



Pupil Premium Strategy Statement 2019/2022

1. Summary Information					
School	Mountford Manor				
		Total PP budget	£102,960 for 2019/20 £105,600 for 2020/21 (estimated) £99,000 for 2021/22 (predicted)	Date of most recent PP Review	July 2020
Total number of pupils	2019/20 248 2020/21 predicted 210 2021/22 predicted 210	Number of pupils eligible for PP	2019/20 82 (33% of total) (41 of PP are also SEN) 2020/21 80 (39% of total) (37 of PP are also SEN) 2021/22 predicted 75	Date for next internal review of this strategy	January 2021

Attainment - Academic Year 2019/20 - Reviewed at start of lockdown March 2020		
	Pupils eligible for PP	Pupils not eligible for PP
EYFS - Reception		
% achieving GLD	46%	50%
Year 1		
% On Track + in reading, writing and maths	50%	50%



% On Track + in reading	50%	50%
% On Track + in writing	50%	56%
% On Track + in maths	50%	50%
Year 2		
% On Track + in reading, writing and maths	23%	46%
% On Track + in reading	38%	54%
% On Track + in writing	23%	46%
% On Track + in maths	54%	69%
Year 3		
% On Track + in reading, writing and maths	62%	50%
% On Track + in reading	61%	69%
% On Track + in writing	62%	50%
% On Track + in maths	62%	69%
Year 4		
% On Track + in reading, writing and maths	36%	33%
% On Track + in reading	43%	33%
% On Track + in writing	50%	53%
% On Track + in maths	50%	67%
Year 5		
% On Track + in reading, writing and maths	23%	12%



% On Track + in reading	38%	29%
% On Track + in writing	23%	24%
% On Track + in maths	23%	53%
Year 6 (teacher assessment due to no SATs)		
% On Track + in reading, writing and maths	47%	50%
% On Track + in reading	47%	58%
% On Track + in writing	47%	50%
% On Track + in maths	58%	61%

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.



G	Further gaps in learning due to school closures and home learning.
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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



		<ul style="list-style-type: none"> • 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
G.	To provide a Recovery Curriculum in order to address gaps and aid returning to school.	<ul style="list-style-type: none"> • Family Support Team contact with PP children • Pupils to be provided with a Recovery curriculum in order to re-connect relationships with pupils/staff and pupil/pupil.



		<ul style="list-style-type: none"> Review the impact of lockdown and the recovery curriculum on PP children by using pupil voice
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4. Planned Expenditure					
Academic Year	2019-2022				
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	"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 throughout the year

	<ul style="list-style-type: none"> -providing targeted training and CPD both in-house and externally for teachers and TA's. -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. 				
To use a Recovery Curriculum to address gaps after school closure/	<p>Staff training on "The Recovery Curriculum" by specialists</p> <p>Staff training on Jigsaw resources to aid activities in a Recovery Curriculum.</p>	<p>EPI research finds that disadvantaged pupils are over 18 months behind by the age of 16. The impact of the pandemic will almost certainly widen this gap.</p> <p>Research on attainment of children who have missed significant periods of schooling due to absence suggest</p>	<p>Pupil voice</p> <p>Re-arranging the curriculum to focus on mental health of children post-lockdown in order to</p>	<p>CD, SLT and class teachers</p>	<p>Termly through pupil voice</p>



		<p>a large overall impact on attainment in addition to widening of the disadvantage gap that is expected based on studies of summer learning loss.</p> <p>The pandemic is likely to exacerbate existing inequalities and widen the attainment gap that already exists. As well as dealing with the attainment gap, schools are likely to need to provide more pastoral and mental health support for pupils.</p>	provide more opportunities for required activities.		
				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?
Nurture support for pupils who are vulnerable and	Learning mentor to engage with pupils on either a 1:1 basis or through group interventions	Employing a specialist Learning Support Mentor enables the most vulnerable children in our	Children will be targeted according to need on a term by term basis or as	SENCO	Review pupils at the end of Terms 3 and 6



<p>exhibit low self-esteem</p>	<p>(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>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>Elsa sessions will assist specific children to discuss their emotions in a safe environment.</p>	<p>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.</p> <p>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>		
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<p>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.</p>	<p>Family Support Team to work with individual families using targeted support based on need.</p>	<p>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></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 behaviours or conversations with staff.</p> <p>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.</p>	<p>SENCO</p>	<p>Termly review with SENCO</p>
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<p>Many of our most vulnerable pupils have complex special educational needs (approximately 50%). 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 strategies</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 to cope with a</p>	<p>Quality First Teaching of PSHE and targeted sessions with support staff will ensure children</p>	<p>Clare Dyer</p>	<p>Review in terms 3 and once SATs results are published</p>



for our most vulnerable children.	Whole class quality first PHSE teaching on resilience to prepare pupils for summative assessment.	test situation. Children throughout the school would benefit from work on resilience.	understand 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?
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	Absenteeism is a significant problem, which particularly impacts	Educational Welfare Officer will attend regular meetings with our	EWO/PSA	Attendance incentive for individual



<p>Pupil Premium children for attendance % to be broadly in line with national figures</p>	<p>weekly 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%</p> <p>Incentives and rewards for children with 100% attendance to take place weekly, termly and annually.</p>	<p>on the progress and attainment of our more vulnerable children.</p>	<p>SENCO and Pupil 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>children and top class.</p>
<p>Staff will run a Breakfast club for identified Pupil Premium children to develop social skills and ensure</p>	<p>Pupil premium children will have free access to the school's breakfast every day of the school year.</p>	<p>The effects of breakfast on behaviour and academic performance in children and adolescents has shown that there is an increased frequency of habitual breakfast was consistently</p>	<p>All parents of Pupil Premium children will be informed of the Breakfast Club and pupils will be invited to attend.</p>	<p>PSA</p>	<p>Review costs and children attending at the end of 2019/20</p>



children eat breakfast and are therefore more ready to learn.		positively associated with academic performance <i>Katie Adolphus,* Clare L. Lawton, and Louise Dye (2013):</i>			
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 each year
				Total budgeted cost	£16,905



5. Review of expenditure			
Previous Academic Year	2019 - 2020		
<u>Quality of Teaching for All</u>			
Desired outcome	Chosen action/approach	Cost	Lessons Learnt/Actual Impact
All children, regardless of variability, are exposed to quality first teaching and learning.	<p>Whole School Approach.</p> <p>A relentless approach to achieving and maintaining consistent quality first teaching across the school by:</p> <ul style="list-style-type: none"> -regularly reviewing teaching and learning through book scrutiny, learning walks, lesson observations -providing targeted training and CPD both in-house and externally for teachers and TA's. 	N/A teacher salaries covered by school budget	<p><u>2019/2020</u></p> <p>A consistent teaching staff during the 2019/2020 academic year has ensured Quality First Teaching throughout the school.</p> <p>Assistant Principal took booster groups from both Year 6 classes and taught English and Maths to children on the border of achieving ARE. A significant percentage of</p>



	<p>-evaluating and reviewing targets for teachers regularly.</p> <p>-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</p>		<p>the children within these groups were PP children.</p> <p>This will continue during the 2020/2021 academic year as both the Assistant Principal and the KS1 Lead will be out of class teaching small groups.</p>
<u>Targeted Support</u>			
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>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>	Learning mentor salary covered by PP budget	<p><u>2019/2020</u></p> <p>The vast majority of PP children in KS2 attended Greatwood for a term. SPQ questionnaires completed before and after their attendance showed that they felt more confident and their self-esteem had improved. They were able to articulate their experiences of Greatwood and explain why it had benefitted them.</p> <p>Children in KS1 continued to benefit from Forest Schools, which took place after</p>



		<p>school which meant that they did not miss any academic learning.</p> <p>Elsa style intervention groups were run by the Learning Mentor for both KS1 and KS2 children, the majority of whom were PP.</p> <p>The Mental Health Trailblazer scheme had mixed results. Benefits were noted for children who attended 1:1, although the group sessions were not as successful. The pandemic meant that the next stage of the scheme was postponed.</p> <p>The Learning Mentor continued to see children on a 1:1 basis and the children being seen varied throughout the year. The majority of children working with the Learning Mentor were PP children.</p> <p>All of these will continue in 2020/21</p>
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<p>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.</p>	<p>Family Support Team to work with individual families using targeted support based on need.</p>	<p>Some salaries covered by PP, others within school budget</p>	<p><u>2019/2020</u> The Family Support Team have been a vital tool for the school and this has been especially evident during lockdown. They have worked with families, most of whom include PP children.</p> <p>This will continue in 2020/21</p>
<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>The Educational Psychologist has been fundamental in aiding and assisting the successful application for EHCPs and a total of 6 have been awarded or are pending.</p> <p>Increasing numbers of children have been referred to specialist support for assessment and diagnosis.</p> <p>This will continue in 2020/21</p>



<p>Increase confidence, resilience and coping strategies for our most vulnerable children.</p>	<p>Learning Mentor Support to work with children on a 1-1 basis or with a group.</p>		<p><u>2019/2020</u> The Learning Mentor has conducted targeted sessions, both 1:1 and in a group. SDQ's have shown progress for some of the children.</p> <p>This will continue in 2020/21</p>
<p><u>Other Approaches</u></p>			
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Cost</p>	<p>Lessons Learnt/Actual Impact</p>
<p>Pupil Premium children have the opportunity to develop leadership skills and self-confidence</p>	<p>Skill Force - The Prince William Award Explorer level</p> <p>Greatwood - Horse Power course</p>		<p><u>2019/2020</u> Greatwood was enjoyed by all PP children in KS2 (see above analysis) Skills Force unfortunately went into administration and was unable to be utilized.</p> <p>Greatwood will continue in 2020/21, but for fewer terms. Look into Level Up Programme to replace Skills Force.</p>



<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>	<p>Whole School enrichment - Music Services and resources.</p> <p>Experience days within school.</p>	<p><u>2019/2020</u> All children in the school, including PP children enjoyed the Music Roadshows. KS1 children also received weekly drumming sessions. Year 3 and 4 enjoyed a subsidised circus skills day. Year 3 and 4 also visited Cadbury World at a subsidised rate to ensure that PP children were able to access the trip.</p> <p>When off-site trips are allowed again, this will continue in 2020/21</p>
<p>Decrease lateness and/ or persistent absenteeism in Pupil Premium children for attendance % to be broadly in line with national figures</p>	<p>Attendance officer to monitor lateness and absenteeism on a weekly 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%</p>	<p><u>2019/2020</u> Children are still enjoying the chance to win a pizza voucher at the end of each term if they have maintained 100% attendance. Attendance figures for the school* 2018/2019 All children 95.12% PP children 93.72%</p>



	Incentives and rewards for children with 100% attendance to take place weekly, termly and annually.		<p>2019/2020 up to school closure: All children 88.22% PP children 88.4% *these are skewed due to some children shielding early due to Covid-19.</p> <p>This will continue is 2020/21</p>
Staff will run a Breakfast club for identified Pupil Premium children to develop social skills and ensure children eat breakfast and are therefore more ready to learn.	Pupil premium children will have free access to the school's breakfast every day of the school year.		<p><u>2019/2020</u> 17/29 children registered for Breakfast Club were PP children (59%), some of whom attend free of charge. This means that these PP children had breakfast and were settled and ready to learn at the start of the academic day.</p> <p>This will continue is 2020/21</p>
Providing support to vulnerable children and their families with financial difficulties during the pandemic.	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.		<p><u>2019/2020</u> Family Support Workers were vital during the pandemic. PP children benefitted from the school sourcing laptops and computers, the teachers providing printed out work</p>



		<p>that was delivered to their house, and the Principal hand delivering food parcels.</p> <p>37/75 children attending school in vulnerable groups during the pandemic were PP children. This represents 49%</p> <p>The Family Support Team will continue to support the school in 2020/21</p>
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Monitoring schedule 2020/21					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Pupil voice to discuss return to school and how they are feeling, any changes in support needed?</p> <p>Identification of PP Case Study children</p> <p>Book look - to see baseline on return to school</p>	<p>Pupil Progress meetings and rewriting</p> <p>Pupil Progress Provision Plans</p> <p>Lesson drop ins</p> <p>Analysis of attendance</p>	<p>Review PP register</p> <p>Pupil Voice</p> <p>Book look to analyse progress</p>	<p>Pupil Progress meetings and rewriting</p> <p>Pupil Progress Provision Plans</p> <p>Lesson drop ins</p> <p>Analysis of attendance</p>	<p>Review PP register</p> <p>Pupil Voice</p> <p>Book look to analyse progress</p>	<p>Transition meetings</p> <p>Pupil Progress meetings</p>