

Pupil premium strategy statement Manor Leas Infant School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	152
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024/2025 – 2026/2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025 Final review July 2027
Statement authorised by	Claire Turner, Headteacher
Pupil premium lead	Claire Turner, Headteacher
Governor / Trustee lead	Charlotte Rossington, Chair of Trustees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,720
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£15,089
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£54,809

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all of our pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all the subject areas. We plan for the pupil premium funding to be used to support our disadvantaged pupils to achieve this goal.

We consider the challenges faced by our vulnerable pupils, such as those who have a social worker and young carers. The plans we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

We recognise the importance of high quality teaching and the impact this has on our pupils. We believe this will have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. As part of our strategy, we wish to narrow the gap between our disadvantaged and non-disadvantaged pupils and will plan for targeted support through high quality interventions. We also intend to develop the vocabulary and key life skills of all pupils and will plan a curriculum which enriches the language of young people and teaches key skills of resilience and independence.

We believe that all pupils are entitled to the same enriching, exciting educational experiences and therefore will ensure that all pupils can attend these experiences no matter what.

Challenges

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

Challenge number	Detail of challenge
1	<p>Internal and external assessments indicate that reading and phonics attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>This has resulted in gaps in knowledge leading to some pupils falling further behind their peers and not working in line with age-related expectations.</p>
2	<p>Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>This has resulted in gaps in knowledge leading to some pupils falling further behind their peers and not working in line with age-related expectations.</p>

3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. This has resulted in gaps in knowledge leading to some pupils falling further behind their peers and not working in line with age-related expectations.
4	Observations have indicated that some pupil premium pupils have lower levels of independence and resilience compared to non-pupil premium pupils. This has resulted in some pupils not attempting tasks on their own, being too reliant on adult support or not persevering when a task appears challenging, which impacts on their progress.
5	On entry to school in Reception, data (Wellcomm and qualitative data/interactions with pupils) indicated that pupil premium pupils joined school with underdeveloped oral language skills and vocabulary gaps than non-pupil premium pupils.
6	National attendance data indicates that pupil premium pupils have a lower attendance compared to non-pupil premium pupils, which may impact on their outcomes. At Manor Leas, PP pupil attendance is 1% lower than non-PP pupils; in addition, the percentage of PP pupils who are classed as persistently absent is 14%, compared to 7% of non-PP pupils. We want to continue to reduce the gap in attendance to prevent gaps in learning.
7	Some families may have a lack of financial resources to provide children with access to additional experiences, high quality reading texts, extra curricular clubs, school trips or visitors.

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
Improved reading and phonics outcomes among pupil premium pupils.	The number of pupil premium pupils achieving a Good Level of Development will be in line with national average. The progress of pupil premium pupils meeting the expected standard in the Y1 phonic screening check will have increased (to at least 60%) and progress will be in line with their peers. The progress of pupil premium pupils in reading in KS1 will be in line with their peers.
Improved writing outcomes among pupil premium pupils.	The number of pupil premium pupils achieving a Good Level of Development will be in line with national average. The progress of pupil premium pupils in writing in KS1 will be in line with their peers.
Improved maths outcomes among pupil premium pupils.	The number of pupil premium pupils achieving a Good Level of Development will be in line with national average. The progress of pupil premium pupils in maths in KS1 will be in line with their peers.
To increase the resilience and independence among pupil premium pupils.	Improved and sustained levels of independence and resilience amongst pupil premium pupils, demonstrated through qualitative data such as classroom observations and quantitative data such as pre and post assessments.

Improved oral language skills and vocabulary among pupil premium pupils	Assessments and observations indicate significantly improved oral language among pupil-premium pupils. The number of pupil premium pupils accessing Wellcomm in Y1 will decrease. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved attendance for all pupils, particularly our pupil premium pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall attendance rate for all pupils being at least 97%, and the attendance gap between pupil premium pupils and non-pupil premium pupils being no more than 1%. the percentage of pupil premium pupils who are classed as persistently absent will be in line with non-pupil premium pupils.
All pupil premium pupils will have the opportunity to access extra-curricular clubs, school trips and internal workshops.	An increased number of pupil premium pupils will access extra-curricular clubs, up from 35% in 2024. All pupil premium pupils will attend school trips and take part in internal workshops/visitors.

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: £4,925

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk For Writing CPD £850	Quality teaching is recognised as the most important lever to improve outcomes for disadvantaged pupils. This cpd should support teachers to improve communication, language and English outcomes.	2 5
Fund release time for Maths Lead and English Lead to monitor the impact of teaching of PP children and identify how we can close the gap between them and non-PP children £2200	Quality teaching is recognised as the most important lever to improve outcomes for disadvantaged pupils. Maths guidance EEF and English guidance EEF support this.	1 2 3

Educational Psychologist training and coaching for staff, focused on sensory circuits, Attention Autism and Attunement through play £1875	Training will enable staff to support pupils to stay regulated throughout the day and adapt learning to meet the needs of individual pupils.	1 2 3 4 5
--	--	-----------

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

Budgeted cost: £30,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted reading, writing and maths intervention programmes carried out by members of staff	One to one tuition and small group tuition are identified by EEF Toolkit as impacting on attainment.	1 2 3
Additional phonics sessions	Targeted academic support for individuals and small groups is known to have a positive outcome on disadvantaged pupils.	1 2
Targeted WellComm sessions for individual pupils who require language support	One to one tuition is identified by EEF Toolkit as impacting on attainment. WellComm sessions from 2023/24 have shown a clear and significant impact on language development.	5
LEGO therapy intervention to develop language and communication skills £500	Targeted intervention will support pupils with social communication difficulties and will increase confidence.	4 5

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

Budgeted cost: £19,384

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support for individual pupil premium pupils to develop their	Targeted intervention will support pupils to develop their independence, resilience and communication	4 5

independence, resilience and communication £5320	, therefore leading to improved outcomes in the classroom.	
Development of a nurture room and sensory space to support pupil premium pupils with regulation, behaviour independence, resilience and communication needs	Breakout and sensory spaces will support pupils with regulation, behaviour independence, resilience and communication needs therefore leading to improved outcomes in the classroom.	4 5
Purchase of high-quality reading texts, which represent protected characteristics £2715	This will ensure that all pupils can experience a wide and rich curriculum offer, exposing them to a wealth of experiences, knowledge and vocabulary, therefore leading to improved outcomes.	
Purchase of equipment to develop outdoor learning provision to develop pupils' independence, resilience and communication £500	Outdoor learning will support pupils to develop their independence, resilience and communication , therefore leading to improved outcomes in the classroom.	4 5
ELSA training and resources £549	The provision of appropriately trained staff will support the social and emotional needs of our pupils, including our disadvantaged pupils. EEF Social and Emotional Learning	4
Improving school attendance through an attendance officer £2000	The DfE guidance, Improving School Attendance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Milk provision £1300	This will support children being ready for teaching and learning and contribute to their overall health.	7
Extra curricular trips and experiences £6000	This will ensure that all pupils can experience a wide and rich curriculum offer, exposing them to a wealth of experiences, knowledge and vocabulary, therefore leading to improved outcomes.	7
After-school clubs £1000	This will ensure that all pupils can experience a wide and rich curriculum offer, exposing them to a wealth of experiences, knowledge and vocabulary, therefore leading to improved outcomes.	7

Total budgeted cost: £ 54,809

Part B: Review of the previous academic year 2023-24

Outcomes for disadvantaged pupils

EYFS and Phonics Screening Check Statutory assessments took place in 2024.

All children were assessed on entry into EYFS using the Wellcomm programme. Children with an identified need took part in Wellcomm sessions which had a positive impact on their language development. The children enjoyed taking part in the sessions and the focused time allowed for specific intervention. 72% of this cohort achieved the listening and attention early learning goal, compared with 50% of children eligible for pupil premium funding. 89% achieved the speaking early learning goal in 2024, compared with 75% of children eligible for pupil premium funding. 83% of pupils achieved a Good Level of Development in Comprehension, compared with 58% of children eligible for pupil premium funding. 76% of pupils achieved a Good Level of Development in Word Reading, compared with 66% of children eligible for pupil premium funding. Children had access to targeted intervention through the Little Wandle phonics programme, which ensured all children made progress in their word recognition and fluency. Three times weekly reading sessions, along with Talk For Writing lessons, supported the children to develop their comprehension skills. Targeted Wellcomm sessions supported children with their language and communication development.

Our Year 1 pupils participated in the phonic screening check in June 2024 and 73% of the cohort met the phonic check standard of 32 marks. A lot of targeted support and intervention took place using the new Little Wandle Letters and Sounds Revised scheme implemented this year. 57% of pupils eligible for PP funding achieved the expected standard in the Y1 Phonics Screening Check in 2024.

Our eligible Year 2 pupils also took the phonic screening check in June 2024. 67% of the eligible pupils met the expected standard. Of the six that did not, two children had EHCPs and one has an EHCP assessment request underway. Of the other three pupils, all three joined us in Year Two and two of whom moved from abroad.

A number of pupils with SEND were also eligible for pupil premium funding and benefitted from targeted support to enable progress in reading, writing and maths from their starting points.

The attendance of pupil premium (and LAC) pupils was 94.71% compared to non pupil premium pupils which was 95.97% (Up to 4.7.24), representing a very small difference. 12 pupil premium pupils have attended after school clubs this academic year which the school has funded. Parent workshops are well attended but there is more we can do to engage parents and this will be explored next year e.g. workshops, assemblies, external visitors. The use of Classdojo this year has supported effective home-school communication

Staff continued to develop their Talk For Writing and Little Wandle teaching practices. ELSA provision was delivered to a number of children over the school year, targeting a range of needs. There has been a variety of 1:1 and small group interventions take place throughout the year, as well as a wealth of extra-curricular experiences for all pupils. Pupils eligible for pupil premium funding are able to access support from staff trained in emotional literacy support. Pupils who have parents in the forces and are away on deployment receive ELSA support sessions. Whole-school approach to supporting mental health is in place e.g. feelings jars, worry monsters, ELSA sessions.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Talk for Writing	Talk for Writing
ELSA	School staff