

Pupil premium strategy statement- Manor Hill First School 2023-24

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	177
Proportion (%) of pupil premium eligible pupils	17.5
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	October 2023
Date on which it will be reviewed	March 2024
Statement authorised by	J.Roden
Pupil premium lead	H.Warrillow
Governor / Trustee lead	A.Lovell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 39285
Recovery premium funding allocation this academic year	£3045
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
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>	£42330

Part A: Pupil premium strategy plan

Statement of intent

At Manor Hill First school we have the highest aspirations for all of our children and want every child to reach their full potential. We strive to deliver a quality education which prepares children for the next stage in their academic journey as well as ensuring that they are nurtured to be confident and conscientious individuals who are proud of their skills, talents and attributes.

As a school we recognise that quality first teaching is proven to have the greatest impact on closing attainment gaps, including for disadvantaged pupils. This year we aim to continue to this using the Rosenshine Principles pedagogy for all, supplemented with targeted academic interventions and tailored pastoral support to close gaps and remove barriers to learning.

We aim to ensure that no child is or feels underprepared to access a full curriculum by using our resources to offer personalised responses to meet their needs.

Challenges

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

Challenge number	Detail of challenge
1	<i>Attendance</i> In 2022-23 the average attendance for disadvantaged children was 92.5% which is below non-disadvantaged children 95.4% and below the school target for all children 97%.
2	<i>Attainment</i> In 2022-23 the attainment of pupil premium children was lower overall than non-disadvantaged children, attainment of disadvantaged pupils with identified SEND has been identified as an area for improvement.
3	<i>Social, Emotional and Mental Health</i> We recognise that a growing proportion of children require support to be ready to engage with a school day and to maintain positive engagement throughout the day. 30% of children in receipt of pupil premium required wellbeing support last academic year.
4	<i>Reading</i>

	<p>We recognise reading as the key to accessing the full curriculum and that data for 2022-23 in Reading evidences that further needs to be done to improve ARE attainment for disadvantaged pupils.</p> <p>Not all families are engaged with reading support at home.</p>
5	<p>Wider Opportunities</p> <p>Through feedback within the curriculum and wider insight from pupil voice and the impact of the cost of living crisis generally, we understand that enrichment opportunities and experience which improve cultural capital are lessened for all children, including for disadvantaged children.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Attendance</p> <p>Increased attendance rates for disadvantaged pupils compared to the last academic year. 2022-23 Non PP 95.4 PP 92.5</p>	<p>The gap between attendance of disadvantaged and non disadvantaged will reduce and ideally close.</p> <p>Disadvantaged children's attendance will be in line with the school target of 97%</p> <p>Persistent absence rates for all children, including disadvantaged children will reduce.</p>
<p>Attainment</p> <p>Increased attainment in the core subjects for disadvantaged pupils.</p>	<p>Gaps in learning are identified through use of AFL and standardised assessments to guide QFT and intervention.</p> <p>Attainment gap is reduced in RWM and closed over time.</p>
<p>Social Emotional and Mental Health</p> <p>Children are ready to access a full curriculum as barriers to wellbeing are identified and addressed.</p>	<p>All children have access to personalised support to meet their needs through a menu of approaches delivered by trained staff.</p> <p>Children do not miss learning whilst they are becoming ready to access the classroom and make gains in learning through QFT.</p> <p>Further engagement with external agencies is established to meet the needs of all pupils.</p>
<p>Reading</p> <p>Reading attainment outcomes are improved for all underperforming groups, including disadvantaged.</p>	<p>Reading outcomes are in line with national outcomes for disadvantaged pupils in all year groups.</p>

<p>% children passing phonics screening check is improved in Y1 and at least in line with National. 40% 2022 compared to 62% National and 73% non-disadvantaged.</p> <p>Parental support for reading will be improved.</p>	<p>Phonics screening outcomes are improved overall and specifically for disadvantaged children.</p> <p>Swift intervention in EYFS means that keep up interventions are put into place to impact on gaps in learning sooner.</p> <p>Parental attendance to reading events, workshops will be improved, frequency of reading at home will be improved and evidenced in diaries.</p>
<p>Wider Opportunities Opportunities to develop cultural capital and aspirations are maximised for all children and specifically those identified.</p>	<p>Champion Opportunities wheel will be actioned, with a range of experiences for each year group.</p> <p>Introduction of new extra curricular experiences, eg Young Voices Choir and First Aid training.</p>

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: £ 10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Commitment to the provision of quality CPD to enable QFT for all.</p> <p>To include:</p> <ul style="list-style-type: none"> • Phonics • Reading fluency and 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>2 3 4</p>

<p>comprehension</p> <ul style="list-style-type: none"> • The Write Stuff • Rosenshine Pedagogy • Trauma and Attachment • EYFS • NPQs • Drawing Club EYFS • Restorative behaviour approaches <p>Release time for Monitoring, CPD and Evaluation cycles</p>		
<p>NCETM Mastering Number training and associated resourcing. Maths Hub release time.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</p>	<p>2</p>

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

Budgeted cost: £ 16330

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parent workshops for Reading, Phonics and Mathematics. Associated release time and resources</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>2 4</p>

to facilitate homework.		
Daily Reading	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2 4
Little Wandle Keep up /Catch up	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2 4
NELI	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	2 4
1-1 interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2 3 4

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

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support via VIP EWO Associated rewards Attendance Clinics and workshops for parents	https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils	1
Champion Opportunities subsidy for visits and funding	https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833	5

for visitors into school.	Wider Strategies	
Wellbeing Lunchtime nurture group provision ELSA training 1 further member of staff. Breakfast boxes Uniform swap Food Bank	https://www.elsanetwork.org/wp-content/uploads/2022/10/Evaluating-the-impact-of-ELSA-Research.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res https://www.bera.ac.uk/publication/food-banks-in-schools	1 2 3 4 5

Total budgeted cost: £ 42330

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in 2022-2023 academic year.

Data collected across the school in 2022-23 evidences that in some year groups the gap between disadvantaged and non disadvantaged group narrowed, particularly for those disadvantaged pupils without identified SEND. We recognise that there is further work to be done to improve this and therefore the strategy for 2023-24 takes into account lessons learned and newly identified needs.

Pupil books evidence the impact of the spelling and handwriting schemes purchased within the scope of the premium, further work will continue this year to embed them and continue to improve the impact of them, particularly in relation to homework and parental engagement with the schemes.

Increasingly, pupils require support for behaviour, wellbeing and emotional and mental health. Last year a nurture provision was established and well utilised by disadvantaged pupils. Further resource including the provision of lunchtime support has been added as a result of the success and impact of this provision.

By engaging with an EWO the school was able to offer a restorative and preventative approach to improving attendance, the school is committed to this approach and will continue to rigorously monitor and target attendance of all groups.

We recognise the impact of the cost of living crisis on our families and know that our support for wider opportunities meant that all children were able to access visits and experiences, despite an average parental contribution rate being 60-75%. We are committed to not diminishing the opportunities for our children and therefore have extended the resource allocated to this provision within the current strategy.

We identified last year that wider support strategies for clothing, food and resources provided a trusted source of support for our families.

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
ELSA	

Little Wandle	
White Rose Maths	
TT Rockstars	
HAF	Time4Sport