

# Pupil premium strategy statement – Manby Lodge Infant 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	259
Proportion (%) of pupil premium eligible pupils	18 (7%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	22 - 24
Date this statement was published	15.12.22
Date on which it will be reviewed	15.12.23
Statement authorised by	M. Morris
Pupil premium lead	K. Saffer
Governor / Trustee lead	Wendy Luiz

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,955
Recovery premium funding allocation this academic year	£2,465
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£28,420</b>

# Part A: Pupil premium strategy plan

## Statement of intent

We understand children may face a range of challenges in their lives that could become barriers to success at school. We have considered these challenges and planned how to address them in this strategy statement.

It is our intention to ensure all disadvantaged children make good or better progress from their starting point, in all subject areas. We aim to ensure the very best outcomes for disadvantaged children, so they achieve in line with, or better than National % in phonics, reading, writing and maths, and for a Good Level of Development at the end of their Reception year. We also aim to ensure the social/emotional and behavioural needs that disadvantaged children may have, are quickly identified, and supported.

Our number of disadvantaged children is lower than nationally. However, we have robust systems in place to closely assess, plan, do and review the progress of all children in school, and understand the importance of early intervention. Our cyclic monitoring of all pupils means that we can identify any child who may not be meeting their potential, and plan to address this, including those who are not disadvantaged.

Our strategy is rooted in assessment, analysis and research, not assumptions about the impact of disadvantage. We aim to help all pupils to excel and be the best they can.

The core approach we are taking is to:

- Ensure all staff have the capacity and ability to support the wellbeing and mental health of children
- Provide quality first teaching, challenge and targeted intervention for those who need it
- To have high expectations of children and make reasonable adjustments where necessary
- Work in partnership with parents and other agencies to ensure every child is safe, happy, able to build positive relationships and learn well.

## Challenges

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

Challenge number	Detail of challenge
1	Lack of vocabulary and oral language skills across the school, affecting reading and writing attainment and progress.

2	Passive attitude towards learning – A greater proportion of our PP children require an enhanced curriculum to ensure their learning is not passive.
3	Many of our PP children are working at below expected levels and historically make slower than expected progress
4	There continues to be a gap between PP and non-PP children in reading, writing, maths and phonics, especially for those exceeding ARE.
5	Attendance and Punctuality – A greater proportion of pupil premium children require additional support to main good attendance above 96% and to also ensure they come to school on time.
6	Parental Involvement – A greater awareness is needed of the expectations of each Key Stage and Year group and to encourage a partnership in learning.
7	Some children have had recent traumatic experiences and are not arriving at school ready to learn.

## 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
Children's social/emotional/learning needs are quickly identified, and support offered.	Staff training is effective, staff are confident in identifying needs and know what to do next.
Improved attainment of disadvantaged pupils in reading, writing, maths in Year 1 and Year 2.	Data shows an increase in the number of disadvantaged children reaching expected+ from baseline assessments. % of disadvantaged children reaching expected+ is above Surrey and National.
Increasing numbers of disadvantaged pupils reaching a Good Level of Development in Reception	Data and observations of children show accelerated progress since baseline assessments. % of disadvantaged children reaching GLD is above Surrey and National.
Improved and sustained positive behaviour and social skills for all pupils in school	Qualitative data including pupils voice, lesson observations, learning walks, surveys, parent forums and surveys. Reported incidents reduce as the children move through the school.
Sustained high levels of pupil motivation, engagement and improved wellbeing	Qualitative data including pupil voice, lesson observations, learning walks, confidence and resilience. Disadvantaged pupils are well represented during celebration assembly.

	ELSA register shows impact from start to finish of sessions, Increase in the take up of free club spaces for disadvantaged children.
Improved attendance for all pupils, but particularly disadvantaged pupils	The attendance gap between disadvantaged and non-disadvantaged pupils reduces to below 5%. Relentless attendance monitoring cycle targets the right families.

## 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: £15,149

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Staff training</b> *Children causing concern shared at staff meeting *Safeguarding training for all staff *Emotion coaching and anxiety training by EP *Embed PSHE curriculum with staff training *PSHE taught weekly *Outreach and training for staff from inclusion agencies *TA training happens regularly	In the EEF's PP Guidance quality first teaching high quality teaching is always stated as having the highest impact on children's academic progress.  If children have experienced trauma, they are unlikely to learn well (Trauma informed practice)	7,
<b>High expectations, standards, and consistency across school</b> *HLTA employed to provide consistent cover *Part time staff have shared release time	In the EEF's PP Guidance high quality teaching is stated as having the highest impact on children's academic progress.	1, 2, 3, 4

<ul style="list-style-type: none"> <li>*Experienced strong teachers leading each year group</li> <li>*Students and ECTs well mentored</li> <li>*Regular unannounced learning walks with immediate feedback given</li> <li>*Maintenance and monitoring of standards across the school</li> <li>*Data headlines shared with all staff</li> <li>*Training to focus on QFT</li> </ul>		
<b>Phonics and reading</b> <ul style="list-style-type: none"> <li>*Embed ELS phonics scheme in all year groups</li> <li>*Continue with reading competition and partnership with parents</li> <li>*Parent meetings and letters where home learning is not happening</li> <li>*Monitor and address gaps</li> <li>*Training for new staff</li> <li>*Resources for ELS intervention</li> </ul>	<a href="https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes">https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</a>  EEF - Phonics	2, 3, 4

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

Budgeted cost: £ 7,349

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>ELSA sessions</b> <ul style="list-style-type: none"> <li>*1 day a week, capacity for upwards of 30 children</li> <li>*ELSA liaises with parents and records impact of sessions</li> </ul>	Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. Public Health England	2, 7
<b>Targeted interventions</b> <ul style="list-style-type: none"> <li>*Follow assess, plan, do, review cycle</li> <li>*National Tutoring Program training attended and tutor used</li> </ul>	EEF PP/Teaching Assistant Interventions Guidance shows high quality interventions can have a positive impact on outcomes for children.	2, 3, 4,

<ul style="list-style-type: none"> <li>*Range of interventions purchased that have a strong evidence base</li> <li>*SEN systems are embedded</li> <li>*TAs identified as 'leads' in different areas to receive training and time to implement interventions and support other staff</li> <li>*Partnership with parents where children are SEN- Plans shared regularly and views sought</li> <li>*Resources produced for parents eg phonics flash cards</li> <li>*Early start for interventions before school</li> </ul>		
<p><b>Parent workshops and partnership</b></p> <ul style="list-style-type: none"> <li>*Workshops planned for reading, phonics, writing for all year groups</li> <li>*Parents to evaluate sessions and give feedback</li> <li>*Workshops run remotely, recorded and shared with all parents including those who did not attend</li> <li>*Parent/teacher consultations held remotely with targets sent home before hand</li> <li>*SEN meetings held every 6 weeks for SEN children</li> <li>*Resources sent home where necessary, for parents to support their children more effectively at home</li> <li>*Videos made by school staff and accessible on Teams for phonics pronunciation</li> <li>*Reading at home competition launched and information shared with parents</li> </ul>	EEF recommends engaging parents as having a high impact on outcomes	2, 6

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

Budgeted cost: £6,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring	Children need to be in school in order to	5

<ul style="list-style-type: none"> <li>*Regular scrutiny of attendance records</li> <li>*Meetings with parents where attendance is not good enough</li> <li>*Requests for medical evidence from parents to authorize absence</li> <li>*<u>Inclusion Officer</u> involvement where necessary</li> </ul>	access provision in place, and quality first teaching.	
<b>Home school link worker</b> <ul style="list-style-type: none"> <li>*HSLW referrals completed where necessary</li> <li>*HSLW supports families and will liaise between home and school</li> <li>*HSLW will involve other agencies as necessary</li> </ul>	Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. Public Health England	6
<b>Extra-curricular clubs</b> <ul style="list-style-type: none"> <li>*PP funding to cover one club per child per term</li> <li>*wrap around care considered on a case by case basis</li> <li>*Parents sign children up directly</li> <li>*All school trips subsidised</li> </ul>	Soft skills and a sense of wellbeing and belonging lead to increased confidence, aspiration and interaction. An Unequal Playing Field, Social Mobility Commission	1, 2
<b>Contingency</b> <ul style="list-style-type: none"> <li>*includes milk, uniform, shoes, access to technology, internet access, other</li> </ul>	Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. Public Health England	All

**Total budgeted cost: £ 28.698**

## Part B: Review of the previous academic year

### To complete end of 23/24

#### Outcomes for disadvantaged pupils

#### 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

#### Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>



**Further information (optional)**