

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	Sexton's Manor Primary School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	27.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2025 Year 2 of a 3 Year Plan
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	D.C. Knight
Pupil premium lead	D.C. Knight
Governor lead	R. Selby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,880
Recovery Premium Funding allocation for this academic year\	£1,305
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	£59,185

Part A: Pupil premium strategy plan

Statement of intent

At Sexton's Manor Primary School we ensure that we understand the needs of all learners and implement strategies and deploy funding in order to narrow the gap between socially disadvantaged pupils and their peers.

We ensure that Pupil Premium funding is spent on improving the life chances of the poorest and most vulnerable learners in our care by planning and providing a high-quality education and levels of support that enable our pupils to be the best they can be, to engage positively in their learning and flourish in all aspects of their school life.

At Sexton's Manor Primary School we:

- Allocate Pupil Premium funding in order to carefully address the varying needs of our vulnerable pupils.
- Closely analyse performance data in order to identify gaps in attainment and to determine the focus areas for additional support to all pupils including those entitled to benefit from the Pupil Premium.
- Evaluate and monitor Pupil Premium spending to measure impact and spend it in ways shown to be most effective (with reference to the Sutton Trust-EEF teaching and Learning Toolkit which summarises the evidence for different approaches to raising attainment).
- Ensure that teaching and learning is high quality for all pupils, including those eligible for Pupil Premium funding.

Our priorities for pupils identified for Pupil Premium spending are:

- To ensure that all children have access to the highest quality learning and teaching opportunities.
- To focus on developing children's spoken language, English and Maths at the earliest opportunity.
- To work with parents to maximise their involvement with their child's education.
- To develop the personal, emotional and social skills which give young people the resilience, persistence and motivation to be independent and confident learners.

The plan below outlines the ways in which we have chosen to spend our Pupil Premium funding based on the context of our school.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils may not be working at an age-related level and have conceptual gaps or misconceptions.
2	Limited speech and language skills which impact on reading and writing
3	Poor learning behaviours eg. organisation, resilience, perseverance, listening and focussing.
4	Pupils being 'ready to learn' in class (pupils are in a secure place mentally / emotionally).
5	In some cases, access to resources such as books, libraries, life experiences and positive role models are not present in home life.
6	For some children, a lack of regular routines including home reading, home learning and having correct equipment in school (eg PE kit).
7	In some cases, parental engagement with school and perceptions of education. Low priority placed upon learning and achievement.

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
Children are given opportunities for timely and targeted interventions to take place in order to ensure they are able to make good progress from their starting points.	Children's outcomes in reading, writing and maths will improve, with all children making at least expected progress from their starting points.
To sustain a reading culture that ensures all pupils read regularly and develop 'a love of books', particularly disadvantaged pupils.	Children will love reading and will talk positively about their reading experiences. They will be keen to read and this will be reflected in raised attainment and progress in reading across the school. All children across the whole school will have access to high quality texts. These will be carefully matched to their phonic ability in EYFS and Year 1. Parents will be involved in their children's learning and will be contributing positively to learning within reading. Disadvantaged children will make good progress from their starting points.

<p>To achieve and sustain a greater level of writing, particularly amongst disadvantaged pupils.</p>	<p>Children will enjoy writing. They will write at greater length and using a wider range of vocabulary. They will experience a wide range of genres and will use a range of sentence structures within their writing. Disadvantaged children will make good progress from their starting points.</p>
<p>To improve oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.</p>
<p>To embed Mastery Maths approaches across the school.</p>	<p>Children will demonstrate positive attitudes towards maths and will have a greater level of resilience when it comes to solving mathematical problems. They will be confident when using manipulatives to demonstrate their mathematical understanding and will continue to develop their journaling experiences in order to explain their methods and understanding. They will develop fluency alongside reasoning and problem solving skills. They will access high quality teaching and high quality resources, resulting in raised attainment and progress across the whole school.</p>
<p>Children have improved learning skills, building perseverance and resilience.</p>	<p>Children will display resilience in their learning and will have improved confidence that will be applied to their school work and relationships in school and beyond. They will persevere with tasks that are not easy for them and will have strategies in place that will enable them to focus and not give up. As a result children will make good progress.</p>
<p>Pupils are ready to learn because their emotional needs are met.</p>	<p>Children's emotional needs will be understood by all and bespoke support will be in place to support individuals when required. School staff will have a greater understanding of strategies to support emotional well-being. Children with complex emotional needs will be calmer and more able to access learning because of the support they are receiving within school.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for teachers Reading Comprehension, Drawing Club, Meta-cognition, Editing strategies in writing.</p>	<p>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 a top priority for Pupil Premium spending. (EEF Guide to the Pupil Premium – Autumn 2021)</p>	<p>1</p>
<p>Reading Continued subscription to Little Wandle Letters and Sounds, additional Reading Cafes, Welcome Wednesdays with a reading focus, Reading for Pleasure focus to continue through Reading Spines and Cultural Capital texts.</p>	<p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). This is more recently evidenced in the CLPE Reading for Pleasure in 2020 document as well as in The Reading Framework (DfE 2022).</p>	<p>2,6,7,8</p>
<p>Writing Further development of agreed strategies for Talk for Writing, training relating to editing across the school and particularly in KS2. Development of Drawing Club approach in EYFS.</p>	<p>Evidence identifies the value of the following: giving opportunities for pupils to talk about ideas and the task before beginning writing; effective demonstration of writing by teacher; well-focused feedback from teachers; topics that genuinely interested pupils and giving sufficient time for pupils to write (CLPE research: An evaluation of English Teaching: 2009)</p>	<p>2,6,7,8</p>
<p>Maths Embed the implementation of the Mastering Number program in Reception and KS1. Focus on challenge for all in maths lessons.</p>	<p>Evidence suggests that a mastery approach is effective in raising standards in Mathematics. With a mastery approach teachers reinforce an expectation that all pupils are capable of achieving high standards in mathematics. The large majority of pupils' progress through the</p>	<p>2,6,7,8</p>

	<p>curriculum content at the same pace and differentiation is achieved by emphasising deep knowledge and through individual support and intervention. We acknowledge that such an approach requires careful planning and the need for teachers to follow up learning with small groups of children who need extra support to understand key concepts.</p> <p>EEF – Mastery Learning</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £31,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Bespoke interventions are in place to ensure the school meets the needs of every child. LSAs carry out individual / small group interventions e.g. Beat Dyslexia.</p>	<p>Intervention is most successful when confident leaders and well-organised teachers develop a curriculum that meets the needs of pupils and the circumstances of the school. Ofsted 2009</p>	<p>1,2,3</p>
<p>Small group work responding to formative assessments led by teachers and LSAs.</p>	<p>Intervention is most successful when confident leaders and well-organised teachers develop a curriculum that meets the needs of pupils and the circumstances of the school. Ofsted 2009</p>	<p>1,2,3</p>
<p>Extra LSA support in place for children who have a high level of emotional and behavioural needs. LSAs to support individuals and groups of children to be able to fully access the curriculum and to learn strategies in order to self-regulate more effectively)</p>	<p>Children learn better and are happier in school if their emotional needs are addressed. Maslow: Basic needs must be met before self-actualisation can take place. “promoting physical and mental health in schools creates a virtuous circle reinforcing children’s attainment and achievement that in turn improves their wellbeing, enabling children to thrive.”</p>	<p>4,5</p>
<p>ELSA support offered to targeted</p>		<p>4,5</p>

<p>children. Children referred for ELSA support. Selection process takes place followed by a set piece of work with specific targets. Evaluation upon completion.</p>		
<p>Music Therapy for identified children to continue with individuals and small groups of children.</p>		4,5
<p>CISS (County Inclusive Service Support) in place to offer bespoke support and advice for behaviour and social communication needs. LSAs and teachers to implement strategies.</p>		4,5

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

Budgeted cost: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue with the implementation of outdoor learning / forest schools to support whole class interaction.</p>	<p>A child with self-regulatory skills is able to focus their attention, control their emotions, and manage their thinking, behaviour and feelings. Being outside enhances a sense of well-being and allows children opportunities to develop all of the above skills.</p>	4,5,8
<p>Develop the role of a Pastoral Support teacher and DSL</p>	<p>Research tells us that families and parents are critical to pupils' attainment. Feinstein and Symons (1999) found that parental interest in their child's education was the greatest predictor of age 16 achievement. Parental involvement positively affects children's academic performance and is a more powerful</p>	4,5,8

	force for academic success than other family background variables, such as social class, family size and level of parental education.	
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Total budgeted cost: £59,185

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.

Children are given opportunities for timely and targeted interventions to take place in order to ensure they are able to make good progress from their starting points.

Actions: Little Wandle Interventions (Rapid Catch-Up and SEND programme), Mastering Number, Working with specialist teachers to implement bespoke interventions.

Impact: Children have made progress through the Year 2 Rapid Catch programme and can now read more accurately and fluently. Children have made progress with their individual learning and personal targets. Progress noted at the end of Reception, Year 1 and Year 2 in relation to their understanding of number.

Evidence: Phonics Check

Insight Assessment Data

Intervention grids

Little Wandle Rapid Catch Up evidence

Individual Reports from Specialist Services

PIRA and PUMA scores

To sustain a reading culture that ensures all pupils read regularly and develop ‘a love of books’, particularly disadvantaged pupils.

Actions: Little Wandle Phonics Scheme, Foundations for the Love of Reading in Nursery, Reading Cafes, Book Spines, Cultural Capital Reading Texts.

Impact: Most children in Nursery were able to orally blend before coming into the reception class. There is a greater emphasis on the reading of stories across the school. Parents feel more confident to support their child’s reading at home due to the strategies shared during Welcome Wednesdays and Reading cafes. The children have been exposed to a larger variety and a larger number of high-quality texts through the cultural capital books and the reading spines for each year group.

Evidence: Reception Baseline Assessments

Parent feedback from Reading Cafes

Pupil Perceptions

To achieve and sustain a greater level of writing, particularly amongst disadvantaged pupils.

Actions: Talk For Writing School Based Training, Focus on Year 6 Portfolios

Impact: Year 6 writing attainment was high. Talk for Writing strategies used consistently throughout KS1 and LKS2 which can then be built on in Year 5.

Evidence: Training notes linked to Talk for Writing
Whole school Talk for Writing progression document
Year 6 portfolios

To improve oral language skills and vocabulary among disadvantaged pupils.

Actions: School-based training relating to the development of Oracy across the school, New documentation produced in relation to the progress of Oracy skills across the school.

Impact: Whole School agreement concerning the development of Oracy across the school, documentation and expectations in place regarding strategies for whole class Oracy learning in place.

Evidence: Pupil Perceptions
Oracy Documentation

To embed Mastery Maths approaches across the school.

Actions: Participation in the Mastering Number Strategy, Development of fluent in five across the school.

Impact: Consistency of approach to Mastering Number sessions in Reception and KS1. Fluent in five is effective across the school in supporting mathematical understanding as well as the reinforcement of prior skills.

Evidence: Governor monitoring reports
Pupil Perceptions
SEP reports
PUMA / SATs assessments

Children have improved learning skills, building perseverance and resilience.

Actions: All classes have accessed 6 weeks of forest school sessions, extra LSAs are in place to support individuals and specific groups of children, Music Therapy sessions in place, Pets as Therapy weekly visits.

Impact: Children gain transferable skills relating to the way that they communicate and interact with others, as well as aspects of PSED such as conflict resolution. Identified children make progress in their PSE development and, with the support of adults are able to access the curriculum, according to their identified needs. Children have gained in confidence when working with Barley, the Pets as Therapy dog.

Evidence: Pupil Perceptions

Forest School notes

Intervention notes / formative assessment notes relating to individual interventions and provisions.

Individual Learning Plans

Pupils are ready to learn because their emotional needs are met.

Actions: ELSA in place and completing weekly sessions with allocated children (referral process in place), weekly Forest School Nurture sessions in place for selected children, music therapy, Pets as Therapy weekly visits.

Impact: Identified children are given opportunities to express their emotions and feelings through ELSA sessions – they have specific targets and these are followed up and supported each week. Identified children participate in weekly nurture sessions in the Forest School area to develop their resilience and teamwork – children show evidence of being able to work together on simple tasks.

Evidence: ELSA notes for individual children

Music Therapy Reports

Forest School Notes