

Pupil premium strategy statement

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
School name	Manor Farm Community Infant School
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 / 2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Paula Coppins Headteacher
Pupil premium lead	Janice Woodhead Pupil Premium Lead
Governor / Trustee lead	Les Buckle Pupil Premium Lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 34,245
Recovery premium funding allocation this academic year	£4,060
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	£38,305

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to provide a safe environment where every child matters, allowing all pupils to develop, grow in confidence and independence, enabling them to fulfil their potential and make good progress. The focus of our pupil premium statement is to support disadvantaged pupils to achieve this.

Staff work together to identify the challenges faced by vulnerable pupils to understand the barriers that some children may face that stop them from achieving their potential. This informs us of how we will provide teaching and learning opportunities of all children, regardless of whether they are disadvantaged or not. Quality first teaching is at the centre of our approach as this is proven to have the greatest impact on closing the disadvantage attainment gap. The focus will be on areas where disadvantaged pupils require the most support and at the same time will also benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, led by robust diagnostic assessment, not assumptions about the impact of disadvantage. Our approach will include:

- to ensure that disadvantaged pupils are challenged in the work that they are set
- to act promptly to intervene at the point a need is identified
- to continue to have a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- to ensure that all children have the opportunity to access a range of extra-curricular activities to enhance their life experiences and cultural capital

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Under developed oral language skills and vocabulary gaps.
2	Challenging family circumstances that can lead to attendance and punctuality and social and emotional issues. This can lead to social and emotional difficulties.
3	High number of disadvantaged children that are also have SEN.
4	Impact of school lockdowns / COVID, particularly for disadvantaged children.

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
Improved oral and language skills across the school, particularly among disadvantaged children.	Assessments and observations will show improved oral and language skills in EYFS and KS1. This will be targeted across the curriculum and will be part of the school main focus
To ensure effective well-being of disadvantaged children.	Attendance of pupil premium children is monitored and improves to be comparable to non-pupil premium children. Children enjoy being at school and are motivated to learn. School continue to develop and maintain positive relationships between home and school.
Disadvantaged children with SEN are supported to enable them to make appropriate progress.	Disadvantaged children with SEN will have received appropriate support to enable them to make progress related to their specific targets and achieve their potential.
For disadvantaged children to reach the age-related expectation in each year group, e.g. (ELG) in Early Years, Year 1 phonics screening check and expected standard at the end of Year 2.	The gap between pupil premium children's progress across EYFS is narrowing. The gap between pupil premium across KS1 in reading, writing and maths progress is narrowing.

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: £9,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA to work with disadvantaged children in class, in groups and 1 to 1 How many times a week or supporting in class / interventions	Quality First Teaching DfE School Led Tutoring Guidance	1,3,4
Sports leader to provide lunchtime activities (outside provider).	Organising playground games to support children's social skills during playtime.	2,4
Staff CPD across the curriculum	Chiltern Area Partnership – areas of development will be decided once we are able to meet due to COVID. Some of these areas will link to the challenges stated in this document e.g. COVID catch up and improving oral and language skills. Co-ordinators providing CPD internally to all teachers.	1,3,4

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

Budgeted cost: £10,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA to continue to lead ELSA sessions for groups of children.	Quality First Teaching	1,2,4
Use 'Speech Link' to carry out diagnostic assessments and teach the suggested programme to improve	Diagnostic tool for speech and language – 'Speech Link'. Use the 'Speech Link' programme to deliver interventions.	1,3,4

speech and language.		
To purchase additional phonics resources to support current phonics teaching.	Phonics approaches, alongside developing comprehension skills and a love of reading, have a strong evidence base impact on pupils, particularly disadvantaged backgrounds.	1,3,4

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

Budgeted cost: £ 11,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund a member of staff to run 'Forest School'.	Opportunities for all children to visit Forest School at least four times a term to develop their confidence, social skills, communication, motivation, physical skills and knowledge and understanding.	1,2,3,4
Provide opportunities to build links with parents to enable to equip them with the skills to support their children with their learning.	Run 'Treasured Ten' Sessions for parents / carers. Working with parents will help to break down barriers that they might have about school, enable them to ask questions and listen to suggestions in a supportive environment that will in turn benefit the children and their learning.	1, 2, 4
Office staff / HT to monitor and support children's school attendance.	Daily contact with parents of absent children. Supporting families to improve children's attendance and punctuality.	2
Pay for identified disadvantaged children to attend extra-curricular clubs and school visits.	Children will experience additional sporting or creative opportunities for health and wellbeing. All children will participate in school visits and extra school events. Providing additional activities supports children's cultural capital.	1,2,4
Providing children with quality reading books and library book to use at home.	Developing a love of reading, to support the development of language and vocabulary.	1, 2,3, 4
Providing school uniform for children who are in need.	Wearing the correct uniform enables children to experience a sense of belonging.	2

Total budgeted cost: £ 31,410

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.

Remote learning has severely hampered the progress of disadvantaged learners in all areas across the curriculum which has led to these children not making the expected progress as a result. Children needing support with social and emotional issues have been identified and have been supported in ELSA groups but the impact has been limited because of the limited time some of these children were in school. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources including those provided by Oak National Academy.

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
ELSA	Buckinghamshire Council
Speech Link	Buckinghamshire Council