



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 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	403
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Ellen Thompson
Pupil premium lead	Leanne Jones
Governor / Trustee lead	Nicky Stratford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,749
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£82,749
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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 to better themselves 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, particularly those children underachieving and eligible for Pupil Premium, and target intervention and support to accelerate their progress.
- Use effective intervention strategies to improve achievement.
- 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.

Research highlights that schools most effective in improving outcomes for disadvantaged pupils consistently rely on evidence-based approaches that make a measurable difference. To enhance outcomes for disadvantaged pupils, our school leaders will collaborate with colleagues to:

- Prioritise the achievement of pupils eligible for Pupil Premium funding.
- Leverage research evidence, including resources such as The Sutton Trust and Education Endowment Foundation (EEF) Toolkits, to guide spending decisions.
- Adopt a whole-school approach to high-quality teaching that sets ambitious expectations for all pupils.
- Acknowledge that disadvantaged pupils are not a homogenous group and recognise the importance of identifying and addressing each pupil's unique barriers to learning.
- Implement tailored strategies for individuals or groups based on their specific needs.
- Ensure every member of staff is aware of who the disadvantaged pupils are and is actively invested in their success.
- Appoint a dedicated Pupil Premium Champion (Assistant Headteacher) responsible for researching effective strategies, analysing the impact of spending, supporting staff, and holding them accountable for pupil outcomes.
- Enable governors to fulfil their role in providing robust and constructive challenge to the school's Pupil Premium Strategy.
- Continuously monitor and evaluate the effectiveness of spending in improving outcomes for pupils.
- This comprehensive approach underscores our commitment to ensuring all disadvantaged pupils receive the support necessary to succeed.

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 eligible for the Pupil Premium Grant (PPG) meeting age-related expectations is consistently lower than that of their non-PPG peers across most stages. This deficit is particularly evident in key areas such as the Early Years Foundation Stage (EYFS) Good Level of Development (GLD), Year 2, and Year 6, and spans most subjects. The interventions implemented during the previous three-year strategy yielded inconsistent results. Therefore, a comprehensive, school-wide assessment and teaching strategy is necessary to address these disparities effectively.
2	The attendance data reveals a significant disparity between Pupil Premium (PP) children and the overall school population. PP children have an overall attendance rate of 92.3%, compared to the school's 95.7%. The absence rate for PP children is 7.7%, notably higher than the school's 4.2%. Persistent absence is particularly concerning, with 28.1% of PP children affected, compared to 10.6% for the school. Authorised absence for PP children stands at 5.4%, higher than the school's 3.4%, and unauthorised absence is 2.3% for PP children, compared to 0.8% for the school. Additionally, the late rate for PP children is 2.5%, higher than the school's 1.1%. These figures highlight the need for targeted interventions to improve attendance and reduce absences among PP children.
3	The data indicates that a significant majority (69%) of children requiring support from Social Care or other external teams come from Pupil Premium (PP) families. Additionally, 33% of open cases involve PP children who are subject to a Child and Family Wellbeing Service (CFWS) plan. Furthermore, 43% of children recorded as struggling with social, emotional, and mental health issues are PP children. This highlights the compounded challenges faced by PP children, who not only experience economic disadvantage but also require substantial social and emotional support. These findings emphasize the critical need for targeted interventions and comprehensive support systems to address the multifaceted needs of PP children, ensuring they receive the necessary resources to thrive both academically and personally.
4	The fact that 28% of children with Special Educational Needs and Disabilities (SEND) are also eligible for the Pupil Premium (PP), compared to only 11% of non-PP children, highlights a significant overlap between economic disadvantage and additional educational needs. This disproportionate representation underscores the compounded challenges faced by these students, who may require more intensive and tailored support to achieve their full potential. It emphasizes the need for targeted interventions and resources to address both their academic and socio-economic barriers, ensuring equitable access to education and opportunities for all students.

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																																			
<p>Children eligible for the Pupil Premium Grant will achieve academic performance in line with national figures at key points throughout the Early Years Foundation Stage (EYFS), Key Stage 1 (KS1), and Key Stage 2 (KS2) in core subjects. This includes meeting or exceeding age-related expectations in reading, writing and maths ensuring that these students have equitable opportunities for academic success and are well-prepared for the next stages of their education.</p>	<p>Children eligible for the PPG:</p> <ul style="list-style-type: none"> meet the national level for the GLD (67.7% 2024) in EYFS. <ul style="list-style-type: none"> End of Year 1 40% of children will achieve GLD. End of Year 2 60% of children will achieve GLD. End of Year 3 70% of children will achieve GLD. At the end of KS1 children meet the national level for reading (74%) and writing (72%) maths (73%) *<i>Y6 National Levels 2024</i> <ul style="list-style-type: none"> End of Year 1 50% of children will be ARE+ in reading, writing and maths. End of Year 2 65% of children will be ARE+ in reading, writing and maths. End of Year 3 75% of children will be ARE+ in reading, writing and maths. At the end of KS2 children meet the national level for reading (74%) and writing (72%) maths (73%) *<i>Y6 National Levels 2024</i> <ul style="list-style-type: none"> End of Year 1 50% of children will be ARE+ in reading, writing and maths. End of Year 2 65% of children will be ARE+ in reading, writing and maths. End of Year 3 75% of children will be ARE+ in reading, writing and maths. 																																			
<p>Children in receipt of the Pupil Premium Grant will achieve attendance rates in line with national levels. There will be no significant difference between Pupil Premium (PP) and non-Pupil Premium (non-PP) children in terms of persistent absence, unauthorised absence, and authorised attendance rates. This will ensure equitable access to education and consistent school engagement for all students, regardless of their economic background.</p>	<table border="1" data-bbox="636 1316 1406 1859"> <thead> <tr> <th></th><th>Starting point</th><th>Target for End of Year 1</th><th>Target for End of Year 2</th><th>Target for End of Year 3</th></tr> </thead> <tbody> <tr> <td>PP overall attendance</td><td>92.3% <small>School – 95.7%</small></td><td>94%</td><td>95%</td><td>96%</td></tr> <tr> <td>PP Absence</td><td>7.7% <small>School – 4.2%</small></td><td>6%</td><td>5%</td><td>4.5%</td></tr> <tr> <td>PP Persistence Absence</td><td>28.1% <small>School – 10.6%</small></td><td>20%</td><td>15%</td><td>10%</td></tr> <tr> <td>PP Auth. Attendance</td><td>5.4% <small>School – 3.4%</small></td><td>5%</td><td>4%</td><td>3.5%</td></tr> <tr> <td>PP Un Auth. Attendance</td><td>2.3% <small>School – 0.8%</small></td><td>1.8%</td><td>1.2%</td><td>0.5%</td></tr> <tr> <td>PP Lates</td><td>2.5% <small>School – 1.1%</small></td><td>2%</td><td>1.5%</td><td>1%</td></tr> </tbody> </table>		Starting point	Target for End of Year 1	Target for End of Year 2	Target for End of Year 3	PP overall attendance	92.3% <small>School – 95.7%</small>	94%	95%	96%	PP Absence	7.7% <small>School – 4.2%</small>	6%	5%	4.5%	PP Persistence Absence	28.1% <small>School – 10.6%</small>	20%	15%	10%	PP Auth. Attendance	5.4% <small>School – 3.4%</small>	5%	4%	3.5%	PP Un Auth. Attendance	2.3% <small>School – 0.8%</small>	1.8%	1.2%	0.5%	PP Lates	2.5% <small>School – 1.1%</small>	2%	1.5%	1%
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<p>Children eligible for the Pupil Premium Grant will have equitable access to a broad range of opportunities within school, aimed at enhancing their well-being and life experiences.</p>	<ul style="list-style-type: none"> Each child in receipt of the PPG (Year 1-6) will access at least one after-school club per year. <ul style="list-style-type: none"> End of Year 1 25% of children eligible for the PPG will access an after-school club. 																																			

<p>This includes participation in extracurricular clubs and trips, as well as health-promoting activities and initiatives such as school milk programs and swimming lessons.</p>	<ul style="list-style-type: none"> ○ End of Year 2 50% of children eligible for the PPG will access an after-school club. ○ End of Year 3 80% of children eligible for the PPG will access an after-school club. ● Each child in receipt of the PPG in Year 6 will attend the residential trip <ul style="list-style-type: none"> ○ End of Year 1 70% of the children eligible for the PPG will attend the residential trip ○ End of Year 1 85% of the children eligible for the PPG will attend the residential trip ○ End of Year 1 100% of the children eligible for the PPG will attend the residential trip
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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: £36, 777.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support teachers in use of data from pupil assessments, namely average depth in Insights to identify and address specific writing challenges faced by all pupils, especially disadvantaged pupils.	<p>The Education Endowment Foundation (EEF) highlights the importance of diagnostic assessments in identifying the specific areas where intervention and support will improve each pupil's academic progress. Using data from internal and external assessments helps in tailoring support to the needs of disadvantaged pupils, ensuring they receive the necessary help to overcome their writing challenges.</p> <p><i>Education Endowment Foundation (EEF). (2022). The EEF Guide to the Pupil Premium. Retrieved from EEF.</i></p>	1
Revisit CPD for pupil conferencing in writing, establishing a teacher framework for effective practice.	<p>Pupil conferencing allows for personalised feedback, which can be more effective than generic written comments. It enables teachers to address specific misunderstandings and provide tailored guidance.</p> <p><i>Education Endowment Foundation (2023) 'Teacher Feedback to Improve Pupil Learning'. Available at: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</i></p> <p>Students often feel more engaged and valued during pupil conferencing sessions. The one-on-one or small group discussions make them feel that their work is important, which can boost their motivation and self-esteem.</p> <p><i>Learning Mole (2023) 'The Role of Student Conferencing in Assessment and Feedback: Enhancing Learning'. Available at: https://learningmole.com/the-role-of-student-conferencing-in-assessment/</i></p>	1
Embed effective use of target setting in writing with staff and pupils.	<p>When teachers and students have goals for learning, the impact is positive. Students need to share a commitment to the challenging goals they and the teacher set, to enhance the likelihood of being achieved.</p> <p><i>'Developing Assessment Capable Visible Learners, Grades K-12.' Nancy Frey, John Hattie, Douglas Fisher. 2018</i></p>	1
Staff to use a triad formation to observe, and work as a group to effectively improve the teaching of writing. Liaise with other trust schools around the topics of writing greater depth standards and teaching if writing.	<p>This guide outlines the benefits of peer observation, including enhanced teaching quality, professional growth, and the promotion of a collaborative culture among teachers.</p> <p><i>University of Edinburgh (2024) 'Peer Observation of Teaching'. Available at: https://institute-academic-development.ed.ac.uk/learning-teaching/staff/teaching-feedback/peer-observation-of-teaching</i></p>	1
Develop a school specific 'Learner Model' based on the evidence of Visible	Visible Learning synthesizes over 800 meta-analyses, covering more than 80 million students, to identify what works best in education. This extensive research provides a robust	1

<p>Learning by John Hattie.</p>	<p>foundation for developing effective teaching and learning strategies</p> <p><i>Hattie, J. (2009) <i>Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement</i>. London: Routledge. Available at: https://inspirasifoundation.org/wp-content/uploads/2020/05/John-Hattie-Visible-Learning_-A-synthesis-of-over-800-meta-analyses-relating-to-achievement-2008.pdf</i></p>	
<p>Continue to have a Pupil Premium Champion as a member of SLT who is responsible for leading the management and delivery of provisions for Pupil Premium students, ensuring that barriers to learning are removed and that these students receive the support needed to improve their academic and personal development.</p>	<p>Schools with a designated Pupil Premium Champion often see improved educational outcomes for disadvantaged students. This role helps in implementing targeted interventions and monitoring their impact.</p> <p><i>Education Endowment Foundation (2024) 'The EEF Guide to the Pupil Premium'. Available at: https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</i></p> <p>A Pupil Premium Champion can develop and implement a comprehensive strategy that aligns with the school's overall goals. This strategic approach ensures that all efforts are coordinated and focused on closing the attainment gap</p> <p><i>Education Endowment Foundation (2024) 'New and updated resources to help schools maximise the impact of their Pupil Premium funding'. Available at: https://educationendowmentfoundation.org.uk/news/new-and-updated-resources-to-help-schools-maximise-the-impact-of-their-pupil-premium-funding</i></p>	<p>1,2,3 & 4</p>

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

Budgeted cost: £18,388.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT to identify, with teachers, pupils to engage with intervention/enhanced support.	<p>Utilising data from assessments and ongoing monitoring allows SLTs and teachers to make informed decisions about which students require enhanced support. This data-driven approach ensures that interventions are targeted and effective.</p> <p><i>Education Endowment Foundation (EEF). (2022). The EEF Guide to the Pupil Premium. Retrieved from EEF.</i></p>	1, 4
Writing/PP and SEND team to research appropriate writing provisions/support and provide CPD for all staff regarding implementation and impact.	<p>The Education Endowment Foundation (EEF) emphasizes that high-quality professional development for teachers can significantly improve student outcomes. Effective CPD should be sustained, collaborative, and focused on specific content areas, such as writing. This approach ensures that teachers are well-equipped to implement new strategies and understand their impact on student learning.</p> <p><i>Education Endowment Foundation (EEF). (2022). Effective Professional Development. Retrieved from EEF.</i></p>	1, 4
Employment of Learning Support Assistants to deliver 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.	<p>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.</p> <p><i>Education Endowment Foundation (2018) The Best Use of Teaching Assistants. Available at: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</i></p>	1, 4
Having the SENCO and Pupil Premium Lead as the same person strengthens the support system for students by ensuring a cohesive and integrated approach to addressing both special educational needs and financial barriers to learning.	<p>Combining these roles ensures a more integrated approach to addressing both special educational needs and financial barriers, leading to more comprehensive support for students</p> <p><i>Teach with Mrs. T. (2023). Collaborating with SENCOs, Special Education Professionals, and the DSL: A Holistic Approach to Understanding Pupil Needs. Available at: https://www.teachwithmrst.com/post/collaborating-with-sencos-special-education-professionals-and-the-dsl-a-holistic-approach-to-unde</i></p> <p>When one person holds both roles, they can implement consistent strategies across both areas, ensuring that interventions are aligned and reinforcing each other</p> <p><i>One Education. (2024). Collaborating with SENCOs: Best Practices for Teachers. Available at: https://www.oneeducation.org.uk/collaborating-with-sencos-best-practices-for-teachers/</i></p>	1, 4

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

Budgeted cost: £27,583

Activity	Evidence that supports this approach	Challenge number(s) addressed
Audit of pupil interest (pupils and parents) in different types of clubs to ensure a rich and varied programme. Target communication with Parents of PP/SEND to understand possible barriers.	<p>The Education Endowment Foundation (EEF) emphasizes the importance of parental engagement in supporting student outcomes. Effective communication with parents, especially those of Pupil Premium (PP) and Special Educational Needs and Disabilities (SEND) students, helps identify barriers to participation and ensures that interventions are appropriately targeted. Engaging parents through surveys and direct communication can provide valuable insights into the challenges they face and how the school can support them.</p> <p><i>Education Endowment Foundation (EEF). (2022). Parental engagement. Retrieved from EEF.</i></p>	3
Ensure that disadvantaged pupils are encouraged and represented in leadership roles within school.	<p>Research indicates that involving disadvantaged pupils in leadership roles can positively impact their academic and social outcomes. A study by the National Foundation for Educational Research (NFER) found that schools which successfully raised the attainment of disadvantaged pupils often emphasized student leadership and voice as key components of their strategy. This involvement helps build confidence, responsibility, and a sense of belonging among disadvantaged students.</p> <p><i>National Foundation for Educational Research (NFER). (2015). Supporting the attainment of disadvantaged pupils: articulating success and good practice. Retrieved from NFER.</i></p>	1, 2, 3
Ensure a variety of community service projects and well-being initiatives provided for all children, especially disadvantaged.	<p>Community service projects are linked to positive youth development, including improved social skills, increased civic engagement, and enhanced academic outcomes. Research by the Annie E. Casey Foundation highlights that evidence-based programs promoting child well-being can strengthen communities and make effective use of public funding. These programs help children meet academic, social, emotional, and physical milestones by addressing risk and protective factors in their lives.</p> <p><i>Annie E. Casey Foundation. (2022). Building Evidence. Retrieved from Annie E. Casey Foundation.</i></p>	1, 2, 3
Provide 1 fully trained ELSA and 1 further member of staff currently undertaking training 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.	<p>Research has shown that ELSA programs are effective in supporting children's emotional literacy and well-being. A study by the ELSA Network found that ELSA interventions help children develop better emotional regulation, social skills, and coping strategies.</p> <p><i>ELSA Network. (2015). Investigation into the Effectiveness of Emotional Literacy Support Assistants (ELSAs) in Schools. Retrieved from ELSA Network.</i></p>	1,2,3,4

	<p>A report by the National Institute for Health and Clinical Excellence (NICE) emphasizes the importance of good mental health in protecting children from social, emotional, and behavioural problems. ELSA programs, which focus on enhancing emotional literacy, have been found to reduce problem behaviours and improve academic performance and overall well-being.</p> <p><i>National Institute for Health and Clinical Excellence (NICE). (2009). Social and Emotional Wellbeing in Primary Education. Retrieved from NICE.</i></p>	
<p>Provide comprehensive information and support to Pupil Premium families regarding the Year 6 residential trip to encourage higher participation rates. Offer assistance with specific needs such as clothing, equipment, and financial barriers to ensure all students can access this opportunity.</p>	<p>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><i>Education Endowment Foundation (2024) Outdoor Adventure Learning. Available at: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</i></p>	<p>1, 2, 3</p>
<p>Provide a Mental Health First Aider who is a Trained and accredited member of staff to provide an in-depth understanding of young people's mental health and factors that affect wellbeing; practical skills to spot the triggers and signs of mental health issues; knowledge to help a young person recover their health by guiding them to further support -engaging with parents, carers and external agencies where appropriate and the ability to support a young person with a long term mental health issue or disability to thrive.</p>	<p>Training staff as MHFAs improves their understanding of mental health issues, enabling them to identify signs and symptoms early. This early identification can lead to timely support and intervention for students.</p> <p><i>Mental Health First Aid (2023) Mental Health First Aid Research Summary. Available at: https://www.mentalhealthfirstaid.org/wp-content/uploads/2023/03/2023.03.01_MHFA_Research-Summary_infographic.pdf</i></p>	<p>2,3,4</p>
<p>Build a holistic understanding of pupils and families and diagnose specific needs in regard to attendance issues.</p> <ul style="list-style-type: none"> - Attendance data is managed and reviewed each week by Attendance Lead and works closely with Admin and SLT. - Insights and Bromcom are used as attendance monitoring tools and reported on weekly for discussion on the following week. - Attendance lead and admin team discuss daily absences of 'Purple Pupils' Patterns and trends across the weeks/terms etc are unpicked. 	<p>The Education Endowment Foundation (EEF) emphasizes the importance of understanding pupils and their families to diagnose specific needs and address attendance issues effectively. This approach helps in identifying underlying causes of absenteeism and tailoring interventions accordingly.</p> <p><i>Education Endowment Foundation (2023). Supporting Attendance: Build a holistic understanding of pupils and families and diagnose specific needs. Available at: https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-holistic-understanding-of-pupils-and-families-and-diagnose-specific-needs</i></p> <p>Regular review and management of attendance data by the Attendance Lead, in collaboration with Admin and SLT, are crucial for timely interventions. Effective attendance management systems, such as those discussed in various studies, highlight the importance of</p>	<p>1, 2</p>

<ul style="list-style-type: none"> - Termly reports to Governors is produced using EMAT document. - Weekly DSL/Attendance meetings are held with DSLs, SENCO, HT to discuss high priority cases and intervention if needed. - All other cases are added to Bromcom. - Termly communication to parents re. attendance percentage PA/SA or improving. Daily communication when absent. 	<p>systematic data review to improve attendance rates</p> <p><i>Harvard Graduate School of Education (2024). Family Engagement Can Help Ease Absenteeism in Schools. Available at: https://www.gse.harvard.edu/ideas/ed-magazine/24/05/um-where-everybody</i></p>	
<p>Communicate effectively with families regarding attendance.</p> <ul style="list-style-type: none"> - Parents are kept informed about attendance through Class Dojo, letters, phone calls, and meetings. Admin team personally call families with attendance issues to offer support and clarity. - Face-to-face meetings allow for discussion of tailored strategies and encourage feedback from families. - The school avoids automated messages, opting for personalised communication that considers family needs and accessibility, including translation services. - Families know how to reach staff via Class Dojo or the school office. 93% of families stated that they are satisfied with the communication from school in general and 96% stated that it was clear. 	<p>The Education Endowment Foundation (EEF) highlights that personalized communication with parents, especially when linked to learning and framed positively, can significantly improve school attendance.</p> <p><i>Education Endowment Foundation (EEF). (n.d.). Communicate effectively with families. Retrieved from https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/communicate-effectively-with-families.</i></p>	1, 2
<p>Develop and embed a whole-school attendance award system based on class weekly attendance rates.</p>	<p>Research indicates that positive reinforcement, such as attendance awards, can motivate students to attend school more regularly. A study by the NSW Department of Education found that schools using evidence-based strategies, including reward systems, saw meaningful improvements in student attendance and engagement.</p> <p><i>NSW Department of Education. (2024). Understanding attendance research review. Retrieved from NSW Department of Education.</i></p>	1, 2

Total budgeted cost: £82,749

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 2023 to 2024 academic year.

Children in receipt of the PPG achieve in line with the national figures.

% of Children eligible for PPG meeting ARE+ in compassion to (national figures)	End of Academic year 2021-2022	End of Academic year 2022-2023	End of Academic year 2023-2024
EYFS GLD	0% (65%)	75% (65%)	25% (68%)
Year 1 Phonics	100% (76%)	63% (79%)	100% (80%)
Year 2 Reading	28.6% (67%)	75% (68%)	25% (74%)
Year 2 Writing	14.3% (58%)	50% (60%)	38% (72%)
Year 2 Maths	85.7% (68%)	75% (70%)	25% (25%)
Year 6 Reading	54.5% (75%)	45% (75%)	71% (74%)
Year 6 Writing	54.5% (70%)	64% (70%)	43% (72%)
Year 6 Maths	45.5% (71%)	36% (71%)	73% (73%)
Year 6 GPS	45.5% (72%)	54% (72%)	57% (72%)

Overall, the data indicates notable fluctuations in the performance of PPG children across the years, with some significant improvements and declines. Year 1 Phonics consistently showed strong performance, with two years of 100% of children in receipt of PPG meeting ARE+. However, Year 2 Reading and Maths saw significant drops in performance in the 2023-2024 academic year. Year 6 Maths showed a marked improvement in the 2023-2024 academic year, reaching the national average. The general trend suggests variability in the performance of PPG children, highlighting the need for targeted interventions to address inconsistencies and support sustained improvement in their academic performance. To achieve more consistent results for Pupil Premium Grant (PPG) children, the school should focus on high-quality teaching through continuous professional development and collaborative learning. Implementing targeted academic support, such as small group tuition and evidence-based interventions, is crucial. Engaging parents through workshops and regular communication can enhance parental involvement. Providing social and emotional support via mentoring and counselling services, along with enrichment activities like extracurricular and cultural experiences, can further aid development. Effective use of data to monitor progress and inform decisions, coupled with strategic resource allocation, including investment in technology, will support sustained improvement in PPG children's academic performance. These strategies are backed by research from the Education Endowment Foundation (EEF).

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

Attendance Academic Year 23-24 - Manorfield 95.8% PP – **92.5%**

Absence Rate 23-24 - Manorfield 4.8% PP – **7.5%**

Persistent Absence Rate 23-24 – Manorfield 9.3% PP – **30.8%**

Manorfield School Late Rate 23-24 – 0.6% PP **1.0%**

Manorfield School has a strong overall attendance rate of 95.8% for the academic year indicating that most students are attending school regularly. However, the attendance rate for Pupil Premium (PP) children is lower at 92.5%, suggesting that these students are missing more school days compared to their peers. The overall absence rate for Manorfield School is 4.8%, which is relatively low. In contrast, the absence rate for PP children is higher at 7.5%. This indicates that PP children are more likely to be absent from school, which could impact their academic performance and overall school experience. The persistent absence rate is concerning for PP children, as it is significantly higher at 30.8% than the overall school rate of 9.3%. This suggests that nearly one-third of PP children are persistently absent, which is a critical issue that needs to be addressed and may be contributing to the struggling academic success of this group of children. The late rate for Manorfield School is 0.6%, indicating that most students arrive on time. However, the late rate for PP children is slightly higher at 1.0%. While this difference is not as pronounced as the absence rates, it still highlights a need for interventions to ensure PP children arrive on time consistently.

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 23-24:

- *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.

Year 6 Residential 'Caythorpe Court'

The low attendance rate of only 36% of Pupil Premium (PP) children at the Year 6 residential trip to Caythorpe Court is concerning. This limited participation means that a significant number of PP children missed out on valuable opportunities for personal growth, team-building, and experiential learning that such trips provide. These experiences are crucial for developing social skills, confidence, and resilience, which can positively impact their academic and personal lives. The disparity in attendance highlights the need for targeted support and interventions to ensure that all students, regardless of their background, can benefit from these enriching experiences.

ELSA Provision

The fact that 32% of the Emotional Literacy Support Assistant (ELSA) caseload is made up of Pupil Premium (PP) students is significant. It highlights the increased need for emotional and social support among PP children, who may face additional challenges that impact their well-being and academic performance. This statistic underscores the importance of targeted interventions and support systems to address the specific needs of PP students, ensuring they have the necessary resources to thrive both emotionally and academically.

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