

Manor Court Primary School Pupil Premium strategy statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Court Community Primary School
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	46%
Academic year that our current pupil premium strategy plan covers	2023-2024
Publish Date	6th September 2023
Review Date	6th September 2024
Statement authorised by	Luke Talmage
Pupil Premium Lead	Geraldine Terry
Pupil Premium Governor Lead	Nick Gray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£180,500
Recovery premium funding allocation this academic year	£18,705
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£199,205

Statement of intent

At Manor Court Community Primary School, we provide a high quality of education for all of our pupils regardless of ability or background. We acknowledge, however, that the educational outcomes for children eligible for the Pupil Premium Grant are not as good nationally as the attainment of children who do not receive the grant.

With this in mind, we have prioritised our spending so that this pupil group have the best targeted help to enable them to do at least as well as their peers in both the core areas of Mathematics and English, as well as in other areas of their education.

We also acknowledge that there are non-academic challenges that our pupils face that can negatively affect their education and impact their access to learning, for example: attendance, wellbeing, mental health and safeguarding concerns and access to community links. We aim to support our pupils in these areas by drawing on the funding of staff, enrichment, and resources.

The school has selected to target academic support, emotional support, family learning support and attendance, as well as other tangible and practical measures such as school uniform and help with educational trips. Every area of expenditure has been rationalised in terms of the impact that the grant will have on improving the educational outcomes of the children in our care. The school will measure the impact of any intervention by seeing how closely matched eventual end of the year outcomes are to the intended outcomes.

Main Barriers to educational achievement for a number of our pupils at Manor Court Primary School

These encompass a whole range of factors including:

- socio- economic background (low-income average, high unemployment and low access to health provision)
- irregularity of home routines which in turn lead to behavioural difficulties, parental presence and stability and low attendance
- language difficulties experienced by pupils who have English as an additional language (both on entry and throughout school career)
- physical and emotional issues
- low aspiration for future lives.

Our attitude to all these barriers, however, is that with help they can all be overcome and that all children educated here can, and do, achieve extremely well whatever their starting points.

Challenges

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

Challenge number	Detail of challenge
1	<p>Socio-economic background.</p> <p>We aim to ensure that in reading, writing and maths our disadvantaged children close the gap and do as well in their attainment and progress from KS1 to KS2 as their non-disadvantaged peers, in school and nationally.</p>
2	<p>SEMH needs</p> <p>We aim to ensure our disadvantaged pupils have their social, mental and physical health needs met so they can achieve their best at all times.</p>
3	<p>Attendance</p> <p>We aim to ensure attendance of our disadvantaged children is higher than the national average.</p>
4	<p>Parental engagement and home learning</p> <p>We aim to ensure there is more parental engagement with our parents of pupils entitled to Pupil Premium funding.</p>
5	<p>Aspiration is low or limited</p> <p>We aim to ensure our disadvantaged children are taught a broad curriculum, with enhanced enrichment.</p>

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><u>Challenge 1</u></p> <p>There will be a narrowed gap in attainment and progress between our PPG children and their non-PPG peers, in school and nationally.</p>	<p>PPG pupils will reach the expected standard for their year group in reading, writing and maths. Scaled scores of SATs in Years 2 and 6 will be in line with their non-PPG peers. PPG pupils will achieve a Good Level of Development, pass their Phonics Screening (Y1) and Multiplication Check (Y4).</p> <p>Targets set are ambitious and staff ensure there is rigour throughout the whole curriculum.</p>

	<p>Teachers and pupils adapt the curriculum to meet the needs of individual pupils to ensure all pupils achieve.</p> <p>The school provides a varied and enriched curriculum with wider learning opportunities for all; children are aware of their local community and play an integral part within it.</p> <p>Regular assessment of pupil's knowledge and attainment are carried out to identify any areas for intervention.</p> <p>Interventions are personalised to the pupil's needs and are swiftly implemented to ensure all pupils make the progress expected of them.</p> <p>Teachers and Teaching Assistants receive high quality CPD, coaching and mentoring to deliver successful intervention programmes alongside quality first teaching.</p> <p>Pupils are encouraged to become confident, independent learners to develop the skills essential to achieve year group expectations.</p> <p>Rigorous monitoring of progress, attainment and interventions ensure that children achieve.</p>
<p><u>Challenge 2</u></p> <p>To ensure our disadvantaged pupils have their social, emotional, physical and mental needs met and can achieve their best at all times.</p>	<p>PPG pupils will have their social, emotional and mental health needs met. They will have reduced barriers to learning.</p> <p>There will be continuation of Magic Breakfast provision.</p> <p>Pupils develop and maintain healthy peer networks through the wider opportunities provided. The use of Ambassadors, Buddies, Eco-Warriors, School Council,</p>

	<p>Play leaders and class monitors, fosters a sense of responsibility and pride in the school community; pupils have a strong sense of wellbeing and belonging.</p> <p>Teachers have high expectations of all pupils and have a non-negotiable approach to all aspects of learning.</p> <p>Targeted interventions and support programmes ensure that barriers to learning are overcome. Designated LSA and room at the beginning of the day to support pupils struggling to come into school.</p> <p>Programmes such as Time to Talk, Communication Group, Movement Group, EAL support and Breakfast Club improves attendance rates and a willingness to learn.</p> <p>Use of Early Intervention Officer to work with families to support pupil's social and emotional wellbeing.</p>
<p><u>Challenge 3</u></p> <p>To ensure attendance of our PPG children is higher than the national average.</p>	<p>Whole school attendance will be above 96%. The percentage of PPG children's attendance will be higher than the National Average. Persistent absentees for all children will be better than the National Average.</p> <p>The school's fixed term exclusions will be below 2%.</p> <p>Use of Early Intervention Officer to work with families to support pupil's social and emotional wellbeing.</p> <p>Targeted interventions and support programmes ensure that barriers to learning are overcome. Designated LSA and room at the beginning of the day to</p>

	<p>support pupils struggling to come into school.</p> <p>Clear communication to parents on the adverse effects of pupils being late or not attending the school.</p>
<p><u>Challenge 4</u></p> <p>To ensure there is more parental engagement with our parents of pupils entitled to PP funding.</p>	<p>Support will be offered to parents in a range of areas such as: financial support, housing, child behavioural support, physical and mental wellbeing, drug and alcohol support, domestic abuse, positive parenting skills, and parental SEN support.</p> <p>Designated Early Intervention Officer to support disadvantaged families.</p> <p>Parent partnership workshops for families to share positive learning experiences. Workshops to include writing, maths, phonics, reading, Forest School style outside workshops and internet safety. These will improve pupil's educational outcomes.</p>
<p><u>Challenge 5</u></p> <p>To ensure our disadvantaged pupils are taught a broad curriculum, with enhanced enrichment.</p>	<p>All PPG pupils will attend school trips across the school and swimming lessons (Y2-6). Disadvantaged children will participate in after-school clubs. Our PPG pupils will feel happier and more secure at school and will access a full curriculum. Our disadvantaged children will find joy and a sense of fun and laughter.</p>

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 (to include CPD, recruitment and retention)

Budgeted cost: £98,915

Activity	Evidence that supports this approach <i>(Sutton Trust/Education Endowment Fund)</i>	Challenge number(s) addressed
<p>Dedicated leadership and management time for Deputy Head/Inclusion leader, Assistant Head and Phase Leaders</p>	<p>The EEF - tiered approach to Pupil Premium spending states that: <i>‘ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.’</i> Designated time for leaders to support teachers will lead to a higher % of good and outstanding teaching within the school. Leaders can analyse the progress gap between PPG and non-PPG children, and this will decrease further in Reading, Maths and Writing.</p> <p>Staff will be given the opportunity to observe in other year groups and across other Trust schools to develop their own understanding and pedagogy into practice.</p> <p>Subject leader CPD opportunities will ensure leader’s knowledge remains current and relevant to the pupil’s needs, new learning opportunities for pupils will enrich the curriculum further.</p>	<p>1</p>
<p>Employ EAL support practitioner</p>	<p>With 26% of our pupils as EAL learners (higher than national average), our EAL practitioner plays a</p>	<p>1, 2, 3, 4 ,5</p>

	<p>crucial part in communication between pupils and parents. Children from Year 1 to Year 6 to have weekly Portuguese lessons (this is the most popular language of our EAL speakers). The practitioner can work 1:1 as EAL support for our new arrivals and support with transition within school and to the local secondary, Holyrood Academy.</p> <p>Group EAL support to pre-teach key vocabulary. There is the provided opportunity for EAL pupils to talk in their first language. The practitioner will support EAL parent groups.</p> <p>Translation of key information to parents through videos and transcription of letters.</p> <p><i>This employment is justified as we received the EAL Gold Award on 12.5.21.</i></p>	
Employ specialist art, music and drama teacher	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task. The EEF Teaching and Learning Toolkit states that: <i>‘Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.’</i> All children have access to specialist art, music, dance and drama tuition. At Manor Court, our Pupil Premium children encouraged to take part in art activities for free which</p>	1, 5

	<p>come at extra cost to parents. Art, music and drama participation leads to increased confidence and self-esteem for all children.</p> <p><i>The priority is justified as we received the Arts Mark Gold standard on 6th September 2022.</i></p>	
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Targeted academic support

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focussed 1:1 LSA support	<p>The EEF - tiered approach to Pupil Premium spending states that: <i>'Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.'</i> LSAs will be supporting focussed, individualised educational plans outside of the classroom for children who are not yet reaching age related expectations. Some of these children will be disadvantaged. (* 5 months)</p> <p>There will be more LSAs trained and more designated time for the children to be heard through 'Time to Talk' activities.</p>	2, 3
Educational Psychologist support	<p>Additional support secured for children requiring Educational Psychologist support, many of whom are entitled to pupil premium. This will enable support given for the most complex needs.</p> <p>In return, children will be seen regularly, and the school, children and</p>	2,3

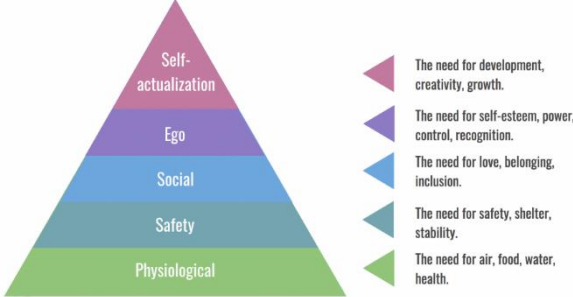
	families will feel better supported in specific areas of need.	
ILI Intervention support and training Jolly Phonics scheme - training for Teachers and LSAs	<p>The Individualised Literacy Intervention is a recommended programme to support and improve language skills and develop children's narrative, vocabulary and listening skills as well as phonological awareness. (Proven rate to double progress from years 2-9)</p> <p>School maintains fidelity to the phonics scheme (Jolly Phonics) and teachers are highly skilled at delivering high quality sessions.</p> <p>Quality first teaching can be observed in: lessons, work scrutiny and attainment results throughout the year.</p> <p>Additional books will be purchased to support the Jolly Phonics scheme – all PPG pupils will have access to these.</p>	1
High quality homework and engagement with home learning	Provide all pupils with CGP books to support learning at home in English and Maths. PPG pupils invited to participate in homework clubs and receive adult support outside of normal school hours. (* 5 months)	1, 4

Wider strategies

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of an Early	The EEF - tiered approach to Pupil Premium spending states that: 'non-academic barriers to success in school, including attendance, behaviour	2,3,4

Intervention Office	<p>and social and emotional support must be specific to community need.’ The Early Intervention Officer employed will also be the Deputy Designated Safeguarding lead and they will offer 1:1 support for families in the most need. The Early Intervention Officer will also be the attendance officer within our large primary school. They will also support Home Engagement (home visits for attendance and neglect queries) and will strengthen the community links with local charities and the Chard food bank and clothes bank.</p> <p>The EIO will investigate how to sign up to ‘Olio’ – food sharing from surplus businesses to provide disadvantaged pupils and their families with meals.</p> <p>(* 4 months)</p>	
Purchase of school uniform and P.E kit	It is imperative that pupils are treated the same, and that they look the same too to avoid stigma. The school clothes bank will provide the correct uniform and PE kit for those PPG students who do not have it.	2
SEMH Nurture Groups / Art Therapy/ Ladybirds Group	Behaviour interventions seek to improve attainment by reducing challenging behaviour. Pupils have time to explore their surroundings and feel supported to raise challenges and difficulties.	1, 2, 4
Outreach / Farm	Pupils will experience off-site learning at Outreach and a local Farm. Pupils will want to come to school to experience these opportunities, therefore improving attendance,	1, 2, 3, 4, 5
Swimming subsidy	All pupils who cannot swim 25m by the end of KS2 unaided will be given extra lessons.	1, 4, 5

<p>Breakfast Club and After School Club subsidy</p> <p>Magic Breakfast top-up</p>	<p style="text-align: center;">Maslow's Hierarchy of Needs</p>  <p>This links to Maslow's Hierarchy of Needs: the basic physiological need to eat.</p> <p>The cost of breakfast club is to be subsidised for all children. Pupil Premium children who are frequently late or have poor attendance to be given free places at breakfast club.</p> <p><i>Magic Breakfast was introduced in November 2021 at Manor Court. 98% of all pupils eat bagels daily as provided.</i></p>	<p>2, 3, 4</p>
<p>Curriculum enrichment through after school club, school trips subsidies</p>	<p>All children, including Pupil Premium children encouraged to take part in activities to support life skills. Manor Court 48 activities (one each year group, per half term), based on the National Trust's 'things to do before reaching 11 and ¾'. Large range of subsidised after school clubs and school trips. Subsidised residentials for pupils in Years 4, 5 and 6. These opportunities will result in pupils feeling passion for a new activity and they will feel included within school life through taking part. Pupils may find a skill that they enjoy and want to progress further with. Shows and productions will give all children joy and sense of fun and laughter. Children will want to attend school, and this will have a positive impact on attendance data. (* 2 months)</p>	<p>3, 5</p>
<p>Careers Week</p>	<p>The school will run a careers week where local industries, trades and further education opportunities are explored. Children will have an increased awareness of future opportunities after school, college and university. They will hear from local businesses and find out about apprenticeship</p>	<p>1, 3, 5</p>

	roles. This will provide increased aspiration for their future lives.	
Family Learning	<p>The EEF states that: 'involving parents in education benefits their children's academic outcomes.' Time for children to work with their parents on Maths, English and Forest School activities.</p> <p>Outside agency staff (Forest School) and school staff inform parents how Manor Court teaches the key concepts and skills. Parents work through activities with their child.</p> <p>Encouraging parental engagement can include workshops to improve literacy or IT skills, general approaches such as encouraging parents to read with their children as well as more intensive programmes for families in crisis. Although parental engagement is associated with pupil success, evidence on methods of encouraging it is inconclusive although studies suggest that it is often easier with parents of very young children.</p> <p><i>Darryl Wakeman, local artist, worked with PPG pupils and their parents last year. He is booked to come into school again in 2023-24.</i></p> <p><i>One low-cost method that bore fruit was the use of text-message alerts and these will continue in 2023-24.</i></p>	4

Total budgeted cost: £198,915

Part B: Review of outcomes in the previous academic year.

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

It is important to acknowledge that there was an increase in raising awareness of the Pupil Premium Grant to our families this academic year, and the numbers rose to 46% by the end of the year. It is likely there will be an increase in pupils in receipt of the Pupil Premium Funding this academic year (2023-24), due to new children joining the school. The challenges of modern-day living cannot be ignored, and they will also be heightened through the global energy crisis. Employment and local Government cuts will also impact the lives of our disadvantaged pupils.

We can learn from the positive strategy that was in place last year.

2022-23 Report

Data:

EYFS

- 88% of PPG pupils achieved GLD.

KS1

- 88% of PPG pupils in Y1 passed the phonics screening.

- 78% of PPG pupils in Y2 achieved ARE in Reading

- 71% of PPG pupils in Y2 achieved ARE in Writing

71% of PPG pupils in Y2 achieved ARE in GPS

- 78% of PPG pupils in Y2 achieved ARE in Maths

- 71% of PPG pupils in Y2 achieved ARE in RWM combined.

- 13% of PPG pupils in Y2 achieved Greater Depth in Reading

- 13% of PPG pupils in Y2 achieved Greater Depth in Mathematics

- 17% of PPG pupils in Y2 achieved Greater Depth in Writing

- * 17% of PPG pupils in Y2 achieved Greater Depth in GPS

- 13% of PPG pupils in Y2 achieved Greater Depth in RWM KS1

- 91% of PPG pupils in Y6 achieved ARE in Reading

- 87% of PPG pupils in Y6 achieved ARE in Writing
- 91% of PPG pupils in Y6 achieved ARE in Maths
- 91% of PPG pupils in Y6 achieved ARE in GPS
- 87% of PPG pupils in Y6 achieved ARE in RWM combined.
- 39% of PPG pupils in Y6 achieved Greater Depth in Reading
- 30% of PPG pupils in Y6 achieved Greater Depth in Writing
- 44% of PPG pupils in Y6 achieved Greater Depth in Maths
- 52% of PPG pupils in Y6 achieved Greater Depth in GPS
- 22% of PPG pupils in Y6 achieved Greater Depth in RWM combined.

Attendance:

Whole school attendance was above national average.

Manor Court Primary School: **94.5%** National: **92.3%**

Swimming:

- 83% of PPG pupils in Y6 could swim 25m using a range of strokes and complete safe self-rescue.

Exclusions:

Exclusion / suspension rate for our PPG pupils was very low. Over the course of 2022/23, only one PPG pupil was suspended / excluded.

Pupil A: Fixed-term exclusion (3.5 days).

Additional information:

We aim to talk 1:1 with the families where there are not consistencies with the PPG funding between siblings during the course of 2023-24. We aim to use the skills of our Portuguese staff to support pupils with English as an additional language and their parents to apply for funding too.

The Pupil Premium Strategy statement last academic year supported the salary of the Early Intervention Officer (EIO). The EIO had a number of families she was supporting on a weekly basis, a case load of over 10 pupils with 1-to-1 support, and high priority support for pupils who self-harmed. The EIO taught a weekly Y6 PHSE lesson which built upon her extensive links with outside agencies. The EIO provided CPD training to staff including but not limited to, bereavement, suicidal thought, self-harm, attendance,

harmful sexual behaviour and child protection. She supported the wellbeing of over 30 families and also provided practical support, working with The Lord's Larder (local food charity) to deliver food parcels. The EIO represented the school at a range of multi-agency meetings. The EIO is helping preparations for a school mental health award. The EIO's anti-bullying work was promoted through social media. The EIO went on maternity leave during the academic year, and her work was distributed through the roles of the DHT, AHT and trained LSAs.

The Pupil Premium Strategy statement dedicated leadership and management time for Deputy Head, Assistant Head and Phase Leaders. In July 2023, 100% of the teaching observed was Good, with 40% judged as Outstanding. Two new Phase Leads have been appointed for September 2023, and the AHT will now be out of class for three days a week.

The Pupil Premium Strategy statement was used to fund 1-to-1 Learning Support Assistant (LSA) support. LSAs have been trained in "Time to Talk" techniques to support pupils' emotional and social needs. We employed a trained LSA to support pupils on the front gate in the morning, providing a safe room for pupils who were not ready to learn first thing. Breakfast was also provided. This initiative was very successful, alleviating stress and pressure for both pupils and parents and supported our attendance figures.

Other uses of the funding included a school uniform swop shop and provision of uniform and PE kit. It subsidised breakfast and after school clubs. We continued to celebrate our partnership with Magic Breakfast, ensuring all pupils had access to bagels in the morning. We continued to be supported by Yeovil Football Club, who visited the school to run healthy living workshops for Y2 and 3. They led anti-discrimination workshops with our Year 5 pupils, reading and writing workshops with our Y4 pupils and Maths Boosters with our Year 1 pupils. A Social Action Group was formed with a group of Year 5 pupils.

Funds were used for the provision of IT equipment and to fund Educational Psychologist time. The grant supported the posts of a creative arts teacher and the EAL advisor who provides Portuguese lessons for years 1 to 6. The school has received the EAL Gold Award (the first school in Somerset to do so) and the Gold Arts Award Mark. Both awards were contributed to by these two teachers. During 2023-24 we are striving towards achieving Eco-School status and

Along with funds raised by the parent group, Friends of Manor Court Association, the grant purchased additional reading materials and resources for Science and the Early Years. It was used for all pupils to view a live drama version of *The Secret Garden* by *M and M Productions* in the summer term. The first Trust Poetry Performance competition was held in June 2023, with PPG pupils competing.

The grant allowed disadvantaged support of the costings of swimming for pupils from Year 2 to Year 6. Pupils were also supported in the costings of off-site trips such as; the local beach, a zoo, a cinema visit, a trip to Exeter Cathedral and the Houses of

Parliament in London. Year groups 4, 5 and 6 had successful residential, with some of our most disadvantaged pupils having the opportunity to stay away from home for the first time in their lives.

As a school, we recognise we still need to target families on a 1-to-1 basis, to ensure our Pupil Premium numbers are correct. We are convinced there is another 10% of pupils eligible for PPG funding.

The last academic year has shown that we have a positive and highly inclusive approach adopted by everyone at the school. Data for our PPG pupils was shared throughout the year with staff and at Governors meetings.

Whole staff training on the Pupil Premium Grant and what we mean by disadvantaged pupils took September 2023, led by Geraldine Terry. There will be ongoing training this year for all staff, including Governors.

The introduction of a new tracking system for all classes to monitor the achievement and progress of disadvantaged pupils was launched in October 2022. Throughout the year, half-termly data was entered and monitored by Geraldine Terry. Checks were made and the necessary interventions, resources or staff were deployed effectively to accelerate progress. The KS2 SATs results were the highest they had been in over nearly two decades.

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
N/A	N/A

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We use the same principles and methods for our Service Pupil Premium funding and outcomes. Pupils were provided with nurturing and relationship building interventions including SEMH group, Art Therapy, Time to Talk sessions and outside provision. Training for staff to provide key attachment relationships was provided.

<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>All supported service pupil premium eligible pupils made at least expected progress. Nurture sessions have been the most effective way to meet the social and emotional needs of pupils who have had different experiences over the past year.</p>
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Further information

Other activities that we are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding include:

- Premier League Primary Stars is a national programme, run by Yeovil Football Club. This programme includes a reading project for our Year 4 pupils, a Maths programme for our Year 1 pupils, a PSHE social-action project with Year 5 pupils, a girls-only afterschool football club and writing workshops held with local authors at Huish Park throughout the year. These projects target focus pupils, which include the PPG children from each year group.
- Somerset Libraries 'Chatterbooks' programme. This is a book club for our PP pupils in Years 2,3,4 and 5. Pupils visit Chard Library for sessions every month, or they are held at the school led by Chard Librarian librarians.
- Volunteer reading scheme – we have recruited, trained, and supported local volunteers including parents and members of the local community to support our pupils read from across the school.
- Community link with a local residential care home – PPG pupils read to the residents fortnightly.
- 'Warm Space' began in October 2022. This year we will restart this when the climate gets colder. Local community members are invited into the school hall to play board games, read and have a warm drink with our disadvantaged pupils.