

# Hanborough Manor CE School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Hanborough Manor School
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	13.5% (deprivation)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 <b>2023-2024</b>
Date this statement was published	19.12.2023
Date on which it will be reviewed	1.09.2024
Statement authorised by	Sarah Nickelson
Pupil premium lead	Ian Jackson
Governor / Trustee lead	Nick Wood

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,285.00
Recovery premium funding allocation this academic year	£3,915.00
Service Pupil Premium allocation this academic year	£2,480.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£45,680.00</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

Our vision at Hanborough Manor CE School is to support and challenge every one of our students to achieve without limits whatever their background, starting point and aspirations.

We use Pupil Premium funding to make this a reality by:

- Developing strategies to enable staff to know the 'stories' of each individual pupil.
- Removing barriers to learning for individuals and groups of pupils.
- Building the capacity and resilience in pupils to enable them to build their own futures.
- Ensuring that our students have positive mental health and wellbeing

## Challenges

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

Challenge number	Detail of challenge
1	Low levels of literacy and numeracy which leads to limited progress. These children need to make accelerated progress across the year.
2	Lower attendance than their peers alongside not being able to access extracurricular enrichment activities
3	Fragile mental health
4	Lack of resilience in pupils
5	Gaps in learning and social interaction due to Covid-19 disruptions
6	Reduced life experiences
7	Under performance against other groups of pupils
8	Service pupils emotional stability

## 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
To improve the quality of teaching and learning across the school, boosting engagement, progress and attainment in all year groups.	Teachers will become more energised, creative and focused on the learning of the children. Children will be engaged, active learners. The attainment gap between pupil groups will diminish.
Effective tracking to ensure timely intervention with pupils who are at risk of not achieving their target grades. Provision Map to be purchased and used to effectively track and monitor the progress of the pupils.	Provision Map is in place and pupils identified have received extra support which has been successful in raising progress.
Improved resilience and self-esteem through Forest School and Inspire Week	An improvement in attainment/progress due to increased self-esteem and stronger resilience.
Raising wellbeing through uniform grants/ support materials for independent learning at home. Raising attendance of disadvantaged pupils and increasing parental engagement with the processes.	Parental engagement has improved and attendance has improved among this group. Student wellbeing has been at the forefront of planning and support is in place.
Numeracy and literacy Intervention that is supported through effective links with SENDCo. Targeting pupils who through 'lost learning' due to Covid are behind or not making expected progress.	The recovery of pupils who have been affected by the pandemic has been effective and improvements are evident. Pupils have correctly been selected for intervention and this has been successful.
All PP pupils will have opportunities to experience life experiences through school enrichment activities.	All PP pupils have had access to a number of enrichment activities and the take up has been very good amongst those pupils.
To diminish the gap in attainment and progress between disadvantaged and non-disadvantaged pupils	We have been successful in narrowing the gap between these groups.

## 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: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve the quality of education provided for all pupils through bespoke CPD and training; identified through monitoring, learning walks and Developmental Drop Ins. Bespoke CPD for subject leaders to improve education in all curriculum areas.	Teachers are effectively meeting the needs of PP children within all lessons. PP children are making progress to close the gap between PP and non PP.	1,5,7
Through Provision Map, PiXL, Pupil Progress Meetings and identifying effective interventions PP pupils including those with SEND will have their needs effectively met to make at least good progress in reading, writing and maths. (Provision Map, PiXL)	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: Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF	1.5.7
To ensure all pupils in EYFS have access to high quality first teaching, particularly in communication & language and literacy, drawing on internal and external Speech and Language expertise.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,5,7
Release time for teachers to take part in a partner coaching model, etc. based on Rosenshein principles.	Teachers to demonstrate a better understanding of all children's needs, including PP, so that bespoke education can be delivered to all	1,5,7

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

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School booster, tutoring and intervention groups are being delivered across the school to plug gaps in learning. (ARCH, Talk Boost, school led tutoring, PiXL targeted intervention)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition   EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</p>	<p>1,5,7</p>
<p>Continued development of Maths Mastery from EYFS to Year 6</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/mathsguidance-ks1-2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> The EEF guidance is based on a range of the best available evidence: <a href="https://www.eef.org.uk/guidance/improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>1,5,7</p>
<p>Targeted electronic interventions in place to support identified pupils</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://www.eef.org.uk/guidance/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://www.eef.org.uk/guidance/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 5, 7</p>

Lunch club to be held weekly for pupils unable to complete homework tasks at home	Based on our experiences support for pupils who do not have sufficient support at home for home learning benefit from dedicated time to complete tasks	1, 5, 7
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 15,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants and the SENCO will use targeted interventions to ensure that PP pupils receive emotional and social support they require.	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a> Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a> Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	3,5,7
Behaviour management strategies employed consistently by all staff to ensure learning behaviour is exemplary in all classrooms	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	2, 4, 7
PP pupils will be offered a subsidised place in Breakfast Club	Previous experience has shown that children entitled to PP are not attending extra-curricular clubs and opportunities.	2
PP pupils to have the opportunity to attend after school clubs	Previous experience has shown that children entitled to PP are not attending extra-curricular clubs and opportunities.	3,4,5,6

Identified children to access iRock music lessons to boost self-esteem and confidence.	Raise self-confidence and increase participation/motivation for targeted pupils this will be shown on QCA scores.	
Wraparound sessions will be provided for Service pupils once each half term.	Previous experience has shown that children entitled to PP are not attending extra-curricular clubs and opportunities.	3,5,6, 8
Personalised plans for pupils of parents being posted I.e. scrap books, TA check ins, engage with Little Troopers	Feedback from Service families resulted in providing these opportunities.	8
Attendance monitoring for PP pupils including early support for families.  Individual plans for families who have poor attendance including one to one opportunity with a member of staff  PP attendance will be in-line with non PP pupils attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2,7
All disadvantaged pupils will be given access to all school activities including trips and residential	PP children to be supported and given access to all opportunities within the school and the wider curriculum.	6
Staffing is put in place to support pupil's mental health and well-being. ELSA training for a TA to increase the provision.	Both targeted interventions and universal approaches can have positive overall effects:  <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	3, 4, 8
Allotment planters for each class to be created and nurtured to support all pupils.		3, 4
Forest School is provided for every year group including bespoke package for PP children.		3, 4
Life Forces club set up to run twice each term to boost the esteem and provide support for service pupils.	Service pupils will have an opportunity to share their experiences.  Based on feedback from service families.	8
1:1 support sessions, based around wellbeing and behaviour management, for adopted pupils.		3, 5, 6, 7

Parenting courses/workshops to take place	Parents of PP children will attend the family links training.	
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**Total budgeted cost: £ 45,680.00**

Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

**Data**

*% of disadvantaged pupils at the expected standard – July 2023*

	Reading			Writing			Maths		
Year	Disadvantaged	Other pupils	Gap	Disadvantaged	Other pupils	Gap	Disadvantaged	Other pupils	Gap
1	0	78	-78	0	78	-78	50	93	-43
2	20	91	-71	40	87	-47	20	87	-67
3	83	79	-4	67	50	-17	67	67	0
4	67	69	-2	67	77	-10	67	73	-6
5	50	83	-33	50	83	-33	30	45	-15
6	60	84	-24	40	76	-36	60	76	-16
Whole school	56	80	-24	57	79	-22	43	77	-34

Gaps continued to close for 4 year groups across the academic year. Increased tutoring or small group work may help to explain this. This is something we are going to continue to focus on in the next academic year.

*% of disadvantaged pupils at greater depth standard - July 2023*

	Reading			Writing			Maths		
Year	Disadvantaged	Other pupils	Gap	Disadvantaged	Other pupils	Gap	Disadvantaged	Other pupils	Gap
1	0	19	-19	0	4	-4	0	35	-35
2	0	23	-23	0	18	-18	0	32	-32
3	71	50	-19	14	27	-13	0	23	-23
4	33	28	+5	0	16	-16	0	28	-28
5	0	21	-21	20	8	-12	0	4	-4

6	40	57	-17	40	48	-8	20	35	-15
Whole school	25	31	-6	7	19	-12	4	28	-24

The gap in greater depth has diminished since the previous year across all core subjects. The most significant reduction is in writing. Maths has the largest gap still and this is something that will be investigated and targeted this academic year.

### Early Years % at ARE

EYFS	July 2023		
	Reading	Writing	Number
Disadvantaged Pupils	66	66	66
Other pupils	80	72	96
School PPG Gap	-26	-6	-30

The gap in writing is diminishing. Reading and Math will remain a focus this year and we will look to push attainment in the core subjects further this year.

### Progress – Pupil Premium v Non Pupil Premium making expected or better progress July 2023

	Pupil Premium	Non Pupil Premium	Gap
Reading	81%	90%	9%
Writing	92%	95%	3%
Maths	85%	87%	2%

### Early Years - Percentage making better or expected progress July 2023

	Pupil Premium	Non Pupil Premium	Gap
Reading	100%	96%	+4%
Writing	100%	96%	+4%
Maths	67%	100%	33%

*With a focus on the quality of teaching and learning, the progress gap has significantly reduced across the whole school. This focus will continue, with bespoke CPD for all teachers and teaching assistants.*

## 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
One to one reading	ARCH
PiXL interventions	PiXL
Drawing and Talking	Drawing and Talking
ELSA	ELSA
School Led Tutoring	National Tutoring Programme.

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

See information above

### **The impact of that spending on service pupil premium eligible pupils**

Our pupil premium spending has made a significant positive impact on our service children, enhancing their overall well-being and educational experience. Through carefully designed events and workshops, these children have found platforms to articulate their unique challenges, fostering a sense of understanding and empathy among their peers. As a result, service children have become more visible within our school community, contributing to a more inclusive environment.

The workshops have not only allowed the children to express themselves but have also facilitated an improved sense of self-regulation when needed. This newfound ability to navigate challenges positively contributes to a nurturing atmosphere within the school.

Moreover, alongside the evident progress in attainment and academic performance, service children are reporting a heightened sense of being nurtured and supported. The combined efforts of targeted interventions and a supportive school community have created a more enriching and empathetic environment for our military families,

aligning with our commitment to providing an inclusive and nurturing educational experience for all students.