

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Manor Infants'/Longbridge
Number of pupils in school	1221
Proportion (%) of pupil premium eligible pupils	16.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Anne Tabrett
Pupil premium lead	Fiona James & Rohima Begum
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£297,775
Recovery premium funding allocation this academic year	£26,536
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£324,311

Part A: Pupil premium strategy plan Statement of intent

- Our intention is that all pupils, irrespective of their background or the challenges they face, receive a challenging, engaging curriculum which enables them to make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers so that all may develop a lifelong love of learning.
- We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.
- High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support using evidential based strategies to maximise the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.
- Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected by school closures and the pandemic.
- Our approach will be responsive to common challenges and individual needs. We will use robust diagnostic assessment to identify the exact challenges faced by each pupil.
- The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:
 - ensure disadvantaged pupils are challenged in the work that they're set
 - act early to intervene at the point need is identified
 - adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress rates made by pupil premium/disadvantaged children in reading, writing and maths. The children have gaps and misconceptions.
2	Disadvantaged children perform less well in reading and writing for a number of reasons which include limited vocabulary/poor language skills, limited access to books, libraries and technology.
3	Financial constraints make attendance at clubs and more expensive trips less assessable. Pupils therefore have limited enrichment experiences and opportunities beyond their home life and immediate community, in order to make links to personal experiences. Parents are less confident to engage with school life, for example attending curriculum talks and presentations and less engagement with homework tasks.
4	Pupils and their families have social & emotional barriers to learning, including mental health which can lead to low aspirations.
5	Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils (between 95.45% - 95.7%).

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>Teachers have clear data and responsibility for tracking and improving the progress of PP children</p> <p>Improved reading, writing and writing attainment among disadvantaged pupils.</p>	<ul style="list-style-type: none">▪ Disadvantaged pupils are identified early and access the funding. They are targeted for high quality tier 2 and 3 interventions in the afternoons/after school so they receive the support they need to make accelerated progress.▪ Intervention groups are monitored and evaluated termly. Data demonstrates that children are making good progress and the attainment gap is diminishing between Pupil Premium children and Non-Pupil Premium groups.▪ Children consolidate basic skills and are confident to access the curriculum.▪ Teacher and TA interventions for core subjects are consistent across the school.▪ Children make accelerated progress so the proportion of disadvantaged pupils reaching age related expectations, demonstrates that the gap is being diminished between Pupil Premium and Non Pupil Premium.▪ Through regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic, children demonstrate that they are able to embed key skills when working independently.▪ Support staff and class teachers' support learning effectively – quickly addressing misconceptions.▪ Guidance (e.g. videos and handouts) provided for parents so they know how to support learning further at home.

<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> ▪ Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
<p>Raised attendance at after school clubs and educational visits. Children will be provided with a range of enrichment opportunities in and out of the school learning hours.</p> <p>Milk and other items are purchased for our disadvantaged, vulnerable families who are in need and struggling.</p>	<ul style="list-style-type: none"> • School will subsidise for disadvantaged children to attend after school clubs and school educational visits which support the curriculum learning • There is a high proportion of disadvantaged children accessing and attending after school clubs which builds confidence, self-esteem and social skills with peers. • All Pupil Premium children are able to attend educational visits and residential. Children can draw upon these experiences during learning to make links and comparisons. • Pupil Premium children targeted to receive laptops/tablets. These are used to further support their learning at home. They regularly access Bug Club, MyMaths, phonic activities and Purple Mash to practise and consolidate their learning in maths, reading and writing and complete homework.
<p>To achieve and sustain improved wellbeing for all pupils and families in our school, particularly our disadvantaged pupils. The children have raised self-esteem and confidence.</p>	<ul style="list-style-type: none"> • Vulnerable pupils and families with social, emotional or health needs are quickly identified and well supported by school staff so that the needs are alleviated. • Parents work alongside Parent Support Advisor, the school pastoral team and where appropriate outside agencies to access early/further support. • Parents actively seek support from school and engage to reduce the need for social agency involvement. • Parent Support Advisor/SENCo target identified children for a number of specific interventions including Nurture Group. Children are identified for weekly counselling

	<p>sessions, attend regularly and build their self-esteem and confidence. They are able to use strategies learnt to deal positively with different situations.</p> <ul style="list-style-type: none"> • Mental health leads are appointed.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Parent Support Advisor liaises with the Attendance Officer to target persistent absent families and promote good attendance. • Attendance for Pupil Premium children in all year groups will be in line with Non-Pupil Premium children and will be at or above our school target of 95%

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: £157,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Quality first teaching</i></p> <p><i>Additional teaching support in Years 2, 5 and 6 providing targeted reading/writing support using PiXL strategies and resources.</i></p>	<p>There is an extensive evidence base that suggests the explicit consistent teaching of reading comprehension strategies enables children to learn a range of techniques which enable them to comprehend the meaning of what they read. They are able to improve comprehension in sections of text that present difficulties. This strategy has very low costs for very high impact.</p> <p>Fluent reading supports comprehension as children are freed from focusing on word recognition and redirected towards comprehending the text.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Education Endowment Foundation EEF</p> <p>Teaching writing composition strategies through modelling and supported practice develops the process of writing. Writing can be improved by teaching children to successfully plan and monitor their writing. This enables children to become fluent writers.</p> <p>EEF – Improving Literacy in Key Stages 1 and 2</p>	<p>1, 2</p>

<p><i>The teaching of explicit vocabulary is planned for across the curriculum using a tiered approach, so children can define, understand and make links.</i></p>		
<p><i>Effective marking and feedback</i></p>	<p>When children receive effective, targeted, high quality feedback that focuses on moving the learning forward specific gaps are identified. Planning is then focused to deal with misconceptions and diminish the gaps in personal learning and between groups of peers. Strategy has very high impact for very low cost. Feedback EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2</p>
<p><i>The purchase of a DFE validated systematic, synthetic phonics programme (£50,000).</i></p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>

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

Budgeted cost: £85,508

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Extending the school day e.g. after school interventions</i>	<p>Increasing the learning time in school through the use of targeted programmes enables children to be taught in smaller focused groups where identified gaps in learning can be closed. These programmes particularly benefit disadvantaged children.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	3
<p><i>Teaching assistants to support tier 2 interventions including Alien Adventures, phonics, Better Reading Programme and maths groups.</i></p> <p><i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</i></p>	<p>Targeted deployed teaching assistants where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact on learner outcomes.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2 1,2
<i>Oracy programme (Talk Boost) to target children requiring support</i>	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as	2

<p><i>with their language skills with a focus on EYFS and Key Stage 1.</i></p>	<p>high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Evidence shows that where Teaching Assistants receive effective training using a range of communication and language approaches with young children, there is good progress in their development of both oral language and early reading skills. Low cost for very high impact. Education Endowment Foundation EEF</p>	
<p>Engaging with tier 3 interventions such as the National and School Led Tutoring Programmes and PiXL, to provide additional learning support to children most affected by the pandemic. A significant number of children who receive tutoring will be disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2</p>

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

Budgeted cost: £80,853

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Nurture Group to Improve the quality of social and emotional (SEL) learning in order to sustain improved wellbeing for children in our school.</i></p>	<p>Existing evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. Social and emotional approaches can particularly benefit children from disadvantaged backgrounds.</p>	<p>4</p>

	Early Years Toolkit EEF (educationendowmentfoundation.org.uk)	
<i>Parent Support Worker and Safeguarding Lead to continue to build positive relationships with parents to enable early interventions and monitor attendance.</i>	Evidence suggests that supporting the full hierarchy of needs will support children to be able to learn most effectively.	5
<i>Attendance at non-academic clubs before/after school (1 free club lasting 1 term – 12 weeks, costing £4 per child)</i> <i>SR: £2,352 (49 PP pupils)</i> <i>LB: £7,536 (157 PP pupils)</i> <i>Plus any new intakes throughout the year.</i>	Enabling children to have an enrichment experiences supports them to develop a lifelong love of learning.	3
<i>To continue to engage parents with school e.g. through curriculum/year group talks, workshops and communication from school</i>	Education Endowment Foundation EEF Parental engagement EEF (educationendowmentfoundation.org.uk)	1,2, 4 & 5
<i>Milk and other items are purchased for our disadvantaged, vulnerable families who are in need and struggling.</i>	28p per day x 197 school days = £55.16 per child, 1 year 160 + 50 PP (SR + LB) = 210 PP children £55.16 x 210 = £11,583 for the year	3

Total budgeted cost: £324,311

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

<u>End of EYFS Attainment 2021 - 2022</u>		
	<u>Pupils eligible for PP</u>	<u>Pupils not eligible for PP</u>
% achieving EXPECTED GLD	25.7%	41.1%
% achieving EXPECTED+ in reading	26.5%	42.9%
% achieving EXPECTED+ in writing	29.4%	47.3%
% achieving EXPECTED+ in maths - number	41.2%	58.1%
% achieving EXPECTED+ in maths - shape, space & measures	44.1%	56.7%
% achieving EXCEEDING in reading	2.9%	4.4%
% achieving EXCEEDING in writing	0	1.5%
% achieving EXCEEDING in maths - number	2.9%	3.0%
% achieving EXCEEDING in maths - space, space & measures	0	2.0%

<u>END OF KEY STAGE 1 Attainment 2021 - 2022</u>		
	<u>Pupils eligible for PP</u>	<u>Pupils not eligible for PP</u>
% achieving EXPECTED+ in reading, writing and maths	48.8%	51.5%
% achieving EXPECTED+ in reading	58.5%	66.3%
% achieving EXPECTED+ in writing	56.1%	55.6%
% achieving EXPECTED+ in maths	51.2%	63.8%
% achieving GREATER DEPTH in reading, writing and maths	4.9%	4.6%
% achieving AT GREATER DEPTH in reading	12.2	13.8%
% achieving AT GREATER DEPTH in writing	9.8%	8.2%
% achieving AT GREATER DEPTH in maths	12.2%	14.8%

<u>END OF KS2 Attainment 2021 - 2022</u>		
	<u>Pupils eligible for PP</u>	<u>Pupils not eligible for PP</u>
% achieving EXPECTED+ in reading, writing and maths	63.6%	71.4%
% achieving EXPECTED+ in reading	72.7%	79.4%
% achieving EXPECTED+ in writing	68.2%	78.1%
% achieving EXPECTED+ in maths	77.3%	85.7%
% achieving GREATER DEPTH in reading, writing and maths	4.5%	6.3%
% achieving AT GREATER DEPTH in reading	22.7%	22.2%
% achieving AT GREATER DEPTH in writing	13.6%	7.8%
% achieving AT GREATER DEPTH in maths	36.4 %	30.2%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.