



Maney Hill Primary School

Pupil Premium and Recovery Premium Strategy Statement

2024-25

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	418 (funding based on this)
Proportion (%) of pupil premium eligible pupils	5.5%(23 students)
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Paul Edgerton
Pupil premium lead	Paul Edgerton
Governor / Trustee lead	Ed Loveday & Conor Savage

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,040
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	£34,040

Statement of intent

At Maney Hill Primary School we believe in *Inspired Learning for Lifelong Success*.

We view every child as unique and our intention is that all pupils, irrespective of their background or the challenges they face, make good progress, develop strong personal skills and achieve academically across all subject areas. The focus for our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Through high quality teaching and learning from Reception through to Year 6 we enable all learners to make good progress. Fundamental to children's progress are strong reading skills and a development of independent learning strategies. For disadvantaged children this means additional strategies, researched and shown to provide high impact, to help narrow the attainment gap with non-disadvantaged peers.

To ensure that strategies selected are effective we will:

- Embed high expectations for *all* children at Maney Hill Primary School
- Focus on early intervention
- Require class teachers to take responsibility for disadvantaged pupils' outcomes
- Regularly monitor progress

Challenges

	Detail of challenge
1	On entry to Reception, many disadvantaged pupils arrive below age-related expectations compared to non-disadvantaged peers.
2	Under-developed oral language skills and vocabulary gaps among many disadvantaged children.
3	Home reading – fewer books in the home, limited home reading, lack of engagement with school reading.
4	Disadvantaged families more commonly have identified social and emotional issues and a lack of enrichment opportunities.
5	Disadvantaged families were more negatively affected by the repeated school closures and increased pupil absence due to Covid-19 and this has impacted development and attainment.
6	Attendance for disadvantaged children is lower than for their non-disadvantaged peers.

Intended outcomes

Intended outcome	Success criteria
Closely monitor progress for all children in Reception, provide interventions to narrow gaps and prepare children for Year 1 learning.	Reception 2024 outcomes: Disadvantaged 90+% achieve expected standard in Reading. All children 90%+ achieve expected standard in Reading.
Targeted one to one and small group interventions, including all disadvantaged children.	2024 outcomes – at least 85% of disadvantaged pupils are on track to achieve expected standard in Reading, Writing and Maths.
Targeted phonics interventions and regular one to one reading for disadvantaged children	Year 1 Phonics test results – 85%+ pass rate. Year 2 Phonics test results – 90% pass rate.
Additional in-school enrichment opportunities provided <i>free of charge</i> to disadvantaged children.	Disadvantaged children may attend at least one week of the Bluebirds summer club. Disadvantaged children may attend <i>Bluebirds</i> for breakfast club. Disadvantaged children attend Year 4 and Year 6 residential visits. Disadvantaged children have music tuition.
<i>Early Help</i> interventions to support improved attendance for all pupils, including those who are disadvantaged.	SENDCo support for families of disadvantaged children to support improved attendance. SENDCo multi-agency work to support attendance. Increased number of disadvantaged children have 95%+ attendance for 2024-25.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) **this academic year** to address the challenges listed above. Some children may receive some or all of these strategies and also additional quality first teaching and interventions.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for Read, Write Inc teaching.	Phonics teaching has a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Evidence shows that reading comprehension strategies have a high impact on children's learning progress with a relatively low cost.	1, 2 & 3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Read Write Inc resources replenished, supplemented and distributed to teachers and teaching assistants.	<p>In order to maximise the impact of phonics training, teachers and teaching assistant require sufficient, good quality resources. A whole school approach to phonics teaching is essential.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2 & 3

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

Budgeted cost: £12,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group interventions for English and Maths skills and knowledge.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind; both one to one</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>and in small groups.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2 & 5
Pupil progress meetings with class teacher, Headteacher and SENDCo.	<p>Pupil progress meetings are a low cost initiative to monitor the quality, targeting and impact of interventions.</p> <p>Feedback for children and for teachers is a high impact, low cost intervention.</p> <p>Children who are not on track with their learning are identified. Teachers are accountable for delivering regular interventions with measureable impact.</p> <p>Requirements of support for teachers, including immediate support and future CPD, are identified.</p>	1, 2 & 5
One to one phonics teaching for children in Y2. Small group phonics teaching for children in Y3.	<p>Phonics teaching has a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2 & 3
Resources for BEAR time (reading) in every classroom. Monitoring of home reading, including regular in class	<p>Evidence shows that reading comprehension strategies have a high impact on children's learning progress with a relatively low cost.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Teaching assistants can provide a large positive impact on learners' outcomes, however, how they are deployed is key. Targeted deployment, where teaching assistants are trained</p>	3 & 5

reading and progression through the reading scheme.	to deliver an intervention to small groups or individuals has a higher impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional resources for Reception classes to promote personal, social and emotional development.</p> <p>Free places to enrichment after school opportunities.</p> <p>Early Help for children with persistent low attendance, led by SENDCo with multi-agency support</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower social and emotional learning skills are linked with poorer mental health and lower academic attainment.</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.) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 4, 5 & 6
<p>Free places at <i>Bluebirds</i> before school club.</p>	<p>Programmes that extend school time have a positive impact on average but are expensive and may not be cost-effective for schools to implement.</p> <p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	4, 5 & 6
<p>Free places at <i>Bluebirds</i> summer club.</p> <p>Free places at school residential visits.</p> <p>Free music tuition.</p>	<p>Evidence suggests that pupils who attend a summer school make approximately three additional months' progress compared to similar pupils who do not attend a summer school.</p> <p>Summer schools can also provide additional experiences and activities, such as arts or sporting activities. This might be valuable in and of itself or be used to increase engagement alongside academic support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>	4, 5 & 6

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	
Increase support for Pastoral and children with SEMH needs	<p>Evidence suggests that supporting children's SEMH and behavioural needs can have up to four additional months progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	5 & 6

Total budgeted cost: £34,040



Pupil Premium Strategy Outcomes 2023-24

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

<p>Teaching</p>	<p>Read Write Inc teaching, with groupings based on phonic knowledge, for Reception, Year 1 and Year 2 were in place throughout the year.</p> <p>Phonics teaching was managed and led by a highly effective Phonics Co-ordinator.</p> <p>Staff received training in Phonics.</p> <p>New reading books which directly link to the phonics teaching with Read Write Inc were purchased for Reception. New reaching books for classrooms and the library were purchased, enhancing the quality and quantity of books for individual reading.</p> <p>78% of Reception children achieved Expected for Comprehension</p> <p>81% of Reception children achieved Expected for Word Recognition</p> <p>93% of Year 1 children passed the Year 1 Phonics check</p> <p>100% of the children passed the Year 2 Phonics check</p> <p>*numbers of PP children are statistically too low thus having large confidence intervals</p>
<p>Targeted academic support</p>	<p>A wide range of targeted academic support was consistently in place in every classroom throughout the year. Teachers support plans outlining regular interventions were shared with the Headteacher and SENDCo and included identified children, reasons for additional support, the nature of the support and intended outcomes of support.</p> <p>In addition to long standing group and whole class reading activities, regular BEAR (Be Excited About Reading) time is now well-established. Children's enjoyment of reading has increased as they have been given regular in class time to read independently and to read to an adult. Children report an enjoyment of independently reading self-selected books and having the teacher regularly reading to the class.</p> <p>Targeted support for phonics in Year 2 and Year 3 happened regularly during every week throughout the year.</p> <p>Targeted interventions have contributed to outstanding outcomes in Phonics, Reading, Writing and Maths.</p> <p>Reception:</p> <p>78% achieved Expected for Comprehension</p>

	<p>81% achieved Expected for Word Recognition</p> <p>Year 1:</p> <p>93% passed the Year 1 Phonics check</p> <p>Year 2</p> <p>100% passed the Year 2 Phonics check</p> <p>Key Stage 2:</p> <p>87% achieved Expected and 38% achieved Greater Depth in Reading.</p> <p>82% achieved Expected and 22% achieved Greater Depth in Writing.</p> <p>83% achieved Expected and 37% achieved Greater Depth in Maths.</p> <p>*numbers of PP children are statistically too low thus having large confidence intervals</p>
<p>Wider strategies</p>	<p>Early intervention in Reception was a priority and the impact was very beneficial.</p> <p>75% of children in Reception achieved a Good Level of Development</p> <p>80% of children achieved Expected in all areas of Personal, Social and Emotional Development (self-regulation, managing self and building relationships).</p> <p>All disadvantaged children were offered free places in the Bluebirds before school club and one free week in the Bluebirds summer club.</p> <p>We will continue to encourage the uptake of free Bluebirds before school and Bluebirds summer club places.</p> <p>Educational visits, visitors to school and residential visits were restarted as soon as possible following the easing of Covid-19 restrictions. All disadvantaged children may attend educational visits and residential visits free of charge.</p> <p>Music lessons in school we restarted as soon as possible following the easing of Covid-19 restrictions and continue.</p> <p>Attendance was above National average</p> <p>*numbers of PP children are statistically too low thus having large confidence intervals</p>