

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	10.6% (deprivation)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	
Date on which it will be reviewed	1.09.2023
Statement authorised by	Sarah Nickelson
Pupil premium lead	Ian Jackson
Governor / Trustee lead	Sandra Einig

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,015.00
Recovery premium funding allocation this academic year	£15,840.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£59,855.00

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: £15,000

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.		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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,5,7
To improve the teaching of phonics across early years and KS1 ensuring all staff are trained to deliver a high-quality scheme effectively and confidently. Gaps can be filled quickly to prevent gaps from forming.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1.5.7

<p>Funding of teaching assistant to work across the school on boosting maths attainment and progress along with gaps in literacy.</p>	<p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p>	<p>1, 5, 7</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 20,000

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>High quality phonics and spelling scheme to be implemented from Early Years to Year 6 with interventions in place to support gaps in learning.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,5,7</p>
<p>Support in the introduction 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</p>	<p>1,5,7</p>

	<p>Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>Targeted electronic interventions in place to support identified pupils (Times Tables Rock Stars)</p> <p>Ensure that all PP children have access to Chromebooks in school</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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 5, 7
<p>Lunch club to be held weekly for pupils unable to complete homework tasks at home</p>	<p>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</p>	1, 5, 7

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

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistants and the SENCO will use targeted interventions to ensure that PP pupils receive emotional and social support they require. (Drawing and Talking, Lego Therapy, afterschool training)</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk) Both targeted interventions and universal approaches can have positive overall effects:</p>	3,5,7

	Behaviour interventions EEF (educationendowmentfoundation.org.uk) Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)										
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: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	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									
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									
<table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>19-20</td> <td>90%</td> <td>92%</td> </tr> <tr> <td>20-21</td> <td>95%</td> <td>97%</td> </tr> </tbody> </table>		PP	Non PP	19-20	90%	92%	20-21	95%	97%		
	PP	Non PP									
19-20	90%	92%									
20-21	95%	97%									

21-22	90%	92%		
<i>(due to Covid 19 this is a inconsistent picture)</i>				
All disadvantaged pupils will be given access to all school activities including trips and residential				6
Staffing is put in place to support pupil's mental health and well-being. Two trained Emotional Literacy Support Assistants			Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3, 4, 8
Resources in place to support emotional literacy and zones of regulations use. Training to be provided for all staff on the use of Zones of Regulations.			Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3, 4, 8
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 half 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

Total budgeted cost: £ 49,000.00

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 2021 to 2022 academic year.

Data									
% of disadvantaged pupils at the expected standard - July 2021									
<i>Whole School</i>									
	<i>Reading</i>			<i>Writing</i>			<i>Maths</i>		
<i>Year</i>	<i>Disadvantaged</i>	<i>Other pupils</i>	<i>Gap</i>	<i>Disadvantaged</i>	<i>Other pupils</i>	<i>Gap</i>	<i>Disadvantaged</i>	<i>Other pupils</i>	<i>Gap</i>
1	33	41	-8	17	41	-24	50	59	-9
2	40	50	-10	40	59	-19	40	68	-28
3	29	30	-1	43	30	+13	27	30	-3
4	29	46	-17	14	64	-50	14	59	-15
5	50	54	-4	25	46	-21	25	46	-21
6	33	48	-15	67	44	+23	0	48	-48
<i>Whole school</i>	34	45	-11	31	48	-17	28	52	-24
% of disadvantaged pupils at the expected standard - July 2022									
	<i>Reading</i>			<i>Writing</i>			<i>Maths</i>		
<i>Year</i>	<i>Disadvantaged</i>	<i>Other pupils</i>	<i>Gap</i>	<i>Disadvantaged</i>	<i>Other pupils</i>	<i>Gap</i>	<i>Disadvantaged</i>	<i>Other pupils</i>	<i>Gap</i>
1	100	59	+41	100	46	+54	100	55	+45
2	43	61	-18	14	48	-34	71	61	-10
3	0	46	-46	20	46	-26	20	54	-34
4	57	45	+12	43	50	-7	43	65	-22
5	14	57	-43	0	52	-52	14	48	-34

6	75	42	+33	50	46	+4	75	58	+17
Whole school	41	51	-10	28	48	-20	47	57	-10

In two of the six classes there has been significant progress in diminishing the gap between disadvantaged pupils and non-disadvantaged. The class with the most success was Year 6 with one to one and small group tutoring taking place from Autumn term. More focused intervention needed across all classes to ensure that the correct intervention is being provided.

% of disadvantaged pupils at greater depth standard - July 2021

Year	Reading			Writing			Maths		
	Disadvantaged	Other pupils	Gap	Disadvantaged	Other pupils	Gap	Disadvantaged	Other pupils	Gap
1	17	23	-5	17	0	+17	17	18	-1
2	0	14	-14	0	14	-14	0	14	-14
3	0	10	-10	0	5	-5	0	0	0
4	14	41	-27	0	5	-5	0	18	-18
5	0	19	-19	0	8	-8	0	4	-4
6	0	15	-15	33	26	+7	0	19	-19
Whole school	6	21	-15	6	10	-4	3	12	-9

% of disadvantaged pupils at greater depth standard - July 2022

Year	Reading			Writing			Maths		
	Disadvantaged	Other pupils	Gap	Disadvantaged	Other pupils	Gap	Disadvantaged	Other pupils	Gap
1	0	23	-23	0	18	-18	0	27	-27
2	14	13	+1	14	13	+1	14	13	+1
3	0	21	-21	0	17	-17	0	8	-8
4	14	30	-16	0	10	-17	0	15	-15
5	14	17	-3	14	17	-3	0	17	-17
6	0	31	-31	25	31	-6	0	27	-27

Whole school	9	23	-14	9	18	-9	3	18	-15
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There was more progress in diminishing the gap in reading compared to writing and maths. A new writing curriculum and the introduction of Maths Mastery across the school should assist with this picture.

Early Years

EYFS	July 2021 (2)			July 2022 (2)		
	Reading	Writing	Number	Reading	Writing	Number
Disadvantaged Pupils	100	50	50	50	0	50
Other pupils	73	55	77	88	80	100
School PPG Gap	+27	-5	-27	-38	-80	-50

Data shows that no progress has been made for disadvantaged pupils in early years. This is challenging due to small numbers.

Progress – Pupil Premium v Non Pupil Premium

Percentage making better or expected progress July 2021

	Pupil Premium	Non Pupil Premium	Gap
Reading	61	82	-21
Writing	58	80	-22
Maths	52	74	-22

Percentage making better or expected progress July 2022

	Pupil Premium	Non Pupil Premium	Gap
Reading	64	84	-20
Writing	64	86	-22
Maths	69	81	-12

Percentage making better than expected progress July 2021

	<i>Pupil Premium</i>	<i>Non Pupil Premium</i>	<i>Gap</i>
<i>Reading</i>	33	60	-27
<i>Writing</i>	36	55	-19
<i>Maths</i>	42	53	-11

Percentage making better than expected progress July 2022

	<i>Pupil Premium</i>	<i>Non Pupil Premium</i>	<i>Gap</i>
<i>Reading</i>	50	39	+11
<i>Writing</i>	50	52	-2
<i>Maths</i>	44	40	-4

Progress for disadvantaged pupils is a positive picture with the gap closing significantly from 2021. This shows that pupils are making better than expected progress therefore closing the gap so that more pupils are achieving expected standard.

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***

The impact of that spending on service pupil premium eligible pupils