

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Mansfield Primary Academy
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/23 2023/24
Date this statement was published	September 21
Date on which it will be reviewed	September 22
Statement authorised by	David Jane
Pupil premium lead	David Jane
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 143,000
Recovery premium funding allocation this academic year	£ 15,500
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	<b>£158,000</b>

## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate a 'Catch Up' Teaching Assistant Year Groups where progress has been limited –
- Teaching structure to allow the class's own teacher to lead small group work focussed on overcoming gaps in learning
- 1-1 support as required for learners with a mix of social, emotional and Mental Health issues.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support

## Challenges

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

Challenge number	Detail of challenge
1	Poor parental and child engagement in Reading
2	Poor literacy skills of children
3	Attendance and Punctuality issues.
4	Poor behaviour in certain year groups
5	Poor understanding of the world and opportunities available

## 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
Narrowing the attainment gap across Reading, Writing and Maths.	Achieve national average progress scores in KS2 Reading

Improve attitudes to learning by providing out of class experiences for children to develop comprehension and writing stimulus	Achieve national average progress scores in KS2 writing
Increase attendance of all children	Ensure disadvantaged attendance is above 96%
Improve the behaviour and learning behaviour of children	Exclusions below national average and rapid progress due to extra support and interventions taking place.

## 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: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Lead teachers to access CPD mentoring and coaching plus others</i></p> <p><i>(Supply costs of release for staff member to be confirmed)</i></p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members of staff so have identified a few members of staff who will take on and develop this role with the middle management structure.</p>	1,2
<p><i>Staff training on new phonics and literacy schemes.</i></p> <p><i>Cover for time need to research appropriate accredited phonics scheme which match the needs of our children.</i></p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p>	2
<p><i>Additional TA support in Keystage 2. This is to support groups on top of 1:1 funding acquired for the rest of allocated time due to high SEND needs of cohort.</i></p>	<p>Identification of Year 4 and 5 cohorts as needing intervention and therefore will access addition TA support due to the level of need within the cohort thus allowing 1:1 and/small group work provision to narrow the gaps</p>	2,4

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

Budgeted cost: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Led Tutoring (first £11,138 NTP funded)</p> <p>Remain salary for main scale teacher approx.</p> <p>M5 to release class teacher for targeted interventions 2 additional days each week.</p>	<p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group.</p> <p>This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	1,2
<p>IPads purchased class set to support learning and access to applications to support learning and undertake multiplication test in y4.</p>	<p>Enable children to have access to internet to complete some of the ICT curriculum but also access courses and application required for improving outcomes.</p>	2,4

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Officer appointed to work 5 day a week to analyse attendance and contact low attenders. Officer to complete First Day Call and support families to raise</p>	<p>EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p>	1,3

<p>attendance / punctuality, including vulnerable families with safeguarding issues and signposting families to various support available.</p> <p>Supporting parents with improving their own skills to educate and parent</p>	<ul style="list-style-type: none"> <li>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children’s learning activities; and</li> <li>• more intensive programmes for families in crisis.</li> <li>• Supporting attendance to school</li> <li>• Signposting/referring to health and education support</li> </ul>	
<p>Elsa trained support staff to work with children approximately 1 day each week relevant to the age of the children 3-5 1 day, 5-7 1 day and 7-11 2 days.</p> <p>3 trained adults with specialist time to complete emotional literacy programme</p>	<p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include specialised programmes which are targeted at students with particular social or emotional needs.</p>	3,4
<p>Educations experiences for learning outside the classroom</p>	<p>It is important to recognize that learning outcomes from field trips can range from cognitive to affective outcomes (for a review see: Dewitt &amp; Storksdieck, 2008; also <a href="#">Learning Science in Informal Environments (2009)</a>. Too often, however, only cognitive gains are identified (by schools or museums) (<a href="#">Kisiel, 2005</a>).</p> <p>Among the many potential outcomes, research has shown that field trips:</p> <ul style="list-style-type: none"> <li>• Expose students to new experiences and can increase interest and engagement in science regardless of prior interest in a topic (Kisiel, 2005; Bonderup Dohn, 2011),</li> <li>• Result in affective gains such as more positive feelings toward a topic (Csikszentmihalyi &amp; Herman-son, 1995; Nadelson &amp; Jordan, 2012).</li> <li>• Are experiences that can be recalled and useful long after a visit (Salmi, 2003; Falk &amp; Dierking,</li> </ul>	5

	<p>1997; Wolins, Jensen, &amp; Ulzheimer, 1992).</p> <p>There is good evidence of the importance of early years education on a range of outcomes, and particularly for children from low-income families.</p> <p>The EPPSE study (a longitudinal study assessing children’s development) found that children attending a high-quality pre-school showed an effect on attainment at the end of primary school when compared to those attending lower quality pre-school. High-quality provision is likely to be characterised by:</p> <ul style="list-style-type: none"> <li>• positive, purposeful interactions between staff and children,</li> <li>• activities that support children’s language development,</li> <li>• the development of early number concepts, and</li> <li>• self-regulation.</li> </ul> <p>Once early years provision is in place, efforts to improve the quality of provision – for example by training staff – appear to be more promising than simply increasing the quantity of provision by providing extra hours in the day, or by changing the physical environment of early years settings.</p> <p>However, despite good evidence linking the quality of early years settings with better outcomes, there are relatively few high-quality intervention studies in the UK showing the best ways that schools and early years settings can promote better practices in a workforce with wide-ranging qualifications</p>	
<p>Purchase of books to compliment implementation of phonics</p>	<p>Improve the library and reading selection available to children to create a love for reading</p>	

**Total budgeted cost: £ 158,000**



## 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 2020 to 2021 academic year.

### Externally provided programmes

Programme	Provider
Evolve/Mentoring/Restore	Switch Up/NSOB

### Service pupil premium funding (optional)

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