

# Pupil premium strategy / self-evaluation 2019 - 2020

1. Summary information					
School	Manchester Road Primary Academy				
Academic Year	2020 - 21	Total PP budget	£190,080	Date of most recent PP Review	9.9.20
Total number of pupils	378	Number of pupils eligible for PP		Date for next internal review of this strategy	Feb 2021

2. Current attainment		3.	
		<i>Pupils eligible for PP (your</i>	<i>Pupils</i>
% achieving expected standard or above in reading, writing & maths			
Progress measure reading	COVID - 19		
Progress measure writing	No results were ascertained as SATS were		
Progress measure maths	cancelled		
4. Barriers to future attainment (for pupils eligible for PP)		5.	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )			
A.	Development of Phonics in the early stages of reading, ensuring children have access to high quality materials.		
B.	Social and emotional needs that are impacted by home/social environments		
C.	Reading and writing stamina, linked to fluency and handwriting.		
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance</i> )			
D.	COVID – 19 closure. Engagement in home learning was around 55%, and so 45% of children will not be in good learning habits, and may have lost learning due to 6 months off school.		

6. Intended outcomes		Success criteria	Actions:
<b>A.</b>	<p>Improve results in reading and phonics so that attainment and progress in EY, KS1, phonics screening and KS2 are in line or above national.</p>	<p>Teacher assessments through the year and at the end of each key stage show improved attainment in line with national expectation for EY, phonics screening, KS1 and KS2.</p> <p>PP children achieve results in - line with their non PP peers.</p> <p>Interventions impact positively on progress so that PP children make at least expected progress, and that for targeted children, this progress is exceeded.</p>	<p><b>SLT</b> – pupil progress meetings and identified children tracked each half term.</p> <p><b>VS</b> – Phonics assessments and 1:1 children identified each half term.</p> <p><b>SLT</b> - PP children highlighted through monitoring process – focus on book scrutiny and data.</p> <p><b>EB</b> – Intervention tracking – monitoring successful interventions with high impact.</p> <p><b>SLT</b> – identify training needs of staff across reading. INSET day in September – split into phases and focus on the needs and process for the children.</p> <p><b>SLT</b> - Monitor quality of reading sessions half termly.</p>
<b>B.</b>	<p>To ensure that the social and emotional needs of children are met so that they are ready to learn.</p>	<p>Children who are on the school vulnerable register are attending regularly (over 95%), and the PA for these children is reduced to below 10%.</p> <p>Results across year groups show children who are PP are attaining their expected outcomes and are making at least expected progress.</p> <p>Support put in place reduces behaviour incidents, internal exclusions and external exclusions.</p> <p>Children report feeling supported, ready to learn and feel that they are making good progress in their learning and in developing friendships.</p>	<p><b>JT</b> – Attendance figures weekly. Monitoring of PA children and following school processes.</p> <p><b>EWO</b> – from December 2020 the EWO service will provide ½ day per week to support families in improving attendance.</p> <p><b>JM</b> – Nuture Network training January 2021</p> <p><b>SLT</b> – Highlight interventions and make use of catch – up funding to ensure PP children make good progress. Employment of teachers out of school hours.</p>

<b>C.</b>	Improve the outcomes in writing across EY, KS1 and KS2	<p>A higher percentage of PP children attain the GD level in EY, KS1 and KS2</p> <p>Progress made by PP children is in line with that made by their peers.</p>	<p><b>JT</b> – Catch up funding and PP used to release staff to deliver intervention sessions.</p> <p>Regular whole school studies of writing. Modelling of expectations by VS and VL.</p> <p>Monitoring of the progress through Lesson obs, book scrutiny and learning walks</p>
<b>D.</b>	To ensure PP children have access and take part in experiences and extra – curricular activities.	<p>That all PP children attend school trips and experiences and have the correct equipment/ resources for school.</p> <p>To invite PP children to extra – curricular catch up sessions and activities.</p>	<p><b>DS</b> – Keep registers of children in each club. Encourage and invite PP children to the provision.</p>

## 7. Review of expenditure

Previous Academic Year

2019 - 2020

### i. Quality of teaching for all

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
<p>Monitoring of phonics and spelling across school.</p>	<p>Improve results in reading and phonics so that attainment and progress in EY, KS1, phonics screening and KS2 are in line or above national.</p>	<p>PP children in KS2 made above national progress in reading and writing. The progress made in writing was above that of non PP children.</p> <p>KS1 phonics was in line with national expectations.</p> <p>KS1 results were in line with national expectations, including PP children.</p> <p>COVID CLOSURE – ALL ASSESSMENTS ARE THROUGH TEACHER ASSESSMENT AND PREDICTED GRADES.</p>	<p>Although the writing results for children gaining expected was in line with national expectations, children attaining greater depth is still low. We need to investigate ways in which to attain the higher levels and give children opportunities to develop their writing skills through KS1 and KS2.</p> <p>The RWI phonics has allowed children to develop phonics knowledge, but the application into writing is limited due to the structured way in which phonics is delivered. In 2020 -21, KS1 will continue with short RWI sessions and will return to the PoR processes for reading and writing. This will expand their repertoire and knowledge of different genres.</p>	<p>TA support: £30,000</p> <p>SLT support: £7,000</p>
<p>Increased staffing in Early Years</p> <p>Targeted interventions.</p> <p>Employment of speech and language therapist.</p> <p>Parental involvement.</p> <p>Emphasis on small steps of progress during weekly phase meetings.</p>	<p>Ensure that more children attain GLD at the end of Early Years.</p> <p>That Reading and writing attainment is in line with the national picture.</p>	<p>More children in EY to attain a Good Level of Development – including those who are PP and children who have been identified as having additional needs.</p>	<p>There was an increase in the amount of PP children who attained GLD from 57% in 2018 to 71.4% in 2019.</p> <p>Reading and writing for PP children was well above the national picture in 2019. National was 57.8%.</p> <p>The practice put in place was highly effective, and will continue through 2019 -20.</p>	<p>£32,000</p>

<p>To ensure that children are supported throughout the foundation subjects so that progress is made in skills across the curriculum</p>	<p>That PP children have opportunities to develop skills in line with their peers across a range of subjects – ensuring they are ready for their next steps.</p>	<p>All PP children, and those whom are PP and SEN are gaining the knowledge and skills across the curriculum.</p>	<p>Books scrutiny and child interviews showed that PP children were gaining the knowledge and understanding that their peers were.</p> <p>Continued support in classes will continue through the form of TA's and apprentices.</p>	<p>TA Support: £ 35,000</p>
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<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
<p><b>Action</b></p> <p>To invest in Nuture Network program across the whole school.</p>	<p><b>Intended outcome</b></p> <p>To ensure that the social and emotional needs of children are met so that they are ready to learn.</p>	<p><b>Estimated impact:</b></p> <p>Children in school did make good progress in their learning and were able to access the full curriculum.</p> <p>The children were supported well by the inclusion team, and had strategies for dealing with their emotions.</p> <p>The percentage of children losing minutes over the week due to behaviour dropped over term 1 and 2. Exclusions were lower than in previous years – with only 3 fixed term exclusions.</p> <p>The SEN worked with parents to ensure that any learning and emotion needs were investigated and met.</p> <p>Assessments for children who required extra support were carried out by pupil support – with positive outcomes for the children. The school councillor has been able to ensure that concerns expressed by children feeling anxious have been shared and any actions followed up by the pastoral/ safeguarding team at MRPA.</p>	<p><b>Lessons learned</b></p> <p>The employment of a behaviour and inclusion leader has made a difference to the level of internal and external exclusions. Clear strategies and plans put in place were able to be monitored with rigour.</p> <p>The Nuture Network program began with training professionals in term 1. The whole staff training was planned for spring, but will now take place in spring 2021. This was due to COVID closure.</p> <p>The counselling sessions have played a very important part of the provision in school. There have been some short – term periods for children, and some more long term.</p> <p>The most effective way in which to use this is to provide children with SEMH in school with support in class and during group work. Measure the success and improved outcomes for the children, and if this is slow or does not improve, refer to the counsellor to help and advise.</p>	<p>Inclusion Team: £34,000</p> <p>Counsellor: £8,000</p> <p>SLT Time: £15,000</p>

Monitoring of the progress of children in mathematics – particularly GD.  Continue with regular White Rose CPD.	Improve the progress made by PP children in KS2 maths through ensuring more children reach greater depth, and that this figure is in line with their peers.	Children across school were making good progress in mathematics and there was an increase in PP attaining higher levels in NFER assessments through Autumn and Spring.  Final year assessments were not possible due to COVID closure.	White Rose is providing a structure for the staff and children in school. The children attaining greater depth in mathematics is rising and teacher assessments showed GD would have been in line with National expectations.	White Rose Materials: £500  Release of mathematics team: £3,000
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### iii. Other approaches

Action	Intended outcome	Estimated impact:	Lessons learned	Cost
To fund extra – curricular and enhancement activities for PP children.  Sports club  Phonics club  Music lessons  Trips	To ensure that PP children have access to a wide and varied curriculum.	PP children attend school trip, extra - curricular activities, and have the correct uniform and resources for school.	Increasingly, parents are unable to pay for the resources needed for school – particularly school trips, as the prices of travel continue to increase.  This funding will continue, and will need to rise in line with the increasing number of children eligible for PP.	<b>£34,000</b>
			TOTAL EXPENDITURE 2018 -19	<b>£198,500</b>

**8. Planned expenditure £178,885****Academic year****2020 - 21****i. Quality of teaching for all**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Employment of Teaching Assistants to ensure good progress in phonics, writing and reading in EY and KS1.	Higher percentage of PP children to pass the phonics screening test, so that results are in line with national.  Writing results in EY, KS1 and KS2 show an increase in children achieving GD.	The teaching of structured phonics has a higher impact when children can be placed in smaller groups which are targeted specifically at their stage of development.  In addition to phonics, the curriculum will now include PoR processes so that children develop their application of phonics and their ability to compose longer pieces of writing.	Monitoring and assessments taking place half termly.  1:1 top up sessions for children who are not making expected progress.  Staff training to ensure everyone has correct grammar knowledge for teaching writing.  SLT to monitor.	VS/JT/VL	Every 4 weeks.
Reading strategies for improving fluency.	Children are able to maintain expected results in KS1 and KS2.  Intervention is in place so more children achieve GD.	Although results across school have been around national average, the children reaching GD are lower than national. The children's fluency has been identified as an area for improvement, as monitoring has shown that speed and stamina are holding children back.	High quality CPD from reading plus.  Implementation of reading plus across school.  SLT to monitor impact alongside English team.	VL/RE	Pilot in place Autumn 2020  Whole school implementation Spring 2021.  Monitoring every 4 weeks.
<b>Total budgeted cost</b>					<b>£58,000</b>

**ii. Targeted support**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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1:1 phonics and reading support in EY and KS1.	PP and PP + SEN children attain in line with national average and make good progress.	1:1 top up support ensures that children who do not make good progress at each point in the reading process make accelerated progress.	Reading lead in KS1 will ensure quality and provision.  Assessments carried out every half term.	VS/JT	Every half term
SEMH support for children who need input around social and emotional development.	Children learn skills and knowledge which will help them to self – regulate.  Less time out sessions for the children targeted.  Reduced incidents on the playground.	The Nurture network programme has been developed and used by schools over a period of time.  The ‘Thrive’ program sets clear targets for children and adults, and helps to measure and assess the progress children are making.  Employment of behaviour and inclusion leader,	Training, CDP for staff, evaluation of materials by SLT.  Impact summaries from pastoral team in school.  Child and parent feedback.	JM/JT	Weekly well – being meetings Weekly behaviour monitoring.

**Total budgeted cost**    £54,000

### iii. Other approaches

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To ensure PP children have equal access to the curriculum and school resources.	All P children have correct resources for school. Trips and visits are attended by all PP children.	Children who have full access to all areas of school life make better progress.	Allocate funding and ensure that any trips and resources needed are funded.	JB/ND	Monthly budget reviews

					<b>Total budgeted cost</b>	<b>£32,000</b>
					<b>Total Year Expenditure 2019 - 20</b>	<b>£144,000</b>
<b>9. Additional detail</b>						

2020 Results for Children reaching Expected levels - Based on predicted grades from Teacher Assessment. National results are from 2019.

EY	Literacy		Mathematics		GLD	
	National	MRPA	National	MRPA	National	MRPA
All	73	87	72	84	72	71
PP	58	71	64	71	56	50
Non PP	76	92	81	92	74	83
SEN	28		36		24	

Y1	Phonics	
	National	MRPA
All	81.9	71
PP	71	74
Non PP	84	68
SEN	47.7	0

Y2	Phonics	
	National	MRPA
All	91	87
PP		
Non PP		
SEN		

KS1	Reading		Writing		Mathematics		RWM	
	National	MRPA	National	MRPA	National	MRPA	National	MRPA
All	74.9	78	69.2	67	75.6	73	64.9	62
PP	62	71	54.9	71	62.6	59	50	59
Non PP	78.2	79	72.9	65	79.1	74	68.8	63
SEN	32.7	57	24	43	36.1	36	7.5	36

KS2	Reading		Writing		Mathematics		GAPS		RWM	
	National	MRPA	National	MRPA	National	MRPA	National	MRPA	National	MRPA
All	73	79	78	74	78	79	78	76	64.8	70
PP	62	68	67	68	67	75	67	66	51.4	64
Non PP	62	88	67	79	67	82	67	78	70	76
SEN	35	30	33	30	40	30	36	30	21	30