

Pupil premium strategy statement –Manor Junior School

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	342
Proportion (%) of pupil premium eligible pupils	112 pupils - 33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2023- July 2026
Date this statement was published	06/12/2023
Date on which it will be reviewed	30/9/24
Statement authorised by	Caroline Findlay
Pupil premium lead	Caroline Dakin
Governor / Trustee lead	Mrs Joy Cross

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,531
Recovery premium funding allocation this academic year	£ 16,000
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>	£167,531

Part A: Pupil premium strategy plan

Statement of intent

Intent Aims

We have a whole school focus on inclusive practice with high-quality teaching being at the heart of this. All pupils are supported to be the best they can be and to make the most of any current and future learning opportunities.

Our aims for disadvantaged pupils are the same as those for all pupils and these are:

- to implement our vision for children to enjoy, learn and achieve
- to teach, promote and exemplify our school rules Ready, Respectful, Safe and Kind
- to produce competent learners with skills to continue learning into their future
- to create ethical, informed citizens who know ways in which they can make a creative and positive contribution to society
- to develop knowledge of how to stay physically and mentally healthy

We recognise that our disadvantaged pupils will need greater support in order to achieve these.

Pupil Premium Strategy Plan

Our plan to support pupils meet the aims above involves;

- Providing a curriculum which engages pupils and creates a desire to learn
- Exemplifying opportunities for future goals in order to increase aspiration
- Providing additional adult support for pupils to close gaps in understanding – through additional classroom support or specialist intervention
- Providing a safe space for pupils to regulate and be supported to be ‘ready’ to learn.
- Providing financial support to ensure that no child misses out on opportunities presented to them.

Challenges

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

Challenge number	Detail of challenge
1	High level of adult support needed to plan and deliver intervention for the 46% of PPG children who also have been identified as having SEN.
2	Communication between home and school needs improving to ensure parents and carers can fully engage with their child’s learning.
3	Poor phonics knowledge / low levels of reading
4	High proportion of PPG pupils need support with self-regulation

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
Accurate assessment of need for pupils who are both PPG and SEN	<ul style="list-style-type: none"> Personal learning plans detail clear intervention and demonstrate pupil progress.
To have targeted support for children with SEN/PPG that is assessed at least termly	
To increase the attendance of children with PPG	<ul style="list-style-type: none"> Attendance of PPG pupils will be in line with Non PPG pupils
To engage PPG parents in all aspects of school life including parents evenings, celebration events and clubs	<ul style="list-style-type: none"> Parents evening tracking will demonstrate that attendance of parents / carers of PPG pupils is at least in line with parents / carers of Non-PPG pupils Percentage of PPG pupils attending clubs is at least in line with percentage of non PPG pupils attending clubs PPG pupils are supported to attend school trips and residential Attendance of parents at workshops / plays and celebration events
To increase the phonics knowledge of PPG children	<ul style="list-style-type: none"> Improvement in ELS phonics scores Transfer of phonics knowledge into classwork is evident through work scrutiny
To increase the reading age of PPG children to be in line with non PPG children	<ul style="list-style-type: none"> Reading age scores will demonstrate improvement (PIRA / YARC)
To improve the self-regulation of pupils so that they are better able to access learning and future opportunities	<ul style="list-style-type: none"> Behaviour logs will demonstrate that pupils have reduced incidents of dysregulation in school. Tracking of additional provision in school will demonstrate a reduction in the number and frequency of dysregulated children.
For children to have successful break/lunchtimes	<ul style="list-style-type: none"> Behaviour logs will demonstrate that pupils have reduced incidents of dysregulation in school. Tracking of additional provision in school will demonstrate a reduction in the number and frequency of dysregulated children.
To build the aspirations of children with PPG and their desire to learn	<ul style="list-style-type: none"> Lesson observation will demonstrate that pupils are engaged in learning. Pupil and parent questionnaires will demonstrate that pupils have realistic ambitious goals for their future.

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: £ 106, 260

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELS training for all staff during directed time. Purchase of KS1 ELS training materials.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged students.	3
Retention of additional LSA support in the classrooms and interventions directed by the class teacher. Planned LSA deployment to maximise pupil progress within all ability groups.	Based on EEF and our cluster wide research additional LSA time in the classrooms allows teachers to work with all ability groups more easily and flexibly. LSA's work across all ability groups allowing teachers to focus on SEN / disadvantaged pupils as appropriate to ensure they receive quality first teaching and make good progress. Pupils receiving intervention in class do not miss key input and or opportunities for social interaction.	1
Employment and training of additional support staff for the school's new NEST provision to support pupils who have difficulties with executive functioning and in particular self-regulation.	Evidence shows that poor executive functioning including poor self-regulation hinders academic performance and life chances. (Kit Messenger)	4
SENCo released from class teaching responsibilities to support other staff with the assessment and provision for pupils with both SEN and PPG.	Evidence shows that accurate identification and assessment of pupil need is essential in order for teachers to plan and deliver lessons that meet pupils needs effectively. SENCo will support teachers with this and ensure high quality teaching and provision of SEN PPG pupils.	1

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

Budgeted cost: £24,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
School to establish a NEST provision. SENCO released from class to establish this provision. Resources purchased.	Evidence shows that poor executive functioning including poor self-regulation hinders academic performance and life chances. (Kit Messenger) Behaviour evidence from academic year 2022-23 demonstrated a high level of need for this resource.	4
Purchase and delivery of ELS Progress in order to close phonic gaps at KS2. LSA time to deliver programme for identified pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged students.	2

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

Budgeted cost: £ 36,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual support needs including supporting pupils on trips and with school uniform.	High uptake on residential visits by disadvantaged pupils Pupils have access to uniform including PE kits Pupils have opportunities to activities such as peripatetic music lessons. Increased opportunities and aspirations for pupils.	
Family Support worker	Previous good outcomes for this strategy have shown that support from FSW increases engagement in school life. FSW supports parents with parenting strategies which means pupils are ready for school and learning. FSW supports parents with poor mental health and sign posts other agencies as part of early help intervention.	4

	FSW is also a Deputy Designated Safeguarding Lead and attends many Children's Services meetings.	
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Total budgeted cost: £ 167,530

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for disadvantaged pupils					
2023 SATS outcomes for disadvantaged pupils to show those meeting age related expectations					
	Reading	GPS	Maths	Writing	Reading / Writing and Maths
School	58%	48%	58%	52%	45%
Local Authority	57%	53%	54%	54%	39%
National	60%	59%	59%	58%	44%

Activity	Outcome
Retention of additional LSA support in the classrooms and interventions directed by the class teacher. Planned LSA deployment to maximise pupil progress within all ability groups.	Additional support staff allowed teachers to flexibly group more easily within the classroom. When needs were identified by the classteacher additional adults allowed for intervention to take place more quickly to close gaps. The attainment for disadvantaged pupils was broadly in line with national figures.
Employment of additional teaching staff to cover release time and to enable teacher led tutoring.	Teaching staff release was covered by qualified teachers employed by the school which leads to quality first teaching at all times. Teachers were known by and built relationships with pupils. Standards of behaviour and expectations were more maintained in all lessons. Teachers were released to implement tutoring / catch up support with small groups / 1:1.
Support from HIAS to both support and challenge the school.	Annual monitoring ensures that school improvement is timely and senior leaders are held accountable for pupil progress.
Speech and language therapy Timely speech and language assessments for pupils 1:1 and small group therapy from a	Speech and language assessments undertaken for identified pupils. Areas of need identified and support put in place. CPD given to staff to support them in addressing pupil need. Specialist therapy sessions given to identified pupils.

qualified speech and language therapist	
SENDCo release time and part-time SEN support assistant	A high percentage of PPG pupils also have SEN needs. Additional time from the SENCo and SEN support assistant allows for pupil needs to be more accurately and quickly identified and support plans adapted as appropriate.
Additional Educational Psychology support	Accurate assessment and identification of pupil need in order that the most appropriate provision can be put in place.
Family Support Worker	Parent workshops provided on sleep, anger management, anxiety and aspects of the curriculum. Signposting to other agencies for support. 1:1 parenting courses for parents allows greater flexibility for the parents to fit around children and work arrangements. DSL capacity available in school for pupils and parents.
School counsellor Family Support worker	Emotional and mental health stability to enable self-regulation, resilience and academic motivation is essential. Unless pupils are emotionally stable they are unable to concentrate and access learning. 8 pupils received counselling for an hour per week at any one time. Pupils started and finished counselling when it was felt needed and spaces become available. Discussions were held between school counsellor and inclusion manager to make these decisions.
Individual support needs including supporting pupils on trips and with school uniform.	There was a high up-take on the school residential. Pupils given the opportunity to have music lessons. Support given to families finding it hard to purchase school uniform and PE Kit.

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
None	