

# Pupil premium strategy statement- Manor Hill First School 2024-25

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	180
Proportion (%) of pupil premium eligible pupils	16.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2025
Date this statement was published	October 2024
Date on which it will be reviewed	March 2025
Statement authorised by	J.Chambers
Pupil premium lead	N.Tapp
Governor / Trustee lead	A.Lovell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47360
Recovery premium funding allocation this academic year	£0
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
<b>Total budget for this academic year</b> <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>	£47360

# 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.*

*Through the use of the Trust's Pupil Premium Concept of Quality, we ensure that our approach is based on recommended research and based around the key principles and aims of the funding.*

*'All children, regardless of their socio-economic background, will be provided with the best opportunities to achieve at the highest level. These opportunities create the cultural capital that makes it possible to 'join in' and take an active part in society. We endeavour to remove any barriers and ensure that every child gets the best possible start in life.'*

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance</b> 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%. In 2023/24 the average attendance for disadvantaged children was 91% which is below non disadvantaged children of 94.3% and below the school target for all children being 97%.
2	<b>Attainment</b>

	<p>In 2023-24 the attainment of pupil premium children was lower overall than non-disadvantaged children</p> <p>Attainment of disadvantaged pupils with identified SEND has been identified as an area for improvement.</p>
3	<p><b>Social, Emotional and Mental Health</b></p> <p>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. In 2023-2024 35% of children in receipt of pupil premium required wellbeing support, either through nurture, ELSA or additional programs, last academic year.</p>
4	<p><b>Reading</b></p> <p>We recognise reading as the key to accessing the full curriculum and that data for 2023-24 in Reading evidences that further needs to be done to improve ARE attainment for disadvantaged pupils. Not all families are engaged with reading support at home.</p>
5	<p><b>Wider Opportunities</b></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><b>Attendance</b></p> <p>Increased attendance rates for disadvantaged pupils compared to the last academic year.</p>	<p>The gap between attendance of disadvantaged and non-disadvantaged will reduce and ideally close.</p> <p>Disadvantaged children's attendance will be improved to close the gap and to bring it closer to being in line with the school target of 97%</p> <p>Persistent absence rates for all children, including disadvantaged children will reduce.</p>
<p><b>Attainment</b></p> <p>Increased attainment in the core subjects for disadvantaged pupils to be in line with non-disadvantaged pupils.</p>	<p>Gaps in learning are identified through use of AFL and standardised assessments to guide QFT and intervention.</p> <p>Intervention programs of support are planned for, timetabled and completed with regular assessment points to maintain targeted individual learning plans</p>

	Attainment gap is reduced in RWM and closed over time.
<p><b>Social Emotional and Mental Health</b></p> <p>Children are ready to access a full curriculum as barriers to wellbeing are identified and addressed.</p> <p>To have sufficient capacity within the nurture and ELSA provision to meet the needs of the pupils as required</p> <p>35% of PP children accessed the provision last year.</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><b>Reading</b></p> <p>Reading attainment outcomes are improved for all underperforming groups, including disadvantaged and the gap closed between disadvantaged and non-disadvantaged pupils</p> <p><b>Phonics</b></p> <p>The percentage of children passing phonics screening check will improve in Year 1 and be, at least, in line with National.</p> <p>Parental support for reading will be improved.</p>	<p>Reading outcomes are in line with national outcomes for disadvantaged pupils in all year groups.</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>Keep up interventions are identified at the earliest possible opportunity and not left for the 6-weekly assessment point.</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><b>Wider Opportunities</b></p> <p>Opportunities to develop cultural capital and aspirations are maximised for all children and specifically those identified.</p>	<p>Manor Hill Champion Moments will be actioned, with a range of experiences for each year group to experience.</p> <p>Introduction of new extra-curricular experiences, eg Young Voices Choir and First Aid training.</p> <p>Increased opportunities for pupils to participate in wider school life through increased numbers of roles and responsibilities</p> <p>School council, charity links and eco council members</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: £ 8955

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Commitment to the provision of quality CPD to enable QFT for all, including in EYFS</b></p> <p><b>QFT includes:</b></p> <ul style="list-style-type: none"> <li>• Teaching and learning pedagogy inspired by the research around Rosenshine Principles of instruction.</li> <li>• EYFS</li> <li>• Adaptive teaching</li> <li>• Pupil Book Study</li> <li>• Concepts of Quality</li> </ul> <p>Release time for research, monitoring, CPD (inc. NPQs), deliver of CPD, implementation and Evaluation cycles</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>Pupil Book Study by Alex Bedford</p>	<p>2 3 4</p>

<p><b>Commitment to the provision of QFT in early reading, phonics and reading.</b></p> <ul style="list-style-type: none"> <li>• Little Wandle Phonics Scheme</li> <li>• Little Wandle Bridge to Spelling</li> <li>• Reading fluency and comprehension</li> <li>• The Write Stuff</li> </ul> <p><b>English and Phonics leaders to research, monitor, deliver CPD</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	
<p>NCETM Mastering Number training and associated resourcing. Maths Hub release time.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p><a href="https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/">https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</a></p>	2
<p><b>Continuous commitment to the provision of QFT in Social and Emotional Learning</b></p> <ul style="list-style-type: none"> <li>• Deliver of the JIGSAW program</li> <li>• CPD for staff to ensure the QFT of the scheme</li> <li>• Parents workshops and consultations to be held</li> <li>• Trauma and Attachment</li> </ul>	<p><a href="https://jigsawpshe.com/talks/does-jigsaw-work">https://jigsawpshe.com/talks/does-jigsaw-work</a></p>	

<ul style="list-style-type: none"> <li>Restorative behaviour approaches</li> </ul>		
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 20905

Activity	Evidence that supports this approach	Challenge number (s) addressed
Parent workshops: Reading  Phonics,  Mathematics  Social and emotional learning. Associated release time and resources to facilitate.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	2 4
Daily Reading	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	2 4
Little Wandle Keep up /Catch up  SEN rapid catch up	<a href="https://educationendowmentfoundation.org.uk/news/why-focus-onreading-fluency">https://educationendowmentfoundation.org.uk/news/why-focus-onreading-fluency</a> <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</a> • EEF Small Group Tuition (+4 Months) <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a>	2 4
1-1 interventions <ul style="list-style-type: none"> <li>Handwriting</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	2 3 4

(dough disco) <ul style="list-style-type: none"> <li>• Spelling s</li> <li>• Beat Dyslexia</li> <li>• Reading for fluency</li> </ul>		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support via VIP EWO Associated rewards  Attendance Clinics and workshops for parents	<a href="https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils">https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils</a>	1
Personal Development Opportunities subsidy for visits and funding for visitors into school. Subsidised / funded extra-curricular clubs	<a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</a> Wider Strategies	5

<p><b>Wellbeing</b></p> <p>Lunchtime nurture group provision</p> <p>ELSA training 1 further member of staff.</p> <p>Breakfast boxes</p> <p>Uniform swap</p> <p>Food Bank</p>	<p><a href="https://www.elsanetwork.org/wp-content/uploads/2022/10/Evaluating-the-impact-of-ELSA-Research.pdf">https://www.elsanetwork.org/wp-content/uploads/2022/10/Evaluating-the-impact-of-ELSA-Research.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</a></p> <p><a href="https://www.bera.ac.uk/publication/food-banks-in-schools">https://www.bera.ac.uk/publication/food-banks-in-schools</a></p>	<p>1 2 3 4 5</p>
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**Total budgeted cost: £ 47360**

## 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 2023-2024 academic year.

Data collected across the school in 2023-24 evidences that in some year groups and in maths across all 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 2024-25 takes lessons learned into account. Newly identified needs are highlighted to ensure that the gap continues to close in reading and writing.

Through the delivery of Phonics, Little Wandle, CPD; monitor and evaluation cycles being followed, the QFT of phonics improved leading to outcomes of 69% in reading for disadvantaged pupils and 67% (2/3) of children passing their phonics screening check. Non-disadvantaged pupils achieved 80% working at the standard. We understand that we can still improve on this as well as the overall outcomes on reading across the school and the strategy reflects this. The trend for attainment over time is that PP children close the gap to non-PP children. For example in maths, the Year 4 cohort has improved from 71% to 100% of PP pupils meeting the expected standard compared to 90% of non-PP.

Increasingly, pupils require support for behaviour, wellbeing and emotional and mental health. Throughout last year a nurture provision was well utilised by disadvantaged pupils (35%). This led to the increase readiness of these pupils by providing them with the emotional well-being support they required; breakfast; sensory circuits to just name a few. Further resource including the provision of lunchtime support has been added as a result of the success and impact of this provision. This provision will continue into the next academic year with further enhancements and developed provision maps to ensure its continued success.

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 continue to 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. 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 and we will continue to grow this

offer of support to ensure that the children and families have access to everything that they need to succeed and achieve at school.

## 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.*

<b>Programme</b>	<b>Provider</b>
ELSA	Summit Psychology
Little Wandle	
White Rose Maths	
TT Rockstars	
HAF	Time4Sport
EdShed - spelling	
Letter Join - handwriting	
Sing Up - music	
Music lessons	Entrust
JIGSAW - PSHE	