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## This statement details our school’s use of pupil premium (and recovery premium for the 2024 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

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| Detail | Data |
| Manor Field Infant and Nursery School, Long Stratton | URN143990 |
| Number of pupils in school | 112 inc Nursery |
| Proportion (%) of pupil premium eligible pupils | 17% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | Last year of 3. |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Chair of Trustees |
| Pupil premium lead | Mrs Heather Haines |
| Governor / Trustee lead | Angela Smith |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £28,120 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £28,120 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Manor Field Infant and Nursery School is situated in the town of Long Stratton based in South Norfolk. Manor Field has a 8 place SEMH Specialist Resource Base on site for Norfolk KS1 pupils.  17% 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 to 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 not a ‘one size fits all approach’ but one that will consider 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.

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| Challenge number | Detail of challenge |
| 1 | **Social, Emotional & Communication Needs**  With a changing society and changing family dynamics and ways of life, we have recognised an increasing rise in the SEMH needs of children entering our school. Some of this we can attribute to the period of lock down and restricted way of life during the Covid 19 pandemic.  Some children’s SEMH needs are a barrier to their effective learning. We have developed early detection of need, inhouse therapeutic interventions, partnerships with the following Local Authority teams – Inclusion and SEND, Family and Communities and Mental Health Support. |
| 2 | **Under achieving in Reading (inc Phonics), Writing and Mathematics**  Assessments, observations with parents and children indicate gaps in many children’s understanding and knowledge not just pertaining to disadvantaged/vulnerable pupils. |
| 3 | **Cultural Capital - Lack of enrichment, experiences and economic/cultural opportunities**  Disadvantaged children may not have access wider community projects and clubs, hindering social interactions and community cohesion. Lack of opportunity means a lack of enrichment in their lives. |
| 4 | **Attendance**  Our attendance data over the last year shows attendance for the disadvantaged pupils has been 93.72% lower than non-disadvantaged  96.10% Persistent absenteeism negatively impacts a child’s learning and therefore progress. It also impacts their self-confidence, if persistently late. |

## 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.

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| Intended outcome | Success criteria |
| 1. To improve attainment in reading, writing and maths | Performance outcomes for disadvantaged children will be on par with school non disadvantaged pupils. If a disadvantaged child is achieving below age related expectations, there will be early detection, and the relevant interventions put in place. |
| 1. Sustained improvement in the wellbeing of pupils in school through ability to control/understand triggers leading to social, emotional or mental health episodes. | Disadvantaged children with SEMH needs will be identified early. An appropriate Therapeutic intervention will be put in place, in agreement with the child’s parent(s).  The Boxall Profile score and SDQ scores will show an improvement from entry to exit.  Behaviour incidents for disadvantaged pupils will have been resolved and reduced. |
| 1. To increase and sustain improvement in attendance of all pupils in our school but particularly disadvantaged and vulnerable | Sustained improvement in absence rates  Evidence by   * 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. |
| 1. Give disadvantaged children opportunities and experiences – cultural and aspirational | Demonstrated by the enrichment of school life. Evidenced by   * Increased visitor engagement in school life to promote outward thinking * Increased outside engagement in the wider community activities * Participation in sports schemes in after 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: £ 2450

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| 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 | Meta-Analysis of research by John Hattie breaks down quality teaching into:  • Pupils having clear goals/objectives.  • Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them  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 | 1, 2, 4 |
| In the moment feedback in lessons from the class teacher | See above | 1, 2 |

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

Budgeted cost: £13,900

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Focus groups  Additional sessions targeted at disadvantaged pupils who need further support  Well Comm S&L screening to identify early language skills. | 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  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.  Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics  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. | 1,2,3 |
| Teaching delivered and planned from a good quality English and Maths scheme. | The EEF state  The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.  Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the ​‘bread and butter’ of effective teaching: | 1,2,3 |
| Staff receive and participate in high quality CPD to improve disadvantage pupil outcomes | CPD is linked to improving pupil outcomes both academically and SEMH.  This can be in house training and support or by a third party i.e. VNET  The Education Policy Institute state   * **High-quality CPD for teachers has a significant effect on pupils’ learning outcomes**. CPD programmes have the potential to close the gap between beginner and more experienced teachers: | 1, 2, 3, 4 |

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

Budgeted cost: £6,250

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| SEMH therapies-  Lego Therapy  Drawing and Talking  Thrive  Young carers | The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage though universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions>  Children more able to manage their emotions and able to regulate themselves.  Thrive assessments increasing.  Children feeling more confident in the school environment. | 1,2,4 |
| Follow principles of good practise set out in DFE Improving School Attendance.  This may involve training and release time for staff to develop and implement these procedures and for monitoring and action purposes. | 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.  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. | 1,2, 3,4 |
| Behaviour management and anti-bullying approaches to develop school ethos and improve behaviour across the school - positive reward through Class Dojo | 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:  • Pupils having clear goals/objectives.  • Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them  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.  Both targeted and universal interventions can have a positive effects  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions | 1, 2, 3, 4 |
| 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. | 1,2,3 |
| 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. | 1,2,3 |
| Enhanced curriculum to give pupils an opportunity to participate in activities or experiences than may be unavailable to them | Aspiration interventions tend to fall into three broad categories:   * 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.   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.  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions  . | 1, 2, 3, 4 |
| 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: £22600.00**

**Remaining for unseen need or issues - £5520.00**

# 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 2023 to 2024 academic year.

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| A nurture group was formed to help pupils settle children with high SEMH needs into the school day, giving them the chance to talk about any worries or anxieties and have something to eat. This was in place for the Summer Term 2024. This was effective in settling the pupils in the small group. Unfortunately, due to other school funding cuts we cannot continue this for the 2024-25 year.  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.  Some families benefitted from the free breakfast club provision. We also purchased school uniform for a family and paid for a taxi to transport a family to school.  There is still an attainment gap between disadvantaged and non-disadvantaged pupils, even with academic and therapeutic intervention. The increase in SEMH behaviours presented a huge challenge in 2023-24. |

## 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*

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| Programme | Provider |
| n/a |  |
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## Service pupil premium funding (optional)

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

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| Measure | Details |
| n/a |  |
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# Further information (optional)

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| *Events*   * *Harvest Festival assembly* * *St Mary’s Church Christmas celebrations and decorations* * *World Book Day* * *Maths Week* * *Circus visit and skills* * *Stay Safe week – visits from Emergency Services personnel* * *Extra transition arrangements to St Mary’s Junior School (KS2)* |