



Pupil Premium Strategy Statement 2019/2022

1. Summary Information					
School	Mountford Manor				
Academic Year	2019/22	Total PP budget	£102,960 for 2019/20	Date of most recent PP Review	July 2019
Total number of pupils	2019/20 248 2020/21 predicted 218 2021/22 predicted 218	Number of pupils eligible for PP	2019/20 82 (33%) (41 are also SEN) 2020/21 2021/22	Date for next internal review of this strategy	January 2020

Attainment - Academic Year 2018/19		
	Pupils eligible for PP	Pupils not eligible for PP
EYFS - Reception		
% achieving GLD	54%	63%
Year 1		
% On Track + in reading, writing and maths	36%	46%
% On Track + in reading	55%	55%
% On Track + in writing	45%	54%
% On Track + in maths	45%	58%



Year 2			
% On Track + in reading, writing and maths		57%	60%
% On Track + in reading		73%	80%
% On Track + in writing		63%	70%
% On Track + in maths		63%	60%
Year 3			
% On Track + in reading, writing and maths		44.8%	35.7%
% On Track + in reading		51.7%	50%
% On Track + in writing		58.6%	50%
% On Track + in maths		62%	64.3%
Year 4			
% On Track + in reading, writing and maths		10%	15.4%
% On Track + in reading		10%	15.4%
% On Track + in writing		33.3%	30.8%
% On Track + in maths		46.7%	38.5%
Year 5			
% On Track + in reading, writing and maths		40.3%	36.8%
% On Track + in reading		63%	47.3%
% On Track + in writing		42.6%	42.1%



% On Track + in maths	68.6%	52.6%
Year 6		
% On Track + in reading, writing and maths	28%	10%
% On Track + in reading	34%	50%
% On Track + in writing	69%	50%
% On Track + in maths	45%	20%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Low self-esteem can lead to poor results in summative assessment.
B.	Limited life experiences and a limited knowledge of the world.
C.	Speech and Language - significant in EYFS - poor oral language skills.
External barriers (issues which also require action outside school, such as low attendance rates)	
D	Some pupil premium pupils do not come to school ready to learn due to their SEMH.
E	Parents are not aware of the importance of attending school every day.
F	Parental perception of education from personal experience is not conducive with reading at home.



3. Desired outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A.	Pupils to have increased self-esteem, a positive image of themselves and emotional and mental well-being	<ul style="list-style-type: none"> • Pupils will have a positive image of themselves • Pupils will feel confident to face challenges and maintain social friendships with their peers • Pupils will feel confident in their abilities and are able to take risks in learning, cope with failure and challenges, show resilience, be engaged and feel motivated within lessons • Pupils will make progress in their own level of development and those identified as ARE will achieve this • Pupils will feel like they belong within the community and will be able to develop their emotional maturity
B.	Pupils have the essential knowledge and cultural capital to fully engage in the curriculum	<ul style="list-style-type: none"> • Pupils will attend school trips in order to widen their life experiences • Pupils will attend in-school experiences that widen the curriculum
C.	Children to leave EYFS meeting GLD statements in relation to communication	<ul style="list-style-type: none"> • 65% of EYFS children to meet GLD • Early talk boost interventions to support language development of children • Language rich environment which is used effectively to support children's learning • Outdoor learning provision will offer the same language rich environment to effectively support children's development of language



D.	Pupils will start the school day ready to learn both emotionally and physically	<ul style="list-style-type: none"> • Pupils will be identified through the work of the Family Support Team and offered a place at Breakfast Club • Targeted pupils will have a "check in" with an adult in school at the start of the school day to ensure they are ready to learn
E.	Attendance of all pupils to meet National Average for disadvantaged children	<ul style="list-style-type: none"> • Monitoring systems in place to track pupil's attendance weekly from nursery children to year 6 • Immediate action to take place with parents if children's attendance drops below 91% and referred to the EWO when relevant • Attendance of disadvantaged pupils to be in line with peers and national average for disadvantaged pupils
F.	Parental Engagement	<ul style="list-style-type: none"> • Targeted support for individual families with Family support works • Family links course to increase parental engagement and capacity • Focus open mornings in English, maths and reading to activity promote engagement of parents and develop understanding of how to support their child's learning



4. Planned Expenditure					
Academic Year		2019-2020			
Quality of Teaching for All					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All children, regardless of variability, are exposed to quality first teaching and learning.	Whole School Approach. A relentless approach to achieving and maintaining consistent quality first teaching across the school by: -regularly reviewing teaching and learning through book scrutiny, learning walks, lesson observations -providing targeted training and CPD both in-	"Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing Professional development courses and effective feedback methods". (Education Endowment Foundation 2018)	Through the whole school approach to drive for quality first teaching through regular monitoring, continuous review and intervention (both for pupils, TA's and teachers).	SLT and subject leaders	Ongoing



	<p>house and externally for teachers and TA's.</p> <ul style="list-style-type: none"> -evaluating and reviewing targets for teachers regularly. -regular progress meeting and targeted interventions for those students that are not making expected progress and to extend children identified as having the potential to reach GD. 				
Implementation of a whole school approach to reading.	<p>Class novel</p> <p>Whole school reading</p> <p>Taught comprehension</p> <p>Reading garden and well stocked libraries</p>	Data showed a dip in results at end of Key Stage 2 and across the Key Stage.	<p>Learning walks</p> <p>Book scrutiny</p> <p>Pupil voice</p>	Kelly Hall	<p>Purchase of books for library</p> <p>£1000</p>
Total budgeted cost					£1000
Targeted Support					



Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Nurture support for pupils who are vulnerable and exhibit low self-esteem</p>	<p>Learning mentor to engage with pupils on either a 1:1 basis or through group interventions (tranquility, friendship groups, counseling sessions)</p> <p>Outdoor learning interventions such as forest schools and Greatwood to target low self-esteem and anxiety, enabling pupils to become more confident in their abilities</p> <p>ELSA interventions for 30 minutes per child per week.</p>	<p>Employing a specialist Learning Support Mentor enables the most vulnerable children in our school to discuss problems and issues in confidence enabling them to develop their confidence and build their self-esteem. Small groups such as tranquility, sparks, friendship and lego group help children to develop their social skills and emotional development.</p> <p>Offering more children the opportunity to visit Greatwood will enhance their self-esteem.</p>	<p>Children will be targeted according to need on a term by term basis or as identified within a term. Children will be identified by their class teacher, in progress meetings, through conversations or concerns from parents or from the child's behaviours or conversations with the child. Meetings will be held between the learning support mentor, assistant principle and the safeguarding team as needed to discuss the impact of the sessions on the children.</p>	<p>SENCO</p>	<p>Review pupils regularly</p>



		Elsa sessions will assist specific children to discuss their emotions in a safe environment.			
Employing a specialist Family Support Team to work with our vulnerable families to develop parenting skills and ensure families gain access to the housing, benefits and health care they are entitled to.	Family Support Team to work with individual families using targeted support based on need.	Case studies show great impact on the families supported by the Parent Support Advisor in their individual circumstances. Evidence also shows a positive impact on the academic achievement of pupils involved. <i>(Louise Casey CB December 2012)</i>	Children will be targeted according to need on a term by term basis or as identified within a term. Children will be identified by their class teacher, in progress meetings, through conversations or concerns from parents or from the behaviours or conversations with staff. Meetings will be held between the family support advisors, the assistant principal and the safeguarding team as needed to discuss the impact of the sessions on the children.	SENCO	



<p>Many of our most vulnerable pupils have complex special educational needs (33/82 PP pupils). The desired outcome is that by acting upon the advice of the Educational Psychologist specialist support is put in place to ensure these children reach their full potential.</p>	<p>Educational Psychologist (traded Service) observations, reports and suggested approaches.</p>	<p>Buying specialist advice from an educational psychologist will help us to identify these needs at the earliest opportunity and ensure that specialist support is put into place to ensure these children reach their full potential.</p>	<p>Identified children will be observed by the educational psychologist and then in conjunction with the class teacher and SENCO the advice from the observations will be actioned. Reviews will take place during the regular TAC / CHiN meetings held for these children and their families as well as during regular progress meetings.</p>	<p>SENCO</p>	<p>Ongoing on individualized basis through TAC and CHiNs Progress meetings. Traded services</p>
<p>Increase confidence, resilience and coping</p>	<p>Learning Mentor Support to work with children on a 1-1 basis or with a group.</p>	<p>Lower than expected Year 6 SATs results in reading in 2019 indicated that children may not have had the emotional resilience</p>	<p>Quality First Teaching of PSHE and targeted sessions with support staff will ensure children understand resilience</p>	<p>Clare Dyer</p>	



strategies for our most vulnerable children.	Whole class quality first PHSE teaching on resilience to prepare pupils for summative assessment.	to cope with a test situation. Children throughout the school would benefit from work on resilience.	and how to become more resilient.		
Total budgeted cost					£83,554
Other Approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Mentoring system Pupil Premium children have the opportunity to develop leadership skills and self-confidence	Skill Force - The Prince William Award Explorer level Greatwood - Horse Power course	Skills Force provides a platform for Year 6 children to become leaders within their peer group and gain experiences not normally completed within the school environment. Update: Sep 2019. Skills Force have gone into liquidation. Alternative is being sought asap.	Skills Force will be run for the 2019/20 Year 6 cohort. Greatwood will be run for pupils in years 4, 5 and 6 who have not already attended and a number of year 3 children will also be invited to attend.	Learning Mentor	End of 2019/20



		Greatwood was extremely successful in the 2018/29 academic year and the majority of Pupil Premium children in years 4, 5 and 6 have benefitted from the experience.			
All Pupil Premium children are engaged in all aspects of school life accessing the same opportunities as Non-Pupil Premium to broaden their life experiences.	Whole School enrichment - Music Services and resources. Experience days within school.	Children require the cultural capital to be able to fully participate in school life and need to gain life experiences within the school day that they may not receive out of school.	Key Stage One children will attend weekly drumming lessons. The whole school will attend music roadshows throughout the year. Workshops and visitors will be invited into school to broaden the curriculum and ensure children receive cultural capital.	Clare Dyer and Rachel Skates	End of 2019/20
Decrease lateness and/ or persistent absenteeism in	Attendance officer to monitor lateness and absenteeism on a weekly	Absenteeism is a significant problem, which particularly impacts on the progress and	Educational Welfare Officer will attend regular meetings with our SENCO and Pupil	EWO/PSA	Attendance incentive for



<p>Pupil Premium children for attendance % to be broadly in line with national figures</p>	<p>basis and provide reports to SLT</p> <p>Attendance officer to follow procedure to contact parents via phone to establish reasons, and then by mail for persistent absenteeism. Meetings with parents to be arranged when child falls below 92% and EWO involvement established.</p> <p>Incentives and rewards for children with 100% attendance to take place weekly, termly and annually.</p>	<p>attainment of our more vulnerable children.</p>	<p>Services Administrator to identify parents to contact, advise and potentially fine.</p> <p>Family Support Team to work with families of pupils whose attendance falls below the national figures, or who are consistently late.</p>		<p>individual children and top class.</p>
<p>Staff will run a Breakfast club for identified Pupil</p>	<p>Pupil premium children will have free access to the</p>	<p>The effects of breakfast on behaviour and academic performance in children</p>	<p>All parents of Pupil Premium children will be informed of the</p>	<p>PSA</p>	<p>Review costs and children attending</p>



Premium children to develop social skills and ensure children eat breakfast and are therefore more ready to learn.	school's breakfast every day of the school year.	and adolescents has shown that there is an increased frequency of habitual breakfast was consistently positively associated with academic performance <i>Katie Adolphus,</i> <i>* Clare L. Lawton, and Louise Dye (2013):</i>	Breakfast Club and pupils will be invited to attend.		at the end of 2019/20
Providing support to vulnerable children and their families with financial difficulties enabling their children to go on school visits and trips.	To enhance the curriculum, ensure the children are able to participate and to give children the opportunity to experience new and challenging activities	Children will have access to a broad and balanced curriculum and be given the opportunity to have a range of experiences not just limited to the classroom.	All eligible children will be given opportunities to partake in school trips.	CD	Terms 2, 4, 6
				Total budgeted cost	£16,905



5. Review of expenditure			
Previous Academic Year		2018-2019	
Quality of Teaching for All			
Desired outcome	Chosen action/approach	Cost	Lessons Learnt/Actual Impact
Whole school training will ensure staff understand children's barriers to learning and how to best support all Pupil Premium children	Staff training on: Pupil Premium - Improving Outcomes for Vulnerable Learners Pupil Premium - barriers to learning, diminishing the difference Pupils with SEMH Attachment training Safeguarding Training Team Teach training		TA training throughout the year Learning Mentor and a TA attended ELSA training
All Pupil Premium children make the same amount of progress as their peers and fulfil their academic	Quality first teaching for all pupils - 100% of teaching is deemed good/ outstanding		Unexpected change of teacher in Year 4 at the end of Term 3. Experienced teacher employed to replace them, but still an impact on the children due to the disruption.



<p>potential based on their starting points.</p> <p>To diminish the difference</p>	<p>TA support (including interventions) for every year group to support the needs of the children</p> <p>Pupils to have more opportunities to use feedback by teachers, written or oral, to improve attainment - first quality teaching</p> <p>Parents to be provided with clear information on how to support their child at home and how their child is progressing in school.</p>		<p>Learning walks conducted by SLT and governors throughout the year.</p> <p>TA changes during the year in Year 3. All other TA's remained in place ensuring consistency. New TA's recruited for 1:1 positions.</p> <p>Marking policy amended to make it easier for children to gain feedback.</p> <p>Parents' evenings and reports sent out throughout the year.</p>
<p>To raise the % of disadvantaged children achieving GLD (65%)</p>	<p>Introduction of Early talk boost for children - training for teachers and TA's to deploy intervention effectively</p> <p>Additional hours for speech and language for individual children for a 6-week intervention to develop and improve poor oral language acquisition skills</p>		



	EYFS framework and observation training to develop understanding of staff to ensure teaching is nothing less than good and high quality observations take place		
Targeted Support			
Desired outcome	Chosen action/approach	Cost	Lessons Learnt/Actual Impact
Nurture support for pupils who are vulnerable and exhibit low self-esteem	<p>Learning mentor to engage with pupils on either a 1:1 basis or through group interventions (tranquility, friendship groups, counseling sessions)</p> <p>Drama therapy sessions - individual and group sessions with targeted children</p> <p>Outdoor learning interventions such as forest schools and Greatwood to target low self-esteem and anxiety, enabling pupils to become more confident in their abilities</p> <p>ELSA interventions for 30 minutes per child per week (starting 2019 once staff are trained)</p>	<p>Learning mentor - salary £4960</p> <p>Drama therapy Greatwood £4440</p>	<p>Learning mentor worked with a range of children across the school to ensure that they are ready to learn. SDQ questionnaires show that children found their time with the Learning Mentor to be beneficial and that they knew where to go for help if they felt they needed it.</p> <p>Drama therapy took place during terms 1 to 4. Analysis of the SDQ questionnaires showed that there was limited impact for the children who took part in the scheme. As a result of this, the Drama Therapy will not be continued.</p>



			Greatwood sessions ran throughout the year, ensuring 78% of PP children in years 4 to 6 attended the scheme.
<p>Support for families with pupils who are vulnerable or anxious</p> <p>Increase parental engagement with the school</p>	<p>FSW's to engage with parents to signpost family links course - targeted families.</p> <p>FSW's to liaise with teachers and parents of those who require SEMH support</p> <p>Learning Mentor to work with children of these families to support SEMH in school</p> <p>Set up and run family links course for targeted families 2x a year (12 weeks each)</p>	<p>Family support worker salaries</p> <p>Learning mentor salary</p> <p>Family links £1560</p>	<p>There has been an increase in the number of families who are working with the Family Support Team. Families are engaged and willing to work with the Team.</p> <p>The Learning Mentor has worked with a number of vulnerable children, most of whom are Pupil Premium. They have worked in small groups or on a 1:1 basis. SDQ questionnaires and feedback from teachers has shown that there has been a positive impact on children.</p> <p>Family Links has been introduced and has been successful. Numerous families have enjoyed the sessions and have benefitted from the workshops.</p>
<p>Decrease lateness and/ or persistent absenteeism in Pupil Premium children for</p>	<p>Attendance officer to monitor lateness and absenteeism on a weekly basis and provide reports to SLT</p>	<p>Attendance officer salary</p>	<p>Children enjoyed the termly attendance incentive and were excited to find out who had won the pizza</p>



<p>attendance % to be broadly in line with national figures</p>	<p>Attendance officer to follow procedure to contact parents via phone to establish reasons, and then by mail for persistent absenteeism. Meetings with parents to be arranged when child falls below 92% and EWO involvement established.</p> <p>Incentives and rewards for children with 100% attendance to take weekly in assembly and termly for events.</p>	<p>Termly incentive for 100% attendance at school. 6 x £50 pizza voucher.</p>	<p>voucher. Children who received the voucher enjoyed sharing pizza with their family.</p> <p>Attendance</p>
<p>Pupil Premium children are emotionally ready to learn when in school</p>	<p>FSW's to support key families to improve pupil's attendance and/ or lateness and where necessary, support parents whose children have attachment anxieties</p> <p>Learning Mentor to support children with attachment, low self-esteem and anxieties to ensure they are ready to learn in school and can achieve their potential</p>		<p>Family Support Workers are working with a greater number of families.</p> <p>Learning Mentor has also had ELSA training and will be implementing this in the new academic year.</p>



Other Approaches			
Desired outcome	Chosen action/approach	Cost	Lessons Learnt/Actual Impact
Pupil Premium children have the opportunity to develop leadership skills and self-confidence	<p>Skill Force - The Prince William Award - Explorer level</p> <p>Greatwood - Horse Power course</p>		<p>Skills Force worked well with the whole of Year 6, including those who are Pupil Premium.</p> <p>All children enjoyed Greatwood and the feedback from both them and their parents showed great that they found it beneficial.</p>
All Pupil Premium children are engaged in all aspects of school life accessing the same opportunities as Non-Pupil Premium to broaden their life experiences	<p>Subsidising costs of school trips and experiences in school to ensure opportunities to develop life experiences are not missed.</p> <p>Whole School enrichment Music Services (£395) and resources.</p> <p>Reading half term letterbox incentive where Pupil Premium children have parcels of books delivered to their doors in order for them to access high quality</p>		<p>Many trips were subsidized through the year including: Victorian School Bristol Aquarium Bowood West Midlands Safari Park Steam Museum</p> <p>Feedback from both parents and children regarding the Letterbox incentive was not as positive. Although some children liked receiving a book a</p>



	texts at their level and develop a love for reading like their peers.		week, very few children actually read the books they had been sent.
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