impact on learner outcomes	3

training for support staff to include Success@Arithmetic Calculation and Number Sense, RWI training and Alpha to Omega training	and the greatest impact is where staff are trained in specific interventions. Success@Arithmetic data shows an average of number age gain of 14.5 months in 4 months – over three times the expected rate of progress. Phonic approaches have been found to be effective in supporting young readers to master the basics of reading, with an average impact of additional four months progress and limited cost.	
Voice 21 (Oracy)	Oral language interventions EEF (educationendowmentfoundation.org.uk) There is evidence to suggest that pupils from lower socio-economic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. The average impact of oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impact on reading.	4
Diagnostic assessment, eg. for dyslexia	https://www.nessy.com/uk/product/dyslexia-screening/ Screening to ensure 1:1 tuition is targeted at the pupils who need such an approach.	3
Contingency fund for acute issues	Given the legacy effect of COVID 19 and the disproportionate impact this has had on disadvantaged pupils, we have identified the need to allocate funding to be able to respond quickly to emerging need.	All

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

Budgeted cost: £78,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Third Space Learning and Y6 focused intervention to provide small group and 1:1 tutoring for KS2 pupils whose	Small group tuition has an average impact of four months additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment provided by	3

education has been most impacted over the last two years. The majority of pupils will be disadvantaged and will include high attaining pupils.	tutors can be used to assess the best way to target support.	
School-led tutoring with a focus on literacy and maths development. This will include phonics, early reading, writing and maths for pupils most in need.	Tuition targeted at specific skills and knowledge gaps can be an effective method to support low-attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk)	3
Targeted and structured use of teaching assistants, placed and acting upon need, with a focus on developing English and Maths skills, including focus on those pupils who are high attaining	EEF research states, 'teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. The greatest impact is where staff are trained in specific interventions' Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	3
Contingency fund for acute issues	Given the legacy effect of COVID 19 and the disproportionate impact this has had on disadvantaged pupils, we have identified the need to allocate funding to be able to respond quickly to emerging need.	All

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

Budgeted cost: £69,138

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of the Home Partnership Team with a focus on attendance support and parenting advice. To ensure children are in school, ready to learn and able to progress appropriately. Provide reward to	Working together to improve school attendance - GOV.UK (www.gov.uk) The DfE guidance has been informed by consultation with schools that have significantly reduced levels of absence and persistent absence. Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)	1 and 2

encourage good attendance and punctuality		
To provide nurture breakfast club place to PP pupils with attendance and/or SEMH needs and weekly 'nurture' cooking sessions	Working together to improve school attendance - GOV.UK (www.gov.uk) Nurture breakfast to be part of the offer where this is seen to remove the barrier to attendance. Cooking and other Thrive sessions to be used to support pupil relationships with their key adults and the pastoral team.	1 and 2
Develop THRIVE provision and support social and emotional development of pupils.	A 2018 review commissioned in response to the Green Paper, 'Transforming children and young people's mental health provision' included the Thrive approach as an initiative that promotes positive mental health (DfE 2018)	1 and 2
Contingency fund for acute issues	Given the legacy effect of COVID 19 and the disproportionate impact this has had on disadvantaged pupils, we have identified the need to allocate funding to be able to respond quickly to emerging need.	All

Total budgeted cost: £160,077

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 2021 to 2022 academic year.

Outcomes for Y6 PP (ARE) pupils in reading, maths and science were better than their cohort. In writing their outcomes were just below their cohort. However, other than in reading, outcomes for Y6 PP pupils are significantly below this year's and previous years' national average. This is a picture which is reflected across the school in both KS1 and KS2.

Strategies that have been implemented to support PP pupils achievement, particularly through quality first teaching, has had a positive impact on the achievement of pupils generally. In particular, the work done to address gaps in reading has had a positive impact overall, with reading being the strongest subject across year groups. It will be important to build on the good progress that has been made as results for PP pupils are still, on the whole, below their peers and the national average.

Children's mental health and well-being was a key area of focus across school and additional time was given to this in the curriculum. The Thrive intervention successfully supported the well-being of vulnerable pupils and their families. Thrive practitioners also delivered further training to staff to ensure that they were able to support children in their class on a daily basis.

This rigorous approach to pupils' mental well-being will need to continue as many of the pupils' identified needs will take time to be resolved or for pupils to develop the skills to be able to manage these.

The strong home school partnership team has effectively supported children and families. This has allowed more challenging conversations around poor attendance to be able to take place in a way which is supportive to families.

Externally provided programmes

Programme	Provider