

Pupil premium strategy statement

This statement details our school's use of pupil 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 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	160
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 to 2024
Date this statement was published	Sep 2023
Date on which it will be reviewed	Sep 2024
Statement authorised by	Janice Woodhead Headteacher
Pupil premium lead	Kim Boyd Pupil Premium Lead
Governor / Trustee lead	Wendy Terry Pupil Premium Lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 21,825
Recovery premium funding allocation this academic year	N/A
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	£ 21,825

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

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	Disadvantaged children 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.	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. Set up a drama lead.
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: £6,828.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA to work with disadvantaged children in class, in groups and 1 to 1	Quality First Teaching Progress in interventions and assessment	1,3,4
Sports leader to provide lunchtime activities (outside provider).	Organising playground games to support children's social skills during playtime. Pupil voice.	2,4
Staff CPD across the curriculum	Chiltern Area Partnership – Subject coordinators CPD which includes PP and SEN. CAP provided by The National College 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: £7004.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support pupils with social, emotional and behavioural needs through the use of an ELSA group.	Quality First Teaching ELSA assessments	1,2,4
Targeted SALT interventions, based on rigorous SLT assessments (Speech Link)	Diagnostic tool for speech and language – 'Speech Link'. Use the 'Speech Link' programme to deliver interventions. Children to be seen progressing with their language/ speech score. NTF used	1,3,4

To have high quality phonics lessons across the school through using the Twinkl programme.	Assessing the children using the Twinkl assessment to see the impact of the teaching/ programme. Reading assessment levels at the end of each term. Implementation of new reading scheme	1,3,4
To improve the use and quality of language across the school by creating a language rich environment.	Observations of drama sessions and seeing the impact on writing, reading and language assessment results. Seeing evidence of a language rich environment in EYFS throughout the provision.	1,4
To ensure continuous provision includes a range of experiences that challenge and extend children's learning.	Learning walks of the EYFS learning environment, both indoors and outdoors, provide high quality experiences.	2,3,4

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

Budgeted cost: £ 7993.00

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.	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
To improve attendance and support families where needed.	Daily contact with parents of absent children and a log kept. Supporting families to improve children's attendance and punctuality. Office staff / HT/ DH to monitor	2
To provide children with wider opportunities with the school day and after school.	Children will experience additional sporting or creative opportunities for health and wellbeing.	1,2,4

	All children will participate in school visits and extra school events. Providing additional activities supports children's cultural capital.	
Providing school uniform for children who are in need.	Provide children with uniform if needed so they come to school wearing correct uniform. This enables children to experience a sense of belonging.	2

Total budgeted cost: £ 21, 825

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 2022 to 2023 academic year.

Teaching	
Action	Impact
HLTA to work with disadvantaged children in class, in groups and 1 to 1. Supporting in class / interventions	Interventions took place across the school and these were monitored for impact.
Sports leader to provide lunchtime activities (outside provider).	Sports leaders supported children to develop social skills during playtime. This was observed by staff across all year groups.
Staff CPD across the curriculum	CAP has taken place and has helped support staff CPD. The CAP team have funded NumBots for all children and provided challenge days for selected children. (Lego, English) Talk for Writing and White Rose Maths curriculum training took place.
Targeted Academic Support	
Action	Impact
TA to continue to lead ELSA sessions for groups of children.	The children took part in ELSA sessions with a focus on transition and social/emotional support and strategies to use within their school day.
Use 'Speech Link' to carry out diagnostic assessments and teach the suggested programme to improve speech and language.	All pupil premium children assessed and those that needed intervention in EYFS took part in the Speech Link intervention. When reassessed in September all but 1 pupil premium children passed the year 1 assessment.
Wider Strategies	
Action	Impact

Fund a member of staff to run 'Forest School'.	A member of staff is trained and is successfully running Forest School.
Provide opportunities to build links with parents to enable to equip them with the skills to support their children with their learning.	Parent information sessions- Reading/ Phonics, Maths, SATS
Office staff / HT to monitor and support children's school attendance.	Monthly meetings took place and support given as required.
Pay for identified disadvantaged children to attend extra-curricular clubs and school visits.	School clubs and extra curricula events paid for as necessary so that all pupil premium children could take part.
Providing children with quality reading books and library books to use at home.	Children accessed quality texts and provided with books to take home on a regular basis.
Providing school uniform for children who are in need.	Children were given school uniform as appropriate.

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
Forest School	Buckinghamshire Council
Twinkl	Twinkl