

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	152 (130 w/o Nursery)
Proportion (%) of pupil premium eligible pupils	15% (19 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	29.09.2021
Date on which it will be reviewed	July annually
Statement authorised by	Chair of Trustees
Pupil premium lead	Mrs Heather Haines
Governor / Trustee lead	Ian Mundford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27700
Recovery premium funding allocation this academic year	£3167
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	£30867

Part A: Pupil premium strategy plan

Statement of intent

Manor Field Infant and Nursery School is situated in the town of Long Stratton based in South Norfolk. Long Stratton has been earmarked for considerable building development in the future as it sits on the main A140 between Norwich and Ipswich however no fast dates for when this development will proceed are available. This development will potential make considerable impact to the size and placement of the school and others within the community. Manor Field has a 8 place Specialist Resource Base on site.

15% of pupils are eligible for pupil premium grant and 8% of pupils are classed as English as a Second Language.

We intend that every pupil in the school should have access to good quality teaching and learning to ensure that they make good progress and achieve a good standard of attainment regardless of their backgrounds and the challenges that they may face. Our pupil premium policy enables us support these children who may be disadvantaged including those who may be high attainers.

We also embrace the challenges facing other children who may be classed as vulnerable but not fall under the umbrella of 'disadvantaged'.

Manor Field Infant and Nursery School uses a tiered approach to Pupil Premium Spending to improve teaching, targeted academic support and wider strategies. Our ultimate objective is to close the gaps between disadvantaged pupils and their peers. To enable us to achieve this we aim to employ staff who can deliver a high quality curriculum to our pupils, staff who actively seek out ways of improving their skills by networking and sharing best practises with other professionals, by keeping current with new thinking and proven strategies and are willing to share their knowledge. We will support our staff in any way we can to achieve this aim. Our strategy is key to ensuring that all children affected by the pandemic in the last two years are given targeted support to reduce and ultimately close that gap. Our strategy is not a 'one size fits all approach' but one that will take into account the individual's needs and challenges that they face and will be rigorously assessed to ensure it is effective.

Measurements for effectiveness can be, but not solely judged on

- Challenge in work set
- Early intervention when a need is identified
- All staff actively pursue the best outcomes for all pupils

We recognise that there are many areas that need focusing on however we have chosen four areas of priority in the first instance to give us a best chance for success. These areas will be regularly reviewed and added to or amended as necessary.

Challenges

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

Challenge number	Detail of challenge
1	<p>Social, Emotional & Communication Needs</p> <p>With many schools over the last 2 years being either closed or partially closed to pupils with the pandemic it has negatively affected pupils social, emotional and mental health. Pupils have not had the opportunities to meet with friends in safe, secure environments or participate in wider social communities enhancing their social skills. Referrals for support have increase over the periods of closure/partial closure leading to pupils requiring additional support either 1:1 or in small groups</p>
2	<p>Under achieving in Reading (inc Phonics), Writing and Mathematics</p> <p>Assessments, observations with parents and children indicate gaps in many children's understanding and knowledge not just pertaining to disadvantaged/vulnerable pupils.</p>
3	<p>Cultural Capital - Lack of enrichment, experiences and opportunities</p> <p>Children have been unable to access wider community projects which has challenged them both physically and mentally. This has been evidenced in health data - rising obesity levels in children and lack of enrichment in their lives i.e. music</p>
4	<p>Attendance</p> <p>Our attendance data over the last year shows attendance for the disadvantaged pupils has been ? - ?% lower than non-disadvantaged ? - ?% disadvantaged pupils have been persistently absent. Absenteeism negatively impacts a child's learning and therefore progress.</p>

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 improve attainment in reading, writing and maths	EYFS and KS1 results and teacher assessments show increased attainment amongst all pupils but primarily disadvantaged/vulnerable pupils. Further evidenced by engagement in lessons, intervention strategies, book scrutiny and moderation.
Sustained improvement in wellbeing of pupils in school through ability to control/understand triggers leading to social, emotional or mental health episodes	Improved progress and attainment data Sustained improvement from 2024-2025 demonstrated by <ul style="list-style-type: none"> • Reduction in absence levels • Reduction in exclusions • Increase in participation of enrichment activities especially by those disadvantaged/vulnerable pupils • Improved Thrive scores • Data from pupils and parent surveys and teacher observations
To increase and sustain improvement in attendance of all pupils in our school but particularly disadvantaged and vulnerable	Sustained improvement in absence rates from 2024/2025 Evidence by <ul style="list-style-type: none"> • Correlation to national data and previous school data of overall absence data of all pupils • Attendance gap of disadvantaged and non-disadvantaged peers reduced • Percentage of all pupils persistently absence reduced and figure of disadvantaged pupils persistently absence reduced.
Give disadvantaged children opportunities and experiences – cultural and aspirational	Demonstrated by the enrichment of school life. Evidenced by <ul style="list-style-type: none"> • Increased visitor engagement in school life to promote outward thinking • Increased outside engagement in the wider community activities • Participation in community sports schemes outside school time

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: £ 4650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of Teaching and curriculum through funding subject leader release time to access networks to enhance skills and to share best practise with colleagues	<p>Meta-Analysis of research by John Hattie breaks down quality teaching into:</p> <ul style="list-style-type: none"> • Pupils having clear goals/objectives. • Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them <p>Good quality teaching requires subject leaders to be current with any changes to the curriculum. This can be attained by networking with colleagues and sharing best practises</p>	2
In the moment feedback in lessons from the class teacher	See above	2

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

Budgeted cost: £ 18510

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus groups Additional sessions targeted at disadvantaged pupils who need further support	<p>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 effective teachers Smaller class sizes mean disadvantaged pupils can access more of teachers' time with tightly focused direct teaching</p> <p>Pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p>	1,2,4

Purchase of a DFE validated Phonics Programme to secure stronger phonics teaching for all	<p>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.'</p> <p>Pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1
Blended approach of tuition, mentoring and school led tutoring for all pupils who education has been impacted by the pandemic.	<p>Regular rigorous tuition targeted at specific need and knowledge gaps can be effective to support those who have fallen back or are in danger of low attainment. Can be delivered either 1:1 or in small groups.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2

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

Budgeted cost: £ 8900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music sessions for pupil premium to give them opportunity to engage in activity that they may not have access to otherwise	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>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.'</p>	2,3,4

<p>SEMH therapies- Lego Therapy Drawing and Talking Thrive Young carers</p>	<p>The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Children more able to manage their emotions and able to regulate themselves. Thrive assessments increasing. Children feeling more confident in the school environment.</p>	<p>1,2,4</p>
<p>Follow principles of good practise set out in DFE Improving School Attendance.</p> <p>This may involve training and release time for staff to develop and implement these procedures. Appoint attendance and support offices to improve attendance</p>	<p>Attendance research shows children need to be in school to learn.</p> <p>Days or minutes of school time lost means lost learning time and gaps in learning. This also impacts the pupils' well-being.</p> <p>Guidance has been drawn by DFE working with schools who have actively followed this advice and been successful in reducing the levels of absence and persistent absence.</p>	<p>2,3,4</p>
<p>Behaviour management and anti-bullying approaches to develop school ethos and improve behaviour across the school - positive reward through Class Dojo</p>	<p>Evidence shows the importance of developing positive learning behaviour skills for lifelong learning and readiness for higher education and employment.</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into:</p> <ul style="list-style-type: none"> • Pupils having clear goals/objectives. • Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them <p>When adopting behaviour interventions – whether targeted or universal – it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.</p> <p>Both targeted and universal interventions can have a positive effects</p>	<p>1, 2, 4</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
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
Enhanced curriculum to give pupils an opportunity to participate in activities or experiences than may be unavailable to them	<p>Aspiration interventions tend to fall into three broad categories:</p> <ul style="list-style-type: none"> • interventions that focus on parents and families; • interventions that focus on teaching practice; and • out-of-school interventions or extra-curricular activities, sometimes involving peers or mentors. <p>The approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	1, 2 3
Contingency Fund for issues that arise and require quick actions to be taken to mitigate	Whatever we plan for there will always be an instance/action which will not be catered for under any of the above activities	1,2,3,4

Total budgeted cost: £ 32060

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*