

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	Mansfield Green E-ACT Primary Academy
Number of pupils in school	412
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	December 2022 April 2023 July 2023
Statement authorised by	Sarah Johnson
Pupil premium lead	Pardip Sarhajpal
Governor / Trustee lead	Matthew Flannigan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£333,960
Recovery premium funding allocation this academic year	£30,885
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	£364,845

Part A: Pupil premium strategy plan

Statement of intent

At Mansfield Green E-ACT Primary Academy, overcoming barriers is at the heart of our pupil premium strategy. Our intent is to close the gap between our disadvantaged pupils and their non-disadvantaged peers. We aim to ensure that all children can be successful and achieve their potential, and that no child is left behind.

Our key objectives for our disadvantaged pupils include:

- Ensuring that all children receive quality first teaching in all lessons.
- Providing targeted academic support and intervention for children who are not making expected progress.
- Closing the attainment gap between disadvantaged and non-disadvantaged pupils.
- Addressing barriers such as attendance, access to resources, a place and space for homework, pupil well-being and aspirations.

Our pupil premium strategy works towards achieving these objectives by ensuring that there are well planned actions in place across the school. All staff are well informed about Pupil Premium funding and what it is used for. They are aware of their role in supporting the pupil premium children.

The key principles of our pupil premium strategy plan are:

- High expectations for all our pupils.
- A whole school commitment to the best possible outcomes for all our disadvantaged pupils.
- The ethos and commitment that no child is left behind.
- Ongoing reflection, self-evaluation and review to assess the impact of our pupil premium strategies.
- Ensuring that we remain up to date and use quality research to inform our decision making.

Challenges

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

Challenge number	Detail of challenge
1	Pupils' readiness for learning, including pupil health, well-being, the importance of regular routines, attendance and access to space and equipment for homework.
2	Gaps in prior learning, including skills needed to retain knowledge taught. (Recall link to cognitive load.)
3	Limited speech and language skills which impact on learning.
4	Parental engagement, including aspirations, role models and academic support at home.

5	Limited life experiences outside of the family home, few enrichment opportunities.
6	Attainment in English and Maths.

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
Pupils will demonstrate a love of learning and will have access to subject specific resources and support around school for attainment, physical and emotional wellbeing, as well as support for improving attendance to at least national.	<p>All children - specifically PP children will be 'ready to learn' and enthusiastic about coming to school.</p> <p>Pupils will have access to a well-rounded curriculum and pastoral support, where pupils have all the necessary knowledge and skills to manage health and wellbeing, as well as safeguarding themselves.</p> <p>PP children will attend homework clubs on a regular basis.</p> <p>Attendance of PP children will be in line with, or better than, the national average.</p>
Gaps in English and Mathematics are identified early and teachers put in specific deliberate practice, keep up sessions and timely interventions, in order to close gaps. Attainment of pupils with PP is in line with non-PP in English and Mathematics.	<p>Data analysis of regular assessments and knowledge checks will show good or better progress over time and that gaps are closing.</p> <p>End of Key Stage assessments, phonic screening checks and multiplication checks show that attainment of PP children at ARE is in line with or better than those who are non-PP.</p>
Pupils have a good grasp of the English language and can communicate effectively using speech and language skills that are reflective of their stage of development.	<p>All stakeholders correctly use, model and insist upon standard English.</p> <p>Speech and language interventions/support will be put into place for anyone whose skills are not at an age-appropriate level.</p>
Parents take a keen interest in school life, are involved and engaged with workshops and events and feel empowered to support children at home. Pupils aim high and have high aspirations for their future.	<p>Attendance at parent events and workshops is high.</p> <p>Children will participate in a wealth of experiences and opportunities (including links with local secondary schools and careers providers) to raise aspirations.</p>

Pupils are provided with regular opportunities to partake in enrichment activities.	Pupils attend various social, cultural, sporting and educational visits that they may not usually be exposed to.
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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: £52,033

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring quality first teaching with a comprehensive package of CPD, supported by coaching in learning walks and book looks. Staff have personal 1:1 feedback both verbally and on precision teaching.	Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium (EEF Pupil Premium). Quality first teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.	2, 3, 6
Bespoke CPD program to address academy teaching and learning needs and developments (including the wider curriculum).	Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium (EEF Pupil Premium). Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Therefore, ensuring pedagogy is crucial.	2, 3, 6
Ensuring that the Nuffield Early Language Intervention (NELI) is effectively implemented in Reception to improve children's language and early literacy skills.	EEF Preparing for Literacy states that 'language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Adults have a vital role to play in modelling effective language and communication. Use a wide range of approaches including shared	2, 3, 6

	reading, storytelling, and explicitly extending children's vocabulary.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £230,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily before and after school targeted interventions for maths and reading / phonics.	EEF Improving Literacy and Improving Numeracy recommend that 'Schools should initially focus on ensuring they offer high quality in-class support for the whole class. However, even when excellent classroom teaching is in place, it is likely that a small but significant number of children will require additional targeted literacy support.' 'Interventions should include explicit and systematic instruction and should support pupils to understand how interventions are connected to whole class instruction.'	1, 2, 6
Daily after school homework clubs	EEF Making better use of Teaching Assistants recommends that 'Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks.'	1, 2, 6
Pre-teaching and gap getting sessions.	EEF Making better use of Teaching Assistants recommends that 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional	2

	months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.'	
Easter revision lessons for Year2 and Year 6 pupils.	Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium (EEF Pupil Premium). Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.	1, 2, 6
EAL teacher and support staff to support newly arrived pupils to the academy.	EEF research states that, 'An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should: promote positive relationships, active engagement, and wellbeing for all pupils; ensure all pupils can access the best possible teaching; and adopt a positive and proactive approach to behaviour.	2, 3
Extended library opening hours, so that pupils have access to a wide variety of books to support reading for pleasure.	Many of our pupils do not have access to reading material at home. The Open University, Reading for Pleasure Report recommends that, social reading environments were seen to be key to creating richly reciprocal reading communities. Physically engaging, the most successful environments tempted children into texts and offered spaces to relax, browse, and read for pleasure. Critically they were also interactive and included considerable book talk, recommendations and other forms of informal book promotion. The environments were influenced by teachers' knowledge of children's texts and their children as readers and by the complementary practices of reading aloud, book talk and independent reading time.	1, 2, 6

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

Budgeted cost: £82,537

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentors x2 to provide emotional support in class and on an individual and/or group basis.	EEF Improving social and emotional skills in primary schools recommends that, 'Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching. Self-awareness: expand children's emotional vocabulary and support them to express emotions. Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions. Social awareness: use stories to discuss others' emotions and perspectives. Relationship skills: role play good communication and listening skills. Responsible decision-making: teach and practise problem solving strategies.	1, 4
Attendance lead to complete daily attendance and punctuality monitoring, supporting individuals and/or families, targeting persistent absentees and signposting support.	EEF PP Guidance clearly states that, 'School leaders should also aim to develop an in-depth understanding of any challenges that disadvantaged pupils are facing. For example, attendance data and levels of persistent absence.'	1, 4
Regular half day support from West Midlands Speech and Language Services.	EEF Preparing for Literacy states that 'language provides the foundation of thinking and learning and should be prioritised.	3
Regular parent workshops to share skills and strategies with parents to enable them to support their children at home.	EEF Working with parents to support children's learning states that, 'schools should provide practical strategies to support learning at home.'	1, 4, 5
A wide range of educational visits and	Many of our children do not have a wide range of life experiences. We	4, 5

<p>enrichment activities to provide life experiences which promote role models and raise aspirations. E.g. Artist in Residence, music lessons and gardening club.</p>	<p>endeavour to provide them with a wealth of enrichment opportunities which will raise aspirations and improve outcomes.</p>	
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Total budgeted cost: £ 364,845

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.

Please see the pupil premium plan and review 2021-2022, available on the academy website.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was broadly in line with those of non-disadvantaged backgrounds. Due to the impact of Covid-19, attainment, attendance, pupil behaviour, wellbeing and mental health across the school was affected. However, increased access to devices and daily live lessons meant that we were able to continue with our lessons as normal as possible, remotely.

Throughout 2021/22 much emphasis was placed on strengthening our curriculum and subject leads have worked hard to ensure that all subjects and content taught across the curriculum is knowledge rich and of high quality. This has provided our pupils with a strengthened recall of core knowledge across all subjects.

We used our pupil premium funding to ensure that our pupils were fully supported whilst learning from home or whilst on site. In order to aid wellbeing, the majority of our staff are trained in mental health first aid and use this knowledge to support or direct pupils accordingly.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Mathematics	Can Do Maths
Writing	Talk for Writing
Phonics / Early Reading	Little Wandle
Wider Curriculum	At MGA, we use resources from the following to support our wider curriculum: Reach Curriculum / Pearson Outstanding Science Purple Mash

	Kapow Language Angels Jigsaw
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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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

Further information (optional)