



Pupil Premium Strategy Statement 2024-27

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
School name	Manorcroft Primary School
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	17% (68 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Ann Wheeler - Headteacher
Pupil Premium Lead	Hannah Weal - AHT
Governor / Trustee Lead	Chris Temmink - CoG

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,550
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£102,550



Part A: Pupil Premium Strategy Plan

Statement of Intent

At Manorcroft, we ensure that the latest educational research underpins the strategies we implement for our pupils. Equally, knowing our pupils and families sets the foundations for us to make informed decisions around how best to apply evidence from research in the context of our school. Research, combined with adults who actively seek to understand our pupils, drives the holistic approaches we deliver.

Prioritising a tailored approach relies on sustaining a culture for learning amongst pupils and adults. We acknowledge that consciously challenging our own beliefs is essential if we are to empower children with the high aspirations and self-belief that we have for them. Part of achieving positive outcomes for pupils is equipping the children, and those that work with them, with a Growth Mindset, where a positive view of themselves is built upon through experiences that include resilience, getting it wrong and learning from it.

Pupils' motivation to progress cannot happen in the absence of strong connections with the adults children learn from. Children's experiences can vary greatly, further highlighting the importance of a tailored approach. Therefore, staff training is selected carefully to build on the knowledge and strategies that we use in school, which is then implemented using an autonomous approach, providing our staff team the flexibility they need to adapt their practice, specific to the individual pupils they have sought to understand in their class.

Challenges

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

Challenge Number	Detail of Challenge
1 - CPD	Challenging preconceived ideas with children and adults that limit positive pupil outcomes
2 - CPD	An agreed language for learning policy that sends the right message to our pupils
3 - Targeted	As pupil mobility is high, supporting new joiners so that the right support is in place quickly - pupil induction
4 - Targeted	A bottom-up approach that tracks pupil attainment and progress in detail, enabling a timely response to pupil needs for better outcomes
5 - Wider	Fostering better connections within the whole school community in the pursuit of aspirational goals for pupils
6 - Wider	Seeking to understand our families and barriers to parental engagement, so that home learning environments can be supported



Intended Outcome

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024-27)**, and how we will measure whether they have been achieved:

Intended Outcome	Success Criteria
<p>For the whole school community to make conscious and informed decisions about the verbal, written and body language they use around pupils</p> <p>Everyday language from all adults and pupils is positive, aspirational and in the absence of judgement</p> <p>Pupils perceive themselves as capable and successful with high aspirations</p> <p>This will be measured through pupil and staff voice and the implementation of a language for learning policy</p> <p>1&2</p>	<ul style="list-style-type: none"> • To explore the types of language used in schools that positively and negatively impact pupil outcomes • To develop a clear understanding amongst the adults in school of the language that send our pupils the right message • For adults to reflect on the language, including written and body language, we use around pupils and colleagues • To generate an agreed language for learning policy with adults and children • For all to challenge verbal and body language that is detrimental to pupil outcomes • Everyday language champions our pupils • To ensure that this ethos is considered in our recruitment process
<p>For staff and pupils to feel confident in challenging preconceived ideas/language/behaviour that does not align with the school’s language for learning ethos</p> <p>This will be evaluated through the implementation of training, and staff and pupil voice, with the aim of a positive impact on pupil attainment</p> <p>1&2</p>	<ul style="list-style-type: none"> • Foster a collaborative approach with the staff team through professional meetings that allow time for solutions to be developed • Regular training and discussion opportunities that support positive language for learning and aspirational goals to become part of the school’s everyday culture • To provide opportunities for the staff team to reflect on school case studies that highlight the importance of challenging preconceived ideas
<p>Fostering better connections within the whole school community in the pursuit of aspirational goals for pupils</p> <p>This will be measured through pupil and staff voice and the positive impact on pupil outcomes through our ‘championing approach’</p> <p>5&6</p>	<ul style="list-style-type: none"> • To provide training on the importance of connections with our disadvantage pupils • Training that deepens understanding around the challenges of socioeconomic differences including possible starting points, trauma and current statistics • Adults to use their knowledge and expertise to form connections with pupils holistically • Where relationships between pupils and adults break down, develop an action plan with the leadership team to repair this



	<ul style="list-style-type: none"> To develop our school environment to support pupils enjoyment, access and confidence in school e.g. the development of nurture spaces and Opal Play)
<p>Seeking to understand our families and barriers to parental engagement so that home learning environments can be supported</p> <p>This will be measured through parental voice and the outcomes for our families</p> <p>5&6</p>	<ul style="list-style-type: none"> As part of school culture and as a result of training, adults seek to understand our harder to reach families Adults respond to families in a way that builds trust and invites them to communicate with the school, knowing that their own experiences may be inhibiting this To build stronger communications with our main feeder nursery, seeking to get to know our families Use information to support families as needed, especially in relation to learning in the home Ask our harder to reach parents for feedback on how engagement can be supported
<p>For new joiners to access the right support quickly</p> <p>This will be measured through the impact and implementation of an induction for new pupils</p> <p>3&4</p>	<ul style="list-style-type: none"> Pupil mobility is high - to identify the right support pupils and families may need as they join Seek to understand new pupils and families so that we can support any barriers with this
<p>To use a 'bottom-up' approach that tracks pupil attainment in detail, enabling a timely response to pupil needs</p> <p>This will be measured through the use of trackers and subsequent interventions for improved progress and attainment</p> <p>3&4</p>	<ul style="list-style-type: none"> Develop a pupil attainment tracker that details the attainment and progress of pupils To use the data to initiate adaptations in practice quickly Monitor the attainment and progress with SLT every half term with teachers Disadvantaged pupils to remain high profile in monitoring of teaching and learning, subject leadership and behaviour Disadvantaged pupils to be a main focus in pupil progress meetings with SLT each half term
<p>To ensure that early intervention from EYFS drives the tailored provision for pupils</p> <p>This will be measured through the impact on progress and attainment as a result of the interventions planned using the WellComm data</p> <p>3&4</p>	<ul style="list-style-type: none"> Invest in the use of WellComm assessments in EYFS as an well-recognised strategy in supporting language development To use the WellComm data to analyse language development of individual pupils and inform intervention planning



	<ul style="list-style-type: none"> • Track WellComm assessment data to ensure language development progress • In EYFS, implement the use of 'Drawing Club' to support children's confidence in language, emerging writing skills and imagination • Use the WellComm data to support the planning of the 'Drawing Club' sessions • Where pupils' attainment is lower, they will be provided with additional sessions
<p><u>Early Intervention & Phonics</u></p> <p>To ensure high aspirations for pupils are based on pupils 'keeping up' not 'catching up'</p> <p>This will be measured through the progress and attainment for our pupils in phonics</p> <p>3&4</p>	<ul style="list-style-type: none"> • Pupils access same day interventions where a new sound/word/concept has not been fully grasped so that pupils can access their next steps in their learning the next day • Staff 'flood fill' phonic sessions so that pupils are taught in groups that support their progress • Where pupils need more/different support, pupils will access a 'Rapid Catch-Up' programme • Where pupils continue to need more/different support, pupils will access a SEND phonic programme
<p><u>Teaching & Learning</u></p> <p>Teachers are equipped with the skills to adapt the teaching and learning approaches for the changing needs of the pupils they teach</p> <p>A cycle of regular coaching meetings with planned foci, reviews and adaptations have a positive impact on pupil outcomes</p> <p>The staff team implement our agreed pedagogical approach effectively</p> <p>To ensure that our induction process shares our expectations around culture and pedagogy</p> <p>This will be measured through the implementation of training, the evaluation of teaching and learning and performance appraisal</p> <p>1&2</p>	<ul style="list-style-type: none"> • Training is provided that builds on our shared pedagogical approaches • Monitoring is planned and regular and evaluates the implementation and adaptation of our pedagogical approaches • SLT collaborate to ensure there is an aligned vision that effective implementation of our pedagogical approaches means inclusion for every pupil • Where there are inconsistencies around expectations in the classroom, this is challenged quickly, supported and followed up • Development of a joined up approach with subject leadership, teaching and learning, SEND and appraisals to allow for a consistent approach in vision to be implemented • Adapt the induction process to ensure that it drives the expectations within our school • Specific and planned coaching for teachers and LSAs, informed by monitoring



	<ul style="list-style-type: none"> • Pupils will have the opportunity to have support with home learning in school where there are barriers to this in the home • For all pupils to take part in Woodland Skills, supporting their confidence, social skills, communication, motivation, physical skills and knowledge and understanding • SLT to monitor the planning and implementation of specific interventions for the individual needs of pupils
<p><u>SEMH</u></p> <p>For communication and engagement between home and school to be effective where families can access the support they need, reducing negative outcomes</p> <p>For pupils to feel confident in communicating with trusted adults who they know will listen and support them</p> <p>This will be measured through the implementation of training, pupil and parental feedback, the impact on the number and nature of behavioural incidents as well as feedback from outside services</p> <p>5&6</p>	<ul style="list-style-type: none"> • For our staff team to have access to the necessary information to support their pupils holistically • To maintain the importance of accurate recording of information on CPOMS and training around this, so that we can support pupils effectively • Where family circumstances inhibit their capacity to engage with school, our Home-School Link Worker (HSLW) will support in maintaining communication and signpost support as needed • Our HSLW to form part of a support network for our families enabling the right support at the right time, reducing negative impacts on the pupils at our school • Our Emotional Literacy Support Assistant (ELSA) to support pupils with any social and/or emotional needs • Pupil voice and perspective is taken into account in a variety of areas of school life, including SEND, curriculum and pupil leadership • To ensure that our approach to behaviour is restorative, supporting and teaching pupils skills in regulating emotions to support their health and wellbeing
<p>To remove barriers to pupils attending school</p> <p>This will be measured through analysing data regularly and monitoring key groups</p> <p>5&6</p>	<ul style="list-style-type: none"> • Regularly monitor the attendance of pupils in order to support/communicate with families where this is a concern • Use information gathered to support families as needed • Good communication and relationships are maintained with parents to support attendance rates



	<ul style="list-style-type: none">• Ensure the school is invitational in its approach to communicating with families.• SLT are present at the beginning and end of the school day, providing parents the opportunity to communicate with the school
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Activity in this Academic Year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above:

Teaching (eg. CPD, recruitment and retention)

Budgeted Cost: £33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Challenge 1 Challenging preconceived ideas with children and adults that limit positive pupil outcomes:</p> <ul style="list-style-type: none"> ➤ Evaluate language for learning from lesson observation data collected by the leadership team ➤ Use the questions designed to capture pupil voice during learning walks and observations ➤ Capture staff awareness of bias/preconceived ideas/understanding of language for learning ➤ Implement a case study group to baseline and monitor pupil self-perceptions <p>Challenge 2 An agreed language for learning policy that sends the right message to our pupils:</p> <ul style="list-style-type: none"> ➤ Review the Language for Learning Policy draft with staff, agreeing its implementation and consistent use of language and behaviour in school ➤ Share with all staff teams working within the school to ensure a consistent use of language across lessons, assemblies and parental communications ➤ Provide training and support for staff to challenge language/behaviour that does not align with our approach ➤ Consolidate the changes to be made to our recruitment process that explores mindset around underserved pupils ➤ Implementing a championing pupil approach 	<p>The language we use plays a pivotal role in influencing pupils and the way they view themselves (Dweck, 2006). Using language that champions learners takes place when we challenge our preconceived ideas around the children and families we work with (Macfarlane, 2021). Developing aspirational learners drives positive outcomes for pupils. This is achieved when the adults around them convey this message (Seligman, 1991).</p> <p>A Growth Mindset approach is fundamental in sustaining language for learning that champions pupils (Macfarlane, 2021). Adults must challenge their own and others' language (including written and body language) if we are to supplement the aspirational messages that some children may not access.</p> <p>Where adults show a genuine interest in pupils, they learn better (Hattie, 2008). Quality relationships with learners has to be prioritised (Macfarlane, 2021). The climate and culture created in a classroom determines outcomes for pupils. (Carpenter 2018). Children do not learn from people they do not like (Pierson, 2013).</p> <p>We use school evidence on pupil and staff perspectives to drive quality teaching and learning, quickly identifying and removing potential barriers to learning (The EEF Guide to the Pupil Premium, 2022).</p> <p>A combination of mentoring, coaching and training will foster professional development that contributes to a shared pedagogical approach (Growth Coaching International, 2022).</p> <p>Elements of our shared pedagogy include metacognitive strategies, cold calling and immediate feedback. Effective feedback supports pupils' focus. It encourages them to use self-regulation strategies, including planning,</p>	<p>1&2</p>



<p>Review and development of coaching cycles that prioritise the progress for vulnerable group needs:</p> <ul style="list-style-type: none"> ➤ Ongoing coaching to support teacher professional development that supports individual needs ➤ Training that equips teachers with the skills to adapt teaching and learning strategies based on pupil reviews ➤ Half termly adapt and review coaching with SLT and teachers 	<p>monitoring and evaluating their learning. Feedback that occurs in the flow of learning allows pupils to make improvements (EEF, 2021).</p> <p>Quality teaching and learning that evolves with children’s needs underpins positive outcomes (EEF, 2021). Our shared pedagogical approach is based on inclusivity where children are enabled to access the skills and knowledge specifically organised to support pupils’ understanding and therefore progression (Christine Counsell, 2020).</p> <p>Our underserved learners are high profile when evaluating and adapting the sequence of our curriculum and the way in which it is taught (Macfarlane, 2021). The teaching and learning of our curriculum enables pupils to make meaningful links, increasing opportunities for effective language acquisition and reading comprehension (Christine Counsell, 2020).</p>	
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Targeted Academic Support (eg. tutoring, one-to-one support, structured interventions)

Budgeted Cost: £39,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Challenge 3 As pupil mobility is high, supporting new joiners so that the right support is in place quickly - pupil induction:</p> <ul style="list-style-type: none"> ➤ Implementation of a pupil induction process for new and underserved joiners ➤ Information gathered from pupil inductions drives planning of assessments, learning support and social integration, for example, buddy systems ➤ Early identification needs to develop individualised support plans where needed <p>Challenge 4 A bottom-up approach that tracks pupil attainment and progress in detail, enabling a timely response to pupil needs for better outcomes:</p> <ul style="list-style-type: none"> ➤ Underserved pupils remain high profile in the monitoring of teaching and learning, attendance and behaviour ➤ Attendance analysis drives support offered to families (daily calls) ➤ Development of an online tracking tool for underserved learners to ensure: ➤ School data is used meaningfully to quickly identify needs ➤ Teachers can access and interpret information easily ➤ Social and emotional evidence is recorded for pupils receiving specific assessments / interventions ➤ Employment of an ELSA ➤ Opportunity for pupils to carry out home learning with teachers ➤ Championing pupil approach: <ul style="list-style-type: none"> ▪ Everyday language champions pupils ▪ Adults nurture a positive self-perception within pupils 	<p>Home learning environments includes the adults within it; strategies that support parents feeling confident in supporting their child should be explored as a potential barrier (Macfarlane. 2021). Where families and children trust school staff, there is better communication, and solutions are reached more efficiently (Covey, 2006).</p> <p>Family circumstances can affect capacity to engage with school. Families’ personal experiences may inhibit their confidence to communicate with school staff but have a lot of insight to share about their child. We have to know our families in order to overcome barriers and support each child (Macfarlane, 2021).</p> <p>SLT monitor the quality, organisation and running of the interventions that operate across the school to ensure that pupils’ needs are being met. School data is used to make appropriate changes to pupils’ support. Where there is the need for additional staff, pupils with more complex needs access interventions run by SLT to ensure individualised provision (EEF, 2021).</p> <p>Emotional Literacy Support is an evidence-based strategy that breaks down barriers to learning by catering for specific social and/or emotional needs for children. The progress that the children make is analysed to ensure that appropriate next steps are planned for children’s individual needs.</p> <p>Teacher expectation is crucial in supporting pupil outcomes (Rosenthal, 1968) and breaking structures that have a negative impact on underserved pupils. Pupils are motivated when adults deliver praise based on effort, resilience and mistakes without labelling the child (Dweck, 2006). Simple, positive language should inform pupils what they have achieved and how they can go (Lemov, 2010).</p>	<p>3&4</p>



<ul style="list-style-type: none"> ▪ Adults instil aspirational goals for the pupils they work with ▪ Training that deepens understanding around socioeconomic challenges ▪ differences including possible starting points, trauma and current statistics 		
<p>To ensure that early intervention from EYFS drives the tailored provision for pupils:</p> <ul style="list-style-type: none"> ➤ Invest in the use of WellComm assessments in EYFS to support language development ➤ Use WellComm data inform intervention planning and track progress ➤ Implement the use of 'Drawing Club' in EYFS to support children's confidence in language, emerging writing skills and imagination ➤ Use the WellComm data to support the planning of the 'Drawing Club' sessions 	<p>Delayed language skills leads to under-performance later in life. Wellcomm helps identify barriers to speech and language development (GL Assessments 2015).</p> <p>Drawing Club is a teaching strategy that enables children to develop their language, fine motor skills and Imagination. Children's grow in confidence as they develop their writing skills in creative activities that are adapted by teachers to suit individual needs (Bottrill, 2017).</p>	3&4
<p>Early intervention and phonics:</p> <ul style="list-style-type: none"> ➤ High aspirations for pupils are based on pupils 'keeping up' not 'catching up' ➤ Same day interventions so that pupils can access subsequent learning ➤ Use a 'flood fill' approach for phonic sessions so pupils are taught in groups that support their progress ➤ Assessments are used to identify pupils who would benefit from: <ol style="list-style-type: none"> 1. Rapid Catch-Up 2. SEND phonic programme ➤ SLT/subject leaders monitor the planning and implementation of interventions 	<p>School data has shown that this has had a significant and positive impact on the outcomes for pupils in reading.</p> <p>Early experiences in reading are predictor of future reading achievement (Vellutino et al, 2006). 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). Little Wandle is a revised programme, which has been shown to have significant, positive effects in the reading progress of all pupils (Wandle and Little Sutton English Hub 2021).</p> <p>A consistent approach to phonics will allow for an efficient transition between year groups, maximising and building on previous learning (Buckingham, 2016). Misconceptions are identified quickly and tackled using a specific phonic approach that enable pupils to consolidate their learning (Castles et al, 2018).</p> <p>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</p>	3&4



	programme at the same pace as their peers (Wandle and Little Sutton English Hub 2021).	
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, 2021).	3&4
Standardised Assessments: ➤ 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 on 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).	3&4
Pre-teaching: ➤ Maths	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, 2021).	3&4
Precision Teaching	Precision Teaching is an intervention based on Haring and Easton's (1978) learning hierarchy. It supports pupils' acquisition and fluency of new skills. Precision Teaching is also recognised and supported by our Educational Psychology Service.	3&4
Purchasing of individualised resources	Individual resources aid concentration and ability to take part in their learning efficiently, for example, the purchase of additional Power Maths books specific to learning need.	3&4
Outside Agencies	Investments into the use of outside specialists support pupils' individual needs: Services include, visiting other educational settings, Educational Psychology Service, Occupational Therapy and Speech and Language.	3&4



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

Budgeted Cost: £30,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Challenge 5 Fostering better connections within the whole school community in the pursuit of aspirational goals for pupils:</p> <ul style="list-style-type: none"> ➤ In addition to pupil school leadership responsibilities and celebrations, raise the number of underserved pupils accessing extra-curricular activities and competitions ➤ Cross-year mentoring initiatives linking older and younger pupils ➤ Utilise a restorative behaviour approach ➤ Staff-pupil collaboration on goal-setting, involving parents where possible ➤ Regular sharing of pupil success stories to celebrate progress ➤ Consistent use of language for learning <p>Challenge 6 Seeking to understand our families and barriers to parental engagement, so that home learning environments can be supported:</p> <ul style="list-style-type: none"> ➤ Evaluating/reframing how pupils carry out missed home-learning tasks in school ➤ Researching strategies for further support for parents that positively impacts collaboration with school ➤ Development of parent voice questions and strategies that enable families to communicate, identifying barriers to learning ➤ SLT presence for pupils, staff and parents ➤ Employment of a HSLW to support with parental engagement ➤ Implementing a championing pupil approach 	<p>Home learning environments includes the adults within it; strategies that support parents feeling confident in supporting their child should be explored as a potential barrier (Macfarlane. 2021). Where families and children trust school staff, there is better communication, and solutions are reached more efficiently (Covey, 2006).</p> <p>Family circumstances can affect capacity to engage with school. Families’ personal experiences may inhibit their confidence to communicate with school staff but have a lot of insight to share about their child. We have to know our families in order to overcome barriers and support each child (Macfarlane, 2021).</p> <p>Strong connections with families relies on seeking to understand them. When this is prioritised, schools can support families efficiently, supporting positive impacts for pupils more quickly (Macfarlane, 2021). Parental feedback must be sought if parental engagement is to be adapted to suit the needs of the families within the school (Macfarlane, 2021).</p> <p>Families and schools are more efficient in supporting pupils’ outcomes where there is trust (Covey, 2006). Improved parental engagement can have a positive impact on pupil attainment, for example, supporting improved attendance (Sobel, 2018).</p> <p>Schools have to explore structures/groupings that exacerbate any cycle of disadvantage, for example, grouping by attainment often has a negative impact on pupil outcomes. Hallam and Parsons’ study concluded that ‘top sets’ include pupils who are autumn born with parents who are homeowners (Hallam & Parsons, 2013).</p>	<p>5&6</p>



<p>Recruitment & Induction:</p> <ul style="list-style-type: none"> ➤ Review the interview process ➤ Ensure our interview process aligns with school culture ➤ Develop resources that clearly share school culture as part of the induction and training 	<p>Adults must challenge their own and others' language (including written and body language) and understand the impact that it has on pupils (Seligman, 1991). If we are to enable children to view themselves positively, our communication must convey belief in their potential (Langer, 1989). Positive language from adults has to be part of the school's daily practice so that children are motivated to learn (Dweck, 2006).</p>	<p>5&6</p>
<p>Investment in Opal Play</p>	<p>Outdoor learning supports pupils' confidence, social skills, communication, motivation, physical skills and knowledge and understanding, for example, Ridgers, (2010).</p> <p>Research conducted by Outdoor Play and Learning (OPAL) (2021) concluded the positive impact on pupil wellbeing. OPAL is a mentoring programme that supports schools in creating happier playtimes and better play spaces.</p>	<p>5&6</p>
<p>Behaviour:</p> <ul style="list-style-type: none"> ➤ Timely access to restorative reflection with SLT where needed ➤ Daily reporting of social/emotional and behavioural needs of pupils ➤ Implementation of 'Circle of Friends' where appropriate ➤ Implementation of 'Starving the Anxiety Gremlin' where appropriate ➤ Implementation of a 'Girls on Board' approach including training for staff ➤ Presence of SLT during lunchtimes and at the beginning and end of the school day 	<p>Emotional coaching approaches (that are tailored for individuals where needed) enable pupils to adapt their understanding and thinking around their choices. Research suggests teaching pupils self-management strategies has the highest impact (EEF, 2021). Information is well-communicated with teachers and families where necessary to ensure appropriate support, based on a holistic view, is provided at the right time (EEF, 2021).</p>	<p>5&6</p>

Total Budgeted Cost: £102,550



Part B: Review of outcomes in the previous academic year (2024-25)

Pupil Premium Strategy Outcomes

Activity/Challenge	Impact
<p>1. Challenging preconceived ideas with children and adults that limit positive pupil outcomes</p> <p>CPD</p>	<p>Actions Implemented:</p> <ul style="list-style-type: none"> Professional development sessions have focused on unconscious bias, growth mindset, and high expectations for all pupils Engagement in the 'Rethinking Inclusion' project run by Rachel McFarlane to evaluate and improve school practices A championing pupil strategy has been designed and the process shared within professional development meetings Staff team have engaged in the championing pupil approach by selecting pupils and volunteering to apply planned strategies Leadership opportunities are monitored and actively offered to pupils where financial barriers/time commitments mean pupils avoid putting themselves forward <p>Impact & Outcomes:</p> <ul style="list-style-type: none"> Language that champions pupils has been interwoven into whole-school teaching and learning expectations Language/behaviour that challenges stereotypes and amplifies PPE pupils' engagement and participation during learning is monitored during learning walks and observations Language/behaviour that is not aligned with championing pupils is challenged quickly through regular feedback from weekly learning walks <p>Next Steps:</p> <ul style="list-style-type: none"> Evaluate language for learning from lesson observation data collected by the leadership team Use the questions designed to capture pupil voice during learning walks and observations Capture staff awareness of bias/preconceived ideas/understanding of language for learning Implement a case study group to baseline and monitor pupil self-perceptions
<p>2. An agreed language for learning policy that sends the right message to our pupils</p> <p>CPD/wider</p>	<p>Actions Implemented:</p> <ul style="list-style-type: none"> Professional development training with the staff team that challenges the impact of our language/biases Professional development training that highlights examples of how pupils are underserved and the long-term impacts on aspiration, opportunity and overall health and wellbeing A draft Language for Learning policy has been created <p>Impact & Outcomes:</p> <ul style="list-style-type: none"> As a result of regular feedback from learning walks and observations, teachers are aware of the expectations around language when communicating with pupils Language and preconceived ideas are interwoven into whole-school teaching and learning practices and restorative behaviour support – established and visible documentation/policy highlight this throughout



	<p>the school and is referred to regularly, positively impacting school culture</p> <ul style="list-style-type: none"> Seeking to understand perceptions around underserved pupils features in our interview process <p>Next Steps:</p> <ul style="list-style-type: none"> Review the Language for Learning Policy draft with staff, agreeing it's implementation and consistent use of language and behaviour in school Share with all staff teams working within the school to ensure a consistent use of language across lessons, assemblies and parental communications Provide training and support for staff to challenge language/behaviour that does not align with our approach Consolidate the changes to be made to our recruitment process that explores mindset around underserved pupils
<p>3. As pupil mobility is high, supporting new joiners so that the right support is in place quickly - pupil induction</p> <p>Targeted</p>	<p>Actions Implemented:</p> <ul style="list-style-type: none"> Analysis and evaluation around school data in relation to underserved learners and mobility levels The causes of mobility and the impact/barriers that may be associated have been explored alongside appropriate solutions Themes derived from data/pupil voice in relation to new joiners and underserved pupils has been used to design an induction process <p>Impact & Outcomes:</p> <ul style="list-style-type: none"> Seeking to understand our new joiners has supported communication with relevant staff members and the planning of next steps/support Develop a planned process for our new joiners that target their needs quickly Teachers have reflected on the circumstances that revolve around pupil mobility and how this can be supported <p>Next Steps:</p> <ul style="list-style-type: none"> Implementation of a pupil induction process for new and underserved joiners Information gathered from pupil inductions drives planning of assessments, learning support and social integration, for example, buddy systems Early identification needs to develop individualised support plans where needed
<p>4. A bottom-up approach that tracks pupil attainment and progress in detail, enabling a timely response to pupil needs for better outcomes</p> <p>Targeted</p>	<p>Actions Implemented:</p> <ul style="list-style-type: none"> Detailed tracking of individual pupil progress in reading writing and maths is embedded in our termly coaching cycles, evaluation of pupil progress, CPD and learning walks Underserved pupils remain high profile in the planning and implementation of individual and shared pedagogical development and practice Underserved pupils' books are always featured in monitoring/moderation activities Observations/feedback associated with pupil wellbeing is prioritised and supported before academic gains Detailed analysis of underserved pupil progress data ensures quick, targeted support The Boxhall Profile supports the detailed planning and tracking of improved pupil wellbeing



	<p>Impact & Outcomes:</p> <ul style="list-style-type: none"> • Data analysis, using progress matrices, show that all pupils, between joining us and leaving in Year 6, make expected or more than expected progress where there is no personalised/bespoke learning plan in place • Progress within personalised learning plans have a positive impact on social and emotional development, essential for learning, as evaluated by the staff team and collaboration with outside professionals and as a result of monitored, targeted interventions that are adapted as needs change • Where attainment starting points vary, all pupils make expected progress where there is not a need for learning plans • As a predictor of curriculum access/future attainment, 88% of PPE pupils met the Phonic Screening Check standard (where pupil mobility is not a contributing factor, this would have been 100%) • As a predictor of maths curriculum access, 78% of pupils scored 20 or above (out of 25) in the Year 4, Multiplication Times Table check with 22% receiving full marks • Some pupils make rapid progress, closing the attainment gap across all subjects • Where pupils do not progress as expected within the term, support is planned quickly, resulting in all pupils making expected progress by the end of KS2 • For those without bespoke learning plans, all pupils met government standards for reading, writing and maths • Inclusive of all pupils, over half met the same expectations in reading writing and maths, the highest proportion being in reading at 67% of PPE pupils (47% did not join us in YR and 47% had an identified area of need/bespoke learning plan) • Attendance is a strength - 94.2% at the end of the school year, meaning pupils were able to access the targeted support on offer <p>Next Steps:</p> <ul style="list-style-type: none"> • Development of an online tracking tool for underserved learners to ensure: • School data is used meaningfully to quickly identify needs • Teachers can access and interpret information easily • Social and emotional evidence is recorded for pupils receiving specific assessments/interventions
<p>5. Fostering better connections within the whole school community in the pursuit of aspirational goals for pupils</p> <p>Wider</p>	<p>Actions Implemented:</p> <ul style="list-style-type: none"> • Pupil engagement in school events/ celebrations are monitored • Pupils are well-represented in school celebrations, which is shared and championed amongst the school community • Pupils are represented in all leadership responsibilities • Patterns/changes in pupil behaviour are monitored and targeted as needed with regular check-ins from the leadership team • Bespoke support is offered where pupils need access to additional SEMH guidance, for example, ELSA, HSLW, SLT restorative coaching • Pupils' parents/carers are called where attendance is falling to explore any barriers in a supportive way • Parents are called and supported in engaging in teacher meetings and phone calls facilitated where face-to-face meetings are the barrier • School team support with bursary applications to ensure pupils can attend residential trips



	<p>Impact & Outcomes:</p> <ul style="list-style-type: none"> • Specific restorative routines enable pupils to have conversations with staff that are built on connection and trust • Pupil feedback states that pupils enjoy coming to school • Parental attendance at events and workshops has increased • Through engagement with parents, adaptations have been explored and made to develop communicating between home and school <p>Next Steps:</p> <ul style="list-style-type: none"> • In addition to pupil school leadership responsibilities and celebrations, raise the number of underserved pupils accessing extra-curricular activities and competitions • Cross-year mentoring initiatives linking older and younger pupils • Staff-pupil collaboration on goal-setting, involving parents where possible • Regular sharing of pupil success stories to celebrate progress
<p>6. Seeking to understand our families and barriers to parental engagement, so that home learning environments can be supported</p> <p>Wider</p>	<p>Actions Implemented:</p> <ul style="list-style-type: none"> • Where needed, home visits are used to understand family circumstances and learning environments • Regular engagement with families leading to positive feedback from parents around the support they/their child received • Provision of resources and guidance for home learning tailored to pupil needs • A variety of parental workshops are offered, not only those focused on learning, so that parents can support their child’s individual needs <p>Impact & Outcomes:</p> <ul style="list-style-type: none"> • Timely signposting to the right support services • Identification of key barriers, including limited access to technology and other home circumstances have led to targeted support • Early reading support at home is monitored and supplemented where needed • Improved parental communication and collaboration as a result of teacher and SLT visibility each day <p>Next Steps:</p> <ul style="list-style-type: none"> • Evaluating/reframing how pupils carry out missed home-learning tasks in school • Researching strategies for further support for parents that positively impacts collaboration with school
<p>Conclusion:</p> <p>The first year of the Pupil Premium Strategy has formed a strong foundation for seeking to further understand our school context and the pupils and families within it. The research and information gathered has influenced decisions around our aims, objectives and success criteria, showing a positive impact on pupil outcomes, including social, emotional and academic/personal progress. Improvements in pupil engagement have been measured through school observations and collaboration and information sharing amongst the staff team. Progress is a notable strength and where the barrier may be pupil mobility, this is something to be honed in on specifically to support individuals and engage with families. Key successes include raising the profile of developing aspirations for pupils, establishing a consistent learning language, and fostering stronger connections between pupils, staff, and families. Early interventions for new joiners and the detailed tracking of progress have begun to close gaps for disadvantaged pupils. The positive outcomes within these objectives will form the planning and implementation for the next academic year.</p>	



Next Steps - Year 2:

1. Through training, enable staff to challenge preconceived ideas/bias to support the whole-school drive for an inclusive and non-judgemental culture
2. Review and implement the Language for Learning policy across all areas of the school
3. Deepen staff reflection on bias and preconceived ideas through training, a pupil championing approach and whole-school expectations that are challenged quickly
4. Use a consistent seeking to understand approach tool to expand home engagement initiatives and measure effectiveness based on family voice so that support can be adapted
5. Using the information from monitoring pupil mobility, develop a consistent induction approach that will enable tailored support
6. Maintain rigorous tracking and adapt interventions swiftly to sustain improved outcomes



Externally Provided Programmes

Programme	Provider
Phonics Programme	Little Wandle Letters & Sounds Revised (LWL&S)
Pupil Wellbeing	Opal Play
Maths Programme	Power Maths
Language Intervention	Precision Teaching
	WellComm (EYFS)
Standardised Reading & Maths Assessments	Star Assessments
Writing Assessment	No More Marking
SEMH Interventions	Boxhall Profile
	Bucket Time
	ELSA
	Feeling Fabulous
	Girls on Board
	Lego Therapy
	Sensory Circuits
	Spike Lego Club
	Therapeutic Story Writing