



## Pupil Premium Strategy Statement 23/24

This statement details our school's use of pupil premium for 2023/24.

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 Field Primary School
Number of pupils in school	470
Proportion (%) of pupil premium eligible pupils	14.7% (69/470)
Academic year/years that our current pupil premium strategy plan covers	April 2023- April 2024 (One Year Plan for Financial Year)
Date this statement was published	March 2023
Date on which it will be reviewed	March 2024
Statement authorised by	Daisy Bailey, Headteacher
Pupil premium lead	Jack Esplen, Deputy Headteacher
Governor / Trustee lead	Eileen Sharpe

### Funding overview - updated for 2023-2024

Detail	Amount
Pupil premium funding allocation this academic year	£117,601 £657 (Service Children)
Recovery premium funding allocation this academic year	£5509 (Received) £12,000 (projected)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p><b>Total budget for this academic year</b></p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£118258</p>
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## Part A: Pupil premium strategy plan

Disadvantaged Cohort Information - March 2023							
	Number of PP	Boys	Girls	% of Cohort	PP and SEND	EAL	Thrive
Whole School (472)	98	52	46	20.8%	15	108	37
Year 6 (59)	16	8	8	27.12%	3	1	9
Year 5 (73)	11	5	6	15.11%	2	11	12
Year 4 (54)	8	3	5	14.8%	3	3	5
Year 3 (83)	10	6	4	12.0%	3	10	5
Year 2 (74)	11	3	8	14.9%	1	9	4
Year 1 (62)	9	7	2	14.5%	3	8	1
FS (66)	5	2	3	7.6%	0		1

### Statement of intent

As a school we believe that every child should be given the opportunity to reach their full potential and a disadvantaged background should not hold any child back, resulting in good progress for all pupils and high attainment across the entire curriculum. The focus of our pupil premium strategy is to meet the needs of all pupils, with a focus on those who are most vulnerable, by considering the challenges faced by individuals as well as providing a high quality learning experience in the classroom, both academically, socially and emotionally.

Our approach is rooted in educational research. The approaches that we have adopted complement each other to help all our pupils to achieve. To ensure this is effective, we will:

- Focus on quality first teaching, providing a shared pedagogy that actively improves outcomes for **all** pupils, based on Rosenshine's Principles of Instruction. All CPD for staff available to view on the school website: [Staff Professional Development](#)
- Use research based evidence to support emotional and social development for all pupils, in particular the vulnerable through the Thrive Approach, Mind Up and our new link with the Thought-Full programme. [Mental Health Support Team in Schools | West Sussex Services for Schools](#)
- Ensure the progress of disadvantaged pupils is closely tracked and monitored, to provide effective intervention at the point of need is identified.

- Adapt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve and increase progress from their starting points

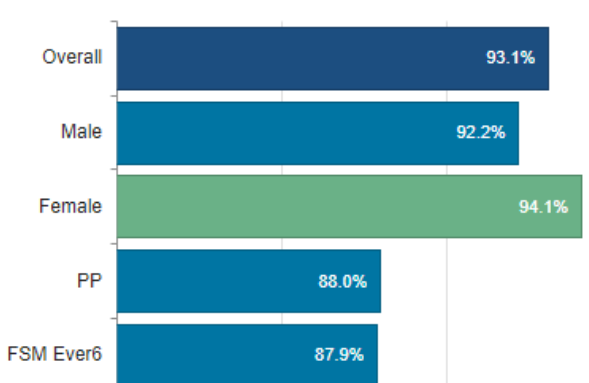
In order to understand the specific challenges faced by vulnerable pupils, we have a committed safeguarding team who work closely with outside agencies, including social workers and carers, to best support our young people. The whole school approach identified in this statement is designed not just to support their needs, but the needs of all pupils, their parents and wider family members regardless of whether they are disadvantaged or not.


Our intent is that high quality teaching and learning provision is at the heart of our shared approach, providing a shared school pedagogy that ensures good progress for all. Quality first teaching is proven to have the greatest impact on closing the disadvantage attainment gap, through excellent use of learning reviews, instructional modelling and high quality questioning techniques.

Along with high quality teaching and learning in the classroom, targeted support through the Third Space Learning platform (1:1 online tutoring) gives focused additional support to those children who need focused catch up learning having been most negatively affected by the pandemic. This approach is integral to wider school plans for education recovery.

## Challenges

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

Challenge number	Detail of challenge
1 - Attendance	<p>Attendance of our Pupil Premium pupils is currently considerably below the 'overall attendance'.</p>  <p style="text-align: right;"><i>Data correct as of 06/03/2023</i></p> <p>Pupil attendance has been below the national average and at the time of writing is 93.1% average and 88% for PP children. It is necessary that we recognise the unique factors of</p>

	individual families, be it personal issues, transport, child care and formulate the right plan linked to their needs, including support from other agencies (EWO, EMTAS, Thought-Full).
2. Social and emotional wellbeing	<p>According to a study published by the NAHT and Place2Be, since the Pandemic, of the 1,130 school leaders, teachers and other staff working in primary and secondary schools who completed the survey:</p> <ul style="list-style-type: none"> <li>● 86% noted an increase in low self-esteem</li> <li>● 76% said they'd seen an increase in depression</li> <li>● 68% witnessed an increase in sustained feelings of anger</li> <li>● For staff working in secondary schools, 72% have noticed an increase in self-harm, 61% in suicidal thoughts, and 56% in eating difficulties among pupils. (<i>Issues that must be tackled at primary schools first</i>)</li> </ul> <p>At Manor Field, we have noticed an increased issue with pupils who display school-refusal, anxiety, low self-esteem and challenges regulating themselves when they are dysregulated. Of these pupils, a high proportion are also pupil premium and/or disadvantaged pupils.</p>
3 Phonics and Reading	<p>The percentage of Year 1 pupils passing the Phonics Screening check 2017-22 was above the national average however the gap between pupil premium pupils and non-pupil premium pupils still exists. KS1 phonics assessments suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. This trend has been worsened by school closure.</p> <p><b>0/9 Pupil Premium Pupils passed the Phonics Screening test in Year 2 (2022)</b>  <b>7/9 Pupil Premium Pupils passed the Phonics Screening test in Year 1 (2022)</b></p> <p>KS2 and KS1 reading SATS also demonstrated that pupil premium pupils are working below their non-pupil premium peers:</p> <p><b>2022 KS1 Reading:</b> (<i>% of children who performed at age-related expectations in the reading SATS test</i>)  Non Pupil Premium: 66% (48/73)  Pupil Premium: 0% (0/9)</p> <p><b>2022 KS2 Reading:</b> (<i>% of children who performed at age-related expectations in the reading SATS test</i>)  Non Pupil Premium: 69% (42/61)  Pupil Premium: 42% (8/19)</p>
4 Writing and vocabulary development	<p>At the time of writing, in-school assessment data indicates that there is a <b>29%</b> gap in attainment for writing between pupil premium pupils and their peers.</p> <p>This trend is also evident in KS2 and KS1 SATS data for 2022.</p> <p>Pupil Premium attainment for writing is a priority, along with a focus on reading (challenge 3). School closures meant that children were typically only experiencing tier 1 vocabulary and opportunities for parents to build tier 2 and 3 vocabulary knowledge was limited. This has led to a poorer level of vocabulary for KS1 and KS2 pupils after the pandemic.</p>
5 Maths Attainment	<p>Assessments and observations indicated that children from disadvantaged backgrounds are generally behind academically in Maths, compared to their peers. This trend was particularly evident in Summer Term 2021, after a year in which school closures meant many children were educated remotely.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p> <p><b>Summer 2022 disadvantaged maths data</b></p> <p> <b>MATHS PUPIL PREMIUM</b></p> <ul style="list-style-type: none"> <li>● The gap between Pupil premium pupils and Non-pupil premium pupils closed in 3 year groups in the academic year 2021-2022. (see above attachment)</li> </ul>

## 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
<p><b>Challenge 1: Pupil Premium Attendance</b></p> <p>Increase attendance of pupil premium families to ensure they are broadly in line with their non-pupil premium peers.</p>	<ul style="list-style-type: none"> <li>- PP children will be at least at national figures regarding attendance (figure to be inserted April 24)</li> <li>- Thought-full works with targeted pupil premium families to support them with issues such as anxiety and school refusal.</li> <li>- Regular attendance analysis means that key persistent absence pupils are picked up and we work alongside EWO to improve attendance.</li> </ul>
<p><b>Challenge 2: Social and Emotional Wellbeing</b></p> <p>To obtain positive wellbeing, including social and emotional development, for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>- Positive mental health and well-being evident in school</li> <li>- Pupil wellbeing ambassadors are embedded and work daily with other pupils.</li> <li>- Pupil voice demonstrates that all pupils can verbalise how to take care of their own mental health.</li> <li>- Reduction in playtime and lunchtime behaviour incidents as children are better equipped to self-regulate.</li> </ul>
<p><b>Challenge 3: Phonics and Reading</b></p> <p>To improve reading and phonics attainment and outcomes for disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>- By July 2023, KS2 SATS results show that the percentage of disadvantaged children achieving the expected standard for reading has increased and is in line with national averages.</li> <li>- The 2023 Phonics screening results show that the percentage of disadvantaged children achieving the expected standard for reading has increased and is in line with national averages.</li> <li>- A tutoring / intervention programme has been researched and implemented at MF, to target vulnerable and disadvantaged pupils to make accelerated progress.</li> </ul>
<p><b>Challenge 4: Writing and Vocabulary Development</b></p>	<ul style="list-style-type: none"> <li>- By July 2023, KS1 and KS2 SATS results show that the percentage of disadvantaged children achieving the expected standard for writing has increased and is in line with national averages.</li> <li>- In school attainment and progress data shows that the % of pupils reaching the expected standard in writing has increased by at least 20%.</li> <li>- Across all subjects, vocabulary is more specifically taught (staff CPD to support this) which upskills pupils to use more technical vocabulary in writing across the curriculum.</li> <li>- Classrooms are vocabulary rich; displays contain key vocabulary which children actively refer to.</li> <li>- Word Aware (vocabulary scheme) is embedded in EYFS and is being successfully implemented in KS1 &amp; KS2.</li> </ul>
<p><b>Challenge 5: Maths attainment</b></p>	<ul style="list-style-type: none"> <li>- By July 2023, KS2 Maths results, alongside whole school internal summative testing results, show that the % of disadvantaged</li> </ul>

pupils achieving the expected standard in maths has increased and is in line with whole school and national data.

## 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)

**2023/24 Tiered Approach 1: Teaching:** At Manor Field we believe that every child should access first quality education so we are investing in our staff by developing a whole school pedagogy based on research for Rosenshine's Principles in Action.

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to provide high quality social and emotional learning through our curriculum, specifically with Thrive and Mindup! sessions.</p> <p><b>Update 07/03/2023</b></p> <p>More children than ever (33) are now accessing Thrive sessions at Manor Field. The Thrive and Mind Up curriculum is embedded into whole class teaching timetables. In 2022, we also started a working relationship with the Thought-Full project, to provide targeted social and mental health support to vulnerable pupils and parents.</p> <p>Our 'wellbeing champions' are now trained in working with younger pupils to help them to resolve conflict and self-regulate.</p>	<p>The '<b>Improving Social and Emotional Learning in Primary Schools</b> Guidance Report - 2021.' Educational Endowment Foundation.</p> <p><u><i>Guidance Report IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS</i></u></p> <p><i>'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.'</i> EFF</p> <p><u><i>Social and emotional learning   EFF</i></u></p>	<p>Challenge 2</p>
<p>Continued implementation of systematic Synthetic Phonics programme (Sounds of Sound) to secure phonics teaching for all pupils.</p>	<p><i>'Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.'</i></p> <p><u><i>Phonics   EFF</i></u></p> <p><b>NB:</b> While phonics approaches have been found to be effective to master the basics of reading, this is not necessarily true with reading comprehension. To</p>	<p>Challenge 3</p>

	<p>support the children’s comprehension skills, we teach ‘Fortnightly Reader,’ which provides targeted support on comprehension strategies.</p> <p>Continued and sustained implementation of new phonics scheme, Song of Sounds, through high quality CPD and implementation strategies.</p>	
<p>High quality teaching and learning</p> <p>Staff CPD (30-50 hours of sustained CPD) focuses on implementation of Rosenshine’s principles to create a consistent and high quality pedagogy.</p>	<p>There is strong evidence and research to suggest that the best way to improve attainment of pupils of all abilities and backgrounds is through high quality teaching.</p> <p><u><a href="#">Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol.</a></u></p> <p><u><a href="#">Effective Professional Development   EEF</a></u></p> <p>Evidence from the EEF’s ‘Effective Professional Development Guidance Report’- 2021.</p>	<p>challenge 3</p> <p>challenge 4</p> <p>challenge 5</p>
<p>Assessment processes are rigorous</p> <ul style="list-style-type: none"> <li>- Purchase of standardised diagnostic assessments. (New Pira, NTS mathematics)</li> <li>- Pupil progress review periods focus on progress of pupil premium children and identify strategies to accelerate progress.</li> </ul>	<p><i>‘Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.’ EEF</i></p> <p><u><a href="#">Feedback   EEF</a></u></p>	<p>challenge3</p> <p>challenge 4</p> <p>challenge 5</p>
<p>Investment into ‘Word Aware’ - a structured whole school approach to promote the vocabulary development of all children.</p> <p>Word Aware to be trialled in EYFS and then rolled out to the whole school to build children’s vocabulary.</p>	<p>There is strong evidence that teaching and modelling vocabulary to children in the early years can have a positive effect on their oral language skills.</p> <p>Explicit vocabulary teaching strategies have been shown to be effective, both alone and in combination with implicit vocabulary teaching strategies.</p> <p><u><a href="https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?approach=teaching-and-modelling-vocabulary&amp;utm_source=/early-years-evidence-store/communication-and-language&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=vocabu">https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?approach=teaching-and-modelling-vocabulary&amp;utm_source=/early-years-evidence-store/communication-and-language&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=vocabu</a></u></p>	<p>challenge 4</p>



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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Research into a high quality reading tutoring / intervention scheme to support KS2 children with reading comprehension.	Findings from the EEF suggest that there is a real benefit to small group tuition groups, particularly for disadvantaged children and those falling behind in attainment. <a href="#">Small group tuition   EEF</a>	Challenge 3
Specific curriculum time given to 'Fortnightly Reading' sessions, to support children with strategies for reading comprehension.	Evidence and research provided by the EEF state that: <i>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i> <a href="#">Reading comprehension strategies   EEF</a>	Challenge 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support in Year 1, 2 and 4.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   EEF</a>	Challenge 3
Targeted small group teaching for PP Year 6 Pupils from January (DHT)  <i>Impact from Academic Year 21-22: 14/18 pupils who attended this group passed their Maths SATS test.</i>	Findings from the EEF suggest that there is a real benefit to small group tuition groups, particularly for disadvantaged children and those falling behind in attainment.  <a href="#">Small group tuition   EEF</a>	Challenge 5
Third Space tuition sessions continue to support disadvantaged pupils to close the attainment gap in maths.	EEF Toolkit - Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. One to one tuition:	Challenge 5

	<a href="#">One to one tuition   EEF</a> Small group tuition: <a href="#">Small group tuition   EEF</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Working with families, outside agencies (EWO, EMTAS) to improve attendance for our pupil premium families. This includes:</p> <ul style="list-style-type: none"> <li>- Regular monitoring and reporting of attendance, focusing on disadvantaged groups.</li> <li>- Identifying trends and patterns and putting strategies in place to improve attendance</li> <li>- To liaise with parents of children who are persistently absent and put attendance action plans in place.</li> </ul>	<p><a href="#">Just one day off can hamper children's life chances - GOV.UK</a></p> <p><a href="#">Attendance interventions rapid evidence assessment   EEF</a></p>	Challenge 1
<p>Thrive practitioners support children with social and emotional difficulties to regulate their emotions and be ready to learn.</p> <p>This will take place during weekly 1:1 Thrive sessions, with some key children having sessions more than once per week.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">Guidance Report IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS</a></p>	Challenge 2
<p>Whole staff training from other agencies to support whole school approach for social and emotional development, including:</p> <ul style="list-style-type: none"> <li>- Thrive training INSET</li> <li>- Regular Thought-full CPD sessions to include <i>Building Resilience, raising Self-Esteem and Managing Anxiety</i>.</li> </ul>	<p><a href="#">Guidance Report IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS</a></p>	Challenge 2
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small	All

	amount of funding aside to respond quickly to needs that have not yet been identified.	
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**Total budgeted cost: £**

## 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.

#### **Key Headline Data from end of Year 2022 Summative Assessments:**

#### [Disadvantaged Groups Summer Data Overview 2021-22 - Cohort Tracking](#)

Internal summative data for 2021-22:

Strengths:

- In Year 4, Pupil Premium children were at 77% at ARE for summative **maths** testing, with 82% of Pupil Premium Not-Send at ARE. This is actually higher than the whole cohort, who finished the academic year at 71% at ARE for summative maths tests. 9/13 of the pupil premium children received 3rd Space Maths Intervention
- In Year 4, Pupil premium children were 77% at ARE for summative **reading** testing, with 82% of Pupil Premium Not-Send at ARE. This is again actually higher than the whole cohort, who finished the academic year at 79% at ARE for summative **maths** tests.
- In Year 3 Pupil Premium children were at 60% at ARE for summative **maths** testing, with 86% of Pupil Premium Not-Send at ARE.
- In Year 3 Pupil Premium children were at 70% at ARE for summative **reading** testing, with 86% of Pupil Premium Not-Send at ARE.
- In the Year 1 phonics screening test, 78% of pupil premium pupils passed, just behind the 80% pass rate of the rest of the cohort.

Areas for Development:

- In Year 2, 0% of Pupil Premium pupils are currently working at the expected level for Writing or Reading, with just 11% (1 child out of 9) working at the expected standard for Maths. There is a high level of need, both SEND and social and emotional within this cohort of children and work is being done to target these children with focused intervention to help close the gap.
- In Year 5, our pupil premium pupils are working behind their peers. For Maths, 72% (compared with 87%) at ARE, for writing, 33% (compared with 61%) at ARE and for reading 78% (compared with 87%) at ARE. Deputy Headteacher focus groups will focus on these pupils in January 2023 for writing and maths to close the attainment gap.

## 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*

<b>Programme</b>	<b>Provider</b>
Song of Sounds Phonics Programme	Sue Reed and Liz Webster
Online Mathematics Tuition	Third Space Maths Tutoring

## Service pupil premium funding (optional)

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

<b>Measure</b>	<b>Details</b>
No pupils are in receipt of Service Pupil Premium.	N/A

**Further information (optional)**

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