Pupil Premium Strategy Statement 2021-24

This statement details our school's use of pupil premium funding (and recovery premium funding for the 2021 to 2022 academic year) 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	Manorcroft Primary School
Number of pupils in school	400
Proportion (%) of pupil premium eligible pupils	16% (64 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 years 2021 - 2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Ann Wheeler - Headteacher
Pupil Premium Lead	Hannah Weal - AHT
Governor / Trustee Lead	

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,630
Recovery premium funding allocation this academic year	£19,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£95,630

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Manorcroft, educational research is at the core of the strategies we implement for our pupils. It is the driving force that allows us to explore and deliver a range of support geared towards improving the achievement of pupils from disadvantaged backgrounds, specific to our educational setting.

As emphasised in the Education Endowment Foundation (EEF) Guide, consistent, quality teaching in every classroom is fundamental in ensuring that pupils from disadvantaged backgrounds reach their full potential. Our commitment in expanding our knowledge through regular, professional reading, training and working with educational professionals within and outside our setting supports this. We make sure that new knowledge and research is shared with staff through weekly, professional meetings and wider school projects to ensure that our consistent and rigorous approach to supporting disadvantaged pupils is understood and adopted by everyone.

Our research-based approach forms the foundation on how we allocate our funding to support teaching, targeted academic support and wider school strategies. Our approach is continually under review, steering future decisions on how to adapt our strategies for the needs of the pupils in our school, striving for sustainable improvements.

Challenges

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

Challenge Number	Detail of Challenge
1	Implementing an evidence-based synthetic, systematic phonics programme for a consistent and rigorous approach to phonics teaching, so pupils meet or exceed national progress scores in phonics
2	Pupils in KS1/KS2 to meet or exceed national progress scores in reading
3	Pupils in KS1/KS2 to meet or exceed national progress scores in writing
4	Pupils in KS1/KS2 to meet or exceed national progress scores in Maths
5	Ensuring pupils are supported emotionally and socially, enabling them to access their learning effectively
6	Ensuring that individual pupils' attendance meets or exceeds 95%

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
• Pupils in KS1 to meet or exceed national progress scores in phonics • A synthetic and systematic phonics (SSP) programme to be successfully implemented • Investment in a phonic-matched reading system to support the learning and development of early readers	• For all pupils to have access to a high-quality synthetic, systematic phonics programme • For all teachers and LSAs to be trained for a consistent and rigorous approach to teaching phonics • For all pupils to be using a phonic-matched reading progression to support pupils in becoming fluent readers • For teachers and LSAs to be supported in implementing a new SSP programme to ensure quality first teaching in all classrooms
• Pupils in KS2 to meet or exceed national progress data in reading • Pupils to engage in a consistent approach to phonics, supporting early reading and therefore fluency in KS2 • Pupils to have access to 'keep-up' sessions to support phonics learning so that reading fluency can be gained in KS2 • Pupils to engage in a rich and meaningful curriculum to support their language acquisition	• Pre-planned, specific and regular (weekly) monitoring of teaching and learning from SLT/curriculum leaders • Specific and planned coaching for teachers and LSAs, informed by monitoring • SLT to lead evidence-based training to develop teachers' pedagogy with the view of addressing barriers to pupils' learning, including metacognition strategies, informed by whole-school monitoring for a rigorous and joined-up approach • Investment and implementation of SSP to have positive effect on reading in KS2 • Development of a whole-school curriculum overview to ensure that skills are taught in an order in which pupils can make meaningful links, increasing opportunities for effective language acquisition and reading comprehension • Subject leader to ensure that teaching reflects the progression and coverage of knowledge and skills needed for the year group
• Pupils in KS2 to meet or exceed national progress data in writing • Pupils in KS2 to meet or exceed national progress data in maths	• Pre-planned, specific and regular (weekly) monitoring of teaching and learning from SLT/curriculum leaders • Specific and planned coaching for teachers and LSAs, informed by monitoring

	• SLT to lead evidence-based training to develop teachers' pedagogy with the view of addressing barriers to pupils' learning, including metacognition strategies, informed by whole-school monitoring for a rigorous and joined-up approach • Subject leader to ensure that teaching reflects the progression and coverage of knowledge and skills needed for the year group
• Effective use of a high quality cross-curricular resource to increase opportunities for writing in the afternoons	• Curriculum coverage and the order in which skills are taught to be reviewed so that skills are taught in an order in which pupils can make meaningful links, increasing opportunities for quality writing • Opportunities for high quality writing to be monitored in books • SLT to lead evidence-based training to develop teachers' pedagogy with the view of addressing barriers to pupils' learning, including metacognition strategies, informed by whole-school monitoring for a rigorous and joined-up approach • Staff to develop action plans to support the subject they lead to ensure high-quality teaching and consistency across the school
• Whole-school, curriculum overview in place to ensure curriculum coverage so that skills are taught in an order in which pupils can make meaningful links • Providing rich learning experiences so that pupils are supported in retaining what they learn	• Development of a whole-school curriculum overview to ensure that skills and knowledge are taught in an order in which pupils can make meaningful links • Specific projects to be assigned to each year group to ensure relevant and meaningful links are made as pupils progress through the school • Middle leaders to monitor curriculum coverage and order of the skills taught to ensure high quality learning from each year group • Pre-planned, specific monitoring of teaching and learning from SLT/curriculum leaders • Specific and planned coaching for teachers and LSAs, informed by monitoring
• To enable pupils to practise resilience and perseverance so that they can access their learning effectively • Pupils with social and emotional needs to be identified quickly so that appropriate intervention	• Teachers to run home learning clubs to ensure that disadvantaged pupils are accessing the additional learning on offer • For staff to be efficient in using our reporting tool so that relevant members of staff can be notified of a pupils' situation and appropriate and timely

can be planned for, allowing for learning to take place in the classrooms	support be put in place, ensuring pupils' needs are monitored
• Pupils' perspectives to be used to drive new strategies for supporting barriers to learning	• For pupils to take part in Forest School learning, supporting their confidence, social skills, communication, motivation, physical skills and knowledge and understanding
• Positive parental engagement	• Employment of a Home-School Link Worker (HSLW) to support social, emotional and/or mental health of the pupils and parents where needed
• Planning and implementation of interventions specific to the needs of the pupils at the time	• The use of a trained Emotional Literacy Support Assistant (ELSA) to support pupils with any social and/or emotional needs they may have, removing barriers to learning
	• Increased presence of SLT at the beginning and end of the school day to support parental engagement and pupils in expressing anything they may want to share so that learning can take place
	• The use of lunchtime reflection with DHT to ensure that pupils are coached in making better choices, whilst being supported socially and emotionally
	• SLT to monitor the planning and implementation of specific interventions for the individual needs of pupils
• To improve the attendance of disadvantaged pupils to meet or exceed the attendance of non-disadvantaged pupils	• Regularly monitor the attendance of pupils so that timely and appropriate support can be planned where needed
	• Good communication and relationships are maintained with parents to support attendance rates

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 (eg. CPD, recruitment and retention)

Budgeted Cost: £19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Research into and purchase of a synthetic and systematic, evidence-based phonics programme • The purchase of new resources to support the implementation of the new phonics programme • Ensuring consistent teaching for a smooth transition between year groups, maximising learning potential • The purchase of phonic-matched reading books • Training of staff to ensure that a clear and consistent approach is adopted by all staff	• Evidence shows that using a synthetic and systematic approach to teaching phonics is necessary for ensuring that children acquire the strong reading foundations needed to become a fluent reader later in their learning (Rose, 2006) • The phonics programme that the school has invested in has worked in partnership with other organisations to create a revised programme that has been shown to have significant, positive effects in the reading progress of all pupils (including lower attainers) (Wandle and Little Sutton English Hub 2021) • The programme insists on a consistent approach to phonics where all teaching staff have to use the specific resources and approaches that everyone has been trained to use. This will allow for a smoother transition between year groups to maximise learning and contribute to consolidating the phonic skills the pupils have learned (Buckingham, 2016). • The consistent approach will also ensure that any gaps in learning can be catered for throughout the school and into KS2 where needed, using the same phonic approach, necessary to consolidate learning (Castles et al, 2018) • Evidence suggests that early experiences in reading are predictor of future reading achievement, which forms the basis for investing in a SSP programme (Vellutino et al, 2006)	1, 2 & 3
• Review the teaching approach in maths and measure the impact that Power Maths has had on the pupils' learning	• Using school evidence on pupil and staff perspectives to drive quality teaching and learning in Maths, quickly identifying and removing potential barriers to learning	4

• Development of a whole-school curriculum overview • Specific projects assigned to each year group	• To ensure that skills are taught in an order in which pupils can make meaningful links, increasing opportunities for effective language acquisition and reading comprehension (Christine Counsell, 2020)	1, 2, 3 & 4
• Subject leaders to ensure that teaching reflects the progression and coverage of knowledge and skills needed for the year group	• Evidence suggests that well-organised knowledge and skills curriculum progression positively impacts on pupils' learning as they progress through the school (Christine Counsell, 2020)	1, 2, 3, 4 & 5
• Pre-planned, specific and regular (weekly) monitoring of teaching and learning from SLT/curriculum leaders • Specific and planned coaching for teachers and LSAs, informed by monitoring to support quality teaching	• Regular and planned monitoring quickly identifies any need for staff support/coaching to ensure that pupils' needs are being met (EEF)	1, 2, 3, 4 & 5
• SLT to lead evidence-based training to develop teachers' pedagogy with the view of addressing barriers to pupils' learning, including metacognition strategies, informed by whole-school monitoring for a rigorous and joined-up approach to quality teaching	• Evidence shows that explicitly teaching pupils strategies to help plan, monitor and evaluate specific aspects of learning can have a positive impact on their learning • Significant improvements in pupils learning can be made when teachers demonstrate effective use of metacognitive and self-regulatory strategies, through modelling own thought processes, alongside promoting and developing metacognitive talk (EEF)	1, 2, 3, 4 & 5
• PP focus fortnightly - removing barriers to learning based on our individual school context	• Designated time every two weeks to disseminate good practice and raise the profile of disadvantages pupils - led by SLT	1, 2, 3, 4 & 5
• National College training package	• An extensive bank of resources for teachers to use to support the teaching and learning of the pupils that they teach and their individual needs	1, 2, 3, 4 & 5
• Professional reading	• An investment in reading materials tor teachers to support pedagogy and maintain high quality teaching in the classroom, eg. 'Teaching Walkthrus' by Tom Sherrington	1, 2, 3, 4 & 5
• Investment in Star Assessments to target pupils learning needs	• With computer-adaptive technology and more than thirty years of data, this assessment system has shown to provide accurate data about the pupils' progress, attainment and areas of development so that timely and appropriate support can be given. It is highly rated by the National Centre for Intensive Intervention (NCII).	2, 4 & 5

• Develop a marking policy that makes meaningful contributions to pupil's understanding, removing barriers to learning • Book scrutiny - particular attention to pupils eligible for PP funding • Raising the profile of live marking in the classroom	• Evidence suggests that providing feedback has a high impact on learning outcomes. Effective feedback supports pupils' focus and encourages them to use self-regulation strategies (allowing them to utilise feedback to make improvements) (EEF).	1, 2, 3, 4 & 5

Targeted Academic Support (eg. tutoring, one-to-one support, structured interventions)

Budgeted Cost: £34,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Implementation 1:1 'Keep-up' sessions in phonics	• Evidence shows that immediate feedback and additional teaching/intervention allows pupils to address misconceptions to maximise learning potential. Where children do not grasp a new grapheme-phoneme correspondence (GPC), specific 'keep-up' sessions are delivered by teachers to ensure that pupils continue the programme at the same pace as their peers (Wandle and Little Sutton English Hub 2021).	1 & 2
• Ensure that planned interventions run effectively across the school	• SLT to regularly monitor the quality, organisation and running of the interventions that operate across the school to ensure that pupils' needs are being met • SLT to use intervention analysis to make appropriate changes to pupils' support	1, 2, 3 & 4
• Home Learning Clubs available for pupils	• It is important to support home learning in school as not all pupils have a quiet place to learn at home. Research shows that immediate and written feedback on home learning has a positive impact on learning and even more so if the activities are linked to in-class projects (purposeful with a clear intention) (EEF).	1, 2, 3 & 4
• Dyslexia Gold	• An evidence based intervention, supported by the British Dyslexia Association, designed to support pupil's phonological awareness skills, the building block on which subsequent reading and writing skills can be acquired	1, 2 & 3

• Elklan	• When matched appropriately to a pupil's needs, evidence suggest oral language interventions supports pupils' articulation, vocabulary and spoken language, allowing them to access other areas of the curriculum effectively (EEF)	2 & 3
• Pre-teaching and 1:1 tuition groups	• Evidence shows that pre-teaching and 1:1 tuition has a high impact on pupils' learning, due to the individualised nature of the learning (EEF)	1, 2, 3 & 4
• Precision teaching	• An intervention based on Haring and Easton's (1978) learning hierarchy to support pupil's acquisition and fluency of new skills, also supported by the Educational Psychology Service	1 & 2
• The purchase of individual Power Maths books to support pupils' learning	• Individual resources to support the learning of pupils in Maths, aid concentration and ability to take part in their learning efficiently	3
• Outside agencies	• The use of outside specialist agencies/teachers to support pupils, including: Educational Psychology Service, Occupational Therapy and Speech and Language	1, 2, 3 & 4
• One-to-one tutoring	• The use of the teaching team to provide 1:1 tutoring for pupils eligible for pupil premium funding. This high-impact strategy will target the pupils in most need of support (EEF).	1, 2, 3 & 4

Wider Strategies (eg. related to attendance, behaviour, wellbeing)

Budgeted Cost: £42,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Supporting the social and emotional development of pupils through the use of an ELSA	• Emotional Literacy Support is an evidence-based strategy that breaks down barriers to learning by catering for specific social and/or emotional needs that the children may be experiencing. Our Emotional Literacy Support Assistant (ELSA) is a dedicated member of staff who supports the lunch-time sessions, helping children overcome any difficulties that they would have otherwise brought back into the classroom and therefore inhibiting their ability to learn. The ESLA then continues these sessions with specific children who have been identified as needing additional social and/or emotional support. The quality of this support is continually monitored through an educational psychology (EP) service every half term for a consistent and effective approach to supporting these children.	5 & 6

• Qualified Forest School teacher providing Forest School lessons for pupils across the school	• Forest School learning, supports pupils' confidence, social skills, communication, motivation, physical skills and knowledge and understanding, for example, Ridgers, (2010)	2, 3, 4, 5 & 6
• Daily reporting of social/emotional and behavioural needs of pupils	• The use of a central reporting tool ensures that pupils' needs are recorded and shared with relevant members of staff. Subsequently, appropriate and timely support can be put in place and monitored, removing barriers to learning (EEF).	5 & 6
• SLT leading 'Reflection' • Circle of friends • Starving the anxiety gremlin	• An appropriate combination of consistent approaches will be used to support all pupils' behavioural, social and emotional needs. Where tailored support is required for groups or individuals, SLT will support this through coaching them to make better choices, as research suggests teaching pupils self-management strategies has the highest impact (EEF). • These approaches are reviewed to ensure that appropriate and timely support can be put in place	5 & 6
• Presence of SLT during lunchtimes and at the school gate at the beginning and end of every day to support parental engagement	• A strategy that supports parental engagement, allowing pupils/parents to share any information at the beginning of the school day so that pupils can come into school ready to learn and parents feel supported and receive the help that they may need (EEF)	5 & 6
• Encouraging positive parental engagement to support pupils' attendance and parental involvement in their learning • Teaching staff to carry out parental workshops to involve them in their children's learning, equipping them with the skills they need to support home learning • Employment of a home-school link worker (HSLW) • Liaise with allocated member of the admin team to maintain records and put additional strategies in place where needed • SLT to call and meet parents where concerns regarding attendance persist	• It is important to be specific about the support we provide parents, offering practical strategies rather than general support. Evidence shows that good communication with school can encourage positive dialogue about learning. Therefore, we encourage parents to attend workshops, held at varying times and in different formats, to ensure that working parents have access to this (EEF). • Where parents are in need of more support, our HSLW can provide tailored help to encourage a nurturing home-environment and home-school relationship. This supports pupils being able to come into school with a readiness to learn. This includes ensuring limited home finances are not a barrier to full participation in school life.	5 & 6

Total Budgeted Cost: **£96,500**

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

The impact that our pupil premium activity has had on pupils during 2019-2020 can be found on our previous strategy plan. Due to COVID-19, performance measures have not been published for 2020-2021. However, there were elements of our strategy from 2020-2021 that were showing a positive impact and have influenced our planning of expenditure for this academic year.

Families eligible for the pupil premium funding remained a high profile group to ensure that their wellbeing was monitored closely. Our HSLW was able to offer additional support to families where needed. A post-lockdown questionnaire was used with the pupils as a tool to inform staff of anything that may have been a concern. These were followed up with the children and families where necessary. Over one hundred incidents were logged by staff which resulted in the school providing additional help for families where needed.

For example, through the organisation and purchase of computing equipment, pupils who would otherwise not have had access to online learning and resources, were then able to take part in lessons led by their class teachers. This gave the pupils continual access to high-quality teaching and learning (staff carried out home-visits to train families in the use of the new Chromebooks). The teaching and learning was monitored regularly by SLT to ensure that the new systems put in place were working effectively. Evidence suggests that regular mentoring has positive effects on the teaching and learning of pupils (EEF).

In addition, our ELSA was able to support individual pupils where necessary. Alongside our ELSA, our HSLW and the SLT offered daily, pastoral support, helping pupils sustain their confidence and resilience in what was a difficult time for many families so they could access learning opportunities presented to them.

Externally Provided Programmes

Programme	Provider
This is an evidence-based, highly individualised maths intervention. The pupils had access to their own personal tutor who ran weekly sessions with them for an hour, based on their own individual needs, informed by their diagnostic tests at the beginning of the intervention.	Third Space
An evidence based intervention, supported by the British Dyslexia Association, designed to support pupil's phonological awareness skills, the building block on which subsequent reading and writing skills can be acquired.	Dyslexia Gold