

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	309
Proportion (%) of pupil premium eligible pupils	36.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2024- July 2027
Date this statement was published	20/12/202
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	£159,830
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>	£159,830

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	The attendance of PPG children is lower than that of non-PPG children. PPG children who are persistently absent (>95 %) is at 29.5% compared to non-PPG children who are persistently absent (>95 %) is at 9.7%.
2	High level of emotional support needed for white British PPG boys to help regulate .15 % of PPG children are white British boys who are on the SEN

	register for SEMH. 64% of white British PPG boys receive extra emotional support.
3	Attainment for PPG children is below non-PPG children (see assessment data in outcomes)
4	High speech and language needs of PPG children which is affecting progress in writing. At the end of KS2, writing was 13% lower than reading and maths for PPG children.

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
To increase the attendance of PPG children to close the gap with non-PPG children	<ul style="list-style-type: none"> Family support worker to work closely with persistently absent children and their family To decrease the percentage of persistently absent PPG children so that it is closer to 9%. This will be reviewed and tracked termly, with support changing if needed. Family support worker to work with outside agencies if needed to support parents overcoming barriers to children coming into school.
To help support parents in overcoming barriers of children coming in to school	
For white British PPG boys to be able to self-regulate so they can access learning	<ul style="list-style-type: none"> Tracked incidents of behaviour to decrease. These are to be reviewed termly Social and emotional targets to be tracked, new system to be brought in to replace Boxall. Lesson observations, book moderation and external observations will show that white British PPG boys are accessing learning
For white British PPG boys to be able to persevere with a task and show a growth mindset	<ul style="list-style-type: none"> Lesson observations, book moderation and external observations will show that white British PPG boys are engaging in learning and making progress
For white British PPG boys to have more successful break/lunch times	<ul style="list-style-type: none"> Tracked incidents of behaviour to decrease. These are to be reviewed termly

<p>To increase attainment of PPG children to close the gap non-PPG children in reading, writing and maths</p> <p>Currently at the end of KS2 for PPG children this is currently around 10% less than non-PPG children:</p> <p>Reading 47.7%</p> <p>Maths 47.7%</p> <p>Writing 34.8%</p>	<ul style="list-style-type: none"> • To close the gap in reading, writing and maths for PPG children so it is closer to non-PPG children using school data and end of year assessment data • To track small steps of progress through out all years on Insight, termly meetings will track the progress of PPG children and interventions put in place if needed.
<p>At the end of KS2, the combined reading, writing and maths scores of PPG children to close the gap with non-PPG children</p> <p>Combined for 2024 Year 6 SATs data was 34.8% for PPG children</p>	
<p>To increase the expressive and receptive language skills of PPG children to close the gap with non-PPG children</p>	<ul style="list-style-type: none"> • Speech and language therapist to use CALP assessment to track progress • Small steps of progress to be tracked termly using insight and speech therapists termly targets
<p>To improve the sentence structure of PPG children (including tenses) to close the gap with non-PPG children</p>	<ul style="list-style-type: none"> • Book moderation and lesson observations will show an increase in sentence structure knowledge. • Insight will track sentence structure targets through out all year groups

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
<p>Subject managers CPD with staff to help with adaptations for progress in English and maths</p>	<p>The EFF states that 'developing high quality teaching is the most powerful way to close the social economic gap'. By giving time for staff to help make adaptations and share expertise it will ensure high quality teaching.</p>	<p>3</p>

SENCo release time to help support children with PPG/SEN (38%), SEMH/PPG children and help manage/support LSA's running interventions	The evidence shown by the EFF shows that high quality teaching which can be done by supporting teaching	2,3,4
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.	2,3,4
Employment and training of additional support staff to support pupils who have difficulties with executive functioning and in particular self-regulation, including ELSA's	Evidence shows that poor executive functioning including poor self-regulation hinders academic performance and life chances. (Kit Messenger)	2

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
Structured interventions based on Insight data to help close gaps including Speech and language interventions	The EFF states that targeted intervention can support pupils progress including language. These would be clearly identified using insight to target specific interventions. Other assessments such as speech and language assessments, YARC(reading assessment and the dyslexia screener can help to support these interventions.	3,4
		4

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.	<p>High uptake on residential visits by disadvantaged pupils</p> <p>Pupils have access to uniform including PE kits</p> <p>Pupils have opportunities to activities such as peripatetic music lessons.</p> <p>Increased opportunities and aspirations for pupils.</p>	All
Family Support worker	<p>Previous good outcomes for this strategy have shown that support from FSW increases engagement in school life.</p> <p>FSW supports parents with parenting strategies which means pupils are ready for school and learning.</p> <p>FSW supports parents with poor mental health and sign posts other agencies as part of early help intervention.</p> <p>FSW is also a Deputy Designated Safeguarding Lead and attends many Children’s Services meetings.</p>	1,2

Total budgeted cost: £ 159,580

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for disadvantaged pupils

2024 SATS outcomes for disadvantaged pupils to show those meeting age related expectations

	Reading	Maths	Writing	Reading / Writing and Maths
School	47.8%	47.8%	34.8%	34.8%
Local Authority	57.8%	52.6%	54%	39.1%
National	60.3%	59.1%	58.4%	44.2%
School-PPG and no SEN	69.2%	61.5%	69.2%	61.5%

Intended outcome	Success criteria	Progress as of December 24
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. 	<ul style="list-style-type: none"> Insight (an online tracking system) has been purchased and staff have had training on the new system. The new system is starting to provide a more accurate need for assessment Insight has allowed progress to be more accurately tracked for PPG and SEN pupils to help gain a better perspective of what gaps need to be filled so the

		appropriate support can be put in place.
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 	<ul style="list-style-type: none"> Family support worker working closely with families to help increase attendance. Attendance meetings had with persistent absentees
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 	<ul style="list-style-type: none"> New tracking system to track engagement of parents PPG pupils have been given funding to attend trips and residential
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 	<ul style="list-style-type: none"> ELS scores have shown that ELS gaps have been closed and that this is starting to be transferred into the classroom.
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) 	<ul style="list-style-type: none"> From the most recent results, PPG children have made accelerated progress through interventions
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. 	<ul style="list-style-type: none"> New reflection framework from PBS to use after children are dysregulation.

	<ul style="list-style-type: none"> Tracking of additional provision in school will demonstrate a reduction in the number and frequency of dysregulated children. 	<ul style="list-style-type: none"> Insight system to help new tracking plus new categories added to CPOMS to track frequency of behaviours
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. 	<ul style="list-style-type: none"> New lunchtime system started this year to help support children – so far this has reduced the amount of dysregulation at lunchtime.
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. 	<ul style="list-style-type: none"> Lesson observation from school staff and outside agencies have shown an increased level of engagement in pupils learning

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	