



Pupil Premium Strategy Statement 2024-27

This statement details our school's use of pupil 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 |
|--|---------------------------|
| School name | Manorcroft Primary School |
| Number of pupils in school | 405 |
| Proportion (%) of pupil premium eligible pupils | 17% (67 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 years 2024 - 2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Ann Wheeler - Headteacher |
| Pupil Premium Lead | Hannah Weal - AHT |
| Governor / Trustee Lead | Chris Temmink - CoG |

Funding Overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £98,495 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £98,495 |



Part A: Pupil Premium Strategy Plan

Statement of Intent

At Manorcroft, we ensure that the latest educational research underpins the strategies we implement for our pupils. Equally, knowing our pupils and families sets the foundations for us to make informed decisions around how best to apply evidence from research in the context of our school. Research, combined with adults who actively seek to understand our pupils, drives the holistic approaches we deliver.

Prioritising a tailored approach relies on sustaining a culture for learning amongst pupils and adults. We acknowledge that consciously challenging our own beliefs is essential if we are to empower children with the high aspirations and self-belief that we have for them. Part of achieving positive outcomes for pupils is equipping the children, and those that work with them, with a Growth Mindset, where a positive view of themselves is built upon through experiences that include resilience, getting it wrong and learning from it.

Pupils' motivation to progress cannot happen in the absence of strong connections with the adults children learn from. Children's experiences can vary greatly, further highlighting the importance of a tailored approach. Therefore, staff training is selected carefully to build on the knowledge and strategies that we use in school, which is then implemented using an autonomous approach, providing our staff team the flexibility they need to adapt their practice, specific to the individual pupils they have sought to understand in their class.

Challenges

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

| Challenge Number | Detail of Challenge |
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| 1 | Challenging preconceived ideas with children and adults that limit positive pupil outcomes |
| 2 | An agreed language for learning policy that sends the right message to our pupils |
| 3 | Fostering better connections within the whole school community in the pursuit of aspirational goals for pupils |
| 4 | Seeking to understand our families and barriers to parental engagement, so that home learning environments can be supported |
| 5 | As pupil mobility is high, supporting new joiners so that the right support is in place quickly - pupil induction |
| 6 | A bottom-up approach that tracks pupil attainment and progress in detail, enabling a timely response to pupil needs for better outcomes |



Intended Outcome

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024-27)**, and how we will measure whether they have been achieved:

| Intended Outcome | Success Criteria |
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| <p>For the whole school community to make conscious and informed decisions about the verbal, written and body language they use around pupils</p> <p>Everyday language from all adults and pupils is positive, aspirational and in the absence of judgement</p> <p>Pupils perceive themselves as capable and successful with high aspirations</p> <p>This will be measured through pupil and staff voice and the implementation of a language for learning policy</p> <p>(2)</p> | <ul style="list-style-type: none"> • To explore the types of language used in schools that positively and negatively impact pupil outcomes • To develop a clear understanding amongst the adults in school of the language that send our pupils the right message • For adults to reflect on the language, including written and body language, we use around pupils and colleagues • To generate an agreed language for learning policy with adults and children • For all to challenge verbal and body language that is detrimental to pupil outcomes • Everyday language champions our pupils • To ensure that this ethos is considered in our recruitment process |
| <p>For staff and pupils to feel confident in challenging preconceived ideas/language/behaviour that does not align with the school’s language for learning ethos</p> <p>This will be evaluated through the implementation of training, and staff and pupil voice, with the aim of a positive impact on pupil attainment</p> <p>(1)</p> | <ul style="list-style-type: none"> • Foster a collaborative approach with the staff team through professional meetings that allow time for solutions to be developed • Regular training and discussion opportunities that support positive language for learning and aspirational goals to become part of the school’s everyday culture • To provide opportunities for the staff team to reflect on school case studies that highlight the importance of challenging preconceived ideas |
| <p>Fostering better connections within the whole school community in the pursuit of aspirational goals for pupils</p> <p>This will be measured through pupil and staff voice and the positive impact on pupil outcomes through our ‘championing approach’</p> <p>(1)</p> | <ul style="list-style-type: none"> • To provide training on the importance of connections with our disadvantage pupils • Training that deepens understanding around the challenges of socioeconomic differences including possible starting points, trauma and current statistics • Adults to use their knowledge and expertise to form connections with pupils holistically • Where relationships between pupils and adults break down, develop an action plan with the leadership team to repair this |



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| | <ul style="list-style-type: none"> • To develop our school environment to support pupils enjoyment, access and confidence in school e.g. the development of nurture spaces and Opal Play) |
| <p>Seeking to understand our families and barriers to parental engagement so that home learning environments can be supported</p> <p>This will be measured through parental voice and the outcomes for our families</p> <p>(4)</p> | <ul style="list-style-type: none"> • As part of school culture and as a result of training, adults seek to understand our harder to reach families • Adults respond to families in a way that builds trust and invites them to communicate with the school, knowing that their own experiences may be inhibiting this • To build stronger communications with our main feeder nursery, seeking to get to know our families • Use information to support families as needed, especially in relation to learning in the home • Ask our harder to reach parents for feedback on how engagement can be supported |
| <p>For new joiners to access the right support quickly</p> <p>This will be measured through the impact and implementation of an induction for new pupils</p> <p>(5 & 6)</p> | <ul style="list-style-type: none"> • Pupil mobility is high - to identify the right support pupils and families may need as they join • Seek to understand new pupils and families so that we can support any barriers with this |
| <p>To use a 'bottom-up' approach that tracks pupil attainment in detail, enabling a timely response to pupil needs</p> <p>This will be measured through the use of trackers and subsequent interventions for improved progress and attainment</p> <p>(6)</p> | <ul style="list-style-type: none"> • Develop a pupil attainment tracker that details the attainment and progress of pupils • To use the data to initiate adaptations in practice quickly • Monitor the attainment and progress with SLT every half term with teachers • Disadvantaged pupils to remain high profile in monitoring of teaching and learning, subject leadership and behaviour • Disadvantaged pupils to be a main focus in pupil progress meetings with SLT each half term |
| <p>To ensure that early intervention from EYFS drives the tailored provision for pupils</p> <p>This will be measured through the impact on progress and attainment as a result of the interventions planned using the WellComm data</p> <p>(6)</p> | <ul style="list-style-type: none"> • Invest in the use of WellComm assessments in EYFS as an well-recognised strategy in supporting language development • To use the WellComm data to analyse language development of individual pupils and inform intervention planning |



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| | <ul style="list-style-type: none"> • Track WellComm assessment data to ensure language development progress • In EYFS, implement the use of 'Drawing Club' to support children's confidence in language, emerging writing skills and imagination • Use the WellComm data to support the planning of the 'Drawing Club' sessions • Where pupils' attainment is lower, they will be provided with additional sessions |
| <p><u>Early Intervention & Phonics</u></p> <p>To ensure high aspirations for pupils are based on pupils 'keeping up' not 'catching up'</p> <p>This will be measured through the progress and attainment for our pupils in phonics</p> <p>(6)</p> | <ul style="list-style-type: none"> • Pupils access same day interventions where a new sound/word/concept has not been fully grasped so that pupils can access their next steps in their learning the next day • Staff 'flood fill' phonic sessions so that pupils are taught in groups that support their progress • Where pupils need more/different support, pupils will access a 'Rapid Catch-Up' programme • Where pupils continue to need more/different support, pupils will access a SEND phonic programme |
| <p><u>Teaching & Learning</u></p> <p>Teachers are equipped with the skills to adapt the teaching and learning approaches for the changing needs of the pupils they teach</p> <p>A cycle of regular coaching meetings with planned foci, reviews and adaptations have a positive impact on pupil outcomes</p> <p>The staff team implement our agreed pedagogical approach effectively</p> <p>To ensure that our induction process shares our expectations around culture and pedagogy</p> <p>This will be measured through the implementation of training, the evaluation of teaching and learning and performance appraisal</p> <p>(2, 3 & 6)</p> | <ul style="list-style-type: none"> • Training is provided that builds on our shared pedagogical approaches • Monitoring is planned and regular and evaluates the implementation and adaptation of our pedagogical approaches • SLT collaborate to ensure there is an aligned vision that effective implementation of our pedagogical approaches means inclusion for every pupil • Where there are inconsistencies around expectations in the classroom, this is challenged quickly, supported and followed up • Development of a joined up approach with subject leadership, teaching and learning, SEND and appraisals to allow for a consistent approach in vision to be implemented • Adapt the induction process to ensure that it drives the expectations within our school • Specific and planned coaching for teachers and LSAs, informed by monitoring |



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| | <ul style="list-style-type: none"> • Pupils will have the opportunity to have support with home learning in school where there are barriers to this in the home • For all pupils to take part in Woodland Skills, supporting their confidence, social skills, communication, motivation, physical skills and knowledge and understanding • SLT to monitor the planning and implementation of specific interventions for the individual needs of pupils |
| <p><u>SEMH</u></p> <p>For communication and engagement between home and school to be effective where families can access the support they need, reducing negative outcomes</p> <p>For pupils to feel confident in communicating with trusted adults who they know will listen and support them</p> <p>This will be measured through the implementation of training, pupil and parental feedback, the impact on the number and nature of behavioural incidents as well as feedback from outside services</p> <p>(3, 4 & 5)</p> | <ul style="list-style-type: none"> • For our staff team to have access to the necessary information to support their pupils holistically • To maintain the importance of accurate recording of information on CPOMS and training around this, so that we can support pupils effectively • Where family circumstances inhibit their capacity to engage with school, our Home-School Link Worker (HSLW) will support in maintaining communication and signpost support as needed • Our HSLW to form part of a support network for our families enabling the right support at the right time, reducing negative impacts on the pupils at our school • Our Emotional Literacy Support Assistant (ELSA) to support pupils with any social and/or emotional needs • Pupil voice and perspective is taken into account in a variety of areas of school life, including SEND, curriculum and pupil leadership • To ensure that our approach to behaviour is restorative, supporting and teaching pupils skills in regulating emotions to support their health and wellbeing |
| <p>To remove barriers to pupils attending school</p> <p>This will be measured through analysing data regularly and monitoring key groups</p> <p>(3, 4 & 5)</p> | <ul style="list-style-type: none"> • Regularly monitor the attendance of pupils in order to support/communicate with families where this is a concern • Use information gathered to support families as needed • Good communication and relationships are maintained with parents to support attendance rates |



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| | <ul style="list-style-type: none">• Ensure the school is invitational in its approach to communicating with families.• SLT are present at the beginning and end of the school day, providing parents the opportunity to communicate with the school |
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Activity in this Academic Year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above:

Teaching (eg. CPD, recruitment and retention)

Budgeted Cost: £31,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Underserved pupils remain high profile in the monitoring of teaching and learning, attendance and behaviour:</p> <ul style="list-style-type: none"> ➤ The implementation of a 'bottom-up' approach that identifies learning needs and supports progress and attainment ➤ Half termly pupil review meetings with SLT and teachers ➤ Training that equips teachers with the skills to adapt teaching and learning strategies based on pupil reviews | <p>Quality teaching and learning that evolves with children's needs underpins positive outcomes (EEF, 2021). Our shared pedagogical approach is based on inclusivity where children are enabled to access the skills and knowledge specifically organised to support pupils' understanding and therefore progression (Christine Counsell, 2020).</p> <p>Our underserved learners are high profile when evaluating and adapting the sequence of our curriculum and the way in which it is taught (Macfarlane, 2021). The teaching and learning of our curriculum enables pupils to make meaningful links, increasing opportunities for effective language acquisition and reading comprehension (Christine Counsell, 2020).</p> | <p>5 & 6</p> |
| <p>Development of a joined up approach with subject leadership, teaching and learning, SEND and appraisals to ensure an aligned vision of inclusion:</p> <ul style="list-style-type: none"> ➤ Implementation of a planned monitoring cycle with SLT that informs subsequent professional development ➤ Training and implementation of our agreed pedagogical approach ➤ Weekly SLT briefings to evaluate teaching and learning and plan next steps ➤ Adaptation of the interview and induction process to ensure that it drives the expectations within our school | <p>We use school evidence on pupil and staff perspectives to drive quality teaching and learning, quickly identifying and removing potential barriers to learning (The EEF Guide to the Pupil Premium, 2022). A combination of mentoring, coaching and training will foster professional development that contributes to a shared pedagogical approach (Growth Coaching International, 2022).</p> <p>Elements of our shared pedagogy include metacognitive strategies, cold calling and immediate feedback. Effective feedback supports pupils' focus. It encourages them to use self-regulation strategies, including planning, monitoring and evaluating their learning. Feedback that occurs in the flow of learning allows pupils to make improvements (EEF, 2021).</p> | <p>5 & 6</p> |



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| <p>Implementation of specific strategies that ensure high aspirations for pupils, which is based on pupils ‘keeping up’ not ‘catching up’:</p> <ul style="list-style-type: none"> ➤ Timely implementation of additional phonic strategies as a result of weekly assessments ➤ Use of additional staff to prioritise phonic teaching ➤ Coaching of staff members from the reading leader to ensure teaching evolves with the children’s needs, maintaining the fidelity of the programme ➤ Continual investment in materials and training to maintain standards and support new staff | <p>Early experiences in reading are predictor of future reading achievement (Vellutino et al, 2006). 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). Little Wandle is a revised programme, which has been shown to have significant, positive effects in the reading progress of all pupils (Wandle and Little Sutton English Hub 2021).</p> <p>A consistent approach to phonics will allow for an efficient transition between year groups, maximising and building on previous learning (Buckingham, 2016). Misconceptions are identified quickly and tackled using a specific phonic approach that enable pupils to consolidate their learning (Castles et al, 2018).</p> | <p>3, 5 & 6</p> |
| <p>Implementing additional opportunities for pupils to access school life positively:</p> <ul style="list-style-type: none"> ➤ Teaching of Woodland Skills to support confidence, social skills, communication, motivation, physical skills and knowledge and understanding ➤ To develop the school environment including the development of nurture spaces and OPAL ➤ Pupil induction to assess the needs of new joiners | <p>Outdoor learning supports pupils’ confidence, social skills, communication, motivation, physical skills and knowledge and understanding, for example, Ridgers, (2010).</p> <p>Research conducted by Outdoor Play and Learning (OPAL) (2021) concluded the positive impact on pupil wellbeing. OPAL is a mentoring programme that supports schools in creating happier playtimes and better play spaces.</p> | <p>3, 5 & 6</p> |
| <p>Standardised Assessments:</p> <ul style="list-style-type: none"> ➤ Investment in Star Assessments to target pupils learning needs | <p>Using computer-adaptive technology and more than thirty years of data, this assessment system has shown to provide accurate data on 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).</p> | <p>5 & 6</p> |



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

Budgeted Cost: £42,600

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Seeking to understand our families to support parental engagement:</p> <ul style="list-style-type: none"> ➤ Identify barriers to parental engagement ➤ Provide support that enhances home learning environments ➤ Develop a pupil induction strategy to quickly identify learning needs of new joiners ➤ Employment of a HSLW to support with parental engagement ➤ Employment of an Emotional Literacy Support Assistant (ELSA) to support pupils' SEMH needs | <p>Home learning environments includes the adults within it; strategies that support parents feeling confident in supporting their child should be explored as a potential barrier (Macfarlane. 2021). Where families and children trust school staff, there is better communication, and solutions are reached more efficiently (Covey, 2006).</p> <p>Family circumstances can affect capacity to engage with school. Families' personal experiences may inhibit their confidence to communicate with school staff but have a lot of insight to share about their child. We have to know our families in order to overcome barriers and support each child (Macfarlane, 2021).</p> | <p>1, 2, 3, 4 & 5</p> |
| <p>Develop a 'bottom up' approach that identifies and supports individual needs:</p> <ul style="list-style-type: none"> ➤ Track individual pupils' attainment and progress alongside attendance ➤ Respond to pupils' individual needs ➤ Plan interventions aligned with current needs ➤ Opportunity for pupils to carry out home learning with teachers | <p>SLT monitor the quality, organisation and running of the interventions that operate across the school to ensure that pupils' needs are being met. School data is used to make appropriate changes to pupils' support. Where there is the need for additional staff, pupils with more complex needs access interventions run by SLT to ensure individualised provision (EEF, 2021).</p> | <p>5 & 6</p> |
| <p>To ensure that early intervention from EYFS drives the tailored provision for pupils:</p> <ul style="list-style-type: none"> ➤ Invest in the use of WellComm assessments in EYFS to support language development ➤ Use WellComm data inform intervention planning and track progress ➤ Implement the use of 'Drawing Club' in EYFS to support children's confidence | <p>Delayed language skills leads to under-performance later in life. Wellcomm helps identify barriers to speech and language development (GL Assessments 2015).</p> <p>Drawing Club is a teaching strategy that enables children to develop their language, fine motor skills and Imagination. Children's grow in confidence as they develop their writing skills in creative activities that are adapted by teachers to suit individual needs (Bottrill, 2017).</p> | <p>6</p> |



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| <p>in language, emerging writing skills and imagination</p> <ul style="list-style-type: none"> ➤ Use the WellComm data to support the planning of the 'Drawing Club' sessions | | |
| <p>Early intervention and phonics:</p> <ul style="list-style-type: none"> ➤ High aspirations for pupils are based on pupils 'keeping up' not 'catching up' ➤ Same day interventions so that pupils can access subsequent learning ➤ Use a 'flood fill' approach for phonic sessions so pupils are taught in groups that support their progress ➤ Assessment are used to identify pupils who would benefit from: <ol style="list-style-type: none"> 1. Rapid Catch-Up 2. SEND phonic programme ➤ SLT/subject leaders monitor the planning and implementation of interventions | <p>School data has shown that this has had a significant and positive impact on the outcomes for pupils in reading.</p> <p>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).</p> | 6 |
| <p>Elklan</p> | <p>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, 2021).</p> | 6 |
| <p>Pre-teaching:</p> <ul style="list-style-type: none"> ➤ Maths | <p>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, 2021).</p> | 6 |
| <p>Precision Teaching</p> | <p>Precision Teaching is an intervention based on Haring and Easton's (1978) learning hierarchy. It supports pupils' acquisition and fluency of new skills. Precision Teaching is also recognised and supported by our Educational Psychology Service.</p> | 6 |
| <p>Purchasing of individualised resources</p> | <p>Individual resources aid concentration and ability to take part in their learning efficiently, for example, the purchase of additional Power Maths books specific to learning need.</p> | 6 |
| <p>Outside Agencies</p> | <p>Investments into the use of outside specialists support pupils' individual needs: Services include, visiting other educational settings, Educational Psychology Service, Occupational Therapy and Speech and Language.</p> | 6 |



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

Budgeted Cost: £24,300

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Develop a shared culture around language for learning:</p> <ul style="list-style-type: none"> ➤ Access training that supports understanding around language for learning ➤ Collaborate with the staff team to develop a language for learning policy ➤ Training that reflects on case studies and pupil outcomes ➤ Staff briefings that allow time for solutions to be shared and actions developed | <p>The language we use plays a pivotal role in influencing pupils and the way they view themselves (Dweck, 2006). Using language that champions learners takes place when we challenge our preconceived ideas around the children and families we work with (Macfarlane, 2021). Developing aspirational learners drives positive outcomes for pupils. This is achieved when the adults around them convey this message (Seligman, 1991).</p> <p>A Growth Mindset approach is fundamental in sustaining language for learning that champions pupils (Macfarlane, 2021). Adults must challenge their own and others' language (including written and body language) if we are to supplement the aspirational messages that some children may not access.</p> | <p>1, 2, 3, 4</p> |
| <p>Parental engagement and supporting better connections:</p> <ul style="list-style-type: none"> ➤ Develop action plans that support relationship breakdowns ➤ SLT presence for pupils, staff and parents ➤ Parent voice ➤ Supporting pupils in line with the information we have (CPOMs) ➤ Attendance analysis drives support offered to families (daily calls) ➤ Our HSLW forms part of a support network for our families enabling the right support at the right time ➤ Utilise a restorative behaviour approach | <p>Strong connections with families relies on seeking to understand them. When this is prioritised, schools can support families efficiently, supporting positive impacts for pupils more quickly (Macfarlane, 2021). Parental feedback must be sought if parental engagement is to be adapted to suit the needs of the families within the school (Macfarlane, 2021).</p> <p>Families and schools are more efficient in supporting pupils' outcomes where there is trust (Covey, 2006). Improved parental engagement can have a positive impact on pupil attainment, for example, supporting improved attendance (Sobel, 2018).</p> | <p>3, 4 & 5</p> |
| <p>Recruitment & Induction:</p> <ul style="list-style-type: none"> ➤ Review the interview process ➤ Ensure our interview process aligns with school culture ➤ Develop resources that clearly share school culture as part of the induction and training | <p>Adults must challenge their own and others' language (including written and body language) and understand the impact that it has on pupils (Seligman, 1991). If we are to enable children to view themselves positively, our communication must convey belief in their potential (Langer, 1989). Positive language from adults has to be part of the school's daily practice so that children are motivated to learn (Dweck, 2006).</p> | <p>1 & 2</p> |



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| <p>Underserved Champion Approach:</p> <ul style="list-style-type: none"> ➤ Everyday language champions pupils ➤ Adults nurture a positive self-perception within pupils ➤ Adults instil aspirational goals for the pupils they work with ➤ Training that deepens understanding around socioeconomic challenges ➤ differences including possible starting points, trauma and current statistics | <p>Schools have to explore structures/groupings that exacerbate any cycle of disadvantage, for example, grouping by attainment often has a negative impact on pupil outcomes. Hallam and Parsons’ study concluded that ‘top sets’ include pupils who are autumn born with parents who are homeowners (Hallam & Parsons, 2013).</p> <p>Teacher expectation is crucial in supporting pupil outcomes (Rosenthal, 1968) and breaking structures that have a negative impact on underserved pupils. Pupils are motivated when adults deliver praise based on effort, resilience and mistakes without labelling the child (Dweck, 2006). Simple, positive language should inform pupils what they have achieved and how they can go (Lemov, 2010).</p> <p>Where adults show a genuine interest in pupils, they learn better (Hattie, 2008). Quality relationships with learners has to be prioritised (Macfarlane, 2021). The climate and culture created in a classroom determines outcomes for pupils. (Carpenter 2018). Children do not learn from people they do not like (Pierson, 2013).</p> | <p>1, 2, 3 & 4</p> |
| <p>Employment of an Emotional Literacy Support Assistant (ELSA)</p> | <p>Emotional Literacy Support is an evidence-based strategy that breaks down barriers to learning by catering for specific social and/or emotional needs for children. The progress that the children make is analysed to ensure that appropriate next steps are planned for children’s individual needs.</p> | <p>3, 4 & 6</p> |
| <p>Behaviour:</p> <ul style="list-style-type: none"> ➤ Timely access to restorative reflection with SLT where needed ➤ Daily reporting of social/emotional and behavioural needs of pupils ➤ Implementation of ‘Circle of Friends’ where appropriate ➤ Implementation of ‘Starving the Anxiety Gremlin’ where appropriate ➤ Implementation of a ‘Girls on Board’ approach including training for staff ➤ Presence of SLT during lunchtimes and at the beginning and end of the school day | <p>Emotional coaching approaches (that are tailored for individuals where needed) enable pupils to adapt their understanding and thinking around their choices. Research suggests teaching pupils self-management strategies has the highest impact (EEF, 2021). Information is well-communicated with teachers and families where necessary to ensure appropriate support, based on a holistic view, is provided at the right time (EEF, 2021).</p> | <p>2, 3 & 6</p> |

Total Budgeted Cost: £98400



Part B: Review of outcomes in the previous academic year (2023-24)

Pupil Premium Strategy Outcomes

| Activity | Impact |
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| <p>Reading</p> <p>Monitoring of teaching and learning within reading lessons to ensure a consistent approach is used by all</p> <p>Same-Day Phonics Interventions (Keep-Ups)</p> <p>Continued investment in high-quality reading materials</p> <p>Continual training from subject leaders/SLT to support staff in delivering a consistent approach</p> <p>Implementation and development of a whole-class reading approach</p> <p>Regular mentoring and monitoring of quality teaching by SLT and subject leaders</p> <p>Research used regularly to adapt approaches where needed</p> <p>Use of standardised assessment tools to support identifying and removing barriers to learning</p> | <p><u>Phonics</u></p> <ul style="list-style-type: none"> • Pupils made good progress, as shown in their Year 1 Phonic Screening Check: <ul style="list-style-type: none"> ➢ PP - 100% pupils met the threshold (vs 87% of all pupils) • Pupils made good progress, with cumulative data in Y2 showing positive outcomes: <ul style="list-style-type: none"> ➢ PP - 75% pupils met the threshold (vs 84% of all pupils) • All PP pupils met threshold where there were no additional needs • Pupils who did not meet threshold, are tracked and will continue with individualised phonics interventions in Y3 • Positive outcomes from the phonics programme are visible in reading outcomes for PP pupils: <p><u>EYFS</u></p> <ul style="list-style-type: none"> • 80% of PP pupils were on track for reading at the end of the academic year • 60% of PP reached GLD (vs 65% of all pupils) • All PP pupils were on track where there were no additional needs • 100% of PP pupils made expected progress and 20% made rapid progress <p><u>KS1</u></p> <ul style="list-style-type: none"> • 61% of PP pupils were on track for reading at the end of the key stage • 15% of PP pupils were working above expectations • All PP pupils were on track where there were no additional needs • 20% of PP pupils made rapid progress <p><u>KS2</u></p> <ul style="list-style-type: none"> • 30% of PP achieved the expected standard in reading (v 73% of all pupils) - all PP pupils achieved the expected standard where there were no additional needs • 90% of PP pupils made expected or rapid progress where there were no additional needs • All PP pupils were on track at the end of the academic year where there were no additional needs |
| <p>Writing</p> <p>Training from subject leaders/SLT to support staff in delivering a consistent approach</p> <p>Regular analysis of writing data to ensure provision is targeted for individual needs</p> | <p><u>EYFS</u></p> <ul style="list-style-type: none"> • 60% of PP pupils achieved the expected standard in writing (v75% of all pupils) - all PP pupils achieved the expected standard where there were no additional needs • 100% of PP pupils made expected progress with 40% making rapid progress • 60% of PP reached GLD (vs 65% of all pupils) |



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| <p>Feedback & Assessment in Writing</p> <p>Modify and continue to implement and develop a new Feedback & Assessment Policy that makes meaningful contributions to pupil's understanding, removing barriers to learning - this will take into consideration pupil and staff perspectives</p> <p>Book scrutiny - particular attention to pupils eligible for PP funding</p> <p>Training to develop a consistent approach in immediate feedback for a positive impact on pupil progress</p> | <p><u>KS1</u></p> <ul style="list-style-type: none"> • 38% of PP achieved the expected standard in reading (v 70% of all pupils) - all PP pupils achieved the expected standard where there were no additional needs • 64% of PP pupils made expected progress - all PP pupils made expected progress where there were no additional needs <p><u>KS2</u></p> <ul style="list-style-type: none"> • 40% of PP pupils achieved the expected standard in writing (v 72% of all pupils) - all PP pupils achieved the expected standard where there were no additional needs • 100% of PP pupils made expected progress (v 97% of all pupils) with 50% of PP pupils making rapid progress |
| <p>Maths</p> <p>Audit of the teaching and learning in maths in relation to disadvantaged pupils and those with SEND to remove barriers to learning</p> <p>Regular analysis of maths data to ensure provision is targets for individual needs</p> <p>Same-Day Maths Interventions (Keep-Up)</p> <p>Use of standardised assessment tools to support identifying and removing barriers to learning</p> | <p><u>EYFS</u></p> <ul style="list-style-type: none"> • 60% of PP pupils achieved the expected standard in maths (v 72% of all pupils) - all pupils achieved the expected standard where there were no additional needs • 80% of PP pupils made expected progress (v 91% of all pupils) - all pupils made expected progress where there were no additional needs • 60% of PP reached GLD (vs 65% of all pupils) <p><u>KS1</u></p> <ul style="list-style-type: none"> • 62% of PP pupils achieved the expected standard in maths (v 74% of all pupils) - all pupils achieved the expected standard where there were no additional needs • 91% of PP pupils made expected progress (v 84% of all pupils) and 9% made rapid progress <p><u>KS2</u></p> <ul style="list-style-type: none"> • 20% of PP pupils achieved the expected standard in maths (v 69% of all pupils) - all pupils achieved the expected standard where there were no additional needs • 100% of PP pupils made expected progress and 20% made rapid progress (v 95% of all pupils) |
| <p>Pupil Voice</p> | <ul style="list-style-type: none"> • Subject leaders carry out regular pupil voice activities where the perspectives of PP pupils are always included in these groups • Subject leaders triangulate what they see in lesson, with learning in books and pupil voice • Subject leaders use this evidence to drive their subject leadership aims and objectives • Where pupils were consulted as part of the latest Ofsted Inspection, the following judgements were made: <ul style="list-style-type: none"> ➢ The school is a happy place to be. Pupils have warm and mutually respectful relationships with everyone in the school. They are consistently considerate and calm in their conduct. A sense of kindness and care pervades as a result. Social times are joyous |



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| | <p>because pupils take care of each other and their environment. They enjoy playtimes and help each other in the various activities that staff provide for them.</p> <ul style="list-style-type: none"> ➤ The school prioritises the personal development of pupils. Senior leaders recognise that pupils need to know crucial skills to be ready for the future. Subsequently, they provide a programme for pupils to learn valuable life skills and become independent. The school celebrates difference and teaches pupils that they should treat everyone with equal respect. Pupils have secure knowledge of a range of religions and cultures and truly value the diversity in their community. <p>(Ofsted Inspection (Sept. 2023))</p> |
| <p>Woodland Skills</p> <p>Increasing our offer for pupils</p> | <ul style="list-style-type: none"> • Training was provided to all teachers and LSAs by Surrey Outdoor Learning (SOLD) to ensure high-quality sessions could be planned and carried out with pupils. The offer for outdoor learning has increased where pupils will take part in sessions every half term. • The planning ensures progression and the continual investment in 'Woodland Skills' teaching will be maintained due to the positive impacts it has on pupil SEMH. This is considered in relation to cultural capital and forms part of the offer we want to provide for our pupils. • Feedback from pupils show that, from all year groups, the vast majority of pupils enjoyed their Woodland Skills learning and could articulate what they had learned and why they could do next to progress with the skills they had learned. |
| <p>Behaviour & SEMH</p> <p>Supervision meetings each week to ensure incidents are actioned appropriately based on online recordings by staff</p> <p>Behaviour support led by teachers and SLT using a consistent approach</p> <p>Implementation of Zone of Regulation - investment in training and resources</p> <p>Employment of HSLW</p> <p>Employment of ELSA</p> <p>SEMH interventions carried out by SLT/teachers:</p> <ul style="list-style-type: none"> • Circle of Friends • Lego Therapy • Feeling Fabulous • Starving the Anxiety Gremlin | <ul style="list-style-type: none"> • As part of the latest Ofsted Inspection, the following judgements were made: <ul style="list-style-type: none"> ➤ Behaviour is exceptional in this school. The school teaches pupils about positive behaviour through all aspects of school life. Teachers in Reception embed routines and rules for children from the time they start. As a result, from the youngest age, pupils show positive attitudes to learning and excellent conduct. Staff take every opportunity to explore with pupils the impact of their behaviour or that of others. Consequently, pupils are understanding and inclusive. They create a positive behaviour environment throughout the whole school in the way they support and guide each other. <p>(Ofsted Inspection (Sept. 2023))</p> • The following approaches enable pupils to access this offer: <ul style="list-style-type: none"> ➤ To support a restorative approach towards behaviour, consequences for behaviour are not carried forward into the next session of learning/the next day ➤ Our restorative approach is inclusive for all pupils: they understand our behaviour policy; they know how incidents are resolved; and they are coached in how to make good/better choices ➤ Inclusive of those with SEND and those with SEMH difficulties, pupils use self-regulation strategies to identify feelings and resolve issues (Zones of Regulation) ➤ SLT are present every lunchtime to support and resolve any behavioural, social, emotional and mental health difficulties promptly, reducing barriers to learning within the school day |



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| <p>Attendance</p> | <ul style="list-style-type: none"> • Attendance of vulnerable groups is tracked • Multiple communications involved in a rigorous approach to improve attendance, including letters, calls and attendance meetings held with HSLW/SLT • Additional attendance calls are made for PP pupils when they are not present in school • PP attendance is 94% (increase from last year) vs 95% for all pupils |
| <p>Parental & Pupil Engagement</p> | <ul style="list-style-type: none"> • Engagement is maintained with parents to ensure that we can provide the necessary support for pupils to take part in all of school-life, which has included the following: <ul style="list-style-type: none"> ➤ Uniform ➤ Trips ➤ Workshops ➤ Parent meetings • Engagement for all school activities are tracked • Contact with individual parents is made where there is a lack of engagement • PP pupils are asked individually about whether they want to participate in additional school activities to ensure they receive the same offer |
| <p>CPD</p> | <ul style="list-style-type: none"> • National College: <ul style="list-style-type: none"> ➤ Accessed for training during INSET days to support the quality of teaching and learning ➤ Accessed for LSA and PDM Meetings ➤ Accessed by all staff for CPD to support teaching of individual cohort/pupils |



Externally Provided Programmes

| Programme | Provider |
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| Phonics Programme | Little Wandle Letters & Sounds Revised (LWL&S) |
| Pupil Wellbeing | Opal Play |
| Maths Programme | Power Maths |
| Language Intervention | Precision Teaching |
| | WellComm (EYFS) |
| Standardised Reading & Maths Assessments | Star Assessments |
| Writing Assessment | No More Marking |
| SEMH interventions | ELSA |
| | Girls on Board |
| | Feeling Fabulous |
| | Lego Therapy |
| | Spike Lego Club |
| | Boxhall Profile |