

Pupil premium strategy statement | Stratford Manor

Primary School & Nursery

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 (data September 2024)

Detail	Data
Number of pupils in school	201 not including nursery
Proportion (%) of pupil premium eligible pupils	41.8% (84 children) (-3.8% on previous year)
Academic year/years that our current pupil premium strategy plan covers	2023-2024 2024-2025 2025-2026
Date this statement was published	October 2023 Reviewed Oct 2024
Date on which it will be reviewed (annually)	July 2025
Statement authorised by	Kate McGee Headteacher
Pupil premium lead	Steve Buckley Deputy Headteacher
Governor	Jefferson Courtney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124,320
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year	£124,320

Part A: Pupil premium strategy plan

Statement of intent

Stratford Manor Primary is committed to ensuring that all pupils, regardless of their background or circumstances, have the opportunity to reach their full potential. We recognize that some pupils may face additional challenges in their learning due to factors such as low income, social disadvantage, or disability. The pupil premium is a vital source of funding that allows us to provide targeted support to these pupils and help them bridge any attainment gaps.

Our vision is that all children at Stratford Manor Primary will be able to thrive academically, socially, and emotionally. We believe that the pupil premium can play a key role in achieving this vision by providing us with the resources we need to:

- Raise attainment for disadvantaged pupils
- Close attainment gaps
- Improve attendance and behaviour
- Promote social, emotional, and positive mental health

When making decisions about using pupil premium funding, we have carefully considered the context of the school and the subsequent challenges it is faced with. Research conducted by the Education Endowment Fund has been used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can include less support at home, weaker 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 we recognise there is no "one size fits all".

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. When making provision for socially disadvantaged children, we recognise that not all those who receive free school meals will be socially disadvantaged, likewise, we also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. We have planned to allocate the Pupil Premium funding to support any child or groups of children the school has legitimately identified as being socially disadvantaged.

Our Approach

We will use the pupil premium to focus on the following areas:

Teaching and learning: We will invest in high-quality teaching and learning by providing our teachers with the training and resources they need to support disadvantaged pupils effectively. This includes providing opportunities for professional development, ensuring they are well equipped and resourced, and implementing evidence-based interventions.

Early intervention: We will identify pupils at risk of falling behind at an early stage and provide them with the targeted support they need to get back on track. This may include out of class interventions to close specific learning gaps, however, the intention is to intervene and support in class.

Wider strategies: We will also use the pupil premium to fund a range of wider strategies that can help to improve the lives of disadvantaged pupils, such as:

- Breakfast clubs and after-school activities at subsidised costs
- Parental engagement initiatives focussing on curriculum, attendance and pastoral support
- Mental health and wellbeing support
- On-going Pastoral care and support for children and their families

In addition to the overarching areas above, our pupil Premium funding is also used to support and enable:

- ensuring all teaching is effective thus ensuring that the quality of teaching experienced by all children is high quality
- keeping class sizes small thus improving opportunities for effective teaching and accelerating progress
- to allocate Higher Level Teaching Assistants to specific Year Groups - providing small group work focussed on overcoming gaps in learning
- providing 1-1/small group support with experienced teachers and leaders
- all our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations
- additional learning support to help children to overcome specific and identified barriers
- support payment for activities, educational visits and residentials where applicable
- ensuring children have first-hand experiences to use in their learning in the classroom including through the effective use of technology

- providing behaviour support to enable children to make best use of the learning opportunities and having robust pastoral support to help children and families to overcome specific barriers

Monitoring and Evaluation

We will closely monitor the on-going impact and effectiveness of our pupil premium spending and make adjustments as needed. This will take the form of on-going monitoring of teaching and learning, assessment reporting and pupil progress meetings. We will use a range of data sources to track pupil progress, including standardised test results, teacher assessments, and attendance and behaviour data.

Challenges

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

Challenge number	Detail of challenge
1	Real-life experiences beyond the local area (West Ham, Stratford, Newham) are limited which result in the children having limited aspirations.
2	Poor language skills resulting from a lack of literacy in the home impacting on both verbal, written and reading abilities. Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2.
3	Parent/carer's confidence and abilities to be able to support their children's learning (this decreases as child progresses through school) and parent/carer's engagement in school life and child's education.
4	Housing issues: overcrowding, poor living conditions, risk of eviction, temporary housing arrangements. These have a negative impact on the children's concentration and focus in class.
5	For pupils whose families are just above the PP criteria – parents working long hours, night shifts and short-term contract work are then less available to support their child with their learning at home.
6	Emotional, social and mental health needs of both the children and the parent/carers which impact on focus/concentration and on behaviour.

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
Improve children's communication skills – oracy and vocabulary among disadvantaged pupils	Children's vocabulary and oracy skills show significant improvements - this is evident when triangulated with other sources of evidence, including engagement in lessons, records of learning and ongoing formative assessment.
All children to achieve well, in line with their peers at the end of their primary education	The disadvantaged children achieving in-line with the non-disadvantaged children in national end of Key Stage data.
All children to have similar opportunities and experiences during their time at primary school as those from more advantaged areas and families	The children have completed all the activities in the Making Manor Memories portfolio over their time with us.
Children to leave Stratford Manor Primary as confident and determined learners prepared for their next stage of learning (academically and emotionally)	Children's surveys demonstrate positive attitudes and learning behaviours. Improved progress and attainment in all areas of the curriculum.
To achieve and sustain a strong offer of support for parents and families in academic and pastoral areas	Increased attendance at parent workshops and school events. Families feel supported by the school so that they are able to focus on supporting their children's learning outside of school, including specifically targeted disadvantaged families.
To achieve and sustain improved wellbeing and attendance for all pupils and families in our school, particularly our disadvantaged pupils.	Sustained improved levels of wellbeing demonstrated by: • qualitative data from pupil voice, student and parent surveys and teacher observations • an increase in participation in enrichment activities, particularly among disadvantaged pupils • improved attendance from targeted disadvantaged families

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: £ **£23,820**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To enhance the curriculum and children's educational experiences. This includes subsidising the costs of educational visits and residential trip	On average, pupils who participate in adventure/ interactive learning interventions and experiences make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. (EEF +4) Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. (EEF+2) Experience has demonstrated the positive impact that educational visits and visitors to school have on our children's academic progress and achievement as well as raising their aspirations.	1 2 5 6

Promoting excellent teaching in the early years in order to ensure that the children get a good start. This is in response to the low entry levels in Reception.	Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families. Where an impact on attitudes to school has been found, it tends to be more lasting. (EEF +5)	2 3 5 6
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will obtain resources and fund ongoing teacher training throughout the academic year.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	2 3 6
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher / subject leader release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training through Newham Learning).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3

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

Budgeted cost: £ **£ 66,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group intervention and precision teaching. These sessions will be provided by qualified teachers or highly experienced senior higher level support assistants.	Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress). (EEF +5)	2 3 5
Reading mentors for Key Stage 1 children with corporate partners (Tutor Mate)	Experience demonstrates that positive impact on children's reading engagement and confidence that transfers beyond reading	2

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

Budgeted cost: £ **36,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed

Ensure that children have a good start to the morning, with opportunities to complete homework, read and develop social skills. Breakfast club and extended provision	The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers. (EEF +2)	5 6
Daily coaching of various sports at lunchtime allowing children more time for structured physical activity and exposure to a wide variety of sports.	The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress). However, there is recent evidence from the UK that sports participation can have a larger effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to ten months' additional progress). (EEF +2) Funding for this does not come from PP funding.	6 1
Learning Mentor to work with vulnerable children.	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. (EEF +3) On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. (EEF +4)	6
Child Welfare and Inclusion Officer to work with families and protect vulnerable children.	Developing effective parental engagement to improve their children's attainment is challenging and needs careful monitoring and evaluation. Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term (EEF +3)	3 4 5 6

Total budgeted cost: £ 138,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Strategy 2023-2024				
	Reading	Writing	Maths	Combined
Pupil Premium	100%	93%	100%	93%
Non PP	67%	58%	67%	50%
All children	85%	77%	81%	73%
National	74%	72%	73%	61%
Achievement at the end of KS2 was good across the board. The children made excellent progress across their time in school, and achieved well in Year 6. The cohort outperformed the national figures, and the disadvantaged children outperformed national figures significantly. Based on all the information above, the performance of our disadvantaged pupils exceeded/met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2025/26, as stated in the Intended Outcomes section above.				

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
The Lightning Squad – Reading Tutoring Programme	FFT