Pupil Premium Strategy Statement 2021-24

This statement details our school's use of pupil premium funding (and recovery premium funding) for the **2022 to 2023** academic year 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	Manorcroft Primary School
Number of pupils in school	395
Proportion (%) of pupil premium eligible pupils	16% (63 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 years 2021 - 2024
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Ann Wheeler - Headteacher
Pupil Premium Lead	Hannah Weal - AHT
Governor / Trustee Lead	Dr Liz Ahearn

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,715
Recovery premium funding allocation this academic year	£12,043
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£93,758

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Manorcroft, educational research is at the core of the strategies we implement for our pupils. It is the driving force that allows us to explore and deliver a range of support geared towards improving the achievement of pupils from disadvantaged backgrounds, specific to our educational setting.

As emphasised in the Education Endowment Foundation (EEF) Guide, consistent, quality teaching in every classroom is fundamental in ensuring that pupils from disadvantaged backgrounds reach their full potential. Our commitment in expanding our knowledge through regular, professional reading, training and working with educational professionals within and outside our setting supports this. We make sure that new knowledge and research is shared with staff through weekly, professional meetings and wider school projects to ensure that our consistent and rigorous approach to supporting disadvantaged pupils is understood and adopted by everyone.

Our research-based approach forms the foundation on how we allocate our funding to support teaching, targeted academic support and wider school strategies. Our approach is continually under review, steering future decisions on how to adapt our strategies for the needs of the pupils in our school, striving for sustainable improvements.

Challenges

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

Challenge Number	Detail of Challenge
1	Pupils meeting the standard to pass the PSC by the end of KS1: Implementing an evidence-based synthetic, systematic phonics programme for a consistent and rigorous approach to phonics teaching, so pupils meet or exceed national progress scores in phonics
2	Pupils making rapid progress to meet or exceed national attainment scores in reading
3	Pupils making rapid progress to meet or exceed national attainment scores in writing
4	Pupils making rapid progress to meet or exceed national attainment scores in maths
5	Identifying SEMH needs to remove barriers to learning: Ensuring pupils are supported emotionally and socially, enabling them to access their learning effectively
6	Ensuring that individual pupils' attendance meets or exceeds 95%

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2021-24)**, and how we will measure whether they have been achieved:

Intended Outcome	Success Criteria
EYFS • To promote a high-quality language-rich environment in EYFS	• For pupils to have access to language-rich activities that promote the acquisition of new vocabulary and knowledge around language • For adults to champion a language-rich approach through CPD
Phonics • Pupils meeting the standard to pass the PSC by the end of KS1 • A synthetic and systematic phonics (SSP) programme to be successfully implemented • Investment in a phonic-matched reading system to support the learning and development of early readers	• For all pupils to have access to a high-quality synthetic, systematic phonics programme • For all teachers and LSAs to be trained for a consistent and rigorous approach to teaching phonics • For all pupils to be using a phonic-matched reading progression to support pupils in becoming fluent readers • For teachers and LSAs to be supported in implementing a new SSP programme to ensure quality first teaching in all classrooms
Reading • Pupils making rapid progress to meet or exceed national attainment scores in reading • Pupils to engage in a consistent approach to phonics, supporting early reading and therefore fluency in KS2 • Pupils to have access to 'keep-up' sessions to support phonics learning so that reading fluency can be gained in KS2 • Pupils to engage in a rich and meaningful curriculum to support their language acquisition	• Pre-planned, specific and regular (weekly) monitoring of teaching and learning from SLT/curriculum leaders • Specific and planned coaching for teachers and LSAs, informed by monitoring • SLT to lead evidence-based training to develop teachers' pedagogy with the view of addressing barriers to pupils' learning, including metacognition strategies, informed by whole-school monitoring for a rigorous and joined-up approach • Investment and implementation of SSP to have positive effect on reading in KS2 • Development of a whole-school curriculum overview to ensure that skills are taught in an order in which pupils can make meaningful links, increasing opportunities for effective language acquisition and reading comprehension

	• Subject leader to ensure that teaching reflects the progression and coverage of knowledge and skills needed for the year group
Writing • Pupils making rapid progress to meet or exceed national attainment scores in writing	• Pre-planned, specific and regular (weekly) monitoring of teaching and learning from SLT/curriculum leaders • Specific and planned coaching for teachers and LSAs, informed by monitoring
Maths • Pupils making rapid progress to meet or exceed national attainment scores in maths	• SLT and subject leaders to lead evidence-based training to develop teachers' pedagogy with the view of addressing barriers to pupils' learning, including metacognition strategies, informed by whole-school monitoring for a rigorous and joined-up approach • Subject leader to ensure that teaching reflects the progression and coverage of knowledge and skills needed for the year group
Curriculum • Effective use of a high quality cross-curricular resource to increase opportunities for writing in the afternoons	• Curriculum coverage and the order in which skills are taught to be reviewed so that skills are taught in an order in which pupils can make meaningful links, increasing opportunities for quality writing • Opportunities for high quality writing to be monitored in books • Staff to develop action plans to support the subject they lead to ensure high-quality teaching and consistency across the school
Curriculum • Whole-school, curriculum overview in place to ensure curriculum coverage so that skills are taught in an order in which pupils can make meaningful links • Providing rich learning experiences so that pupils are supported in retaining what they learn	• Development of a whole-school curriculum overview to ensure that skills and knowledge are taught in an order in which pupils can make meaningful links • Specific projects to be assigned to each year group to ensure relevant and meaningful links are made as pupils progress through the school • Middle leaders to monitor curriculum coverage and order of the skills taught to ensure high quality learning from each year group • Pre-planned, specific monitoring of teaching and learning from SLT/curriculum leaders • Specific and planned coaching for teachers and LSAs, informed by monitoring

Teaching and Learning

- To develop a coaching and mentoring framework to support the best professional development outcomes and impact on pupil progress

- To effectively develop coaching teams to support pedagogy within the staff team including educational leadership, pupil success and wellbeing, professional practice and community engagement

- Implement and develop a new Feedback & Assessment Policy that makes meaningful contributions to pupil's understanding, removing barriers to learning

- SLT to lead evidence-based training to develop teachers' pedagogy with the view of addressing barriers to pupils' learning, including metacognition strategies, informed by whole-school monitoring for a rigorous and joined-up approach

- Pre-planned, specific and regular (weekly) monitoring of teaching and learning from SLT/curriculum leaders to support next steps in CPD

- Specific and planned coaching for teachers and LSAs, informed by monitoring

- Development of coaching teams and training in coaching conversations

- Implement a new policy using staff and pupil voice and evidence based research to ensure positive outcome for pupils

SEMH

- To enable pupils to practise resilience and perseverance so that they can access their learning effectively

- Pupils with social and emotional needs to be identified quickly so that appropriate intervention can be planned for, allowing for learning to take place in the classrooms

- Pupils' perspectives to be used to drive new strategies for supporting barriers to learning

- Positive parental engagement

- Planning and implementation of interventions specific to the needs of the pupils at the time

- Teachers to run home learning clubs to ensure that disadvantaged pupils are accessing the additional learning on offer

- For staff to be efficient in using our reporting tool so that relevant members of staff can be notified of a pupils' situation and appropriate and timely support be put in place, ensuring pupils' needs are monitored

- For pupils to take part in Forest School learning, supporting their confidence, social skills, communication, motivation, physical skills and knowledge and understanding

- Employment of a Home-School Link Worker (HSLW) to support social, emotional and/or mental health of the pupils and parents where needed

- The use of a trained Emotional Literacy Support Assistant (ELSA) to support pupils with any social and/or emotional needs they may have, removing barriers to learning

- Increased presence of SLT at the beginning and end of the school day to support parental engagement and pupils in expressing anything they may want to share so that learning can take place

- The use of lunchtime reflection with DHT to ensure that pupils are coached in making better

	choices, whilst being supported socially and emotionally • SLT to monitor the planning and implementation of specific interventions for the individual needs of pupils
Attendance • To improve the attendance of disadvantaged pupils to meet or exceed the attendance of non-disadvantaged pupils	• Regularly monitor the attendance of pupils so that timely and appropriate support can be planned where needed • Good communication and relationships are maintained with parents to support attendance rates

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 (eg. CPD, recruitment and retention)

Budgeted Cost: £7420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading • Research used regularly to adapt approaches where needed • Implementation and development of a whole-class reading approach • Monitoring of teaching and learning within reading lessons to ensure a consistent is used by all • Continual training from subject leaders/SLT to support staff in delivering a consistent approach • Continued investment in high-quality reading materials	• Evidence shows that using a synthetic and systematic approach to teaching phonics is necessary for ensuring that children acquire the strong reading foundations needed to become a fluent reader later in their learning (Rose, 2006) • The phonics programme that the school has invested in has worked in partnership with other organisations to create a revised programme that has been shown to have significant, positive effects in the reading progress of all pupils (including lower attainers) (Wandle and Little Sutton English Hub 2021) • The programme insists on a consistent approach to phonics where all teaching staff have to use the specific resources and approaches that everyone has been trained to use. This will allow for a smoother transition between year groups to maximise learning and contribute to consolidating the phonic skills the pupils have learned (Buckingham, 2016). • The consistent approach will also ensure that any gaps in learning can be catered for throughout the school and into KS2 where needed, using the same phonic approach, necessary to consolidate learning (Castles et al, 2018) • Evidence suggests that early experiences in reading are predictor of future reading achievement, which forms the basis for investing in a SSP programme (Vellutino et al, 2006)	1, 2 & 3
Writing • Continual training from subject leaders/SLT to support staff in delivering a consistent approach • Regular analysis of writing data to ensure provision is targets for individual needs	• Using school evidence on pupil and staff perspectives to drive quality teaching and learning in writing, quickly identifying and removing potential barriers to learning	3

Feedback & Assessment in Writing • Implement and develop a new Feedback & Assessment Policy that makes meaningful contributions to pupil's understanding, removing barriers to learning - this will take into consideration pupil and staff perspectives • Book scrutiny - particular attention to pupils eligible for PP funding • Training to develop a consistent approach in immediate feedback for a positive impact on pupil progress	• Evidence suggests that providing immediate feedback has a high impact on learning outcomes. Effective feedback supports pupils' focus and encourages them to use self-regulation strategies (allowing them to utilise feedback to make improvements) (EEF). • Evidence shows that explicitly teaching pupils strategies to help plan, monitor and evaluate specific aspects of learning can have a positive impact on their learning	
Maths • Audit of the teaching and learning in maths in relation to disadvantaged pupils and those with SEND to remove barriers to learning • Regular analysis of maths data to ensure provision is targets for individual needs	• Using school evidence on pupil and staff perspectives to drive quality teaching and learning in Maths, quickly identifying and removing potential barriers to learning (The EEF Guide to the Pupil Premium, 2022)	4
Curriculum • Research used regularly to adapt approaches where needed • In relation to cultural capital, curriculum offer regularly reviewed and audited with subject leaders and SLT to ensure pupils experience rich and meaningful learning • Subject leaders to ensure that teaching reflects the progression and coverage of knowledge and skills needed for the year group	• Disadvantaged pupils' participation in all activities are high profile and families are individually contacted to support where needed • To ensure that skills are taught in an order in which pupils can make meaningful links, increasing opportunities for effective language acquisition and reading comprehension (Christine Counsell, 2020) • Evidence suggests that well-organised knowledge and skills curriculum progression positively impacts on pupils' learning as they progress through the school (Christine Counsell, 2020)	1, 2, 3, 4 & 5

CPD • Pre-planned, specific and regular (weekly) monitoring of teaching and learning from SLT/curriculum leaders • SLT to lead evidence-based training to develop teachers' pedagogy with the view of addressing barriers to pupils' learning, including metacognition strategies, informed by whole-school monitoring for a rigorous and joined-up approach to quality teaching • The development of a new coaching and mentoring framework • PP focus fortnightly - removing barriers to learning based on our individual school context • National College training package • Professional reading	• Regular and planned monitoring quickly identifies any need for staff support/coaching to ensure that pupils' needs are being met (EEF) • Significant improvements in pupils learning can be made when teachers demonstrate effective use of metacognitive and self-regulatory strategies, through modelling own thought processes, alongside promoting and developing metacognitive talk (EEF) • A combination of approaches will be used, including mentoring, coaching and training, to foster the best professional development outcomes. Coaching teams will be used a s a vehicle to develop pedagogy within the staff team including educational leadership, student success and wellbeing, professional practice and community engagement (Growth Coaching International, 2022). • Designated time every two weeks to disseminate good practice and raise the profile of disadvantages pupils - led by SLT • An extensive bank of resources for teachers to use to support the teaching and learning of the pupils that they teach and their individual needs • An investment in reading materials tor teachers to support pedagogy and maintain high quality teaching in the classroom, eg. 'Teaching Walkthrus' by Tom Sherrington	1, 2, 3, 4 & 5
Standardised Assessments • Continued investment in Star Assessments to target pupils learning needs	• Using computer-adaptive technology and more than thirty years of data, this assessment system has shown to provide accurate data about the pupils' progress, attainment and areas of development so that timely and appropriate support can be given. It is highly rated by the National Centre for Intensive Intervention (NCII).	2, 4 & 5

Targeted Academic Support (eg. tutoring, one-to-one support, structured interventions)

Budgeted Cost: £54,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Implementation 1:1 'Keep-up' sessions in phonics	• School data has shown that this has had a significant and positive impact on the outcomes for pupils in reading • Evidence shows that immediate feedback and additional teaching/intervention allows pupils to address misconceptions to maximise learning potential. Where children do not grasp a new grapheme-phoneme correspondence (GPC), specific 'keep-up' sessions are delivered by teachers to ensure that pupils continue the programme at the same pace as their peers (Wandle and Little Sutton English Hub 2021).	1 & 2
• Ensure that planned interventions run effectively across the school	• SLT to regularly monitor the quality, organisation and running of the interventions that operate across the school to ensure that pupils' needs are being met • SLT to use intervention analysis to make appropriate changes to pupils' support	1, 2, 3 & 4
• Home Learning Clubs available for pupils	• It is important to support home learning in school as not all pupils have a quiet place to learn at home. Research shows that immediate and written feedback on home learning has a positive impact on learning and even more so if the activities are linked to in-class projects (purposeful with a clear intention) (EEF).	1, 2, 3 & 4
• Dyslexia Gold	• An evidence based intervention, supported by the British Dyslexia Association, designed to support pupil's phonological awareness skills, the building block on which subsequent reading and writing skills can be acquired	1, 2 & 3
• Elklan	• When matched appropriately to a pupil's needs, evidence suggest oral language interventions supports pupils' articulation, vocabulary and spoken language, allowing them to access other areas of the curriculum effectively (EEF)	2 & 3
• Pre-teaching and 1:1 tuition groups	• Evidence shows that pre-teaching and 1:1 tuition has a high impact on pupils' learning, due to the individualised nature of the learning (EEF)	1, 2, 3 & 4
• Precision teaching	• An intervention based on Haring and Easton's (1978) learning hierarchy to support pupil's	1 & 2

	acquisition and fluency of new skills, also supported by the Educational Psychology Service	
• The purchase of individual Power Maths books to support pupils' learning	• Individual resources to support the learning of pupils in Maths, aid concentration and ability to take part in their learning efficiently	3
• Outside agencies	• The use of outside specialist agencies/teachers to support pupils, including: Educational Psychology Service, Occupational Therapy and Speech and Language	1, 2, 3 & 4
• One-to-one tutoring	• The use of the teaching team to provide 1:1 tutoring for pupils eligible for pupil premium funding. This high-impact strategy will target the pupils in most need of support (EEF).	1, 2, 3 & 4

Wider Strategies (eg. related to attendance, behaviour, wellbeing)

Budgeted Cost: £32,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA • Supporting the social and emotional development of pupils through the use of an ELSA	• Emotional Literacy Support is an evidence-based strategy that breaks down barriers to learning by catering for specific social and/or emotional needs that the children may be experiencing. Our Emotional Literacy Support Assistant (ELSA) is a dedicated member of staff who supports the lunch-time sessions, helping children overcome any difficulties that they would have otherwise brought back into the classroom and therefore inhibiting their ability to learn. The ESLA then continues these sessions with specific children who have been identified as needing additional social and/or emotional support. The quality of this support is continually monitored through an educational psychology (EP) service every half term for a consistent and effective approach to supporting these children.	5 & 6
Forest School • Qualified Forest School teacher providing Forest School lessons for pupils across the school	• Forest School learning, supports pupils' confidence, social skills, communication, motivation, physical skills and knowledge and understanding, for example, Ridgers, (2010)	2, 3, 4, 5 & 6
Behaviour and SEMH • SLT leading 'Reflection' • Daily reporting of social/emotional and behavioural needs of pupils	• An appropriate combination of consistent approaches will be used to support all pupils' behavioural, social and emotional needs. Where tailored support is required for groups or individuals, SLT will support this through coaching them to make better choices, as research suggests	5 & 6

- Circle of friends - Starving the anxiety gremlin - Presence of SLT during lunchtimes and at the school gate at the beginning and end of every day to support parental engagement	teaching pupils self-management strategies has the highest impact (EEF). - The use of a central reporting tool ensures that pupils' needs are recorded and shared with relevant members of staff. Subsequently, appropriate and timely support can be put in place and monitored, removing barriers to learning (EEF). - These approaches are reviewed to ensure that appropriate and timely support can be put in place - A strategy that supports parental engagement, allowing pupils/parents to share any information at the beginning of the school day so that pupils can come into school ready to learn and parents feel supported and receive the help that they may need (EEF)	
Parental Engagement and Attendance - Encouraging positive parental engagement to support pupils' attendance and parental involvement in their learning - Teaching staff to carry out parental workshops to involve them in their children's learning, equipping them with the skills they need to support home learning - Employment of a home-school link worker (HSLW) - Liaise with allocated member of the admin team to maintain records and put additional strategies in place where needed - SLT to call and meet parents where concerns regarding attendance persist	- It is important to be specific about the support we provide parents, offering practical strategies rather than general support. Evidence shows that good communication with school can encourage positive dialogue about learning. Therefore, we encourage parents to attend workshops, held at varying times and in different formats, to ensure that working parents have access to this (EEF). - Where parents are in need of more support, our HSLW can provide tailored help to encourage a nurturing home-environment and home-school relationship. This supports pupils being able to come into school with a readiness to learn. This includes ensuring limited home finances are not a barrier to full participation in school life.	5 & 6

Total Budgeted Cost: £94,400

Part B: Review of outcomes in the previous academic year (2021-22)

Pupil Premium Strategy Outcomes

Activity	Impact

Reading
 	
Phonics Programme
 	
Same-Day Phonics Interventions (Keep-Up)
 	
Reading - investment in new reading resources
 	
Regular training with teachers and LSAs
 	
Regular mentoring and monitoring of quality teaching with SLT
 	
Tutoring
 	
Use of standardised assessment tool to support identifying and removing barriers to learning
	Phonics
	• Pupils made good progress, with cumulative data in Y2 showing positive outcomes:
	  ➤ PP - 77% pupils met the threshold (vs 95% of all pupils)
	• All PP pupils met threshold where there were no additional needs
	• Pupils who did not meet threshold are tracked and will continue with individualised phonics interventions in Y3.
	
	Positive outcomes from the phonics programme are visible in reading outcomes for PP pupils:
	
	EYFS
	• 67% of PP pupils made rapid progress (vs 47% of all pupils)
	
	KS1
	• All PP pupils made expected or rapid progress
	• 40% PP pupils made rapid progress in reading in Y1
	
	KS2
	• The same proportion of PP pupils made rapid progress compared to all pupils
	• 98% of all pupils made expected or rapid progress in Y5 and 100% of PP
	• 57% of PP pupils made rapid progress in Y5 (vs 31% of all pupils)
	• 43% of PP pupils in Y5 reached greater depth (GD) (vs 24% of all pupils)
	• End of KS2 Data:
	  ➤ PP - 78% achieved the expected standard in reading (national 74%)
	  ➤ 56% of PP pupils achieved the expected standard in writing 56% (69% national)
	  ➤ 67% of PP pupils achieved the expected standard in maths (71% national)
	  ➤ PP 56% combined - 59% national

Writing Embedding high-quality writing across the curriculum Regular mentoring and monitoring of quality teaching with SLT Tutoring	EYFS • PP - 50% of pupils made rapid progress (vs 47% of all pupils) • 17% of PP pupils are greater depth (vs 19% of all pupils) KS1 • In Y1 100% of PP pupils made expected or above expected progress • In Y1 20% of PP pupils made rapid progress • In Y2 77% of PP pupils made expected or above expected progress • In Y2 31% of PP pupils made rapid progress (vs 17% of all pupils)

	KS2 • PP - In Y3, 92% made expected or rapid progress (vs 90% of all pupils) • PP - In Y4, 91% of pupils made expected or above expected progress (vs 94% of all pupils) • 27% of PP pupils in Y4 made rapid progress (vs 19% of all pupils) • PP - In Y5, all pupils made expected progress • 14% of PP pupils in Y5 reached greater depth (vs 16% of all pupils) • In Y6, 56% of PP pupils reached the expected level in R, W and M (compared to 59% of all pupils nationally)
Maths Same-Day Maths Interventions (Keep-Up) Use of standardised assessment tool to support identifying and removing barriers to learning Regular mentoring and monitoring of quality teaching with SLT	EYFS • PP - 100% of pupils made expected or rapid progress with 50% of PP pupils making rapid progress (vs 40% of all pupils) KS1 • PP - In Y1 100% of PP pupils made expected or above progress with 20% of PP pupils making rapid progress (vs 9% of all pupils) • 80% of PP pupils reached the expected standard (vs 86% of all pupils) • In Y2, 77% of PP pupils made expected or above progress, with 15% making rapid progress. KS2 • 92% of PP pupils in Y3 made expected or above progress (vs 96% of all pupils) • In Y4, 91% of PP pupils made expected or above expected progress. • In Y5 82% made expected or above progress with 29% of PP pupils making rapid progress • 72% of PP pupils reached expected levels of attainment with 29% of PP pupils reaching greater depth (vs 31% of all pupils)
Pupil Voice	• A combination of pupil voice activities were designed to gain additional information on the views of our pupils and other potential barriers to learning. The pupils took part in activities where age-group was taken into consideration, these included: ➤ Questionnaires ➤ Learning walks around school grounds ➤ 1:1 discussions • The topics covered included, safeguarding, adults we trust, feelings of safety, behaviour learning, friendships and internet safety. The vast majority of the information received was positive. The information will be used to design additional pupil voice activities (in the academic year 2022-23) to gain insight into the perspectives of our pupils with the aim of addressing barriers to learning.
Forest School	• Pupils take part in Forest School for half a term a year. • Regular research is carried out by our Forest School teacher and Learning Outside the Classroom (LOtC) leader and the positive impacts it has on SEMH for pupils. This is considered in relation to cultural capital and forms part of the offer we want to provide for our pupils. • Feedback from pupil surveys show that, from all year groups, the vast majority of pupils enjoyed their Forest School learning.

	• Pupils commented on how they enjoyed participating in activities such as making knots, den-making, making a camp-fire, cooking and learning about nature.

Behaviour and SEMH
 	
Supervision meetings each week to ensure incidents are actioned appropriately based on online recordings by staff
 	
Behaviour support led by teachers and SLT using a consistent approach Implementation of Zone of Regulation - investment in training and resources
 	
Employment of HSLW
 	
Employment of ELSA
 	
SEMH interventions carried out by SLT/teachers:
• Circle of Friends
• Lego Therapy
• Feeling Fabulous
• Starving the Anxiety Gremlin
	• Development of Behaviour for learning:
	  ➢ Incidents are dealt with quickly
	  ➢ Pupils understand our behaviour system (results from pupil survey)
	  ➢ Pupils know how incidents have been resolved and are coached in how to make good choices
	  ➢ Consequences for behaviour are not carried forward into the next session of learning/the next day
	  ➢ Pupils use self-regulation strategies to identify feelings and resolve issues (Zones of Regulation)
	  ➢ SLT are present every lunch-time to support and resolve any behavioural, social, emotional and mental health difficulties promptly
	
	• A combination of activities including questionnaires, learning walks and interviews were carried out with pupils from Reception to Year 6 to gain an insight into pupils' perspectives:
	  ➢ Qualitative data shows that the majority of pupils in EYFS were happy and had no worries about their school-life
	  ➢ In KS1 he vast majority of pupils reported feeling happy and safe at school and could name an adult they felt comfortable talking to
	  ➢ In KS2 the vast majority of pupils reported feeling happy and safe at school and could name an adult they felt comfortable talking to. Pupils expressed Manorcroft is a good school to come to

Attendance	• Attendance of vulnerable groups is tracked • Attendance meetings are held with SLT • Additional attendance calls are made for PP pupils when they are not present in school • PP attendance is 92% (vs 94% for all pupils)
Parental and pupil engagement	• Engagement for all school activities are consistently tracked. • Contact with individual parents is made where there is a lack of engagement • PP pupils are asked individually about whether they want to participate in additional school activities to ensure they receive the same offer

CPD	• National College:
	  ➢ Accessed for training during INSET days to support the quality of teaching and learning
	  ➢ Accessed for LSA and PDM Meetings
	  ➢ Accessed by all staff for CPD to support teaching of individual cohort/pupils

Externally Provided Programmes

Programme	Provider
Reading programme	Dyslexia Gold
Phonics programme	Little Wandle Letts & Sounds Revised (LWL&S)
SEMH intervention	ELSA
Language intervention	Precision Teaching
SEMH intervention	Feeling Fabulous
SEMH intervention	Lego Therapy
Standardised Reading and Maths Assessments	Star Assessments