



Pupil premium strategy statement 2024-25

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Manaccan Primary School
Number of pupils in school	46
Proportion (%) of pupil premium eligible pupils	8% (4% Service Pupils)
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	5 th September 2024
Date on which it will be reviewed	5 th September 2025
Statement authorised by	Richard Hoskins (Head of School)
Pupil premium lead	Richard Hoskins
Governor / Trustee lead	Aspire Academy Board

Funding overview Detail	Amount
Pupil premium funding allocation this academic year	£11,040
Recovery premium funding allocation this academic year	n/a
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	n/a
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	£11,040

Part A: Pupil premium strategy plan

Statement of intent

At Manaccan Primary School we are dedicated to providing an education that equips our students with the knowledge, skills, and values they need to excel academically and socially. We are committed to ensuring that every child realises their full potential and is well-prepared for the next stage of their education.

We aim to maximise this funding to ensure that it supports narrowing the attainment gap between the disadvantaged children and non-disadvantaged children. Further to this, enhancements to the curriculum will provide children with the first-hand experiences to enrich their cultural capital, supporting them to succeed. We are committed to working closely with our families, building positive relationships, which in turn support children achieving their full potential. Focused, researched informed CPD will support all children accessing high-quality, first-wave teaching and support from all adults. Where appropriate, targeted intervention and support will be provided for identified gaps, both socially and academically.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

Challenges

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

Challenge number	Detail of challenge
1	Observations and discussions with pupils indicate that pupils who are disadvantaged generally have lower self-esteem, which can impact their engagement with their learning.
2	Monitoring and through discussions with pupils, many disadvantaged children have underdeveloped oral language skills and vocabulary gaps compared to their peers.
3	Attainment of our disadvantaged pupils throughout the school at National standardised assessment periods is lower than that of our non-disadvantaged pupils.

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
All children have greater self-esteem, which supports them to embrace challenge and become independent learners.	Observations, monitoring, including pupil conferencing will evidence children's increased self-belief, motivation and engagement with their learning. Children have the knowledge for how they can help themselves (being independent) when faced with a challenge.
Monitoring and through discussions with pupils, many disadvantaged children have underdeveloped oral language skills and vocabulary gaps compared to their peers.	Progress from EYFS baseline to the end of the year assessments. Other assessments and observations will demonstrate significant improved language skills. Children's improved language and oracy skills to be transferred in to the children's learning.
To ensure reading to the expected standard	Reading progress & attainment will be in line with non-disadvantaged unless significant learning barrier so that by the end of the year the great majority are improving towards age related expectations & beyond.
To ensure writing to the expected standard	Writing progress & attainment will be in line with non-disadvantaged unless significant learning barrier so that by the end of the year the great majority are improving towards age related expectations & beyond.
To ensure maths to the expected standard	Maths progress & attainment will be in line with non-disadvantaged unless significant learning barrier so that by the end of the year the great majority are improving towards age related expectations & beyond.

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: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop our teaching throughout the school in all areas underpinned by our Teaching & Learning Principles through detailed, sustained, high-quality CPD underpinned by research guides.</p> <p>To use specialists to support the development of our curriculum: Maths Hub, EYFS Specialists, linked with Early Excellence. Kernow English Hub & RWI development days from phonics specialists to improve our early reading</p>	<p>Education Endowment Foundation (EEF) Research shows that supporting high quality teaching is the most important lever schools have in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>https://educationendowmentfoundation.org.uk/support-forschools/school-improvement-planning/1-high-qualityteaching</p>	<p>2,3</p>

<p>Embedding high quality adult/child interactions in the early years and across the school Developing language rich learning environments.</p> <p>To use Well Comm to support the development of early language skills</p>	<p>A lot of research evidences the development of children's language is linked to the quality of interactions that take place with adults and peers. EEF Early Language development report Law et al Early Language Development final .pdf (educationendowmentfoundation.org .uk)</p> <p>Early Excellence – ‘Navigating a sea of Talk’ The acquisition of learning has been identified as a crucial element in learning and as a key predictor of later educational achievement. Developing language in Early Years (earlyexcellence.com)</p> <p>IMPROVING LITERACY. Supporting oral language development. EEF 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 EEF (educationendowmentfoundation.org .uk) EEF Communication and Language (educationendowmentfoundation.org.uk) EEF blog: The ShREC approach – 4 evidence-informed strategies... EEF (educationendowmentfoundation.org.uk)</p> <p>There is strong evidence that teaching and modelling vocabulary to children in the early years can have positive effect on their oral language skills.</p> <p>Explicit vocabulary teaching strategies have been shown to be effective, both alone and in combination with implicit vocabulary teaching strategies.</p>	<p>2</p>
<p>All children have a wealth of language and experiences to support their learning within the classroom. Creation & implementation of the Manaccan 'enquiry based'</p>	<p>The DfE says that, taught well, a knowledge-rich curriculum:</p> <ul style="list-style-type: none"> • Focuses on the essential building blocks of knowledge required on the path from novice to expert (rather than how to 'think like an expert') • Teaches pupils about the struggles and achievements of people from all races through learning the arc of history • Is diverse and inclusive • Provides pupils with knowledge and facts so they can challenge opinions and form their own 	<p>2,3</p>

curriculum that is underpinned by three essential drivers: aspiration, curiosity, and diversity.	Ofsted describes a knowledge-led approach as pupils mastering subject-specific knowledge and becoming 'fluent' in that knowledge. They then develop skills as an outcome of the curriculum.	
CPD around learning behaviours and promoting independence	There is significant research to support the impact of children being explicitly taught how to be independent, life-long learners. Evidence suggests the use of 'metacognitive strategies' can be worth the equivalent of an additional +7 months' progress when used effectively by children during their learning. Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) Work to develop skills of collaborative learning. The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. Collaborative learning approaches EEF (educationendowmentfoundation.org.uk.)	1

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP pupils in KS2 will be targeted with extra support in the classroom, as well as participate in SEMH and team building activities. e.g. MHSW, Forest School & Fun-Fit	Research on delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3) (EEF).	1
Focused and targeted number work to ensure that children have the foundations of maths to be able to access all areas of the curriculum. Through	Targeted specific children's needs according to their assessments. On average, early numeracy approaches have a positive impact on learning equivalent to	3

Number Sense work (EYFS and KS1) and targeted, small group interventions in KS2.	approximately six additional months' progress for early mathematics outcomes. Early numeracy approaches EEF (educationendowmentfoundation.org.uk)	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. E.g. Fresh Start & Get Writing. Regular External Training & support led by experienced RWI leaders to support the development of the children.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics EEF (educationendowmentfoundation.org.uk)	3

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

Budgeted cost: £1,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural Capital· Supporting costs for PP children to enable them to take part in a rich and varied experience of workshops and educational experiences, including school trips, residential visits, clubs and music provision.	Wider benefits such as more positive attitudes to learning & increased well-being. Overall, the average impact of arts participation in other areas of academic learning appears to be positive but moderate, about an additional 3 months progress.	1
Parents & wider family members will be supported for identified PP pupils	Parent Forums provided great support for parents in 2019/20/21/22/23 – parent feedback was very positive. Parental engagement EEF (educationendowmentfoundation.org.uk) Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to	1

	consider how to engage with all parents to avoid widening attainment gaps	
Provide high quality trauma informed sessions for our most vulnerable children.	TISUK's training is highlighted in the DfE advice to schools: Mental Health and Behaviour in Schools as supporting and promoting positive mental health. EEF Social and emotional learning Social and emotional learning EEF (educationendowmentfoundation.org.uk) 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 months' progress (EEF).	1
To develop staff knowledge of being trauma informed within their day-to-day practice. Class screenings will inform targeted interventions for groups and cohorts.	To ensure that there's a consistent approach for the engagement and interactions for all children to develop their well-being, confidence and engagement with their learning. EEF Social and emotional learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1

Total budgeted cost: £11,040

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 2022 to 2023 academic year.

Aim	Chosen Action / Approach	Outcome / Impact
<p>Develop our teaching throughout the school in all areas underpinned by our Teaching & Learning Principles through detailed, sustained, high-quality CPD underpinned by research guides.</p>	<p>Staff training and CPD for the development of the school curriculum, as well as consistent teaching and learning strategies.</p> <p>Coaching and support from Aspire subject leads and networks to enable teachers to develop the standard of teaching across the curriculum.</p>	<p>More consistent teaching strategies were evident across the school (this continues to be a priority for 2024/25).</p> <p>Pupils are beginning to talk more confidently about their learning (this continues to be a priority for 2024/25).</p> <p>Curriculum plans and coverage has continued to develop, teachers are supported to deliver the intended curriculum (this continues to be a priority for 2024/25).</p>
<p>Cultural Capital- Supporting costs for PP children to enable them to take part in a rich and varied experience of workshops and educational experiences, including school trips, residential visits, clubs and music provision.</p>	<p>Development of school trips and experiences available to all pupils.</p>	<p>The offer in place for pupils at Manaccan continued to be developed, this will be an on-going area of development in the 2024/25 school year.</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. E.g. Fresh Start & Get Writing.</p>	<p>Staff training and CPD for the delivery and assessment of RWI phonics.</p> <p>Timetabled sessions for identified pupils to provide additional phonics support.</p>	<p>Staff received RWI training and support which led to more consistent teaching across the school.</p> <p>100% of pupils passed Phonics Screening in Year 1.</p>

Regular External Training & support led by experienced RWI leaders to support the development of the children.		
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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
White Rose Maths	White Rose
Number Sense	Number Sense Maths
Jigsaw RE	Jigsaw Education group
Get Set 4 PE	Get Set 4 Education
RWI	Ruth Miskin
SCARF	Jigsaw Education group

Service pupil premium funding

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?	As above
What was the impact of that spending on service pupil premium eligible pupils?	As above.