

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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
Manor Field Infant and Nursery School, Long Stratton	
Number of pupils in school	143 (127 w/o Nursery)
Proportion (%) of pupil premium eligible pupils	14% (17 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	29.09.2021
Date on which it will be reviewed	July 22, July 23 & Jul 24
Statement authorised by	Mrs Haines
Pupil premium lead	Mrs Heather Haines
Governor / Trustee lead	Ian Mundford

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,315
Recovery premium funding allocation this academic year	£3,915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£40,230

# Part A: Pupil premium strategy plan

## Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

## Challenges

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

Challenge number	Detail of challenge
1	Social, Emotional & Communication Needs
2	Under achieving in Reading (inc Phonics), Writing and Mathematics
3	Lack of enrichment, experiences and opportunities
4	Attendance

## 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 ensure disadvantaged children meet age expectations by the end of KS1	Phonics, Reading, Writing and Math data to match national percentages
To promote the social, emotional wellbeing and communication skills of disadvantaged pupils to ensure they are ready to learn	Improved progress and attainment date for R/W/M and Phonics. Improved behaviour – fewer recorded incidents Fewer exclusions (FTE and PEX) Improved Thrive scores Referral to SEN or other agencies if needed/appropriate

To improve attendance and lateness of disadvantaged pupils	Attendance for this group of children to match non disadvantaged and to meet the National expectation of 96% A fully funded Breakfast club place.
Give disadvantaged children opportunities and experiences – cultural and aspirational	Instrument lessons Educational visits Community engagement

## 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff to ensure quality first teaching in every classroom	Meta-Analysis of research by John Hattie breaks down quality teaching into: <ul style="list-style-type: none"> <li>• Pupils having clear goals/objectives.</li> <li>• Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them</li> </ul>	1
In the moment feedback in lessons from the class teacher	See above	1

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group support with HLTA one morning a week	Sutton Trust found that, 'The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very	1

	effective teachers Smaller class sizes mean disadvantaged pupils can access more of teachers' time with tightly focused direct teaching	
Phonics intervention by HLTA/TA	2008, the National Foundation for Educational Research & TDA, found that, 'a culture of mentoring and coaching will, over time, have an impact on young people and their learning.'	1
Violin lessons delivered by a music tutor		4

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Draw and Talk training and sessions	Covid recovery research highlighted the detrimental impact of the pandemic especially 'lockdowns' on children's wellbeing.	1,2,4
Lego therapy training and sessions	Covid recovery research highlighted the detrimental impact of the pandemic especially 'lockdowns' on children's wellbeing.	1,2,4
Thrive sessions	Covid recovery research highlighted the detrimental impact of the pandemic especially 'lockdowns' on children's wellbeing.	1,2,4
Attendance monitoring, information and action for PA and late arrivals. Also 'thank you' for 100% attendance	Attendance research shows children need to be in school to learn. Days or minutes of school time lost means lost learning time and gaps in learning. This also impacts the pupils' well-being.	4
Class Dojo rewards for positive learning behaviours	Evidence shows the importance of developing positive learning behaviour skills for lifelong learning and readiness for higher education and employment. Meta-Analysis of research by John Hattie breaks down quality teaching into: <ul style="list-style-type: none"> <li>• Pupils having clear goals/objectives.</li> </ul>	1,2,4

	<ul style="list-style-type: none"> <li>Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them</li> </ul>	
Extra snack	See below for benefits	1,2
Breakfast club	The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year. Breakfast clubs improve attendance/punctuality.	1,2,4
Good relationships with parents Curriculum support sessions Parent consultations – hybrid model. Signposting to Early Help	Research (and common sense) tells us that families and parents are critical to pupils' attainment. Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement.	1,2,4
Educational visits and trips Visitors to school	Children being able to participate in new activities and developing higher aspirations for their adult life.	1,2,3

**Total budgeted cost: £ 40, 230**

## 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 2020 to 2021 academic year.

An Inclusion class ran all of last year to support SEN/PP pupils with social and emotional behavioural issues. The future funding of this classroom was not possible.

As staff were not able to move around school due to Covid secure classroom bubbles being formed – staff were asked to work extra hours to ensure coverage and support in all classrooms, including lunchtimes.

We provided extra healthy snacks for all pupils to supplement school fruit to aid resilience for learning (to lunchtime).

All children had access to outdoor learning including ‘Forest Schools’ sessions.

Pupil Premium children’s’ (13) attainment was significantly below that of non-pupil premium children in Reading, Writing, Phonics and Maths.

### 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
n/a	

## Further information (optional)

### *Events*

- *Harvest Festival assembly*
- *Pop up Planetarium*
- *National Poetry day*