

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

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	182
Proportion (%) of pupil premium eligible pupils	42% (76)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-21
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Anna Willcox
Pupil premium lead	Emma Hembury
Governor / Trustee lead	Chris Harvey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97910
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£97910

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

At The Manor our curriculum has 5 golden threads woven through all our learning and teaching. These are aspects of our school and curriculum that we feel are particularly important for our pupils. They underpin all that we do, plan and teach and are the foundations upon which success for our pupils is built upon.

This is underpinned by our Christian vision: You are amazing, loved, valued, wonderful and unique... God made you this way”

“I have come that they might have life and have it to the full.” John 10:10

Key Strategies adopted by The Manor in supporting pupils who are eligible for Pupil Premium Funding.

In order to be highly successful in improving achievement for the children eligible for pupil premium, the staff at The Manor:

- *Ensure that the funding is carefully planned and mapped out to meet the individual needs of this group of children in particular*
- *Understand that Pupil Premium is not connected with low ability and focus on advantaging the disadvantaged and in turn all learners*
- *Forensically track, analyse and target the underachievers to ensure they achieve more and we can identify the impact of the funding especially in Reading, Writing, Phonics and Maths*
- *Quality first teaching occurs across the school which is a result of careful use of the teaching and learning principles (Modelling, explanation, questioning, challenge, feedback and practise)*
- *Draw on research evidence (such as the EEF) and evidence from our own and others’ experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.*
- *Curriculum design focuses on ‘keeping up’ not ‘catching up’ by ensuring clear pedagogy and strong lesson design to meet all of the children’s individual needs*
- *Make sure the support staff are aware of the needs of the individuals and are well trained to be able to support all children*
- *Ensure that the curriculum is ambitious for all and that it is tailored so that it addresses any gaps in knowledge, skills and experiences. We prioritise aspects of learning for the*

children at The Manor and use the knowledge of our families and pupils to ensure that barriers to learning are prioritised

- *Have a clear policy on spending the Pupil Premium, agreed by governors and publicised on our website*
- *Ensure that all teachers and support staff understand who the Pupil Premium children are, what their specific needs are and regularly reflect as a team on the provision we have in place for our children*
- *Monitor and evaluate the curriculum and lessons to ensure we are effectively using the Pupil Premium money to impact on these children's outcomes*

Below are just some of the processes and strategies employed by staff at The Manor to maximise progress and attainment for pupils eligible for pupil premium

- *High profile of pupils eligible for free school meals – the high profile of disadvantaged pupils ensures stakeholders are aware of their needs and of the support that is available.*
- *Effective teaching and learning – all staff recognise and accept that the vast majority of pupils' progress comes out of quality First Teaching and Learning on a day-to-day basis.*
- *Curriculum design is tailored to meet the needs of Pupil premium children in particular. Our golden threads support the children in areas which we believe them to be disadvantaged of.*
- *Termly Planning clinics enable us to look at the progress of these learners within lessons and assessments and identify specific areas to focus on.*
- *Progress review meetings look at the attainment of these pupils and identify what is working well and how to further support these learners.*
- *Attendance is monitored by the school as we understand that there is a link between attendance and achievement. Attendance meetings are held in order to support families in improving attendance and looking at the further support these families might need.*

As a school recognise the importance of reviewing and refining this approach in order to ensure we are supporting these children to achieve the best possible outcomes for the individual children both academically and holistically. This is supported by our vision which enables us to ensure that the children are able to FLOURISH.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment of PP children in below national average and Non-PP are achieving more.</p> <p>English</p> <ul style="list-style-type: none"> • Reading more and a greater variety of books • Increased writing stamina • Spellings • Redrafting <p>Maths</p> <ul style="list-style-type: none"> • Times tables • Recall of number facts • Application of skills
2	<p>Many of the PP children are also on the SEND register</p> <p>Of the 78 PP children, 28 of them are also on the SEND register, this is 36%</p> <p>Our children need interventions for deliberate practise to ensure that they are embedding the key skills. They also need pre and post teaching to support them to access lessons and ensure a depth of understanding. This is supported by pupil progress meetings.</p>
3	<p>Emotional resilience and regulation</p> <p>Many of the PP children lack resilience and regularly find it hard to regulate their behaviour. We currently have an ELSA who works with children one day a week however we need to increase this support</p>
4	<p>Lateness of PP children</p> <p>Attendance procedures are in place and this will continue, however the average number of lates for a PP child was 29.6 however a non-PP child was 14.9. This is a significant difference and results in the children missing a large amount of learning.</p>
5	<p>Cultural capital</p> <p>Many of our PP children lack enrichment opportunities, this can be from clubs to trips. Helping our families to offer children different experiences and opportunities has supported them in learning.</p>

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
Raised the profile of disadvantaged learners with all staff	<ul style="list-style-type: none"> • All staff know who the PP children are in their class • Three times a year updates during progress review to monitor progress and identify ways of supporting these children more • Staff voice shows that staff know and understand these children's needs more
Quality first teaching across the school	<ul style="list-style-type: none"> • Learning walks show that quality first teaching is evident across the school resulting in children making progress within and across lessons • Lessons support children in recalling and using key knowledge and skills to ensure they are able to apply these • Assessment is accurate and leads to clear targeted support in order to ensure all children particularly those who are PP and/ or SEND make progress • Training for teachers and teaching assistants improves subject knowledge and pedagogy
Increased the percentage of PP children working at ARE in Reading	<ul style="list-style-type: none"> • EYFS data shows that the percentage of PP children achieving in reading has increased • KS1 reading data continues to be similar to non-PP but that number of children achieving ARE in reading increases so that we are above national average • KS2 reading gap between PP and non-PP decreases (last year it was 8%)
Increased the percentage of PP children working at ARE in Maths	<ul style="list-style-type: none"> • EYFS data shows that the percentage of PP children achieving in maths has increased • KS1 maths data for PP and non-PP continues to be similar but more children achieve ARE who are PP • KS2 PP children achieve more than 45% ARE and some PP children achieve GD
Increased the percentage of PP children working at ARE in Writing	<ul style="list-style-type: none"> • EYFS data shows that the percentage of PP children achieving in writing has increased

	<ul style="list-style-type: none"> • KS1 writing data for PP and non-PP continues to be similar but more children achieve ARE who are PP • KS2 PP children to achieve higher than 64% and more children at GD
Increased the percentage of PP children achieving the Year 1 phonics screening	<ul style="list-style-type: none"> • Last year 50% of PP children achieved the phonics screening, increase to national average • Last year PP 60% and non-PP 62.5% - continue to keep this in line
Children to be able to regulate their emotions	<ul style="list-style-type: none"> • The behaviour approach supports children in regulating their behaviour • Staff have a good knowledge of regulation strategies and are skilled in supporting children to do this • For those children who struggle to regulate their emotions a plan is in place which supports the effectively • PP children to be engaged in lessons and low -level disruption is rare, if it does occur this is addressed and support is in place to avoid this from continuing to happen
Children's mental health to be supported	<ul style="list-style-type: none"> • Mental health of children is made a higher profile so that all staff are aware of how we are supporting our children • A clear plan is in place for identification, support and monitoring of children with mental health needs • PP children will feel safe, nurtured and supported to be at school • Pastoral and ELSA support is in place for support children
Curriculum intent and implementation to meet the needs of PP children and address cultural capital needs	<ul style="list-style-type: none"> • Curriculum learning is well sequenced and progressive in both the core and foundation subjects to support learning of knowledge and skills • The golden threads of the curriculum intent guide what the children are learning and how they are learning it • The curriculum intent supports the PP children's needs, in particular the retention of key skills and knowledge
Lateness of PP children to reduce and therefore reduction in learning time lost	<ul style="list-style-type: none"> • Lateness of PP children will reduce from an average of 29.6 per child to below 15 lates or less. • The difference between PP and non-PP lates will have diminished • Lateness tracking and monitoring will become part of the attendance meetings

	held termly to ensure national targets are met.
Parents to have greater awareness of school and support children with their learning	<ul style="list-style-type: none"> • Parents to attend parents meetings. If they do not teachers to contact families and encourage them to come in • Start of the year welcome to classes held to share what the year will look like and encourage engagement in school • Class dojo to be used to celebrate learning and get key messages out to parents • Monthly newsletter in place to support parents in knowing what is happening • Open mornings/ afternoons held to encourage parents to come in and work with their children and learning more about school – target particular families for this • PTFA to be started and encourage people to take part in the school

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>Quality first teaching across the school</p> <p>A whole school approach to reading, writing and maths to be used</p> <p>Providing targeted training and CPD for teachers, especially ECTs across the school</p> <p>Coaching and mentoring approach used by leaders to support teachers</p> <p>Regular training on teaching approaches for teachers and TAs</p> <p>Pupil progress meetings will be used to record and evaluate the effectiveness of the quality of teaching and impact on attainment</p>	<p>“Quality Teaching helps every child” EEF guided to the Pupil Premium</p> <p>EEF – Good teaching is the most important lever schools have to improve outcomes of the disadvantaged</p> <p>Subject knowledge underpins successful teaching and enables quality first teaching</p>	<p>1,2</p>
<p>Raise the profile of PP children across the school</p>	<p>What happens in the classroom makes the biggest difference – EEA attainment gap report</p>	<p>1,2,5</p>

<p>Register of PP children and identification of needs and analysis of this</p> <p>Progress review to be used to monitor and evaluate the strategy</p> <p>SEND needs to be looked at in relation to PP need</p> <p>Cultural capital needs to be considered for PP children through careful analysis of each child</p>		
<p>A behaviour curriculum created and implemented across the school</p> <p>CPD for all staff on the curriculum and implementation</p> <p>Sharing of the curriculum with parents</p> <p>Reviewing of the curriculum and careful sequencing of the implementation</p>	<p>EEF -Both targeted interventions and universal approaches have a positive overall effect (+ 4months) Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required</p>	<p>2,3</p>
<p>The curriculum is design to meet the needs of learners, ensuring that it is ambitious, broad and balanced</p> <p>Golden threads of the curriculum are used across all subjects</p> <p>Planning clinics ensure secure subject</p>	<p>The curriculum which has been designed ensures that there are connections between the subjects and across the subjects</p>	<p>1,5</p>

knowledge of teachers and a clear progression of knowledge and skills within and across years		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £22,344

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Support for the bottom 20% of reading, writing and maths the school through pre and post teaching interventions</i></p> <p><i>Individualised instruction used to support these children for deliberate practise of key skills</i></p> <p><i>Key skills will focus on 'keeping up' alongside the deliberate practise of key skills for SEND learners, provision maps monitor the progress of the SEN children to ensure they are progressing with their targets</i></p>	<p>Use high-quality structured interventions to help pupils who are struggling with their literacy</p> <p>EEF – Individualised instruction can be an effective approach to increasing pupil attainment</p>	1,2,3
<p><i>To support children's emotional regulation through the use of an ELSA</i></p> <p><i>Pastoral role created to further support these children in</i></p>	<p>EEF Toolkit – social and emotional learning + 4 months</p> <p>ELSA work last year enabled a lot of children to discuss their emotions and us to have a greater understand of their needs. Now we need to use this knowledge to support them and their families in supporting them with this</p>	3,2

<i>implementing these strategies in class</i>		
<i>ELSA to work alongside parents to support</i>		

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

Budgeted cost: £3,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A behaviour curriculum created and implemented across the school</p> <p>CPD for all staff on the curriculum and implementation</p> <p>Sharing of the curriculum with parents</p> <p>Reviewing of the curriculum and careful sequencing of the implementation</p>	<p>EEF -Both targeted interventions and universal approaches have a positive overall effect (+ 4months) Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required</p>	2,3
<p><i>PP children are engaged in all aspects of school life and in a wide range of experiential learning</i></p> <p><i>Trips are subsidised</i></p> <p><i>Year 6 residential has been applied for and is free so all pupils</i></p> <p><i>PP children offered free spaces at after school clubs</i></p>	<p>EEF – Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum</p> <p>EEF – involvement in extra-curricular sporting activities may increase pupil attendance and retention</p>	5

<p><i>Attendance meetings to be held to address lateness</i></p> <p><i>Start of day change and SLT member of staff on the gate to support children in coming into school</i></p> <p><i>Meet and greet used across school</i></p> <p><i>Attendance celebrated as a school</i></p> <p><i>Meetings with parents to discuss attendance and lateness</i></p> <p><i>Family support worker to support families with attendance</i></p>	<p>EEF – parental engagement is shown to have a moderate impact</p>	<p>4,3</p>
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Total budgeted cost: £ 97,910

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.

We have analysed the performance of our PP children during the 2021 to 2022 year using end of year key stage one and two data, phonics results, times table check information and other internal data.

As a school we have compared the performance of our PP and non-PP children at national and regional level as well as within the school. We have also compared this against pre-pandemic data as this still has significance with many of our cohorts.

The whole school data analysis identifies that Key Stage One have achieved above average across subjects and Key Stage 2 is below national average across the subjects. Further data analysis of PP children:

Key Stage One

In reading, writing and maths combined do better than non-PP children.

In reading, PP and non-PP is very similar with one child difference.

In writing, more PP children are working at the expected standard than non -PP and we were 1% under previous national targets.

In Maths, PP and non-PP children achieved the same percentage at age related expectations.

Key Stage Two

Reading, writing and maths combined shows that the gap between PP and non-PP has started to close and is more similar.

In writing PP and non-PP results were very similar with a 6% difference.

In reading non-PP is higher than PP children but this gap is smaller than previous years.

In Maths PP and non-PP children were at the same percentage of achieving age related expectations however this was well below national average.

The attainment gap between PP and non-PP remains some year groups, this is mainly in Key Stage Two. However, we have seen an improvement in this in reading across school.

Targeted support and wider strategies

- Quality first teaching was a high priority in relation to looking at the bottom 20% which many of our PP children were in, targeted teacher and TA support enables many of these to make progress throughout the year.
- Strategic teaching of vocabulary was embedded across English, Maths, Science and Art which supported the children in reducing the language deficit across school. This continues to be an area of focus across the curriculum.
- Improving communication skills in EYFS enabled us to support these children as the baseline in September was low, we saw improvement at the end of year analysis of this.
- Little wandle phonics training for all staff enabled a consistent approach to the teaching of phonics and is starting to reduce the decoding barrier.
- ELSA was used across the school to support children in building their emotional resilience. The strategies that our ELSA uses with the children were implemented when children were in class.
- PP funding was used to provide more swimming sessions for one year group who had missed this due to COVID and a high number of PP children in the class.
- Trips and after school clubs were funded ensured that children had greater experiences which they could use to support them in school.

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 had 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 the accessing the curriculum and the classroom environment

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.