

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	The Manor School
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-2021
Date this statement was published	November 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Hannah Gordon
Pupil premium lead	Hannah Gordon
Governor / Trustee lead	Chris Harvey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,794
Recovery premium funding allocation this academic year	£ 11,310
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£113,104

Part A: Pupil premium strategy plan

Statement of intent

At The Manor, our intent for all pupils is to provide high quality teaching and learning across a breadth of curriculum areas. In order to do this, we ensure our curriculum meets the needs of all pupils and addresses any gaps in knowledge, skills and experiences. We prioritise aspects of learning that are key for the children in our school and use the knowledge of our families and pupils to ensure that barriers to learning and progress are addressed. Children are challenged to go further than they might think possible and supported in their learning to ensure all children reach their full potential, and flourish academically regardless of their starting points.

Through our school's 6 Core Christian values (Respect, Kindness, Confidence, Forgiveness, Courage and Honesty) as well as our 5 Golden Threads (Christian Values, Language Rich, In Depth Learning, Knowledge Rich and Active Learning) we aim to support children to develop resilience and high aspirations whilst allowing them to flourish into life-long learners.

The aim for our disadvantaged pupils is to provide them with high quality first teaching at all times and address the deficit some may have on entry to school and beyond. We provide high quality CPD for all staff to ensure that the education we provide is of the highest quality to enable us to meet the needs of all pupils. We look to instil high aspirations for our pupils and look to support their social and learning behaviours to support their learning and support their emotional needs. Our Pastoral Plan also offers support for families and allows us to work in partnership with all stakeholders to provide the best outcomes for our pupils.

Through strategically targeted intervention we seek to reduce the attainment gap between our disadvantaged and non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Further gaps in learning due to school closures and further restrictions
2	Poor oral language and limited vocabulary affects rate of progress

3	36% of children entitled to PP Grant are also on SEND register and therefore have complex needs
4	Pupil resilience and learning behaviours can impact on learning by affecting their stamina and engagement with learning
5	School readiness, lack of experiences of the world around them (cultural capital)
6	Parental understanding of how to support pupils to be school ready and beyond

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
To raise the attainment of Pupil Premium children in Reading through a range of strategies by improving fluency and exposure to rich vocabulary across the curriculum	<ul style="list-style-type: none"> Gaps narrow and children make consistent progress from starting points Pupils are able to articulate and demonstrate their previous and new learning with accuracy
To raise the attainment of Pupil Premium children in writing through a range of strategies and precise use of feedback	<ul style="list-style-type: none"> Books to show evidence of QFT and Revising and Editing support Planning scrutiny shows evidence of planned opportunities to discuss writing Learning Walk- Triangulates the above Distance marking shows evidence of swift intervention/ Post teaching and Adult support Increase in attainment of PP children achieving ARE (Especially those without a cognitive SEND need)
To raise the attainment of Pupil Premium children in Maths by ensuring regular practice of multiplication bonds to support their automaticity	<ul style="list-style-type: none"> Books to show evidence of QFT and deliberate practice of X facts Planning scrutiny shows evidence of planned opportunities Learning Walk- Triangulates the above Distance marking shows evidence of swift intervention/ Post teaching and Adult support Increase in attainment of PP children achieving ARE (Especially those without a cognitive SEND need)
To ensure that all pupil premium children have access to consistently high quality	<ul style="list-style-type: none"> Pupil progress meetings and data drops will measure the attainment and

<p>teaching and learning across all subject areas. AFL is used to address gaps quickly to ensure children 'Keep Up'</p>	<p>progress of these children and further targeted support will be implemented as necessary</p> <ul style="list-style-type: none"> • Where appropriate additional professionals will be included
<p>To support children's social and emotional needs enabling children are ready for learning and able to be resilient to challenge.</p>	<ul style="list-style-type: none"> • Staff will identify the needs of individuals and will tailor their responses accordingly • Staff will effectively use therapeutic approaches with children to ensure they are ready for school • Sharing of information will ensure any unmet needs are swiftly addressed
<p>To give disadvantaged pupils an enriching and exciting curriculum offer with opportunities to increase cultural capital</p>	<ul style="list-style-type: none"> • No child will miss opportunities due to family hardship. • All PP children to have paid/voluntary contribution activities subsidised • Improve the cultural capital for these pupils and ensure learning goes beyond the NC requirements
<p>To support parents to support the school in providing a more enriched learning experience</p>	<ul style="list-style-type: none"> • Embed the whole school home school agreement • Parental voice/Parent view recognizes the opportunities and support provided • Attendance at relevant workshops

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: £68,166

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to build high quality first teaching across the curriculum and the effective use of the T&L Principals with a particular focus on;</p> <p>Maths: Embedding a teaching progression for multiplication bonds</p> <p>Writing: precise feedback and use of AFL</p> <p>Reading: Developing fluency and a love of reading</p> <p>Pupil Progress Meetings will be used termly to record and evaluate the effectiveness of the quality of teaching and impact on attainment.</p> <p>CPD will be directly linked to our overarching aims and will be provided in house and by external sources. All CPD will be evaluated and disseminated as</p>	<p>“Quality Teaching helps every child” EEF Guide to the Pupil Premium</p> <p>EEF T&L toolkit – Mastery Learning +5 months; Reading Comprehension strategies +6 months</p> <p>EEF- Feedback studies tend to show very high effects on learning.</p> <p>Subject knowledge underpins successful teaching and enables QFT</p> <p>EEF- Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils</p>	<p>1, 3</p>

appropriate to maximise impact		
<p>Strategic teaching of tier 2 and 3 vocabulary to reduce the deficit in language acquisition</p> <p>Vocabulary progressions developed for all subjects</p> <p>Ensure all classroom environments are language rich</p> <p>Word of the week</p> <p>Talk like a...</p> <p>Use of rich text across the curriculum</p> <p>Explicit teaching of vocabulary</p> <p>Ensure vulnerable children receive wider opportunities to read to adults and also be read to</p>	<p>Trend data shows that children's baseline data on entry is below average.</p> <p>Many children have a deficit in language and do have not been exposed to a breadth of vocabulary</p> <p>Research evidence on reading for pleasure - GOV.UK High quality texts broaden the vocabulary of children leading to improved reading and writing. Children who read for pleasure are more likely to attain ARE in reading and writing.</p> <p>Children who share books with adults at home are more likely to develop a love of reading.</p> <p>EEF- Oral Language Interventions + 6 months Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p>	1,2

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

Budgeted cost: **£40 738**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support for the bottom 20% of readers across the school by trained staff to ensure decoding is not a barrier to academic success</p> <p>Ongoing coaching and training through release of the Early Reading Lead and Reading Team Members</p>	<p>Reading has a significant impact on academic progress in other curriculum areas</p> <p>Recommendations Summary – EEF-Improving Literacy</p> <p>Use high-quality structured interventions to help pupils who are struggling with their literacy</p> <p>EEF Toolkit – Phonics +4 months</p>	<p>1,2,3</p> <p>Recovery Premium</p>
<p>To improve communication skills in EYFS and KS1 in light of the children;s low starting points and barriers to learning.</p>	<p>Wellcome Assessments carried out by our SENDCo show reduced language skills</p> <p>EEF T&L toolkit – Early Years Interventions +5 months; Oral language interventions +5 months</p>	<p>2</p>
<p>To support children’s social and emotional needs effectively by employing an ELSA</p>	<p>Moran (2010), Geddes (2005) and Bomber (2007; 2010) all highlight the key role adults can play in supporting young people to develop self-awareness, express their emotions and find their own solutions. ELSA work this year has allowed a large number of children to access learning and succeed in understanding their own feelings. ELSA is highly valued by parents and children. ELSA has also supported staff with the introduction of ELSA skills and embedded them within classrooms.</p> <p>EEF Toolkit – Social & Emotional Learning +4 months</p>	<p>3,</p> <p>Recovery Premium: £6310</p>
<p>To ensure a culture of keep up is embedded across the school but</p>	<p>Supporting children to make links helps to reduce cognitive overload</p>	<p>1,3</p>

offering Pre and post learning opportunities to children who require extra support and opportunities for further deliberate practise	For pupils who are struggling or feeling anxious about learning pre teaching can support them entering a lesson with a more positive mindset	Recovery Premium: £5000
Introduce a buddy system to provide pupils with low self-esteem further support/contact from a trusted adult on regular 1:1 basis	Ted Talks- Everyone Kid Needs a Champion	4

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

Budgeted cost: £ 4200

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support families and pupils who require therapeutic support to enable them to regulate their behaviour therefore fully and successfully accessing their learning	Significance evidence is available to support children’s emotional wellbeing and ability to regulate EEF Prioritise social and emotional learning to avoid “missed opportunity” to improve children’s outcomes	4,6
To ensure all children have access to swimming provision as part of their enriched curriculum offer	Swimming is a key life skill and part of the pupils cultural capital that is vital The NC says that “All schools must provide swimming instruction either in key stage 1 or key stage 2”	5
PP children are engaged in all	Disadvantaged children/families are not constrained by financial	5

aspects of school life accessing the same opportunities as non PP children	restraints and are able to access the same opportunities as their peers.	
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Total budgeted cost: £ 101,794

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 2020 to 2021 academic year.

Data analysis ahead of September 2021 show that there are still gaps in attainment between Pupil Premium and Non Pupil Premium pupils. This is especially the case for boys in writing and reading although there are variances in different year groups. When analysing the KPI's that were achieved across the school the gap was still evident although it had not appreciably increased. Despite gaps still being evident the progress for PP children is on an upward trajectory. Careful tracking of gaps for these children has allowed the curriculum to be recalibrated to ensure that children catch up with missed learning.

Despite engagement being positive during live learning Catch up premium was used in the Summer term to begin this catch up provision for PP children whilst considering cognitive overload and the importance of children settling back in to school.

During lockdown 1:1 sessions with children ensured that they continue to have access to high quality texts and reading opportunities which supported the transition back school once we returned. The leaning behaviour associated with reading were maintained and children has continued to have access to higher level vocabulary. Writing moderation in Term 6, clearly showed that children's regular exposure and explicit teaching of high quality vocabulary was having a positive impact.

1:1 interventions continued during lockdown and were particularly successful where pupils had good support at home during lockdown. A number of children made accelerated progress due to this bespoke and more regular intervention

In terms of their social and emotional needs training staff in the Recovery Curriculum Principles ensured children were well prepped for their return to school through a range of strategies; Individual phone calls, doorstep visits, video tours etc.. As a school we deployed various whole school projects to keep the school community connected and this again supported the children's confidence in returning to the classroom.

ELSA support was key last academic year and continued despite school closure. Increasing the hours for this post enabled more children to access this provision. An average increase of 8 points on the emotional literacy scale. This indicates that pupils have shown an increase in their ability to recognise, understand, handle and appropriately express their emotions and to recognise, understand and respond

appropriately to the expressed emotions of others. The support children receive is seen positively by parents

As a result, a number of pupils who were previously unable to, are now able to regulate more successfully and find accessing the classroom more successful.

In addition to ELSA support in school, we deployed the expertise of an external therapist who worked with a range of pupils. This work also had a positive impact on the support offered by our support staff who all received training around the use of therapeutic strategies to support children. Families have commented on how useful they found this and as a result a programme specifically designed for family work will be a feature of next years spend.

All children in KS1 and KS2 completed and achieve either the Explore or Discovery art award. This placed a high priority on the arts and gave children a range of opportunities. This was an area of the curriculum affected by Covid.

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

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?	We have 3 service children in the school. Each received different pastoral support depending on their needs
What was the impact of that spending on service pupil premium eligible pupils?	Eligible pupils were positively impacted by being supported emotionally to be able to articulate their feelings to reduce the negative impact this could have on

	them accessing the curriculum and classroom environment
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.