

## 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	267
Proportion (%) of pupil premium eligible pupils	15 (6%)
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	16.01.2024
Date on which it will be reviewed	16.12.2024
Statement authorised by	M. Morris
Pupil premium lead	M. Morris
Governor / Trustee lead	Nick Mehta

### Funding overview

Detail	Amount
Pupil premium funding allocation	£26,190
Post LAC Pupil Premium	£2,530
Recovery premium funding allocation	£2,755
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	0
<b>Total budget</b>	<b>£31,475</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 areas of school life. We aim to ensure the very best outcomes for disadvantaged children, so they achieve in line with, or better than non-pupil premium peers 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 or disinterest in terms of their 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 maintain 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, or lack of previous school / Nursery experience so they are not arriving at school ready to learn.
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### 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. %age 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 pupil 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: £18,249

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<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 *Experienced strong teachers leading each year group *Students and ECTs well mentored *Regular unannounced learning walks with immediate feedback given *Maintenance and monitoring of standards across the school *Data headlines shared with all staff *Training to focus on QFT	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
<b>Phonics and reading</b> *Embed ELA phonics scheme in all year groups *Continue with reading competition and partnership with parents *Parent meetings and letters where home learning is not happening *Monitor and address gaps *Training for new staff *Resources for ELA intervention	<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: £ 7,526

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>ELSA sessions</b> *1.5 days each week, capacity for upwards of 30 children per year *ELSA liaises with parents and records impact of sessions	Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. <i>Public Health England</i>	2, 7
<b>Targeted interventions</b> *Follow assess, plan, do, review cycle *National Tutoring Program training attended and tutor used	EEF PP/Teaching Assistant Interventions Guidance shows high quality interventions can have a	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 skilled in different areas and 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 e.g. phonics flash cards</li> <li>*Early start for interventions before school</li> </ul>	positive impact on outcomes for children.	
<b>Parent workshops and partnership</b> <ul style="list-style-type: none"> <li>*Workshops held for reading and phonics, reading &amp; writing, and maths for all year groups</li> <li>*Online Safety Workshops for parents</li> <li>*Parents to evaluate sessions and give feedback</li> <li>*Workshops run in person and remotely, and shared with all parents including those who did not attend</li> <li>*Parent/teacher consultations held in a timely manner, in person with targets and supporting resources provided to support parents</li> <li>*SEN plans shared every 6 weeks for SEN children with meetings held where requested</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> </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: £5,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Attendance monitoring</b> <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 authorise absence</li> <li>*<u>Inclusion Officer</u> involvement where necessary</li> </ul>	Children need to be in school in order to access provision in place, and quality first teaching.	5
<b>Support for families</b> <ul style="list-style-type: none"> <li>*Liaise with Children's Centre and Early Help Support</li> <li>*Signpost to Parent workshops (eg DA workshops, Nurture Programmes)</li> </ul>	Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. <i>Public Health England</i>	6
<b>Extra-curricular clubs</b>	Soft skills and a sense of wellbeing and belonging lead	1, 2

<p>*PP funding to cover two clubs per child per term</p> <p>*Financial support for wrap around care considered on a case by case basis</p> <p>*Parents sign children up directly</p> <p>*All school trips subsidised</p> <p>*Invitation only to Specific clubs (Hot chocolate and a good book – reading club)</p>	<p>to increased confidence, aspiration and interaction. An Unequal Playing Field, Social Mobility Commission</p>	
<p><b>Contingency</b></p> <p>*Includes milk, uniform, shoes, access to technology, internet access, other</p>	<p>Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. Public Health England</p>	<p>All</p>

**Total budgeted cost: £ £31,475**

## Outcomes for disadvantaged pupils

**July 2023 - End of year data**

Statutory outcomes across the school were above National and Surrey in all areas. Last year by the end of the Summer there were a total of 18 children on the PP register.

Because numbers of Pupil Premium children are so low, we have chosen to use numbers rather than percentages to share data.

We have also chosen to share additional information about children more broadly so as not to identify any children.

**Of these 18 children in all year groups:**

- 7 were also on the SEN Register.
- 3 were new to the school, and 2 were new to England (Refugee status)
- 4 has EAL (English as an Additional Language)

**EYFS: (Year Reception) (total number on roll 90 children)**

There were **4 children on our Pupil Premium Register.**

**PP children had strengths in the following areas;** listening, attention, and understanding, speaking, self-regulation, managing self, building relationships gross motor development, understanding the world (all three areas), creating with materials and being imaginative.

**Areas where attainment for PP children was lower:** include word reading, comprehension and writing and numerical patterns.

**Measuring progress:**

While only one of these children achieved GLD (Good level of development), 3 out of 4 children made good or accelerated progress across the 17 areas of learning over the year.

One child made accelerated progress in 11 of the 17 areas.

**Areas where progress was good or accelerated from starting points:**

listening, attention, and understanding, speaking, self-regulation, managing self, building relationships gross motor development, fine motor skills, comprehension, word reading, writing, understanding the world (all three areas), creating with materials and being imaginative.

**Areas where Progress for PP children was lower:** Progress was slower for two children in Number and Numerical patterns.

**Key Stage 1 (Year 1 & 2) (total number on roll 180 children)**

By the end of the Summer Term there were **14 children in KS1 on our Pupil Premium Register.**

- 7 were in Year 1
- 7 were in Year 2

**Year 1 Outcomes:**

Phonics – 4 out of 7 children passed the Phonics Check. 3 children did not pass. They will re-sit the Phonics Check when they are in Year 2.

Reading – 2 out of 7 children achieved age related expectation. No children achieved Greater Depth.

Writing - 2 out of 7 children achieved age related expectation. No children achieved Greater Depth.

Maths - 3 out of 7 children achieved age related expectation. No children achieved Greater Depth.

**Year 1 - Measuring progress from starting points:**

Reading – 5 out of 7 children made expected (good) progress. 1 child made less than expected progress. 1 child made accelerated progress.

Writing – 5 children made expected (good) progress. 1 child made less than expected progress. 1 child made accelerated progress.

Maths – 5 children made expected (good) progress. 1 child made less than expected progress. 1 child made accelerated progress.

**Year 2 (end of Key Stage) Outcomes:**

Reading – 4 out of 7 children achieved age related expectation. No children achieved Greater Depth.

Writing – 3 out of 7 children achieved age related expectation. No children achieved Greater Depth.

Maths – 2 out of 7 children achieved age related expectation. No children achieved Greater Depth.

**Year 2 - Measuring progress from starting points:**

It is only possible to measure progress for 5 of these 7 children due to mobility.

Reading – 4 out of 5 children made expected (good) progress. 1 child made accelerated progress.

Writing – All 5 children made expected (good) progress. No child made accelerated progress.

Maths – 3 children made expected (good) progress. 2 children made less than expected progress.

**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>
n/a
<b>The impact of that spending on service pupil premium eligible pupils</b>