



## Pupil premium strategy statement

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 Farm Academy
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024 2024-2025 2025-2026
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Andrea Collins
Pupil premium lead	Mrs Charlotte Cosgrove
Governor / Trustee lead	Mrs Nat Train

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,780
Recovery premium funding allocation this academic year	£2501.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£36281.25



## Part A: Pupil premium strategy plan

### Statement of intent

At Manor Farm Academy, we have two fundamental objectives for disadvantaged pupils. The first is for them to achieve their full potential academically, with progress rates and attainment levels which are at least equitable with their peers. The second is that disadvantaged pupils receive a comprehensive range of culturally enriching opportunities and activities, and that access to broader horizons is made possible for them by the direct action of the school.

Our pupil premium strategy plan works towards achieving those objectives by simultaneously tackling a number of challenging aspects ranging from individual risk factors to school culture and family circumstances while drawing on the existing evidence base in doing so. Our strategy complements the school aspiration for all pupils to engage meaningfully with enriching and varied experiences. The implementation of this strategy incorporates all members of our school team, and utilises the committed effort of the whole school in order to realise these objectives for our pupils.

The key principle underpinning this strategy is that all pupils, regardless of socioeconomic context, should be supported as needed to achieve highly and access a wide range of enriching experiences.

### Challenges

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

Challenge number	Detail of challenge
1 Inclusion and risk of bias	<p>The risk is that an assumption is made that all disadvantaged pupils face similar barriers or are assessed to have lower prospective performance when compared with their peers.</p> <p>As Manor Farm Academy has low rates of pupils eligible for pupil premium funding, there is a risk that PP pupils may be perceived in contrast to their peers (for example, in the quality of their uniform or attendance at enrichment clubs). Furthermore, there is a risk that this small group of pupils eligible for the funding may be expected to achieve less over time than their peers. This in turn risks less ambition for those pupils when compared to their peers.</p>
2 Language	<p>Poor levels of vocabulary and experiences of literacy and literature are more common for PP pupils than among their peers. Exposure to language-rich experiences, or to a broad range of language contexts, is less likely among</p>



	PP pupils at Manor Farm Academy. As the average level of language acquisition at the academy is high, this places our PP pupils at a marked disadvantage.
3 Enrichment Experiences	In general, disadvantaged pupils across the academy have more limited access than their peers to cultural and enrichment experiences such as galleries, museums and exhibitions, sports provision and music lessons, which would otherwise enrich their vocabulary, knowledge and opportunities for self-development. Pupils at the academy generally access a wide range of enriching and cultural experiences, and thus PP pupils are placed at a disadvantage in their cultural capital development when compared to their peers.
4 Well-being, social and emotional	Communication with pupils and their families has identified social and emotional issues for many pupils. This has resulted in them not being ready to access learning due to low levels of resilience and determination. Pastoral support is needed to further support these pupils and enable them to be successful within the academy.
5 Access to Technology	This group of pupils are significantly less likely – when compared with their peers – to be able to access technology as a tool for extending learning at home, accessing information as part of homework or extended school experiences, or taking part in remote provision in the event of a personal isolation, academy, group or class closure.

## 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>1. Inclusion</b></p> <p>Staff have consistently high aspirations for all of the pupils attending the school. No child is left behind due to financial constraints. No child is labelled due to their disadvantage or identifiable by their socioeconomic circumstance, and each child is treated as an individual.</p> <p>Throughout EYFS, KS1 and KS2 PP pupils make strong progress from their starting points and consequently achieve at least in line with their peers at the end of each key stage.</p> <p>Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum, with a focus on phonics, reading, writing and Maths.</p>	<p>PP pupils are given contributions to new uniform each year.</p> <p>All staff complete unconscious bias training in school, and have an increased awareness of potential unconscious bias towards PP pupils.</p> <p>Anonymous pupil survey indicates that PP pupils feel equally included and valued when compared to their peers</p> <p>The targets for PP pupils are as ambitious as those for their peers</p> <p>Progress and attainment results show no gap between PP pupils and their peers</p>



<p>The attainment gap is narrowed PP pupils and their peers</p>	<p>PP pupils at Manor Farm Academy exceed the national average for progress and attainment</p> <p>Highly focused interventions in place to ensure that barriers are overcome and accelerated progress is made.</p>
<p><b>2. Language</b></p> <p>Pupils with lower expressive vocabularies are supported in their language acquisition and make strong progress in their vocabulary and understanding.</p> <p>The academy ensures that PP pupils have equal access to a wide range of opportunities for new and varied language, and opportunities that promote the acquisition of vocabulary.</p> <p>A strong reading culture is embedded across the school and ensures that all pupils develop a love of reading.</p>	<p>PP pupils achieve in line with their peers in the phonics screening</p> <p>PP pupils demonstrate improved levels of expressive vocabulary across the curriculum, determined in the monitoring and evaluation cycle.</p> <p>There is no language gap between PP pupils and their peers by the end of KS1</p> <p>A wide range of opportunities are evident to support language development- e.g. debating, holding conversations for different purposes.</p> <p>Pupils make good progress in reading as a result of consistent implementation of the approach to reading across the school.</p> <p>Classrooms and shared areas are 'text rich', and pupils regularly engage with a widening variety of books/texts.</p> <p>Increased % of PP pupils working at ARE or above across the school in reading and phonics.</p> <p>All PP pupils have access to reading at home and at school</p>
<p><b>3. Enrichment Experiences</b></p> <p>Regardless of socioeconomic backgrounds, pupils at Manor Farm Academy are able to access a wide range of physical activities, creative arts, music, technology, residential journeys and educational visits.</p> <p>All pupils eligible for PP engage in meaningful sporting and cultural activities, and enrichment experiences that develop an understanding of different cultural contexts, allowing them to</p>	<p>All PP pupils learn at least one musical instrument</p> <p>PP pupils attend all school trips and residential</p> <p>All PP pupils participate in at least one sports club or cultural club each week</p>



<p>access the full range of social and cultural capital on offer at the school.</p>	
<p><b>4. Well-being, social and emotional</b> Pastoral support is well targeted and effective in ensuring that our most vulnerable pupils eligible for PP are fully engaged in all aspects of school life.</p>	<p>Pupils who receive pastoral support intervention make at least expected progress.</p> <p>Pre and post measures within pastoral support interventions evidence a positive impact.</p> <p>Key families are accessing our offer of support through Early Help.</p> <p>Teaching Assistants are allocated to best meet the needs of all learners, they challenge and guide the pupils</p> <p>Attendance rates for pupils eligible for PP improves.</p>
<p><b>5. Access to Technology</b> Despite the fact that pupils may not have access to technology at home, they are given opportunities to use such resources to support with their learning</p> <p>In the event of school closure, all pupils are able to access technology to support their continuation of learning at home.</p>	<p>All pupils are able to use technology to learn in school, and to support their needs effectively</p> <p>All PP pupils have access to a device to learn at home, should they need one, and will be able to access remote learning similarly to their peers.</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: £ 2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Vocabulary and language acquisition training for all teaching staff.</p> <p>CPD for all FS/KS1 staff to ensure that high quality and specific approaches in the teaching of phonics, early reading and language and communication is consistently in place across FS and KS1.</p>	<p>EEF guidance reports on</p> <ol style="list-style-type: none"> <li>1) 'Improving literacy in KS1' available <a href="#">here</a>.</li> <li>2) 'Preparing for Literacy' available <a href="#">here</a>.</li> <li>3) 'Improving literacy in KS2' available <a href="#">here</a>.</li> </ol> <p>EEF guidance report on 'Effective Professional Development' available <a href="#">here</a>.</p> <p>Education Endowment Foundation (EEF): 'Teaching and Learning Toolkit' Phonics (+5 months) available <a href="#">here</a></p> <p>Oral language Interventions (+6 months) available <a href="#">here</a></p>	2
<p>CPD for all KS2 staff to ensure high quality teaching in reading (fluency and comprehension), and writing.</p>	<p>Evidence from EEF:</p> <p>Improving Literacy KS2 available <a href="#">here</a></p> <p>Reading comprehension strategies (5+ months) available <a href="#">here</a></p>	2
<p>De-escalation training</p>	<p>EEF Teaching and Learning Toolkit: 'Social and Emotional Learning', (+4) available <a href="#">here</a>.</p> <p>EEF guidance report on 'Improving Social and Emotional Learning in Primary Schools' available <a href="#">here</a>.</p>	4
<p>Mental Health First Aider Training</p>	<p>EEF Teaching and Learning Toolkit: 'Social and Emotional Learning', (+4 months' additional progress in academic outcomes over the course of an academic year) available <a href="#">here</a>.</p>	4

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



Budgeted cost: £26, 780

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality, structured, evidence based interventions, delivered by highly competent Learning Support Assistants, to address barriers to learning.	Targeted small group tuition based on specific barriers to learning EEF research-available <a href="#">here</a> EEF 'Teaching and Learning Toolkit': Individualised instruction + 4 months available <a href="#">here</a>	1, 2
Weekly reading interventions for pupils in EYFS, KS1 and KS2	EEF Teaching and Learning Toolkit. Phonics and reading comprehension strategies (+5 and +6 months' progress respectively) available <a href="#">here</a> . EEF guidance reports on 1) 'Improving literacy in KS1' available <a href="#">here</a> . 2) 'Preparing for Literacy' available <a href="#">here</a> .	1, 2
Weekly individual music lessons and instrument loans are part funded for all PP pupils.	EEF Teaching and Learning Toolkit. 'Arts Participation' – low cost for moderate impact (+3 months' progress on attainment outcomes) available <a href="#">here</a> .	3
Oral Language interventions in EYFS and KS1.	EEF Teaching and Learning Toolkit. 'Oral Language Interventions' (+6 months' progress). Available <a href="#">here</a> . EEF guidance reports on 1) 'Improving literacy in KS1' available <a href="#">here</a> . 2) 'Preparing for Literacy' available <a href="#">here</a>	2
Devices purchased and made available for all PP families to use for homework or remote provision, where needed.	EEF guidance report on the Use of Technology in Primary Schools, available <a href="#">here</a> . EEF rapid evidence assessment on Remote Learning, available <a href="#">here</a> . Further reading on the impact of homework on attainment: EEF Teaching and Learning Toolkit on the accessibility of Homework (+3 months' progress on academic attainment in primary), available <a href="#">here</a> .	5



Pastoral & academic support from Pastoral Lead	EEF Guidance report on Improving Social and Emotional Learning in Primary Schools, available <a href="#">here</a> .	4
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment club subsidies: free clubs each term for PP pupils, and 50% reduction on other activities.	EEF Teaching and Learning Toolkit. 'Arts Participation' – low cost for moderate impact (+3 months' progress on academic outcomes in other areas of the curriculum such as Maths, English and Science) available <a href="#">here</a> . EEF Teaching and Learning Toolkit 'Physical Activity' (+1 month progress on academic attainment) available <a href="#">here</a> .	3
High quality daily school lunch prepared for PP pupils	(Implemented to ensure that PP pupils receive a balanced and nutritional hot meal every day, in the same manner as their peers).	1
Uniform vouchers are allocated each year to PP families to significantly reduce costs	EEF Guidance on School Uniform Implementation, available <a href="#">here</a> . (Implemented to ensure PP pupils are not more likely to wear incorrect or identifiably second-hand uniform).	1
Time to Talk' programme led by the Mental Health First Aider	EEF Teaching and Learning Toolkit: 'Social and Emotional Learning', (+4 months' additional progress in academic outcomes over the course of an academic year) available <a href="#">here</a> .	4

**Total budgeted cost: £ 36, 280**





## 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.

#### **Progress**

Based on Teacher Assessments in July 2022 pupils eligible for Pupil Premium have made good progress in reading, writing and maths.

**Attainment for the Pupil Premium group in each group is outlined below:**

**Reception-** 100% of PP pupils achieved GLD (combined)

**Year 1-** 25% of PP pupils achieved EXS+ (combined)

**Year 2-** 60% of PP pupils achieved EXS+ and 20% achieved GDS (combined)

**Year 3-** 100% of pupils achieved EXS+ (combined)

**Year 4-** 100% of PP pupils achieved EXS+(combined)

**Year 5-** 83% of PP pupils achieved EXS+ and 17% achieved GDS (combined)

**Year 6-** 33% of PP pupils achieved EXS+ (combined)

#### **Enrichment**

There is higher engagement and a fair access to this provision for all pupils.