

Hanborough Manor CE School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	198
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	10.10.2021
Date on which it will be reviewed	1.09.2022
Statement authorised by	Sarah Nickelson
Pupil premium lead	Amelia Woodward
Governor / Trustee lead	Jo Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,310.00
Recovery premium funding allocation this academic year	£3,480.00 £2,303.43 (school led tutoring)
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	£48,093.43

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
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
Effective tracking to ensure timely intervention with pupils who are at risk of not achieving their target grades. Provision Tracker to be	Provision Tracker is in place and pupils identified have received extra support which has been successful in raising progress.

purchased and used to effectively track and monitor the progress of the pupils.	
Improved resilience and self-esteem	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: £16,000

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.	Teachers are effectively meeting the needs of PP pupils within all lessons. PP pupils are making progress to close the gap between PP and non PP.	1,5,7
Through Provision Tracker 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 Tracker, PiXL)	PP pupils including those with SEND will make at least expected progress in reading, writing and maths throughout all Key Stages	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. (NELI, Talk Boost)	PP pupils will attain in-line with their peers in communication & language and literacy.	1,5,7
To improve the teaching of phonics across early years and KS1 ensuring all staff are trained to deliver the Bug Club scheme effectively and confidently.	PP pupils will attain in-line with their peers in phonics	1.5.7
To improve the teaching of reading, writing and maths across the school through CPD, resources and monitoring	PP pupils will attain in-line with their peers in reading, writing and maths	1, 5, 7

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School booster, tutoring and intervention groups are being delivered across the school to plug gaps in learning. (Reading Quest, ARCH, Talk Boost, school led tutoring, PiXL targeted intervention)	Disadvantaged pupils achieve better than expected progress in order to close the gap with non PP pupils.	1,5,7
Targeted electronic interventions in place to support identified pupils (Mathletics, Accelerated Reader)	Pupils will meet their individual goals through use of individual interventions.	1, 5, 7

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

Budgeted cost: £ 20,000

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. (Draw and Talk, Lego Therapy)	Raised self-confidence and increase participation/motivation for targeted pupils this will be shown on BOXALL profile or other measures. A reduction in behaviour incidents recorded over the course of the academic year.	3,5,7
Behaviour incentives to be put in place and development of learning behaviours due to a consistent approach to managing behaviour.	Children will make more progress in their learning due to an improvement in learning behaviours	2, 4, 7
PP pupils to have the opportunity to attend after school clubs	All PP pupils to attend at least one after school club throughout the year.	3,4,5,6
Wraparound sessions will be provided for Service pupils once each half term.	Social and emotional support provided during posting of family members.	3,5,6, 8

Coffee afternoons planned to support service families														
Personalised plans for pupils of parents being posted I.e. scrap books, TA check ins, engage with Little Troopers	Pupils will feel emotionally supported when parent is away.	8												
Attendance monitoring for PP pupils including early support for families.	PP attendance will be in-line with non PP pupils attendance. <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>18-19</td> <td>95%</td> <td>96%</td> </tr> <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> <i>(due to Covid 19 this is a inconsistent picture)</i>		PP	Non PP	18-19	95%	96%	19-20	90%	92%	20-21	95%	97%	2,7
	PP	Non PP												
18-19	95%	96%												
19-20	90%	92%												
20-21	95%	97%												
Monitoring, analysis and adaptations of behaviour at social times due to lack of social interaction during COVID 19.	A rigorous monitoring process and analysis of behaviour incidents leading to a reduction of incidents involving PP pupils over the course of the year.	3,5												
All disadvantaged pupils will be given access to all school activities	Disadvantaged pupils will have received similar experiences and opportunities as other pupils	6												
Staffing is put in place to support pupil's mental health and well-being. Two teaching assistants to be trained as ELSAs	Pupils have received individual support with issues surrounding mental health and well-being. This is also used to support SPP pupils.	3, 4, 8												
Forest School is provided for every year group.	Pupils will have increased resilience, communication, problem solving and social skills.	3, 4												

Total budgeted cost: £ 48,000.00

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Internal Data 2021		
<i>Due to Covid 19 lock downs data does not show an accurate picture. There have been an increased number of pupils joined the school with PP entitlement 7 additional pupils joined in-year. End of year data shows that there is a gap between PP and non-PP pupils.</i>		
Attainment		
Year 1 - 6	Pupil Premium (at ARE or above)	Non-Pupil Premium (at ARE or above)
Reading	43%	66%
Writing	40%	58%
Maths	37%	64%
Progress scores		
<i>Expected progress 6 steps</i>		
Years 1-6	Pupil Premium (at ARE or above)	Non-Pupil Premium (at ARE or above)
Reading	5.9	6.9
Writing	5.5	6.4
Maths	6.1	6.5

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
Rapid Reader	Pearson

ARCH	Arch Oxfordshire
Draw and Talk	Drawing and Talking