

Pupil premium strategy statement Manor Farm Community 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 | 158 |
| Proportion (%) of pupil premium eligible pupils | 8% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year) | 2024 to 2028 |
| Date this statement was published | Sep 2024 |
| Date on which it will be reviewed | Sep 2025 |
| Statement authorised by | Janice Woodhead |
| Pupil premium lead | Kim Boyd |
| Governor / Trustee lead | Wendy Terry |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £17,760 |
| Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | £0 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £17,760 |

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 aim to:

- Close the attainment gap between disadvantaged pupils and their peers in reading, writing, and mathematics.
- Enhance pupils' well-being and social skills through targeted emotional and mental health support.
- Have a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Foster high aspirations and a positive attitude towards learning, ensuring all pupils are motivated, resilient, and ready for the next stage of their education.
- Promote inclusive practices that recognise and address any barriers to learning that disadvantaged pupils may face.
- Ensure early identification of learning needs through robust assessments and regular monitoring.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Through assessments and observations it has been identified that many children who are eligible for pupil premium support have limited vocabulary and underdeveloped oral language skills. |
| 2 | Challenging family circumstances that can lead to poor attendance and punctuality which has an impact on learning. |
| 3 | A high number of disadvantaged children have also been identified with SEND needs. |
| 4 | Through assessment it has been seen that children who are eligible for pupil premium support do not always achieve in line with their peers in writing, reading and maths. |
| 5 | Some disadvantaged pupils have been observed to have greater difficulty in managing their emotions, self-regulating and building relationships. |
| 6 | Extra curricular and enrichment activities to enhance learning are often out of reach for children who are eligible for pupil premium support. |

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 improved oral and language skills across the school, particularly among disadvantaged children. | Speech Link assessment and class 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 and attendance of children who received pupil premium support. | 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. They learn ways to develop resilience. School continue to develop and maintain positive relationships between home and school. |
| Children with SEND who receive Pupil Premium funding are effectively supported to enable them to make progress. | Disadvantaged children with SEND 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 phonics, reading, writing and maths progress is narrowing. |
| For a variety of enrichment activities to take place to enhance the children's learning. | Children have been able to take part in a variety of enrichment activities to widen their experiences and learning. |

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: £5428.90

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Staff to develop further knowledge on Maths mastery to ensure all children are challenged at their level using the Maths Hub support. | <ul style="list-style-type: none"> - Education Endowment Foundation's guidance report- High quality teaching: The 'five-a- day' principle. - Education Endowment Foundation – Effective CPD | 3, 4 |
| Sports leader to provide lunchtime activities to develop social skills at playtime (outside provider). | <ul style="list-style-type: none"> - Education Endowment Foundation – Effective CPD - Organising playground games to support children's social skills during playtime. Pupil voice. | 1, 5 |

| | | |
|---|--|-----------|
| Staff CPD across the curriculum using Chiltern Area Partnership (CAP) and subscription to National College. | <ul style="list-style-type: none"> - Education Endowment Foundation's guidance report - High quality teaching: The 'five-a- day' principle - Education Endowment Foundation – Effective CPD | 1, 3, 4 |
| Pupil Progress Meetings | <ul style="list-style-type: none"> - Education Endowment Foundation's guidance report- High quality teaching: The 'five-a- day' principle. | 2,3, 4, 5 |

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

Budgeted cost: £6967.64

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| To support pupils with social, emotional and mental health needs through the use of ELSA sessions. | <ul style="list-style-type: none"> - ELSA website - Teacher Handbook SEND- Embedding Inclusive Practice 2024 (Whole School SEND) - Education Endowment Foundation's guidance report 'Special Educational Needs in Mainstream Schools' - The EEF toolkit links one to one tuition and teaching assistant interventions as high impact strategies. | 2, 5 |
| <ul style="list-style-type: none"> - To improve the quality of oral language skills and develop vocabulary amongst disadvantage pupils through the use of: - SpeechLink intervention - Helicopter stories - Weekly drama sessions - Talk for Writing - Creating a language rich environment. | <ul style="list-style-type: none"> - Diagnostic tool for speech and language – 'Speech Link'. - Talk for Writing - Voice 21- https://voice21.org/why-oracy-matters/ - Education Endowment Foundation's Toolkit- Oral Language Interventions. (On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress. - Education Endowment Foundation's Attainment Gap Report, 2018 | 1, 3, 4, 5, 6 |
| To have high quality phonics lessons across the school through using the Twinkl programme and corresponding reading. | <ul style="list-style-type: none"> - Twinkl phonics programme - Education Endowment Foundation's guidance report 'Special Educational Needs in Mainstream Schools' - Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils (EEF toolkit) | 1, 4 |

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

Budgeted cost: £5363.46

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Fund a member of staff to run 'Forest School' to enable the children to develop their confidence, social skills, communication, motivation, physical skills and knowledge and understanding. | <ul style="list-style-type: none"> - Forest research - https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/ | 4, 5, 6 |
| To improve attendance by analysing data and putting in supportive measures as appropriate. | <ul style="list-style-type: none"> - Education Endowment Foundation's Toolkit- Parental Engagement. (Parental engagement has a positive impact on average of 4 months additional progress. - Department for Education (2024)- Working together to improve school attendance - Education Endowment Foundation- Working with Parents to Support Children's Learning. | 2 |
| To provide wider opportunities for enrichment within the school day and afterwards. E.g uniform, participating in clubs, trips and other enrichment activities. | <p>Children will experience additional sporting or creative opportunities for health and wellbeing.</p> <p>All children will participate in school visits and extra school events.</p> <p>Providing additional activities supports children's cultural capital.</p> <p>Provide children with uniform if needed so they come to school wearing correct uniform. This enables children to experience a sense of belonging.</p> | 1, 4, 5, 6 |
| To provide support for children with SEMH needs through ELSA and by KB completing the Nurture UK course and explore how this could be implemented across the school. | <ul style="list-style-type: none"> - NurtureUK research reinforces that embedding the nurture principles and practice improves pupils' socio- emotional functioning and academic achievement - ELSA | 2, 5 |

Total budgeted cost: £17,760

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Manor Farm Infant School achieved the Equaliteach award in July 2023. This is helping us to embed a culture of acceptance and understanding. The year 2 children took part in a workshop lead but the Equaliteach team exploring diversity. Teaching staff also had a training session looking at protected characteristics and how to develop a school environment of inclusivity.

End of Year 2 data 2023/2024

| | PP % Achieving WA | Non-PP Achieving WA+ |
|---------|----------------------|-------------------------|
| Reading | 75% | 74% |
| Writing | 75% | 67% |
| Maths | 88% | 67% |

Year 1 phonics data 2023/2024

25% of children passed the phonics test. (4 children qualify for Pupil Premium funding in year 1)

End of EYFS data 2023/2024

50% of Pupil Premium children achieved GLD (6 children qualified for Pupil Premium funding and 67% of PP children also SEND needs)

Other

- 63% of children receiving Pupil Premium funding had enrichments activities free and also received school uniform.
- Children's wellbeing has been supported this year through ELSA sessions. This was effectively done through 1:1 or group sessions. The session focused on:
 - Recognising and understanding emotions.
 - Social/emotional support on individual bases
 - Strategies to manage anxiety that can be used within their school day or at home.
 - Transition worries when moving to junior school.

Both parental and pupil voice showed that this had a positive impact on children emotional needs.

- CAP has taken place and has helped support staff CPD. The CAP team have funded training for teaching staff on how to support children with SEND as well as developing their curriculum role. It also gave training to both teaching and teaching assistances on an inclusive classroom.
- All pupil premium children have completed the Speech Link assessment. Those assessed and needed additional support in EYFS took part in the Speech/ Language Link intervention. When reassessed in September 2024 all Pupil Premium children passed Language Link and 1 still requires additional support for Speech Link.

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 |
|------------------|-------------------------|
| ELSA | Buckinghamshire Council |
| Speech Link | Buckinghamshire Council |
| Forest School | Buckinghamshire Council |
| Twinkl | Twinkl |

