

## 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	Manorfield Church of England Primary School
Number of pupils in school	401
Proportion (%) of pupil premium eligible pupils	10.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2024
Statement authorised by	Felicity Clarke Headteacher
Pupil premium lead	Leanne Jones Assistant Headteacher
Governor / Trustee lead	Nicky Stratford

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,890
Recovery premium funding allocation this academic year	£9135
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	£88,025

# Part A: Pupil premium strategy plan

## Statement of intent

The aim at Manorfield is to provide opportunities for children to develop as caring and confident learners who are inspired and inspire others to fulfil their potential, as well as providing a positive contribution to their community and the wider society.

To ensure our Pupil Premium funding is spent in the most effective ways we aim to:

- Target the funding well from the outset, being responsive and flexible to individual needs.
- Use progress data and information effectively to identify the strengths and weaknesses of individual pupils and groups, in particular those children underachieving and eligible for Pupil Premium, and target intervention and support to accelerate their progress.
- Use effective intervention strategies to improve achievement in English and mathematics
- Ensure that well trained staff help raise standards for all pupils.
- Identify and minimise the barriers to learning achievement, regularly reviewing the circumstances effecting the learning of individuals.

From research, we also know that schools that are most effective in improving outcomes for disadvantaged pupils always use evidence about what makes a real difference. To improve outcomes for our disadvantaged pupils, school leaders will work with colleagues to:

- Make the achievement of pupils eligible for Pupil Premium funding their number one priority.
- Use research evidence, including The Sutton Trust and Education Endowment Foundation (EEF) Toolkits to inform spending decisions.
- Take a whole school approach to quality first teaching, which sets high aspirations for all pupils.
- Recognise that disadvantaged pupils are not a homogenous group and whilst children may face similar challenges, it is vital to identify each individual's barriers to learning.
- Use different approaches for groups or individual's barriers to learning, depending on identified need.
- Ensure every member of staff knows who disadvantaged pupils are and takes an interest in their success.
- Have a designated Pupil Premium Champion (Assistant Head teacher) who undertakes regular research on effective strategies, analyses the impact of spending, and supports staff while holding them to account for pupil outcomes.
- Ensure governors understand the role to play in providing constructive challenge to the school's Pupil Premium Strategy.
- Effectively monitor and evaluate the impact of spending in improving outcomes for pupils

## Challenges

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

Challenge number	Detail of challenge
1	The percentage of children reaching age related expectations at most stages is less than those not eligible for PPG.

2	Children who are eligible for PPG have lower levels of attendance (92.5% average compared to 95.3% for overall school attendance). Pupils eligible for PPG are less punctual and have higher rates of late attendance (0.7% compared to 0.5% for overall school population) and a higher rate of persistent absence 27.3% compared to 9.8% for the school overall.
3	Family issues requiring support from Social Care or other external teams affect a high number of pupil premium children (35%). Some are subject to a CFWS plan at some level (75% of open cases are for PP children). Social, emotional and mental health issues affect many children eligible for pupil premium (21%).
4	A number of children eligible for pupil premium have SEND needs (39% of SEND are also PP). This could include ADD, ADHD, Social & Emotional Needs or Communication difficulties.

## 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
Children in receipt of the PPG achieve in line with the national figures for PP children.	<p>Children eligible for the PPG:</p> <ul style="list-style-type: none"> <li>• In EYFS meet the PP national level for the GLD (49.6% 2022). <ul style="list-style-type: none"> <li>○ End of Year 1 20% of children in receipt of PPG will meet the GLD</li> <li>○ End of Year 2 40% of children in receipt of PPG will meet the GLD</li> <li>○ End of Year 3 50%+ of children in receipt of PPG will meet the GLD</li> </ul> </li> <li>• At the end of KS1 meet the PP national level for reading (51.6% 2022) and writing (41.2% 2022) <ul style="list-style-type: none"> <li>○ End of Year 1 15% of children in receipt of PPG will meet the ARE</li> <li>○ End of Year 2 35% of children in receipt of PPG will meet the ARE</li> <li>○ End of Year 3 50%+ of children in receipt of PPG will meet the ARE</li> </ul> </li> <li>• At the end of KS2 meet the PP national level for reading (62.6% 2022) and writing (54.5% 2022) and GPS (58.9% 2022). <ul style="list-style-type: none"> <li>○ End of Year 1 20% of children in receipt of PPG will meet the ARE in KS2 SAT Reading, Writing and GPS</li> <li>○ End of Year 2 40% of children in receipt of PPG will meet the ARE in KS2 SAT Reading, Writing and GPS</li> <li>○ End of Year 3 65% of children in receipt of PPG will meet the ARE in KS2 SAT Reading, Writing and GPS</li> </ul> </li> </ul>

<p>Children will have good rates of attendance and punctuality to maximize learning opportunities.</p>	<ul style="list-style-type: none"> <li>• Attendance rates and incidents of lateness for children eligible for the pupil premium grant will be in-line with figures for non-PP children and attendance figures for all children in school will be 95%+. <ul style="list-style-type: none"> <li>○ End of Year 1 whole school attendance will be 93%+ and attendance for PP will be 90%</li> <li>○ End of Year 2 whole school attendance will be 94%+ and attendance for PP will be 93%+</li> <li>○ End of Year 3 whole school attendance will be 95%+ and attendance will also be 95%+.</li> </ul> </li> </ul>
<p>Children eligible for the Pupil Premium grant will have equal access to wider opportunities in school to promote well-being and life-experience such as extra-curricular clubs and trips, and health promoting activities and strategies such as school milk and swimming lessons.</p>	<ul style="list-style-type: none"> <li>• Each child in receipt of the PPG (Year 1-6) will access one after-school club or tutoring per year. <ul style="list-style-type: none"> <li>○ End of Year 1 25% of children eligible for the PPG will access an after-school club or tutoring group.</li> <li>○ End of Year 2 60% of children eligible for the PPG will access an after-school club or tutoring group.</li> <li>○ End of Year 3 100% of children eligible for the PPG will access and after-school club or tutoring group.</li> </ul> </li> <li>• Each child in receipt of the PPG in Year 6 will access the residential trip <ul style="list-style-type: none"> <li>○ End of Year 1 70% of the children eligible for the PPG will access the residential trip</li> <li>○ End of Year 1 85% of the children eligible for the PPG will access the residential trip</li> <li>○ End of Year 1 100% of the children eligible for the PPG will access the residential trip</li> </ul> </li> </ul>

## 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: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Contribution towards salary of Head teacher &amp; Deputy Head teacher</b> <ul style="list-style-type: none"> <li>- data analysis</li> <li>- financial and strategic planning</li> <li>- monitoring and evaluation of effectiveness</li> </ul>	<p>Evidence informed teachers and leaders combine findings from research with professional expertise to make decisions. Taking an evidence-informed approach to PP spending can help schools to; compare how similar challenges have been tackled in other schools; understand the strength of evidence behind alternative approaches and; consider the likely cost-effectiveness of a range of approaches.</p> <p><b>Education Endowment Foundation, Guidance Report 'The EEF Guide to The Pupil Premium'</b></p>	1,2,3 & 4
<b>Contribution towards salary of Assistant Head</b> <ul style="list-style-type: none"> <li>- Pupil Premium Champion</li> <li>- Teaching intervention groups three afternoons per week targeting PP children</li> <li>- Leading Staff CPD</li> <li>- Monitoring and evaluating outcomes for PP children</li> </ul>	<p>Successful schools 'have clear, responsive leadership.' DfE '<b>Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice</b>'</p> <p>'School leaders play a central role in improving education practices through high-quality implementation' by 'defining both a vision for, and standards of, desirable implementation.'</p> <p><b>EEF Implementation Guide</b></p>	1,2,3 & 4
<b>High quality-first teaching</b> <ul style="list-style-type: none"> <li>- teaching both cognitive and metacognitive strategies</li> <li>- Scaffolding and flexible grouping</li> <li>- retrieval practice</li> <li>- taking into account misconceptions and prior learning</li> <li>- CPD on teaching and learning strategies</li> </ul>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the 'bread and butter' of effective teaching.</p> <p><b>Education Endowment Foundation, Support for Schools, School Improvement Planning, '1. High Quality Teaching'</b></p>	1, 2

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

Budgeted cost: £35, 480

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Tutoring</b> Led by school based staff known to the children. Planned to meet the individual needs In addition to normal school hours.	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum. <b>Education Endowment Foundation, Teaching and Learning Toolkit 'One to One Tuition'</b>	1
<b>Contribution towards salary of Assistant Head (Cost included above)</b> - Pupil Premium Champion - Teaching intervention groups three afternoons per week targeting PP children Leading Staff CPD Monitoring and evaluating outcomes for PP children Monitoring and delivering intervention to improve attendance and punctuality	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. <b>Education Endowment Foundation, Education Evidence 'Small Group Tuition'</b>	1, 2, 3, 4
<b>Employment of Learning Support Assistants</b> - delivering targeted support such as Precision Teaching, pre and post lesson teaching, speech and language therapy, social, emotional and behavioural support, Read, Write, Inc. phonics. & NELI in EYFS and Y1	Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver. Though comparisons with qualified teachers suggest that teaching assistants tend not to be as effective in terms of raising attainment (achieving, on average about half the gains), studies suggest that benefits are possible across subjects and at both primary and secondary level. <b>Education Endowment Foundation, Guidance Report, 'The Best use of Teaching Assistants'</b>	1

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

Budgeted cost: £21,735

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Learning Support Mentor/ELSA</b> 'The Den' & Learning Mentor to provide enhanced emotional and behavioural support for identified vulnerable children in school e.g. managing big feelings, Circle of Friends, social communication groups, bereavement.	Interventions which target social and emotional learning (SEL) seek to improve pupils' 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 or community. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	1,2,3,4

	<p>They also have an average overall impact of four months' additional progress on attainment.</p> <p><b>Education Endowment Foundation, Guidance Report 'Improving Social and Emotional Learning in Schools'</b></p>	
<p><b>Wider Opportunities</b></p> <p>Children eligible for the Pupil Premium grant will receive subsidised trips throughout their time at Manorfield, including the Year 6 residential. Payment for after-school clubs and activities are also heavily subsidised as well as swimming lessons in Year 5. All PP eligible children have milk daily.</p>	<p>Our aim is to ensure that all PP children have equal access to facilities and skills that help to create a healthy lifestyle. Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p> <p><b>Education Endowment Foundation, Teaching and Learning Toolkit, 'Outdoor Adventure Education'</b></p>	1, 2, 3, 4
<p><b>Mental Health First Aider</b></p> <p>Trained and accredited member of staff to provide:</p> <ul style="list-style-type: none"> <li>- An in-depth understanding of young people's mental health and factors that affect wellbeing</li> <li>- Practical skills to spot the triggers and signs of mental health issues</li> <li>- Confidence to reassure and support a young person in distress</li> <li>- Enhanced interpersonal skills such as non-judgemental listening</li> <li>- Knowledge to help a young person recover their health by guiding them to further support – whether that's through self-help sites, their place of learning, the NHS, or a mix – engaging with parents, carers and external agencies where appropriate</li> <li>- Ability to support a young person with a long term mental health issue or disability to thrive</li> </ul>	<p>98% of teachers have contact with pupils who they believe are experiencing mental health issues <sup>1</sup>. Researchers from University College London evaluated the first year of the Youth MHFA in Schools programme. The study involved over 1,000 school staff and found that after the training, staff reported around a threefold (190%) increase in confidence in knowledge, skills and awareness to support a young person struggling with their mental health <sup>2</sup>.</p> <p><b>1. National Association of Schoolmasters Union of Women Teachers (NASUWT) Teachers' poll 2017 2. Robert-Holmes G, Mayer S, Jones P &amp; Lee SF. Evaluation of Phase One of the Youth MHFA in Schools programme: "The training has given us a vocabulary to use". UCL Institute of Education. 2018</b></p>	2,3,4

**Total budgeted cost: £85, 215**

## 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.

***Children in receipt of the PPG achieve in line with the national figures for PP children.***

EYFS GLD – National 65.2% (2023) Manorfield 75% Manorfield PP **75%**

Year 1 Phonics – National 79% (2023) Manorfield 90% Manorfield PP **63%**

Year 2 Reading – National 68% (2023) Manorfield 75% Manorfield PP – **75%**

Year 2 Writing – National 60% (2023) Manorfield 56% Manorfield PP – **50%**

Year 2 Maths – National 70% (2023) Manorfield 85% Manorfield PP – **75%**

Year 6 Reading – National 74.52% (2023) Manorfield 75% Manorfield PP – **45%**

Year 6 Writing – National 69.5% (2023) Manorfield 86% Manorfield PP – **64%**

Year 6 Maths – National 71.3% (2023) Manorfield 77% Manorfield PP – **36%**

Year 6 GPS – National 72.4% (2023) Manorfield 75% Manorfield PP – **54%**

Despite levels for Pupil Premium children continuing to be lower than Non-PP children, in-year data shows progress for children was evident. A few PP children's academic achievement was hindered by poor attendance and extenuating family and social care issues. Attainment and progress have been noted as an area for improvement from the data from academic year 21-22. Actions specifically targeted at children in receipt of the PPG are part of the school's SIP for the upcoming academic year.

***Children will have good rates of attendance and punctuality to maximize learning opportunities.***

Attendance Academic Year 22-23 - Manorfield 95.2% PP – **92.8%**

Absence Rate 22-23 - Manorfield 4.8% PP – **7.2%**

Persistent Absence Rate 22-23 – Manorfield 9.3% PP – **24.1%**

Manorfield School Late Rate 22-23 – 0.5% PP **0.7%**

Attendance on the whole has been identified as a school improvement point with additional actions in place for the year 22-23. Many of the children in receipt of PPG whose attendance was low was due to extenuating family and social care issues which were being addressed.



***Children eligible for the Pupil Premium grant will have equal access to wider opportunities in school to promote well-being and life-experience.***

#### Extra-Curricular Clubs

*Available Clubs during Academic Year 21-22:*

- *Year 1 & Year 2 Multi Sports*
- *Year 1 & Year 2 Tennis*
- *Year 3 & Year 4 Football*
- *Year 3 & 4 Tennis*
- *Year 5 & 6 Football*
- *KS2 Choir*
- *KS2 School Council*
- *KS2 Eco Council*
- *KS2 Gymnastics*
- *KS1 Spanish*
- *KS2 Creative Club*
- *Year 5 & 6 Cheerleading*

Children in receipt of PPG were entitled to one paid extracurricular club each term. Figures from club attendance show that across the year, 9% of the club attendees were children in receipt of PPG. Our aim to continue to increase the number of children attending extracurricular activities with some targeted invitations as well as widening the offer of activities. Where possible we will also be combining the offer of after-school tutoring with an after-school club for siblings to increase the likelihood of take-up on both offerings.

#### ELSA Provision

*Our ELSA worked with children over the academic year on various topics personal to each such as self-esteem, patience and perseverance, emotion and anger management. In total over the year children in receipt of PPG made up 36% of the ELSA caseload.*

## 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
Read Write Inc. Phonics	Ruth Miskin Training
Read, Write Inc. Fresh Start	Ruth Miskin Training
NumberStacks	NumberStacks.co.uk

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A