

# Pupil premium strategy statement

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.

The Education Endowment Toolkit (EEF) was considered alongside strategies to inform this year's strategy statement.

## School overview

Detail	Data
School name	Manor Leas Infant School
Number of pupils in school	151
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Board of trustees
Pupil premium lead	Mrs J. Kirwan
Governor / Trustee lead	Mrs C. Rossington

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,590
Recovery premium funding allocation this academic year	£1,522.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£16,392
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£81,504.50

# 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. We plan for targeted support through the use of the National Tutoring Programme. We understand the importance of robust assessment to support with the identification of need to access some of our offer as part of the pupil premium strategy.*

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Language and communication skills for some pupils on entry to school are less developed.
2	Phonic knowledge is less well developed which can impact on reading and writing development
3	Low attendance and poor punctuality will reduce the quantity of school hours that children can access their learning.
4	Lack of financial resources to provide children with access to extra curricular opportunities

5	Reduced parental engagement for some children where children do not experience reading opportunities at home or support with their home learning.
6	Poor mental health and wellbeing can impact on children being ready to learn.

## 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
The communication, language and literacy skills of children eligible for PP funding are in line with their peers.	An increased number of pupils will reach age related expectations in Communication and Language and Reading by the end of the academic year.
Improved phonic knowledge at the end of each year group	The outcomes for those children eligible for pupil premium funding is at least broadly in line with other pupils. Targeted individuals and groups make at least expected progress from starting point. Increased number of children reaching EXS in Reading and Writing.
To diminish the differences in outcomes for children eligible for pupil premium funding and those that are not in reading, writing and mathematics.	Reading approach embedded in school. Talk For Writing approach embedded in school. Assessments demonstrate at least expected and where possible accelerated progress from starting points. Pupil work demonstrates increased numbers moving to EXS of higher.
Children eligible for pupil premium funding are not disadvantaged through non-attendance.	All pupils receiving pupil premium funding are given support to attend school regularly and on time.
All children eligible for pupil premium are given the opportunity to access extra-curricular activities, clubs and trips to ensure they are able to experience the full provision offer	All pupils receiving pupil premium funding are given the opportunity to participate in extra curricular activities. Registers evidence that 80% of children receiving pupil premium have participated in extra curricular activities.
Increased parental engagement with school to support children with their learning at home.	Parent support adviser (temporary role) reviewed and impact identified. Parent workshops are well attended. Evidence of parental engagement through Google Classroom and Home/School diaries.
Improved mental health and wellbeing for individual children who require support in this area.	Pupils eligible for pupil premium funding are able to access support from staff trained in emotional literacy support.

## 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: £ 51,958

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased staff presence to provide regular feedback to support teaching and learning	Importance of feedback to move children's learning forward. EEF Feedback	1, 2, 5, 6
Purchase diagnostic tests	Standardised tests can provide reliable insights into specific strengths and weaknesses in order to support pupils receiving the correct additional support. EEF Standardised tests	1, 2, 5, 6
Oral language interventions	Targeted academic support for individuals and small groups is known to have a positive outcome on disadvantaged pupils. EEF Oral language interventions toolkit	1, 2, 5
Talk For Writing CPD	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.	1, 2, 5
Purchase of a DFE validated Synthetics Phonics Scheme to secure stronger phonics teaching for all pupils	Quality teaching is recognised as the most important lever to improve outcomes for disadvantaged pupils. Phonics approaches have a strong evidence base that indicates positive impact on the accuracy of word reading. EEF Phonics Toolkit strand	1, 2, 5
Little Wandle CPD	Quality teaching is recognised as the most important lever to improve outcomes for disadvantaged pupils. EEF Phonics Toolkit strand	1, 2, 5
Fund release time for Maths Lead to support with coaching and mentoring and to	Quality teaching is recognised as the most important lever to improve outcomes for disadvantaged pupils.	1, 5

access Maths Hub resources	Maths guidance EEF English guidance EEF	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention programmes	One to one tuition and small group tuition. EEF Toolkit identifies these strategies impact on attainment.	1, 2, 5, 6
Purchase of an oral language intervention programme	NELI / TA time dedicated to this Targeted academic support for individuals and small groups is known to have a positive outcome on disadvantaged pupils.	1,2, 5
Additional phonics sessions	Little Wandle interventions Targeted academic support for individuals and small groups is known to have a positive outcome on disadvantaged pupils.	1, 2, 5
National Tutoring Programme sessions	From January 2022 – can we do 3 afternoon sessions for Year 2 and 2 sessions for Year 1 on 15 hour blocks? Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	1, 2, 5

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA training and resources	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	1, 2, 3, 5, 6

Forest School training	The provision of forest schools will support children with access to experiences that may not be financially viable. Support the physical, mental, social and emotional wellbeing of children working in the outdoor environment.	4, 5, 6
Whole school training on behaviour management approaches	The provision of behaviour management training and strategies will support a positive learning environment. EEF Behaviour interventions	1, 2, 3, 4, 5
Improving school attendance – Family liaison officer and attendance officer	The DfE guidance, Improving School Attendance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1, 2, 3, 5, 6
Milk provision	To support children being ready for teaching and learning.	3, 5

**Total budgeted cost: £ 77, 958**

## 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.

*No statutory assessments took place in the summer term of 2021.*

*Children that were identified from the EYFS cohort who would benefit from the focused language and communication intervention participated in the Nuffield Early Language Intervention programme. This provided the children with regular focused opportunities to work with a trained Teaching Assistant and develop their language skills. The impact of Covid-19 meant that the children had a disturbed year and the programme has been taken into the new school year. The children enjoyed taking part and the focused time allowed for specific intervention.*

*Our Year 2 pupils took the phonic screening check and 86% met the phonic check standard of 32 marks. This compared favourably to the local authority figures of 76%. A lot of targeted support and intervention took place with 85% of Year 2 pupils eligible for free school meals meeting the standard and 83% of our disadvantaged pupils meeting the standard.*

*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.*

*Taking into consideration the needs of individual children who were unable to attend school full time during this academic year, 95% of the children eligible for pupil premium funding attended school at least for 90% of the school year with 70% achieving over 95% attendance in the school year.*