

## Pupil Premium Strategy Statement 2020/2021



### 1. Summary Information

School	<b>The Manor Primary School</b>				
Academic Year	2020 2021	Total PP budget	£113 599	Date of most recent PP Review	22.10.18
Total number of pupils	203 + EYFS	Number of pupils eligible for PP	82 + EYFS	Date for next internal review of this strategy	July 2021

### Attainment - Academic Year 2019/2020

	Pupils eligible for PP	Pupils not eligible for PP
<b>EYFS - Reception</b>		
% achieving GLD		
<b>Year 1</b>		
% achieving in reading, writing and maths		
% making progress in reading	65	90
% making progress in writing	59	79
% making progress in maths	71	90
<b>Year 2</b>		
% achieving in reading, writing and maths		
% making progress in reading	79	75
% making progress in writing	74	65
% making progress in maths	84	75
<b>Year 3</b>		
% achieving in reading, writing and maths		
% making progress in reading	64	68
% making progress in writing	57	68
% making progress in maths	64	76
<b>Year 4</b>		
% achieving in reading, writing and maths		
% making progress in reading	64	74
% making progress in writing	55	70

% making progress in maths	91	74
<b>Year 5</b>		
% achieving in reading, writing and maths		
% making progress in reading	79	70
% making progress in writing	70	72
% making progress in maths	65	73
<b>Year 6</b>		
% achieving in reading, writing and maths		
% making progress in reading	44	81
% making progress in writing	44	65
% making progress in maths	38	73

## 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.	Children lack opportunities and are not exposed to experiences in the wider world which inhibits their knowledge, understanding and ambitions
B.	Children have limited access to a rich and varied vocabulary which impacts on comprehension skills and access to the wider curriculum
C.	Pupil resilience and learning behaviours can impact on learning by affecting their stamina
D.	30% of children entitled to PP Grant are also on SEND register and therefore have complex needs
E.	Further gaps in learning due to school closures and home learning replacing 6 months of school

### External barriers (issues which also require action outside school, such as low attendance rates)

A.	School readiness, lack of experiences of the world around them
B.	Parental understanding of how to support pupils to be school ready and beyond
C.	Limited exposure to a rich vocabulary , pupils exposure to high quality oracy / interactions

## 3. Desired outcomes

	Desired outcomes and how they will be measured	Success Criteria
A.	Quality First Teaching is available to all children. Children to be well prepared for their next stage of learning. As appropriate, pupils will receive pre and post teaching to support with recall and build on previous learning	<ul style="list-style-type: none"> <li>Gaps narrow and children make consistent progress from starting points</li> <li>Pupils are able to articulate and demonstrate their previous and new learning with accuracy</li> </ul>

B.	Children will make expected or better than expected progress according to their individual starting points.	<ul style="list-style-type: none"> <li>• Pupil progress meetings and data drops will measure the attainment and progress of these children and further targeted support will be implemented as necessary</li> <li>• Where appropriate additional professionals will be included</li> </ul>
C.	To increase pupils resilience to challenge, ensuring a positive mindset thereby enabling maximum impact of quality first teaching in the classroom environment	<ul style="list-style-type: none"> <li>• Children will be able to articulate their feelings to adults and will be supported to implement strategies to enable them to manage their emotional needs and resilience with greater independence.</li> <li>• FSW, ELSA and emotional literacy support improves readiness and access to learning</li> <li>• Pupil voice and parental view demonstrates that children's mindsets are more positive</li> <li>• Social / emotional needs will not hinder progress</li> </ul>
D.	Children will access the Inclusion team (including ELSA and nurture provision) when required to support social and emotional needs enabling children to be in a better learning place. Children's behavioural needs will be addressed through a whole school positive and therapeutic approach.	<ul style="list-style-type: none"> <li>• Staff will identify the needs of individuals and will tailor their responses accordingly</li> <li>• Staff will effectively use therapeutic approaches with children to ensure they are ready for school</li> <li>• Sharing of information will ensure any unmet needs are swiftly addressed</li> </ul>
E.	All staff will know what each child is disadvantaged of and ensure curriculum deliver and content takes this into account working closely with parents.	<ul style="list-style-type: none"> <li>• Evidence of increased positive relationships between parents and staff</li> <li>• Successful strategies implemented to support children's learning and wellbeing</li> <li>• Accelerated progress made and ensure that children's needs are met through bespoke provision</li> </ul>
F.	To improve pupil vocabulary and develop comprehension skills ensuring all children including our most vulnerable and the weakest readers, make sufficient progress to meet or exceed age-related expectations	<ul style="list-style-type: none"> <li>• Pupils use an increasingly rich and varied vocabulary.</li> <li>• Children demonstrate developing comprehension skills</li> <li>• All pupils make sufficient progress to meet or exceed age-related expectations</li> </ul>
G.	Teachers have been trained in the Recovery Curriculum during lockdown. Transition dialogue between teachers through lockdown has ensured that teachers know the coverage of objectives from the	<ul style="list-style-type: none"> <li>• Children will re-establish relationships with each other and staff and routines around school</li> </ul>

	previous year and address gaps in their planning and teaching.	<ul style="list-style-type: none"> <li>Children will be given opportunities to articulate their feelings, anxieties and successes in the classroom and with the Inclusion Team where necessary</li> <li>Pupil progress meetings will be an opportunity to discuss, monitor and address gaps in learning due to lockdown</li> </ul>
H.	All children to access trips, visitors, residential	<ul style="list-style-type: none"> <li>No child will miss opportunities due to family hardship.</li> <li>All PP children to have paid/voluntary contribution activities subsidized</li> </ul>

4. Planned Expenditure					
Academic Year	2020-2021				
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?
Consistent high quality provision in all classrooms	<p>Continue to improve high quality first teaching through strategic CPD.</p> <p>Pupil progress meeting termly to look at outcomes and set new targets.</p>	<p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. (EEF PP Guidance)</p> <p>Teachers will be able to discuss frequently the steps they are taking to</p>	<p>Pupil Progress Meetings will be used termly to record and evaluate the effectiveness of the quality of teaching and impact on attainment and progress.</p> <p>Termly monitoring</p>	Class teachers with SLT	<p>Termly- At each data drop throughout the year</p> <p>As per monitoring schedule- SDP</p>

	<p>Planning shows challenge for all children and appropriate scaffolding</p> <p>Tailored small group work and individual key skills work led by the class teacher to look at &gt; depth / pre teach concepts</p>	<p>close the gap and evidence impact</p> <p>SENCo to support with strategies for improvement</p> <p>Immediate quality feedback to PP children to identify concerns with learning</p> <p>The attainment / progress difference between PP and non PP is closing</p>	<p>Monthly check of Pupil Asset and Book Look to triangulate the evidence</p> <p>Lesson observations, learning walks and data used to triangulate the effectiveness of teaching and interventions</p>		
<p>To ensure children understand their next steps to learning; what they are already doing well and how to improve further</p>	<p>CPD linked to our Teaching and Learning Policy linked to the Principle of Feedback.</p> <p>Teachers and TAs will provide appropriate feedback.</p> <p>All marking will follow the school feedback policy</p> <p>Distance marking sheet will track progress; identifying PP targets where necessary</p>	<p>EFF toolkit evidence shows that high quality effective feedback can increase progress by an additional 8 month each year.</p> <p>Evidence shows that the most effective feedback is specific, actionable and skills based.</p>	<p>Key aim linked to school teaching and learning policy</p> <p>Monitor feedback through termly progress reviews and fortnightly check in meetings for 100 day plans</p>	<p>SLT</p> <p>Phase leaders to own actions on own 100 day plan</p>	<p>Book looks</p> <p>Pupil Conferencing</p> <p>100 day plan impact statements</p> <p>At each data drop throughout the year</p>

<p>To place a high priority on developing children's language acquisition through the explicit use of high quality texts</p>	<p>Strategic teaching of tier 2 and 3 vocabulary to reduce the deficit in language acquisition</p> <p>Ensure all classroom environments are language rich Word of the week Talk like a... Use of rich text across the curriculum</p> <p>Ensure vulnerable children receive wider opportunities to read to adults and also be read to</p> <p>Reading Eggs- £1500</p>	<p>Trend data shows that children's baseline data on entry is below average.</p> <p>Many children have a deficit in language and do have not been exposed to a breadth of vocabulary</p> <p>High quality texts broaden the vocabulary of children leading to improved reading and writing. Children who read for pleasure are more likely to attain ARE in reading and writing.</p> <p>Children who share books with adults at home are more likely to develop a love of reading.</p>	<p>SDP links to ensure aim is high priority across the school</p>	<p>CWH- English lead SLT</p>	<p>Learning Walks Books looks Pupil Conferencing</p>
<p>To use a Recovery Curriculum to address children's emotional and social needs to reintegrate successfully back in to school.</p>	<p>Staff to utilise and consider the 5 levers when planning and delivering lessons</p> <p>Staff training on "The Recovery Curriculum"</p> <p>CPD on Jigsaw resources to aid</p>	<p>EPI research</p> <p>The pandemic is likely to exacerbate existing inequalities and widen the attainment gap that already exists. As well as dealing with the academic gap school will also have to deal with</p>	<p>Pupil voice Re-arranging the curriculum in order to provide more opportunities for required activities.</p>	<p>Class teachers and SLT</p>	<p>Termly through pupil voice</p>

	activities in a Recovery Curriculum.	more pastoral and mental health support for an increased number of pupils			
<b>Total budgeted cost</b>					<b>£36303</b>
<b>Targeted Support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</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>
PP children have bespoke pre and post teaching to support their academic progress and access to an age related curriculum	<p>In class support and intervention to allow quality first teaching to impact on progress</p> <p>Pre teach sessions by class teacher to enable children to keep up rather than catch up</p> <p>Building relationships</p> <p>Facilitate participation in experiences including clubs</p> <p>Varied 'diet' of life experiences</p>	<p>Gaps in learning addressed though pre teach and small group work in class</p> <p>Specific support from the SENCo as required</p> <p>Cultural capital</p>	<p>Pupil asset tracking</p> <p>Distance marking sheets</p> <p>Review of pre teaching and intervention</p> <p>Pupil progress meetings</p> <p>Tracking participation of experiences for PP pupils</p>	SLT	At each data drop throughout the year T2, 4 and 6
TAs to facilitate high quality teacher planned, key skills sessions to target gaps in learning and	Accelerated learning to focus on ensuring the PP children make good progress (including > depth)	<p>Misconceptions at an earlier stage impacting on progress</p> <p>Able PP children need to reach &gt; depth and show</p>	<p>Review meetings with the class teacher</p> <p>Discussion with the SENCo to support Intervention strategy</p>	SLT	Termly Data capture points

allow for deliberate practice.	Targeted Booster sessions	good progress by the end of the year			
Targeted and bespoke ELSA support across the school	Support children to develop resilience and positive learning behaviours to be prepared emotionally for their next stage of education	Children to be emotionally ready for learning Children to be resilient to appropriate challenge	SLT monitoring Pupil voice Parent voice GLS assessment / Boxall	SENCo	Termly

**Total budgeted cost** £58 598

### 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?
PP children are supported in their social emotional needs so they are able to make progress	<p>Inclusion team members to offer nurture type activities and ELSA support.</p> <p>Continue with meet and greets and also support during less structured times.</p> <p>Class teachers to have a good understanding of the child's needs through contact with parents and other members of staff</p>	<p>Emotional / social difficulties prevents children accessing learning</p> <p>Some PP children have been identified as anxious coming in to school.</p> <p>Pastoral team work with identified children to develop social, emotional and self-esteem, on an individual basis and in small groups</p>	<p>Review impact during pupil progress meetings</p> <p>Supervision meetings used to discuss review support available for vulnerable and anxious children and/or families.</p> <p>External supervision meetings take place for ELSA trained Learning Mentors</p>	<p>ELSA Senco HT FSW DDSL</p>	<p>Pre/post ELSA Pupil progress meetings</p>



<p>Children have access to a wide range of experiences which promote learning and help develop aspirations</p> <p>PP children are engaged in all aspects of school life accessing the same opportunities as non PP children.</p>	<p>Children have access to a wide range of experiences which promote learning and help develop aspirations</p> <p>There is a fund available for PP families facing financial hardships to access for support such as:</p> <p>Prime Theatre- £795</p>	<p>All children are able to experience learning outside of the school environment regardless of economic background.</p>	<p>Review of uptake Pupil and parent voice Positive impact on progress and learning behaviours</p> <p>Tracked spend will show uptake of pupils accessing funds</p>	<p>Target PP pupils to ensure uptake of opportunities Pupil voice for clubs offered</p>	<p>Pupil premium pupil reviews and pupil progress meetings Data haul</p>
<p>Provide CPD to ensure all staff can utilise a therapeutic approach to behaviour</p>	<p>Employ a trained play therapist one day a week to work with PP children and also to train the staff.</p> <p>£3795 Sports Therapy-£4000</p>	<p>A number of PP children have SEMH needs and can struggle to regulate their emotions. This can impact on learning</p> <p>Support staff in</p>	<p>Led by a trained therapist</p> <p>Team meetings every 2 weeks to debrief/support them in behaviour care plans</p> <p>support staffs own mental health &amp; wellbeing to ensure they maintain approach</p>	<p>Senco Play Therapist</p>	
<b>Total budgeted cost</b>					<b>£ 18, 698</b>

<b>5. Review of expenditure</b>	
Previous Academic Year	<b>2019-2020</b>
<b>Quality of Teaching for All</b>	

Desired outcome	Chosen action/approach	Cost	Impact	Lessons Learnt/Actual Impact
<p>Consistent high quality provision in all classrooms</p>	<p>Pupil progress meeting termly to look at outcomes and set new targets.</p> <p>Quality first teaching – observations show all teaching is at least good.</p> <p>Planning shows challenge for PP children to close the gap</p> <p>Tailored small group work and individual key skills work led by the class teacher to look at &gt; depth / pre teach concepts</p>	<p><b>£57980</b></p>	<p>To enable PP children to make the same amount of progress as their peers and fulfil their academic potential based on their relative starting points.</p> <p>Evaluation and tracking of reading / maths and spelling ages for those not reaching ARE. Pupil Progress Meetings</p> <p><b>Attainment</b> Reading 61.2% of PP pupils are working on track or at Greater depth (67.3% for non PP)</p> <p>Writing 57.3% of PP pupils are working on track or at Greater depth (61.4% for non PP)</p> <p>Maths 64% of PP pupils are working on track or at Greater depth (64% for non PP)</p>	<p>57% of Pupil premium children met ARE in writing compared with 78% nationally (2019). Giving a gap of 21%. This will need to be a focus next year to further close this gap.</p> <p>61% of Pupil premium children met ARE in reading compared with 73% nationally (2019). Giving a gap of 12%. This will need to be a focus next year to further close this gap.</p> <p>64% of Pupil premium children met ARE in maths compared with 79% nationally (2019). Giving a gap of 15%. This will need to be a focus next year to further close this gap.</p>
<p>For children to be well prepared for their next stage of education. To know and understand their next steps to learning and what they are already doing well.</p>	<p>Teachers and TAs will provide appropriate feedback.</p> <p>All marking will follow the school feedback policy</p> <p>Distance marking sheet will track progress; identifying PP targets where necessary</p>			

Desired outcome	Chosen action/approach	Cost	Impact	Lessons Learnt/Actual Impact
<p>Cultural capital. PP children have a bespoke curriculum to address their learning needs and improve their life chances</p>	<p>Ensure all children have access to quality enrichment sessions to support their access of the curriculum</p> <p>Building relationships</p> <p>Facilitate participation in experiences including clubs</p> <p>Varied 'diet' of life experiences</p>	<p><b>£20000</b></p>	<p>A number of PP children have had access to</p> <p>Pre-teach</p> <p>A range of sports activities in particular</p> <p>All children experienced the following enrichment; Panto Science Dome</p>	<p>Take up of clubs was good across the school and in particular the</p> <p>Due to Covid certain activities were cancelled and did not take place.</p>
<p>TAs to facilitate high quality teacher planned / led, pre teach / key skills sessions to target gaps in learning (particular focus on reading and vocab) and as a result accelerate learning.</p>	<p>Accelerated learning to focus on ensuring the PP children make good progress (including &gt; depth)</p> <p>Targeted Booster sessions</p>		<p>All PP children were involved in pre and post teaching sessions. These were linked directly to the 100 day plan</p>	<p>Match children in groups for key skills to maximise time</p> <p>Monitor more regular and share good practice.</p> <p>Set deadlines and check books</p>
<p>Targeted and bespoke ELSA support across the school</p>	<p>Support children to develop resilience and positive learning behaviours to be prepared emotionally for their next stage of education</p>		<p>We have made sure that during lockdown these children received phone calls from their class teacher as well as the ELSA TA to ensure they felt fully supported at home.</p>	<p>Dedicated timetabled sessions ensured that these were frequent and had maximum impact</p>
<p>Booster and interventions are precisely targeted and as a result accelerates learning and improves outcomes</p>	<p>Key skills Pre / post learning sessions</p>		<p>Success due to teachers drilling down to pupil needs</p>	<p>Essential to have a clear understanding of individual needs</p>

			<p>100 day plan has enabled teachers to plan and deliver bespoke intervention resulting in positive impact</p> <p>Average increase in months of PP children across the school (over 9 months)</p> <p>Reading decoding +12 months</p> <p>Reading comprehension +19 months</p> <p>Spelling +10 months</p> <p>Maths +14 months</p> <p>Aided smooth transition into school. Children ready to start learning. Children given a voice for their anxieties to be shared first thing in the morning. Led to increased independence for coming in to school.</p>	<p>Interventions should be planned and delivered by teachers to maximize impact</p> <p>Use of 100 day plan enables teachers to be responsive to individual needs</p>
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#### Other Approaches

Desired outcome	Chosen action/approach	Cost	Impact	Lessons Learnt/Actual Impact
PP children are supported in their social emotional needs so they are able to make progress	Class teachers to have a good understanding of the child's needs through contact with parents and other members of staff	<b>£20000</b>	Children have developed 'soft skills' such as resilience, co-operation, perseverance etc which teachers have reported have transferred to classroom situations.	Carry out pupil voice per class and share good practice across the school
Children have access to a wide range of experiences which promote learning and help develop aspirations	Families received financial support towards the cost of residential trips and curriculum enhancing experiences.		No PP child has been able to attend an enrichment activity due to financial difficulties	
Target children to develop vital confidence, resilience and self-belief	Skills force, Prince William award Forest schools Boot camp Participation in clubs		Forest school both at school and by external provider proved a way to encourage children to develop greater belief in themselves	Skills Force did not happen as the programme was cancelled

			Boot camp encouraged pupil leadership and children participated well	Club uptake was good across the school  Encourage children to take a more active role in leading and increase frequency of these happening
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