

Manor Green Pupil Premium strategy statement 2022 to 2025

This statement details our school's use of Pupil Premium (and Recovery Premium) funding to help improve the attainment of our disadvantaged or service family students

It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the impact that the spending of last year's Pupil Premium had for the relevant students.

School overview

Detail	Data
Number of pupils in school	293
Proportion (%) of Pupil Premium eligible pupils	30%
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2022 to 2025
Date this statement was published	December 2022
Date on which it was reviewed	December 2023
Statement authorised by	Joolz Scarlett (Headteacher)
Pupil Premium lead	Warren Griffiths (Head of Wellbeing & Safeguarding)
Governor / Trustee lead	Peter Thorn

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£ 101 105
Post CLA Pupil Premium funding allocation this academic year	£ 22 770
Pupil Premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 123 875

Part A: Pupil Premium Strategy Plan

Statement of Intent

Manor Green is a Special Education Needs (SEN) school for students aged 2 to 19, all of whom have an Education, Health and Care Plan (EHCP).

We celebrate diversity across our whole school community and ensure students have equal access to stretching learning opportunities, no matter what their ability. Staff work collaboratively to pass on their knowledge and give students the skills they need in preparation for adulthood and all students benefit from a broad and balanced curriculum delivered in a cross-curricular, multi-disciplinary way.

We promote active learning, which will help them develop knowledge and skills they can generalise across different contexts. Students will gain a range of qualifications or awards that are suited to their needs, which will allow them to succeed on the next step of their lives after Manor Green School.

Given that we are an SEN school, the main barriers for our students achieving relate to their additional learning needs and/or disabilities as identified within their EHCPs. This in turn equates to their attainment being significantly lower than national age-related academic targets.

We will, therefore, use our allocated Pupil Premium funding to provide holistic support, via academic, therapeutic and practical interventions, to ensure that they achieve at least 'expected progress' or 'better than expected progress' against their EHCP targets, as well as ensuring that high levels of attendance are maintained.

This strategy is based upon needs identified by evidence-based assessments carried out both internally (e.g. Boxall Assessments) or externally (e.g. Social Care assessments) and, therefore, will be adaptable year on year depending on our students' requirements.

We follow the Department for Education's recommended tiered approach to allocating our Pupil Premium funding in the following three areas:

1. High Quality Teaching: Developing high quality teaching, assessment and a curriculum that responds to the needs of students.
2. Targeted Academic Support: Interventions to support language development, literacy and numeracy and ensuring students can fully access their learning.
3. Wider Strategies: Providing interventions outside of curriculum to support emotional wellbeing, physical health and ensuring that high levels of attendance are maintained.

Challenges

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

Challenge number	Detail of challenge
1	Data for the academic year 2022/23 shows that our students eligible for Pupil Premium were achieving less in the 'Exceeding Target' area of Maths than our students not eligible for Pupil Premium
2	Given the additional needs of all our students, a significant amount require extra support in being able to appropriately regulate their emotions on a consistent basis.
3	Some of our students eligible for Pupil Premium can exhibit behavioural challenges which can mean that they are not fully accessing their curriculum
4	Low or persistently poor absence for any student will have a negative impact on their learning and general wellbeing. Parents are not always able to acknowledge the detrimental effect of this.
5	A significant amount of our Pupil Premium students have needs that require targeted interventions from NHS staff (e.g. Occupational Therapist) or Specialist Teacher (e.g. Maths' Specialist)

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
1.Improved progress in Literacy and Maths for all students eligible for Pupil Premium	All Pupil Premium students will be achieving at least 'expected progress' against their Maths and Literacy targets; evidenced against our whole school assessment tool, Earwig
2.Pupil Premium students are provided targeted emotional wellbeing support via our range of wellbeing interventions or therapists	These students will have improved emotional wellbeing and resilience as evidenced by Boxall Assessments and Strength and Difficulty Questionnaires completed by Therapist, parents, and students (where appropriate)
3.Challenging behaviours are identified and appropriately supported	A reduction in behavioural incidents (as recorded on Behaviour Watch) equating to relevant students fully accessing their timetable

4. Increased attendance rates that are maintained across the whole academic year	Relevant students will be supported via Attendance Plans overseen by the HLTA for Attendance and Wellbeing Support. All students will have attendance of at least 90% as evidenced via Arbor unless there is a significant medical justification
5. Identified targeted interventions (health, sensory, academic) will be provided via a structured plan following the appropriate assessment being completed	Targeted intervention will achieve the referral reason/initial concern and this will be evidenced via the relevant monitoring tool (Arbor, Boxall etc)

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: £43000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Heads of Nurture and Boxall Assessments	The school subscribes to the accredited National Nurturing Schools Programme with the aim of holistically supporting our students so that they can fully access their curriculum. Teachers are responsible for ensuring that Nurture Principles are embedded within the class room, but it is our two school-wide Heads of Nurture that provide training, coaching and guidance to all our teaching staff to ensure we are fully compliant in delivering our Nurture approach. https://www.nurtureuk.org/what-is-nurture/	1,2,3 & 5
Education Psychology Service	Our Link Education Psychologist is able to assess relevant students and provide advice and guidance to their respective	1,2,3 & 5

	<p>teachers in how best to support their education needs</p> <p>https://www.theschoolrun.com/how-educational-psychologists-can-support-sen-children</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £27500

Activity	Evidence that supports this approach	Challenge number(s) addressed
EAL Tutor	<p>Supporting pupils with English as an Additional Language to fully understand and access their curriculum</p> <p>https://www.bell-foundation.org.uk/eal-programme/</p>	1 & 5
Literacy Tutor	<p>Employed to support improved reading/literacy skills across the school. Working with individuals, small groups and supported teaching staff. Students accessing this resource will have improved levels of literacy.</p> <p>One to one tuition EEF (educationendow-mentfoundation.org.uk)</p>	1 & 5
Maths Tutor	<p>Tutor for students who are either falling behind in Maths and require support to catch up, or for students that are working well above peer groups to improve their Maths' skills and equip them for a college course in the future. This support will result in improved levels of numeracy.</p> <p>One to one tuition EEF (educationendow-mentfoundation.org.uk)</p>	1 & 5

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

Budgeted cost: £53 375

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Therapists	<p>Given the varying cognitive abilities of our students we need to ensure that we have a range of differing emotional therapies so that any student, should they require it, can access therapy/counselling regardless of their ability. We therefore provide therapy in the following forms: Talking, Play, Art, Drama and Music</p> <p>https://www.gov.uk/government/publications/supporting-mental-health-in-schools-and-colleges</p>	2 & 3
HLTA for Attendance and Wellbeing Support	<p>Ensuring that all students have high levels of attendance is paramount. Our HLTA for Attendance and Wellbeing Support will lead on identifying and co-ordinating Attendance Plans for students that require them and will provide practical support /signposting /referrals for parents in helping them improve their child's attendance</p> <p>https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence</p>	2 & 4
SALT & OT	<p>In addition to the NHS therapies we have access to, we have contracted a private Speech and Language Therapist as well as an Occupational Therapist. This will allow even more students to have their additional needs' support, therefore helping them to fully access their curriculum</p> <p>https://www.autism.org.uk/advice-and-guidance/professional-practice/occupation-therapy</p> <p>https://www.rcslt.org/speech-and-language-therapy/where-slts-work/education/</p>	3 & 5

Total budgeted cost: £123 875

Part B: Review of the previous academic year

Outcomes for disadvantaged students and service family students

Our assessments evidenced that students eligible for Pupil Premium are nearly on par with students not eligible for Pupil Premium regarding progress made in Maths and Literacy. The only area where there is a considerable lag is for the 'Exceeding Target' in Maths. With continued support from targeted interventions, we anticipate this in school gap will decrease.

	Reading		Writing		Maths	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Exceeding Target:	19%	21%	19%	18%	19%	29%
	10	27	10	23	10	36
Meeting Target:	67%	69%	76%	77%	72%	66%
	36	87	41	97	39	83
Below Target:	15%	10%	6%	5%	9%	6%
	8	12	3	6	5	7

The support that our HLTA for Attendance and Wellbeing provides is already having an impact on our overall attendance. On the 8th December 2022 our overall school attendance was at 80.7% and on the 8th December 2023 it had increased to 84.7%.

Our emotional wellbeing offer continues to reach a considerable number of our students with 84 currently receiving support. These interventions are key in helping our school improve its mental health, thus increasing students' ability to better access learning and attend school consistently. This is a hugely important resource for us given the extensive waiting lists for therapies provided by NHS or Local Authorities.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	

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