

Pupil Premium Strategy Statement

2021-2024 ([December 24 review](#))

This statement details our school's use of pupil premium (and recovery premium for the 2021 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	Manston Primary School
Number of pupils in school	211 (no Nursery)
Proportion (%) of pupil premium eligible pupils	63 – 29.8%
Academic year/years that current strategy covers	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022 / 2023 / 2024
Statement authorised by	James Clay
Pupil premium lead	James Clay
Governor lead	Henry McVittie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,690
Recovery premium funding allocation this academic year	£13,050
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£123,740

Year Group Numbers 2022

	Number	% of class
Rec	10	33.33
Y1	8	26.67
Y2	11	36.67
Y3	10	34.48
Y4	12	41.38
Y5	10	33.33
Y6	11	36.67
Total	72	34.6%

Year group characteristics 2024

	Number on roll	% FSM6	% EAL
Reception	30	10	3
Year 1	28	39	4
Year 2	31	29	0
Year 3	30	40	0
Year 4	30	37	13
Year 5	29	45	7
Year 6	30	30	10

ISDR 2024

Historic ISDRs showed that phonics, attendance, and exclusion data, needed some exploration and development. This data now routinely explored and used to inform school development. Targeted support is making positive impact in these areas and is evidenced in the school SEF and was shared with Ofsted in November 2022.

‘Staff and parents work together to ensure that every pupil succeeds.’

Ofsted 2022

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Manston Primary 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, discovering and developing talents and interests that they will pursue in later life. The following contextual information gives a good flavour of the eclectic mix within the school. The catchment area is varied and wide. Two thirds of our children come from the Grimes Dyke and Swarcliffe areas, which are not directly next to the school, and one third come from a more affluent estate in Crossgates. The range of living situations tends to lie at two extremes.

“Unemployment is prevalent in some parts of the local area with high levels of social deprivation and increasing incidents of domestic violence and mental health issues. Aspiring families sometimes move from the area when the opportunities arise. To address this, we:

- *Form close, supportive, and open relationships with families, allowing appropriate challenge. This is especially true for families of vulnerable learners*
- *Ensure that our school has staff dedicated to supporting our pupils and family’s needs*
- *Overcome barriers to learning through school-based support, supportive and challenging relationships with parents\carers and excellent work with external agencies*
- *Give children an aspirational outlook for the future.*
- *Excite and enthuse children to learn through a creative curriculum and the development of enterprise skills.” School SEF document 2021-2022*

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We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and/or are Children Looked After (CLA). The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for Covid education recovery, notably in its targeted support through tutoring programmes within school for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged and supported in their learning
- 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

Challenges

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

Challenge	Detail of challenge
1	Due to not having a school Nursery, children arrive in Reception class from different settings. This makes the low starting points of some children even lower. Many are living in language poor contexts and limited life experiences.
2	Reading skills are hampered by lack of vocabulary. Assessments, observations, and discussions with pupils indicate underdeveloped oracy skills that are evident from Reception through to KS2.
3	Maths can be a struggle for some children who cannot use basic recall to help them tackle maths learning. There is also a lack of confidence and fluency in some pupil premium girls, which can be exacerbated by negative feelings about Maths at home.
4	Attendance – despite a massive range of strategies used to improve attendance, there are still some disadvantaged children with persistent absence. Some of these children have multiple vulnerabilities, that can negatively affect their attendance.
5	Lack of parental support and confidence, stemming from their own educational experiences and other pressures in their lives.

6	Some <i>families have difficulty paying for extra-curricular activities</i> such as day trips in all year groups and residential experiences in Y5 and Y6
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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
Reading & writing attainment and/or progress will be accelerated as soon as children start school, to aid their academic achievements.	From very low starting points, most pupil premium will children reach expected standards by the end of KS2. Data shows how these children make accelerated progress during their academic journey in school.
Maths attainment and/or progress will be accelerated as soon as children start school, to aid their academic achievements.	From very low starting points, most pupil premium children will reach expected standards by the end of KS2. Data shows how these children make accelerated progress during their academic journey in school.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained, improved attendance demonstrated by:</p> <p>The overall absence rate for all pupils being as near as possible to the current national average, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being narrowed.</p> <p>The percentage of all pupils who are persistently absent being below the current national average, and the figure among disadvantaged pupils being no more than their peers.</p>

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenges
Recruitment and retention processes are strong and rigorous. Time is spent well ensuring that the best teachers join the team at Manston	All forms of monitoring teaching and learning such as: lesson visits, pupil voice, work scrutiny and triangulation should show the high calibre of classroom staff. All classes have substantial numbers of adults to pin-point extra teaching when needed.	1, 2, 3
CPD linked to the curriculum and Quality First Teaching	<p>Evidence by the EEF into its tiered approach model for quality teaching shows how important this is to effective pedagogy and the provision of an enriched curriculum:</p> <ul style="list-style-type: none"> increased participation in enrichment activities, particularly among disadvantaged pupils increased enhancement opportunities – trips, residentials, visitors; accessed by all through school a large variety of activities undertaken by pupils throughout the year 	1, 2, 3

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The school uses the Floppy's Phonics scheme in its entirety and with fidelity throughout school.	Floppy's Phonics training is always being refreshed so that it is delivered in line with the scheme's directives. The impact on children's reading is already showing good results. 'Reading strategies' has a high impact on pupil outcomes (+6 months) for a relatively low cost according to EEF research.	1, 2
Frequent time release is given to staff members for them to improve the curriculum offer to all children.	All cover is provided by internal staff who the children are familiar with – more settled behaviour and focused learning attitudes. Subject leaders, ECT teacher, RQT, well-being time, reading/ phonics leader have time to focus on these areas on a rolling program.	1, 2, 3

Targeted academic support

Budgeted cost: £104,000

Activity	Evidence that supports this approach	Challenges
Wide range of school interventions in house, delivered during the school day and some after school for Y6 Maths booster groups.	Assessment information Tracking progress of intervention impact Data analysis	1, 2, 3
To provide interventions and support behaviour there is high staffing in all classes to target children during QFT and improve learning focus.	EEF research: 'Behaviour interventions' has a high impact of (+4 months) for a moderate cost.	1,2,3,5
Phonics interventions are in place for lowest 20% children regardless, but most are disadvantaged. Tracking in place throughout the school (Y3-Y6)	'Reading strategies' has a high impact on pupil outcomes (+6 months) for a relatively low cost according to EEF research.	2
Interventions from outside school eg. SEMH workers and playworker sessions. Referrals are made by the safeguarding/wellbeing leader in school.	EEF research: 'social and emotional learning' which has high impact (+4 months) for relatively small cost.	1, 2,4, 5

The Tutor Trust charity is used for reading (school led) for 12 Year pupils (8 of whom are disadvantaged, and they are all the PP children in the class). This will continue to target children in Y3-Y5 later in the year.	EEF: 'Tutoring' has an impact of +5 months for 1:1 tuition, and +4 months 'small group tuition'	1, 2
Speech and Language therapist working in school weekly for half day	EEF research: 'Oral Language interventions' has a high impact +6 months with moderate-to-low cost.	1

Wider strategies

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenges
To provide enhanced attendance support (and other forms of support) to families in order to achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than the current national average, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers narrowing. the percentage of all pupils who are persistently absent being below the current national average, and the figure among disadvantaged pupils being no more than their peers. 	4, 5
Lack of parental support and confidence, stemming from their own educational experiences and other pressures in their lives. Shine charity works with target parents with younger children. They showed how to play games (pm session) and gave them things to go home with. Established relationships between staff and community. Remote learning provision and home learning	EEF 'parental engagement' research: high impact (+4 months) for relatively low cost. Covid disruption has hindered contact, but a good number engaged with Y1 phonics meetings recently. EYFS stay and play sessions have been reintroduced. Attendance numbers will give engagement information Home learning (especially reading) has been covered in 'meet the teacher' presentations at the start of the year including a specific 'reading' meeting for new Reception parents. EEF: 'Homework' and remote learning research shows an impact of +5 months for children.	5
Residential Visits Y5 – Bewerly Park Y6 – Bewerly Park Partly subsidised elements of trips	Research on 'outdoor and adventure learning' and 'metacognition and self-regulation' has significant impact (+7 months) justifying the high cost.	6

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Educational visits, visitors Life skills experiences Partly subsidised	Research on 'Outdoor and adventure learning' and 'metacognition and self-regulation' has significant impact (+7 months) justifying the high cost.	6
Breakfast club is offered to families who need targeted places on an individual basis	Hunger poverty can be a barrier to learning.	4, 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

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Part B: Review of outcomes in the previous academic year 24

Pupil premium strategy outcomes

Pupil Premium number by class September 2024:

Year Group	Total PP Pupils	% of Class
Rec	3 out of 30	10.0%
Y1	5 out of 29	17.2%
Y2	13 out of 31	41.9%
Y3	12 out of 30	40.0%
Y4	13 out of 31	41.9%
Y5	10 out of 30	33.3%
Y6	8 out of 30	26.7%
Total	63 out of 211	30% of total school

Tier 1 Teaching			
Barriers to Learning Strategies / actions	Cost	Projected Impact (data where possible)	Actual Impact Annual Review
Recruitment and retention processes are strong and rigorous. Time is spent well ensuring that the best teachers join the team at Manston.	£4,000	Recruitment and retention processes are strong and rigorous. Time is spent well ensuring that the best teachers join the team at Manston All forms of monitoring teaching and learning such as: lesson visits, pupil voice, work scrutiny and triangulation should show the high calibre of classroom staff. All classes have substantial numbers of adults to pinpoint extra teaching when needed.	Successful recruitment of staff continues at school with no unfilled vacancies. Our recruitment process is something we invest time and money into to ensure that we attract the strongest candidates and have a field of perspective candidates whenever possible.
CPD linked to the curriculum and Quality First Teaching Evidence by the EEF into its tiered approach model for quality teaching shows how important this is to effective pedagogy and the provision of an enriched curriculum: <ul style="list-style-type: none"> increased participation in enrichment activities, particularly among disadvantaged pupils 	£3,500	CPD linked to the curriculum and Quality First Teaching is evidenced in pupil engagement is measured through progress and outcomes for pupils.	Ongoing success, evidenced by outcomes in school which were strong for 2024 in many areas. A range of trips, workshops and visitors took place in 2023-24. These were very positive experiences for pupils and enhanced learning and learning behaviours throughout school. New system to tack and target opportunities for pupils launched Sept 2024.

<ul style="list-style-type: none"> increased enhancement opportunities – trips, residential, visitors; accessed by all through school a large variety of activities undertaken by pupils throughout the year 			
<p>Floppy's Phonics training is always being refreshed so that it is delivered in line with the scheme's directives. The impact on children's reading is already showing good results.</p> <p>'Reading strategies' has a high impact on pupil outcomes (+6 months) for a relatively low cost according to EEF research.</p>	£2,000	The school uses the Floppy's Phonics scheme in its entirety and with fidelity throughout school.	See PSC data copied below.

Tier 2 Targeted Academic Support

Barriers to Learning Strategies / actions	Cost	Projected Impact	Actual Impact Annual Review
<p>Wide range of school interventions in house, delivered during the school day and some after school for Y6 Maths booster groups.</p> <p>Wide range of school interventions in house, delivered during the school day and some after school for Y6 Maths booster groups.</p>	£34,000	<p>Assessment information</p> <p>Tracking progress of intervention impact</p> <p>Data analysis</p>	<p>KS2 maths levels very high. See PP data and analysis below.</p> <p>Year 6 Maths booster continues to run.</p> <p>Continued use of Tutor Trust for reading interventions – focus on Pupil Premium pupils for this.</p>
To provide interventions and support behaviour there is high staffing in all classes to target children during QFT and improve learning focus.	£34,000	<p>Behaviour is at least good throughout school.</p> <p>Where behaviour needs are identified these are met proactively and improved behaviour is seen over time.</p>	<p>Behaviour supervision data, exclusion data and monitoring all evidence good or better behaviour through school.</p> <p>Behaviour case studies and suspension data show the</p>

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EEF research: 'Behaviour interventions' has a high impact of (+4 months) for a moderate cost. To provide interventions and support behaviour there is high staffing in all classes to target children during QFT and improve learning focus.			positive impact of enhanced support for pupils with behavioural needs. Annual behaviour data compared PP behaviour to other groups and found no concerns within the annual data.
Phonics interventions are in place for lowest 20% children regardless, but most are disadvantaged. Tracking in place throughout the school (Y3-Y6) 'Reading strategies' has a high impact on pupil outcomes (+6 months) for a relatively low cost according to EEF research.	£16,000	Phonics interventions are in place for lowest 20% children regardless, but most are disadvantaged. Tracking in place throughout the school (Y3-Y6) Disadvantaged children perform as well as non-disadvantaged pupils in phonics.	Phonics interventions are in place and remain highly impactful. See above for Phonics data which evidences highly positive impact. Tracking of all interventions shows a positive impact and is constantly reviewed.
Interventions from outside school eg. SEMH workers and playworker sessions. Referrals are made by the safeguarding/wellbeing leader in school. EEF research: 'social and emotional learning' which has high impact (+4 months) for relatively small cost.	£10,000	Interventions from outside school eg. SEMH workers and playworker sessions. Referrals are made by the safeguarding/wellbeing leader in school. That SEMH needs are met and that this ensures learning is not negatively impacted.	Evidence from behaviour monitoring, data and case studies shows needs are met and that social and emotional learning needs are met. This process is ongoing for our school with new needs identified early. However, elevation to specialists can often have a significant wait time. This only reinforces the need for school to focus on early identification and support.

Tier 3 Wider Strategies

Barriers to Learning Strategies / actions	Cost	Projected Impact	Actual Impact Annual Review
To provide enhanced attendance support (and other forms of support) to families in order to achieve and sustain improved attendance for	<ul style="list-style-type: none"> £18,000 	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than the current national average, and the attendance gap 	See attendance data below. External review from LCC shows systems are strong and working as policy. Work to improve attendance is ongoing. Unauthorised holidays in term time are

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all pupils, particularly our disadvantaged pupils.		<p>between disadvantaged pupils and their non-disadvantaged peers narrowing</p> <ul style="list-style-type: none"> the percentage of all pupils who are persistently absent being below the current national average, and the figure among disadvantaged pupils being no more than their peers. 	currently having a large impact on overall attendance and especially for pupil premium pupils.
<p>Lack of parental support and confidence, stemming from their own educational experiences and other pressures in their lives.</p> <p>Shine charity works with target parents with younger children. They showed how to play games (pm session) and gave them things to go home with. Established relationships between staff and community.</p> <p>Remote learning provision and home learning</p> <p>EEF 'parental engagement' research: high impact (+4 months) for relatively low cost.</p> <p>EEF: 'Homework' and remote learning research shows an impact of +5 months for children.</p>	NA		
<p>Residential Visits</p> <p>Y5 – Bewerly Park</p> <p>Y6 – Bewerly Park</p> <p>Partly subsidised</p>	£1500		

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<p>Research on 'outdoor and adventure learning' and 'metacognition and self-regulation' has significant impact (+7 months) justifying the high cost.</p> <p>Research on 'Outdoor and adventure learning' and 'metacognition and self-regulation' has significant impact (+7 months) justifying the high cost.</p>			
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<p>Breakfast club is offered to families who need targeted places on an individual basis</p> <p>Hunger poverty can be a barrier to learning.</p>	£1500		Ad-hoc places offered and used to support at time of need/ Year 6 sibling and sister offered place at ASC so booster can be accessed.
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<p>Contingency fund for acute issues.</p> <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	£2000		
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Attendance %	2018-2019	2019-2020 (Covid)	2020-2021 (Covid)	2021-2022	2022-23	2023-24
Whole school (all)	94.8	94.5%	97%	94.75%	95.15%	94.73%
Disadvantaged learners	91.3	91.6%	95.1%	92.6%	93.23%	92.11%

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Persistent absence* (all)	13% of school	18.01% of school	4.2% of school	19% of school	14% of school	14.6% of school
Disadvantaged persistent absence	32.73% of PP pupils	32.4% of PP pupils	9.46% of PP pupils	32.4% of PP pupils	21.7% of PP pupils	31.88% of PP pupils
Child looked after / PP+	98.69% (2 Pupils)	97.76% (2 pupils)	95.7% (1 pupil)	92.33% (1 pupil)	92.8% (1 pupil)	NA
Service pupils	NA	NA	NA	99.44% (1 pupil)	94.2% (1 pupil)	97.6% (1 pupils)

*Persistence absence is based on a pupil having attendance of less than 90%.

Data Highlights for 2023 – 2024 – Data drawn from whole school data summary and pastoral data summary documents.

ELG

Student Group	2022/2023	2023/2024	Change
Pupil Premium Eligible	75.0	33.3	down -41.7%
Not Pupil Premium Eligible	82.4	81.5	down -0.9%

- 1 pupil = 3.44%
- The change for PP pupils is related to group sizes as below.

	<u>2023</u>	<u>2024</u>
ELG PP pupils/PP total	9/12	1/3

PSC 1

Student Group	2021/2022	2022/2023	2023/2024	Change since 2022/2023
PP	90.9	100.0	81.8	down -18.2%
Not PP	100.0	80.0	83.3	up 3.3%

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PP/FSM pupils

This group achieved less well this year than in previous years (previous years attainment for these groups was above national and school average which is unusually positive). There were 11 pupils in this group with 2 not meeting the pass score.

PP/FSM Pupils not achieving PSC

Pupil	Gender	Attendance (June 24)	PSC Score	PSC progress Sept – June	Notes
A	Female	90.4% - Stage 1b	30	11 to 30	
B	Female	82% - Stage 1b	21	1 to 21	

Multiplication Tables Check - MTC (Year 4 – 30 pupils)

Student Group	2021/2022	2022/2023	2023/2024	Change since 2022/2023
Pupil Premium	16.00	13.31	21.70	up 8.39
Not Pupil Premium	21.60	19.88	21.65	up 1.77

- All groups showed improved performance in line with the overall achievement.
- The Pupil Premium pupil group made the most progress against last year's results. This is most likely a result of the increased focus on this learning in school.

<u>MTC</u>	<u>2023</u>	<u>2024</u>
PP pupils	13	10
Average Score	13.31	21.7
Range	0-21	13-25

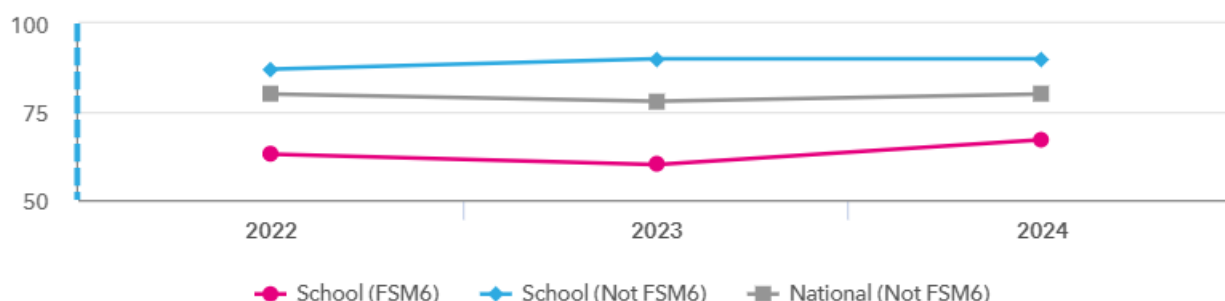
KS2 Data:

Student Group	2021/2022	2022/2023	2023/2024	Change since 2022/2023
Pupil Premium Eligible	N/A	66.7	44.4	down -22.2%
Not Pupil Premium Eligible	N/A	83.3	71.4	down -11.9%

Less KS2 PP pupils achieved combined than in previous years. However, data analysis beyond PP groups has focused on the impact of male SEND pupils being the main factor that impacted the combined figure.

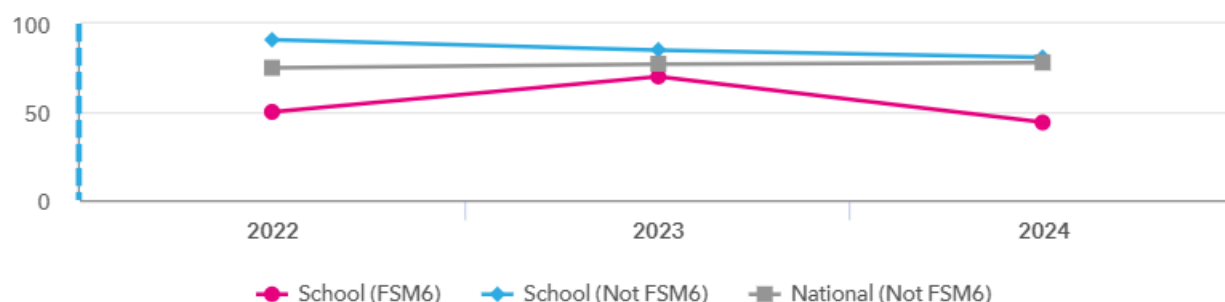
KS2 attainment for disadvantaged pupils 2024

% Expected standard+ Reading DFE



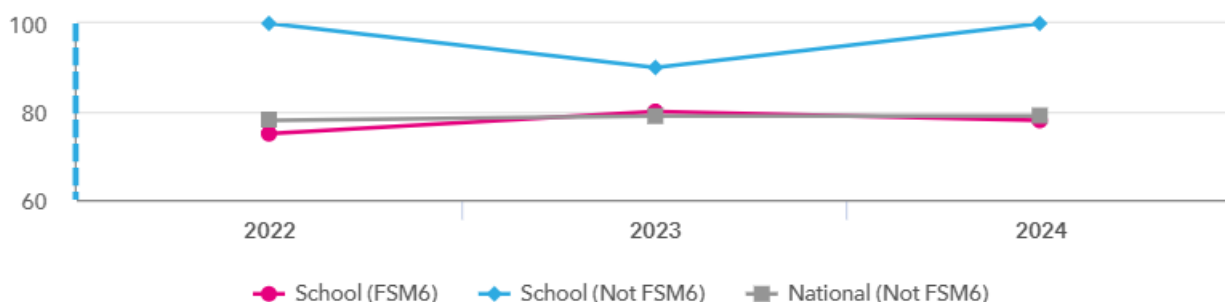
KS2 attainment for disadvantaged pupils 2024

% Expected standard+ Writing DFE



KS2 attainment for disadvantaged pupils 2024

% Expected standard+ Maths DFE



KS2 PP pupils are narrowing the gap in Maths despite the increased number of pupils with multiple markers such as SEND or low attendance. The levels of PP pupil sin reading remains consistent and is an ongoing area of work in school, especially with the

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focus of the Tutor Trust interventions on reading for PP pupils. Writing continues to be an identified priority area of development for the whole school. Full details of this can be found in the schools current development plan.

Attendance Data

School Data 23-24 by group

Group	Attendance	Authorised absence	Unauthorised absence
All	94.73%	3.3%	1.97%
Boys	95.2%	3.36%	1.44%
Girls	94.18%	3.22%	2.61%
PP	92.11%	4.41%	3.48%
FSM	92.09%	4.43%	3.48%
EAL	96.67%	2.62%	0.71%
SEN	93.81%	3.76%	2.43%

PP and FSM: Both Pupil Premium (92.11%) and Free School Meals (92.09%) groups have lower attendance and higher unauthorised absence rates, suggesting the need for ongoing targeted support. This also links to this group taking more unauthorised term time holidays. More details of this below.

Persistent Absence (PA)

School had 31 PA pupils, which is 14.6% of the school population in 2023-24.

PA pupils are tracked through the year and closely monitored.

Breakdown of PA pupils by group

Group	% of pupils who are PA
All	14.6
Boys	10.17
Girls	20.41
PP	31.43
FSM	31.88
EAL	0
SEN	25.37

Analysis

- The largest % of groups that are PA are PP and FSM, with girls also being noted as almost double the % of boys.
- No EAL pupils were classified as PA.
- Tracking of pupils who were PA last academic year (data not included here) details that 19/26 of these showed improved attendance. The majority of these pupils recorded G codes in both years with PP and SEND characteristics prevalent.

Actions

- Continue to invest PP funding to challenge and support the attendance of PP pupils
- Monitor the impact of new holiday legislation on specific groups. (PAs counted for 215 sessions of Unauthorised holidays 23-24)

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Part B: Review of outcomes in the previous academic year 23

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021.

Tier 1 Teaching			
Barriers to Learning Strategies / actions	Cost	Projected Impact (data where possible)	Actual Impact Annual Review
Recruitment and retention processes are strong and rigorous. Time is spent well ensuring that the best teachers join the team at Manston.	£4,000	Recruitment and retention processes are strong and rigorous. Time is spent well ensuring that the best teachers join the team at Manston All forms of monitoring teaching and learning such as: lesson visits, pupil voice, work scrutiny and triangulation should show the high calibre of classroom staff. All classes have substantial numbers of adults to pin-point extra teaching when needed.	Successful recruitment of maternity cover teachers and the alignment of part time staff to enable recruitment.
<p>CPD linked to the curriculum and Quality First Teaching Evidence by the EEF into its tiered approach model for quality teaching shows how important this is to effective pedagogy and the provision of an enriched curriculum:</p> <ul style="list-style-type: none"> increased participation in enrichment activities, particularly among disadvantaged pupils increased enhancement opportunities – trips, residentials, visitors; accessed by all through school a large variety of activities undertaken by pupils throughout the year 	£3,500	CPD linked to the curriculum and Quality First Teaching is evidenced in pupil engagement is measured through progress and outcomes for pupils.	<p>Ongoing success, evidenced by outcomes in school which were strong for 2023.</p> <p>A range of trips, workshops and visitors took place in 2022/23. PP focused ACE residential joined for the first time – additional funding from the Sports premium.</p> <p>These were very positive experiences for pupils and enhanced learning and learning behaviours throughout school.</p> <p>Complete NCTEM maths approach ‘Mastering Number’ for R – Y2. Staff members signed up for NCTEM</p>

			subject leadership courses and Management apprenticeships as part of annual appraisal cycle.
Floppy's Phonics training is always being refreshed so that it is delivered in line with the scheme's directives. The impact on children's reading is already showing good results. 'Reading strategies' has a high impact on pupil outcomes (+6 months) for a relatively low cost according to EEF research.	£2,000	The school uses the Floppy's Phonics scheme in its entirety and with fidelity throughout school.	Year 1 achieved 79.1% pass score in the PSC. 100% of PP pupils achieved the pass score of 32.
Tier 2 Targeted Academic Support			
Barriers to Learning Strategies / actions	Cost	Projected Impact	Actual Impact Annual Review
Wide range of school interventions in house, delivered during the school day and some after school for Y6 Maths booster groups. Wide range of school interventions in house, delivered during the school day and some after school for Y6 Maths booster groups.	£34,000	Assessment information Tracking progress of intervention impact Data analysis	KS2 maths levels remain high. 82% of PP pupils achieved the expected standard (Average for cohort 87%)
To provide interventions and support behaviour there is high staffing in all classes to target children during QFT and improve learning focus. EEF research: 'Behaviour interventions' has a high impact of (+4 months) for a moderate cost. To provide interventions and support behaviour there is high staffing in all classes to target children during QFT and improve learning focus.	£34,000	Behaviour is at least good throughout school. Where behaviour needs are identified these are met proactively and improved behaviour is seen over time.	Behaviour supervision data, exclusion data and monitoring all evidence good or better behaviour through school. Behaviour case studies and suspension data show the positive impact of enhanced support for pupils with behavioural needs. Annual behaviour data compared PP behaviour to other groups and

			found no concerns within the annual data.
Phonics interventions are in place for lowest 20% children regardless, but most are disadvantaged. Tracking in place throughout the school (Y3-Y6) 'Reading strategies' has a high impact on pupil outcomes (+6 months) for a relatively low cost according to EEF research.	£16,000	Phonics interventions are in place for lowest 20% children regardless, but most are disadvantaged. Tracking in place throughout the school (Y3-Y6) Disadvantaged children perform as well as non-disadvantaged pupils in phonics.	Phonics interventions are in place and remain highly impactful. See above for Phonics data which evidences highly positive impact. Tracking of all interventions shows a positive impact and is constantly reviewed.
Interventions from outside school eg. SEMH workers and playworker sessions. Referrals are made by the safeguarding/wellbeing leader in school. EEF research: 'social and emotional learning' which has high impact (+4 months) for relatively small cost.	£10,000	Interventions from outside school eg. SEMH workers and playworker sessions. Referrals are made by the safeguarding/wellbeing leader in school. That SEMH needs are met and that this ensures learning is not negatively impacted.	Evidence from behaviour monitoring, data and case studies shows needs are met and that social and emotional learning needs are met. This process is ongoing for our school with new needs identified early. However, elevation to specialists can often have a significant wait time. This only reinforces the need for school to focus on early identification and support.
Tier 3 Wider Strategies			
Barriers to Learning Strategies / actions	Cost	Projected Impact	Actual Impact Annual Review
To provide enhanced attendance support (and other forms of support) to families in order to achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> £18,000 	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than the current national average, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers narrowing the percentage of all pupils who are persistently absent being below the current national average, and the 	See attendance data below. External review from LCC shows systems are strong and working as policy. Work to improve attendance is ongoing. Unauthorised holidays in term time are currently having a large impact on overall attendance and especially for pupil premium pupils.

		figure among disadvantaged pupils being no more than their peers.	
<p>Lack of parental support and confidence, stemming from their own educational experiences and other pressures in their lives.</p> <p>Shine charity works with target parents with younger children. They showed how to play games (pm session) and gave them things to go home with. Established relationships between staff and community.</p> <p>Remote learning provision and home learning</p> <p>EEF 'parental engagement' research: high impact (+4 months) for relatively low cost.</p> <p>EEF: 'Homework' and remote learning research shows an impact of +5 months for children.</p>	NA		
<p>Residential Visits</p> <p>Y5 – Bewerly Park</p> <p>Y6 – Bewerly Park</p> <p>Partly subsidised</p> <p>Research on 'outdoor and adventure learning' and 'metacognition and self-regulation' has significant impact (+7 months) justifying the high cost.</p> <p>Research on 'Outdoor and adventure learning' and 'metacognition and self-regulation' has significant impact (+7 months) justifying the high cost.</p>	£1500		

Breakfast club is offered to families who need targeted places on an individual basis Hunger poverty can be a barrier to learning.	£1500		
Contingency fund for acute issues. Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	£2000		

Attendance %	2018-2019	2019-2020 (Covid)	2020-2021 (Covid)	2021-2022	2022-23
Whole school (all)	94.8	94.5%	97%	94.75%	95.15%
Disadvantaged learners	91.3	91.6%	95.1%	92.6%	93.23%
Persistent absence* (all)	13% of school	18.01% of school	4.2% of school	19% of school	14% of school
Disadvantaged persistent absence	8.3% of school 32.73% of PP pupils	10.9% of school 32.4% of PP pupils	3.3% of school 9.46% of PP pupils	11% of school. 32.4% of PP pupils	8% of school. 21.7% of PP pupils
Child looked after / PP+	98.69% (2 Pupils)	97.76% (2 pupils)	95.7% (1 pupil)	92.33% (1 pupil)	92.8% (1 pupil)
Service pupils	NA	NA	NA	99.44% (1 pupil)	94.2% (1 pupil)

*Persistence absence is based on a pupil having attendance of less than 90%.

Data from whole school data summary 2023:

Early Years Data Breakdown

All	73.91	Boys	80	Girls	78.57	SEN	66.67	Not SEN	82.61
EAL	0.0	Not EAL	79.31			FSM	72.73	Not FSM	83.33
Pupil Premium	72.73	Not Pupil Premium	83.33	Autumn Born	85.71	Spring Born	75.0	Summer Born	78.57

- 1 pupil = 3.44%
- There are no specific data points from this group data

Phonics Data Breakdown

Pass score of 32




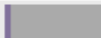



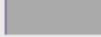



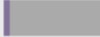
All	83.33	Boys	66.67	Girls	94.44	SEN	16.67	Not SEN	100.0
EAL	0.0	Not EAL	83.33			FSM	100.0	Not FSM	77.27
Pupil Premium	100.0	Not Pupil Premium	75.0	Autumn Born	100.0	Spring Born	75.0	Summer Born	77.78

KS1 Data Breakdown

Cohort	REA (% EXS)	REA (% GDS)	WRI (% EXS)	WRI (% GDS)	MAT (% EXS)	MAT (% GDS)	SCI (% EXS)
Average	37	17	50	7	50	7	73
Boys	40	20	55	5	55	10	75
Girls	30	10	40	10	40	0	70
EAL	0	0	0	0	0	0	0
Not EAL	37	17	50	7	50	7	73
SEN	0	0	0	0	20	0	20
Not SEN	44	20	60	8	56	8	84
FSM	42	8	42	8	42	0	50
Not FSM	33	22	56	6	56	11	89
Pupil Premium	42	8	42	8	42	0	50
Not Pupil Premium	33	22	56	6	56	11	89

- Class has 20 Boys and 10 Girls
- Group percentages show no PP pupils achieved GDS in maths this year

ASSESSMENTS








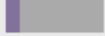








Subject	Level	Manston Primary (2464)	Local Authority - Leeds	
		Value	Value	Gap
Reading	≥EXS	45.5% 	46.8% 	-1.3%
	GDS	9.1% 	5.9% 	+3.2%
Writing	≥EXS	45.5% 	37.9% 	+7.6%
	GDS	9.1% 	2.5% 	+6.6%
Maths	≥EXS	36.4% 	50.7% 	-14.3%
	GDS	0.0% 	6.5% 	-6.5%

Data from Perspective via DFE – unvalidated.

KS2 Data Breakdown

Cohort	REM (% AS)	WRI (% EXS)	WRI (% GDS)	MAM (% AS)	SCI (% EXS)
Average	83	63	17	87	83
Boys (18)	89	67	11	89	83
Girls (12)	75	58	25	83	83
EAL (3)	100	100	0	100	100
Not EAL (27)	81	59	19	85	81
SEN (10)	75	38	13	63	63
Not SEN (20)	86	73	18	95	91
FSM (9)	56	0	0	78	0
Not FSM (21)	95	63	17	90	83
Pupil Premium (11)	64	55	18	82	73
Not Pupil Premium (19)	95	68	16	89	89
Autumn Born (9)	89	56	22	89	89
Spring Born (7)	57	57	0	71	57
Summer Born (14)	93	71	21	93	93

ATTAINMENT & ASSESSMENTS

		Manston Primary (2464)	Local Authority - Leeds	
Subject	Level	Value	Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	60.0% 	40.1% 	+19.9%
	GDS/High Score	10.0% 	3.0% 	+7.0%
Reading	≥Exp.Std.	60.0% 	55.0% 	+5.0%
	High Score	20.0% 	14.2% 	+5.8%
Writing (TA)	≥EXS	70.0% 	53.2% 	+16.8%
	GDS	20.0% 	5.7% 	+14.3%
Maths (test)	≥Exp.Std.	80.0% 	56.1% 	+23.9%
	High Score	10.0% 	12.1% 	-2.1%

Data from Perspective via DFE – unvalidated.

Good attainment for PP pupils overall. Focus of future pupil progress meetings and monitoring to sample PP maths pupil's who are potentially GD or could be targeted to be so.

Manston Primary Pupil Premium Strategy



Part B: Review of outcomes in the previous academic year 22

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021.

Tier 1 Teaching			
Barriers to Learning Strategies / actions	Cost	Projected Impact (data where possible)	Actual Impact Annual Review
Recruitment and retention processes are strong and rigorous. Time is spent well ensuring that the best teachers join the team at Manston.	£4,000	Recruitment and retention processes are strong and rigorous. Time is spent well ensuring that the best teachers join the team at Manston All forms of monitoring teaching and learning such as: lesson visits, pupil voice, work scrutiny and triangulation should show the high calibre of classroom staff. All classes have substantial numbers of adults to pin-point extra teaching when needed.	Successful recruitment of new DHT from a broad range of candidates following a rigorous process. Successful recruitment of maternity cover teachers. Linked in part to phonics outcomes.
CPD linked to the curriculum and Quality First Teaching Evidence by the EEF into its tiered approach model for quality teaching shows how important this is to effective pedagogy and the provision of an enriched curriculum: <ul style="list-style-type: none"> increased participation in enrichment activities, particularly among disadvantaged pupils increased enhancement opportunities – trips, residential, visitors; accessed by all through school a large variety of activities undertaken by pupils throughout the year 	£3,500	CPD linked to the curriculum and Quality First Teaching is evidenced in pupil engagement is measured through progress and outcomes for pupils.	Ongoing success, evidenced by outcomes in school which were strong for 2022. A range of trips, workshops and visitors took place in 2021/22. These were very positive experiences for pupils and enhanced learning and learning behaviours throughout school. New NCTEM maths approach ‘Mastering Number’ for R – Y2. Training and release planed for all staff to implement this research based approach.
Floppy’s Phonics training is always being refreshed so that it is delivered in line with the	£2,000	The school uses the Floppy’s Phonics scheme in its	Year 1 achieved 97% pass score in the PSC. Only 1 pupil did not

Manston Primary Pupil Premium Strategy



<p>scheme's directives. The impact on children's reading is already showing good results.</p> <p>'Reading strategies' has a high impact on pupil outcomes (+6 months) for a relatively low cost according to EEF research.</p>		<p>entirety and with fidelity throughout school.</p>	<p>achieve the pass score.</p> <p>This pupil is pupil premium but also fits other categories.</p>
Tier 2 Targeted Academic Support			
Barriers to Learning Strategies / actions	Cost	Projected Impact	Actual Impact Annual Review
<p>Wide range of school interventions in house, delivered during the school day and some after school for Y6 Maths booster groups.</p> <p>Wide range of school interventions in house, delivered during the school day and some after school for Y6 Maths booster groups.</p>	£34,000	<p>Assessment information</p> <p>Tracking progress of intervention impact</p> <p>Data analysis</p>	<p>KS2 maths levels are high, especially so at greater depth for 2022.</p> <p>New NCTEM maths approach for R to Y2 being introduced 21 which will also be used for target support.</p>
<p>To provide interventions and support behaviour there is high staffing in all classes to target children during QFT and improve learning focus.</p> <p>EEF research: 'Behaviour interventions' has a high impact of (+4 months) for a moderate cost.</p> <p>To provide interventions and support behaviour there is high staffing in all classes to target children during QFT and improve learning focus.</p>	£34,000	<p>Behaviour is at least good throughout school.</p> <p>Where behaviour needs are identified these are met proactively and improved behaviour is seen over time.</p>	<p>Behaviour supervision data, exclusion data and monitoring all evidence good or better behaviour through school.</p> <p>Behaviour case studies and suspension data show the positive impact of enhanced support for pupils with behavioural needs.</p>
<p>Phonics interventions are in place for lowest 20% children regardless, but most are disadvantaged. Tracking in place throughout the school (Y3-Y6)</p> <p>'Reading strategies' has a high impact on pupil outcomes (+6 months) for a relatively low cost according to EEF research.</p>	£16,000	<p>Phonics interventions are in place for lowest 20% children regardless, but most are disadvantaged. Tracking in place throughout the school (Y3-Y6)</p> <p>Disadvantaged children perform as well as non-disadvantaged pupils in phonics.</p>	<p>Phonics interventions are in place and remain highly impactful. See above for Phonics data which evidences highly positive impact.</p> <p>Tracking of all interventions shows a positive impact and is constantly reviewed.</p>

Interventions from outside school eg. SEMH workers and playworker sessions. Referrals are made by the safeguarding/wellbeing leader in school. EEF research: 'social and emotional learning' which has high impact (+4 months) for relatively small cost.	£10,000	Interventions from outside school eg. SEMH workers and playworker sessions. Referrals are made by the safeguarding/wellbeing leader in school. That SEMH needs are met and that this ensures learning is not negatively impacted.	Evidence from behaviour monitoring, data and case studies shows needs are met and that social and emotional learning needs are met. This process is ongoing for our school with new needs identified early. However, elevation to specialists can often have a significant wait time. This only reinforces the need for school to focus on early identification and support.
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Tier 3 Wider Strategies

Barriers to Learning Strategies / actions	Cost	Projected Impact	Actual Impact Annual Review
To provide enhanced attendance support (and other forms of support) to families in order to achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> £18,000 	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than the current national average, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers narrowing the percentage of all pupils who are persistently absent being below the current national average, and the figure among disadvantaged pupils being no more than their peers. 	See attendance data below. External review shows systems are strong and working as policy. Work to improve attendance is ongoing. Unauthorised holidays in term time are currently having a large impact on overall attendance and especially for pupil premium pupils.
Lack of parental support and confidence, stemming from their own educational experiences and other pressures in their lives. Shine charity works with target parents with younger children.	NA		

Manston Primary Pupil Premium Strategy



<p>They showed how to play games (pm session) and gave them things to go home with. Established relationships between staff and community.</p> <p>Remote learning provision and home learning</p> <p>EEF 'parental engagement' research: high impact (+4 months) for relatively low cost.</p> <p>EEF: 'Homework' and remote learning research shows an impact of +5 months for children.</p>			
<p>Residential Visits</p> <p>Y5 – Bewerly Park</p> <p>Y6 – Bewerly Park</p> <p>Partly subsidised</p> <p>Research on 'outdoor and adventure learning' and 'metacognition and self-regulation' has significant impact (+7 months) justifying the high cost.</p> <p>Research on 'Outdoor and adventure learning' and 'metacognition and self-regulation' has significant impact (+7 months) justifying the high cost.</p>	£1500		
<p>Breakfast club is offered to families who need targeted places on an individual basis</p> <p>Hunger poverty can be a barrier to learning.</p>	£1500		
<p>Contingency fund for acute issues.</p> <p>Based on our experiences and those of similar</p>	£2000		

Manston Primary Pupil Premium Strategy



schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.

Attendance %	2018-2019	2019-2020 (Covid)	2020-2021 (Covid)	2021-2022
Whole school (all)	94.8	94.5%	97%	94.75%
Disadvantaged learners	91.3	91.6%	95.1%	92.6%
Persistent absence* (all)	13% of school	18.01% of school	4.2% of school	19% of school
Disadvantaged persistent absence	8.3% of school 32.73% of PP pupils	10.9% of school 32.4% of PP pupils	3.3% of school 9.46% of PP pupils	11% of school. 32.4% of PP pupils
Child looked after / PP+	98.69% (2 Pupils)	97.76% (2 pupils)	95.7% (1 pupil)	92.33% (1 pupil)
Service pupils	NA	NA	NA	99.44% (1 pupil)

*Persistence absence is based on a pupil having attendance of less than 90%.

KS2 outcomes 2019 (Last Published Data)

Outcomes	School - all children	School – PP children	School gap	Gap to national PP	GAP to nat not PP
EYFS 2019 results					
GLD	72%	38%	-34%	-35.2%	-35.2%

Phonics	63%	55%	-12%	-15.7%	-26.8%
KS1 2019 results					
Reading	72%	57%	-20%	-6%	-21%
Writing	69%	57%	-16%	-16%	-16%
Maths	72%	71%	-1%	-8%	-8%
RWM	66%	43%	30%	%	%
KS2 2019 results					
Reading	79%	73%	-6%	-5%	-5%
Writing	86%	73%	-13%	-10%	-10%
Maths	86%	73%	-13%	-11%	-11%
RWM	79%	73%	-6%	-2%	+2%

KS2 Subject 2019	Progress Measure
Reading	-0.48
Writing	0.04
Maths	-0.06

This data mirrors the progress journey from entry in Reception to exit from Y6. Low starting points in EYFS show the lack of basic skills and how learning is steadily accelerated through KS1. This progress then continues through KS2 until most children reach national expectations. The PP gaps are larger in KS1 because early intervention helps. Then in KS2 tests pupil premium attain even better.

Keystage 2 Data 2022 (unpublished)

Indicator	School (8)	LA (3,397)
Reading Avg. Scaled Score	100.1	101.3
GPS Avg. Scaled Score	100.1	101.4
Maths Avg. Scaled Score	104.5	100.3
RWM Exp+	50.0%	38.7%
RWM High SS/GDS	0.0%	2.2%
Avg Reading Progress Score	-0.92	0.13
Avg Writing Progress Score	-0.07	-0.06
Avg Maths Progress Score	4.42	0.01

Source: Perspective Lite

- Areas of note for Disadvantaged pupils (8) at KS2
 - 11.3% above LA for Exp+ W,R&M
 - Scaled scores slightly below for reading and GPS (1.2 points)
 - GDS for W,R&M 2.2% below LA average
 - 4.41% above LA for Maths progress
 - Progress lower than LA for Reading and Writing – 1.06 and 0.02 respectively

Manston Primary Pupil Premium Strategy

Externally provided programmes



Programme	Provider
TT Rockstars	Maths Circle
Numbots	Maths Circle
Bugclub books	Pearson
Units of Sound -license	Units of Sound
Floppy's Phonics	Oxford Press
Maths No Problem	Maths no Problem

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information

In planning the new pupil premium strategy, past activities undertaken in previous years were evaluated to judge whether they had a positive impact on pupil outcomes, which had not, and the reasons why.

It is also very important to appreciate that many of our pupil premium children have multiple vulnerabilities such as SEMH, absence issues, SEND. Our whole child approach caters for every child's needs so that no child is overlooked.

End of document