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Pupil Premium Strategy Statement

Manor School



Pupil premium strategy statement

This statement details Manor 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 this academic year and the effect that last year's spending of Pupil Premium had within our school.

School overview

Detail	Data
School name	Manor School
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	40.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Steven Thompson Headteacher
Pupil premium lead	Angela Boast
Governor / Trustee lead	Zainab Ahmed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,255
Recovery premium funding allocation this academic year	£41,760
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	£148,015

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use Pupil Premium funding to help us continue to achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not the primary challenge our pupils face due to their SEND, we have seen slight variations in outcomes for disadvantaged pupils across the school when compared to their peers, particularly in terms of:

- Academic attainment
- Social opportunity and community participation
- Family functioning

At the heart of our approach is high-quality teaching focussed on the areas that our disadvantaged pupils require most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independence and social skills and continue to ensure that wider outcomes for our pupil population are enhanced.

Our strategy is integral to wider school plans for education recovery. Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments. This will help us to ensure that we offer the relevant skills and experience each child requires to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments show that disadvantaged pupils made very similar/slightly better progress in the area of receptive communication. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tended to be similar in this area compared to non-disadvantaged pupils. Sustaining parity will be the challenge.</p> <p>(PP pupils= 70.4% compared to non PP pupils= 65.9% difference of 4.5%)</p>
2	<p>Our assessments show that disadvantaged pupils made considerably better progress in the area of expressive communication. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tended to be similar/better in this area compared to non-disadvantaged pupils. Sustaining parity and high levels of progress will be the challenge.</p>

	(PP pupils= 70.8% compared to non PP pupils= 69.9% difference of 0.9%)
3	<p>Our assessments show that disadvantaged pupils make slightly less progress in the area of writing. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in this area compared to non-disadvantaged pupils.</p> <p>(PP pupils= 75.5% compared to non PP pupils= 78.4% difference of 2.9%)</p>
4	<p>Our assessments show that disadvantaged pupils make less progress in the area of reading/phonics. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in this area compared to non-disadvantaged pupils.</p> <p>(PP pupils= 75.5% compared to non PP pupils= 79.7% difference of 4.2%)</p>
5	<p>Our assessments show that disadvantaged pupils make slightly less progress in the area of number. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be marginally lower in this area compared to non-disadvantaged pupils.</p> <p>(PP pupils= 79.8% compared to non PP pupils= 80.6% difference of 0.8%)</p>
6	<p>Our assessments show that disadvantaged pupils make similar/slightly more progress in the area of geometry and measure. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be similar/slightly higher in this area compared to non-disadvantaged pupils. Sustaining parity will be the challenge.</p> <p>(PP pupils= 81.7% compared to non PP pupils= 81.1% difference of 0.6%)</p>
7	<p>Our assessments show that disadvantaged pupils make slightly less progress in the area of functional skills. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be slightly lower in this area compared to non-disadvantaged pupils.</p> <p>(PP pupils= 67.8% compared to non PP pupils= 69.1% difference of 1.3%)</p>
8	<p>Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.</p>
9	<p>Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g. toileting, independent travel.</p>
10	<p>Our assessments, observations and discussions with pupils and families demonstrate that the education, well-being and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.</p>

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
Sustained attainment for disadvantaged pupils in receptive communication , relative to their starting points as identified through assessments.	Through achievement, as demonstrated by our end of year assessments. To sustain parity in achievement by the end of our strategy in 2024/25.
Sustained achievement of PIP targets relating to expressive communication for disadvantaged pupils.	Assessment of communication PIP targets shows continued parity in outcomes between disadvantaged pupils and their peers in our school by the end of our strategy in 2024/25.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of PIP half-termly outcomes. Through achievement of EHC plan outcomes.
Improved attainment for disadvantaged pupils in writing , relative to their starting points as identified through assessments.	Assessment of writing PIP targets shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers in our school from 2.9% - 0% by the end of our strategy in 2024/25.
Improved attainment for disadvantaged pupils in reading/phonics , relative to their starting points as identified through assessments.	Assessment of reading / phonics PIP targets shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers in our school from 4.2% - 0% by the end of our strategy in 2024/25.
Improved attainment for disadvantaged pupils in number , relative to their starting points as identified through assessments.	Assessment of number PIP targets shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers in our school from 0.8% - 0% by the end of our strategy in 2024/25.
Sustained attainment for disadvantaged pupils in geometry and measure , relative to their starting points as identified through assessments.	Assessment of geometry and measure PIP targets shows continued parity in outcomes between disadvantaged pupils and their peers in our school by the end of our strategy in 2024/25.
Improved attainment for disadvantaged pupils in functional skills relative to their starting points as identified through assessments.	Assessment of writing PIP targets shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers in our school from 1.3% - 0% by the end of our strategy in 2024/25.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families.

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

Budgeted cost: **£10,400- Elklan, £9,400- Makaton, £6,400-Verbal Behaviour training, £3,600 VB Consultancy**

Budgeted cost: £29,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Timetabling of: Makaton, Elklan and Verbal Behaviour training modules to develop and improve communication and literacy, across the school in line with DfE guidance.</p> <p>The Director of Therapy and The Director of Inclusion, BCBA and Verbal Behaviour Supervisor will develop staff skills in providing high impact on the achievement of individual pupil PIP targets.</p>	<p>Makaton use, Elklan training and Verbal Behaviour approaches are widely understood to have a very positive impact upon pupils with autism.</p> <p>In Verbal behaviour, Naturalistic Teaching approaches are effective in promoting the generalisation of language skills. This finding is clear and consistent with multiple replications (see, Carbone, Sweeney-Kerwin, Attanasio & Kasper, 2010; Albert, Carbone, Murray, Hagerly, & Sweeney-Kerwin, 2012; Sweeney-Kerwin, Carbone, O'Brien, Zecchin & Janecky, 2007; Alpert & Kaiser, 1992; Angelo & Goldstein, 1990; Cavallaro & Bambara, 1982; Charlop, Schreibman, & Thibodeau, 1985; Hart & Risley, 1975; Hemmeter & Kaiser, 1994; Kaiser, Yoder, & Keetz, 1992; McGee, Krantz, & McClannahan, 1985; Rogers-Warren & Warren, 1980; Warren, 1992; Warren & Bambara, 1989; Warren & Gazdag, 1990; Warren & Kaiser, 1986; Warren, McQuarter, & Rogers-Warren, 1984; Yoder, Kaiser, & Alpert, 1991.</p>	<p>1, 2, 3, 4</p>
<p>CPD for teaching staff on VB approaches to support pupils to develop mental models.</p>	<p>Early and intensive behavioural intervention (EIBI) has been firmly established and disseminated as one of the most effective treatments for early childhood autism. This is often followed by ongoing teaching based on the principles of Applied Behaviour Analysis. A number of practitioners now employ additional research to support this approach in which the language curriculum is organized and taught according to Skinner's (1957) Analysis of Verbal Behaviour. In this approach a large focus is placed on functional language skills and the generalisation of skills taught in any intensive setting (i.e., ITT) into the natural environment.</p> <p><i>Evidence from Education Endowment Foundation supports Mastery Learning (ITT) as having</i></p>	<p>1,2,3,5</p>

	<i>very high impact upon pupil outcomes. – In the 'Rosemary Provision' classes at Manor School each pupil receives 1-2, 30-minute ITT session in a 1:1 or 2:1 setting per day, unless this becomes an inappropriate form of learning (i.e. pupil is able to access group learning or learning based of functional skills and self-help skills becomes a primary focus).</i>	
Purchase of additional VB consultancy to ensure that staff are fully equipped to deliver individual VB programmes.	<p>VB consultancy provides staff with facilitated support to increase their teaching ability. The focus on teaching ability is intended to include a broad range of skills including instruction, classroom management, assessment, behaviour management and lesson planning.</p> <p>The focus is on teaching ability and integrity, rather than merely knowledge. Training is based on the Behaviour Skills Training model, ensuring that skills are modelled, and staff are observed performing these skills to mastery. This training is completed in the natural environment with pupils present so staff skills can be shaped in the moment and feedback can be immediate.</p> <p>Miltenberger, 1997; Reid, Parsons & Green, 2012; Parsons & Rollyson, 2012.</p> <p>'What are the characteristics of effective teacher professional development? A systematic review and meta-analysis', 2021</p> <p>Authors: Sam Sims (UCL), Harry Fletcher-Wood (Ambition Institute), Alison O'Mara-Eves (UCL), Sarah Cottingham (Ambition Institute), Claire Stansfield (UCL), Jo Van Herwegen (UCL) and Jake Anders (UCL)</p>	1,2,3,5,6

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

Budgeted cost: £43,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional ICT Grid devices to help some of our disadvantaged cohort who need further support in using technology.	<p>For pupils with SEND, technology can be a useful tool to support teaching. This training will also support pupils' literacy skills, and help to deliver the curriculum:</p> <p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 6

<p>Additional individualised external ABA/VB consultation for identified pupils supplied by Love ABA.</p> <p>Consultancy based on supporting pupils progress across PIP targets in areas highlighted by the Class Teacher and Verbal Behaviour Supervisor.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u></p> <p>And in small groups:</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>4, 5, 6</p>
<p>Engaging with VB consultant (Love ABA) for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive this support will be disadvantaged.</p>	<p><u>What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</u></p>	<p>1,2,3,5,6</p>
<p>Specific Interventions identified in Core subject specific areas for pupils in KS2 (delivery from Nov 2021- July 2022)</p> <p>-Staff will be assigned to deliver additional interventions</p> <p>-Resources purchased to support delivery of interventions</p>	<p><u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u></p> <p>And in small groups:</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>3-6</p>

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

Budgeted cost: £32,755

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring we work closely with EWS to support disadvantaged pupils to attend school and make progress in all academic and social areas.</p>	<p>Pupil attendance is rising. A few pupils have continued to have lower attendance since returns to school in September 2020. However overall attendance stands at 92% (December 2021) and we aim to achieve our target of 94% by the end of the academic year.</p>	<p>1-6</p>

<p>Promoting partnership working between home and school. Ensuring outstanding home learning offer. (Family Liaison provision for direct family work as well as referral to MAST colleagues and external agencies as needed)</p> <p>A package of support to be delivered by the Verbal Behaviour Supervisor and visiting consultant from Love ABA as this has been identified as impactful and ongoing VB consultancy will remain a feature of ongoing provision.</p>	<p>The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: Supporting children with special educational needs and disabilities NSPCC</p> <p>Booth, Keenan & Gallagher, 2018; Lafasakis & Sturmeay, 2013; Reitzel, et. al., 2013</p>	1-6
<p>1:1 support for pupils to engage in opportunities to access the community and build towards independence.</p> <p>All pupils to be supported to re-engage in community trips in the 1st instance (Autumn 21) and then following revised risk assessments into educational visits further afield (Spring and Summer 2022) in order to promote confidence and independence and work towards several of the outcomes in PfA.</p>	<p>Left Stranded: Our new report into the impact of Coronavirus The National Autistic Society September 2020 Highlighted the challenges of lockdown upon young people with Autism.</p> <p>Independent Travel Training is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk)</p>	4, 5, 6
<p>Total budgeted cost for Pupil Premium : £106,255</p>		

<p>The Educational Recovery Project</p> <p>Budgeted cost: £41,760</p>		
<p>Activity</p>	<p>Evidence that supports this approach</p>	<p>Challenge number(s) addressed</p>
<p>Funding allocated to support the identification, overseeing and ongoing delivery of Educational recovery</p>	<p><i>Left Stranded:</i> Our new report into the impact of Coronavirus The National Autistic Society</p>	3,4,9,10

<p>projects through training, resourcing and covering key teaching colleagues to deliver this.</p> <p>Two leads identified to lead: -One for pupils working at our B1-4 levels -One for pupils working at B5+ levels</p>	<p>September 2020 Highlighted the challenges of lockdown upon young people with Autism.</p> <p>*See Educational Recovery Action Plan</p>	
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Total budgeted cost for Strategy: £148,015

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Our assessments during 2020/21 indicated that the educational outcomes related to Reading, Writing, Number and Functional skills, of our economically disadvantaged pupils fell slightly below those of their less disadvantaged peers. Despite being on track during (2019/20), the outcomes we aimed to achieve for our most disadvantaged pupils by July 2021 were not fully achieved in Reading, Writing, Number and Functional skills.

Outcomes in Receptive Communication, Expressive Communication, Geometry and Measure and SEMH were met across the cohorts.

Our assessment of the reasons for these outcomes points primarily to the impact of Covid-19 which disrupted the teaching of all subject areas and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to make progress affecting all areas of academic development and including social and communication skills and independence.

We mitigated the impact on academic outcomes by our resolution to maintain a high quality curriculum, Manor School remained opened to pupils, however not all families wanted their child to return to school at that time and it was challenging for them to teach their child using Zoom, whilst also having to manage the needs of the wider family.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended. Although we delivered many resources to our families, some families had challenges in terms of physical space available to them, pressures from neighbours around noise or very tight financial constraints that did not allow for families to purchase extra items to support learning or play.

Whilst we were able to close the gap to a significant degree in Receptive and Expressive Communication and some aspects of Numeracy, we saw the gaps widen in the areas of reading and phonics, writing, and functional skills. We intend to invest our finances wisely to address disparities in the outcomes of pupils from socio-economically disadvantaged families.

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Working with organisations that will provide community enrichment activity such as horse-riding, skiing, swimming, sporting activity, yoga, dance and music
- Community access activities eg shopping, visiting cafes, parks, local shops etc
- Close Liaison with external agencies that can help to support the mental health and well-being of pupils so that SEMH is supported fully (CAMHs, WEST, PBS Referrals and close working promotes positive outcomes for pupils who are additionally disadvantaged)

Planning, implementation and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We looked at several reports, studies and research papers about effective use of Pupil Premium and the intersection between socio-economic disadvantage and SEND. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time.