

## Pupil Premium Strategy Statement 2019/2020



### I. Summary Information

School	<b>The Manor Primary School</b>				
Academic Year	2019 2020	Total PP budget	£97,980.	Date of most recent PP Review	22.10.18
Total number of pupils	229 + EYFS 23	Number of pupils eligible for PP	77 + EYFS	Date for next internal review of this strategy	July 2020

### Attainment - Academic Year 2018/2019

	Pupils eligible for PP	Pupils not eligible for PP
<b>EYFS - Reception</b>		
% achieving GLD	<b>38.46</b>	<b>85.71</b>
<b>Year 1</b>		
% achieving in reading, writing and maths	46.7	68
% making progress in reading	86.7	92
% making progress in writing	93.3	100
% making progress in maths	86.7	100
<b>Year 2</b>		
% achieving in reading, writing and maths	70	51.6
% making progress in reading	100	90.3
% making progress in writing	90	87.1
% making progress in maths	100	87.1
<b>Year 3</b>		
% achieving in reading, writing and maths	25	66.7
% making progress in reading	44.4	82.6
% making progress in writing	55.6	69.6
% making progress in maths	66.7	82.6
<b>Year 4</b>		
% achieving in reading, writing and maths	50	53.8
% making progress in reading	50	30.8
% making progress in writing	0	26.9
% making progress in maths	42.9	38.5
<b>Year 5</b>		

% achieving in reading, writing and maths	31.3	61.5
% making progress in reading	37.5	15.4
% making progress in writing	25	11.5
% making progress in maths	31.3	26.9
<b>Year 6</b>		
% achieving in reading, writing and maths	60	50
% making progress in reading	90.9	94.7
% making progress in writing	81.8	100
% making progress in maths	90.9	100

## 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
D.	

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
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.	Children to be well prepared for their next stage of learning	<ul style="list-style-type: none"> <li>Social / emotional needs do not hinder progress</li> <li>FSW, ELSA and emotional literacy support improves readiness to learn and access to learning</li> </ul>
B.	To increase pupils resilience to challenge, ensuring a positive mindset thereby enabling maximum impact from deeper learning opportunities, making connections and securing knowledge in long term memory	<ul style="list-style-type: none"> <li>Targeted intervention and QFT focusing on PP raises attainment</li> <li>Gaps narrow or eradicated</li> <li>Pupil voice and parental view – positive mindset</li> </ul>
C.	To know what each child is disadvantaged of and facilitate access to experiences and exposure to the	<ul style="list-style-type: none"> <li>Accelerated progress made</li> </ul>

	wider world (without which pupils would be disadvantaged)	
D.	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>

#### 4. Planned Expenditure

Academic Year	<b>2019-2020</b>
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#### 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>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</p>	<p>Teachers will be able to discuss frequently the steps they are taking to 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</p>	<p>Termly monitoring 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>	Class teachers with SLT	Termly

	class teacher to look at > depth / pre teach concepts	between PP and non PP is closing			
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.	Teachers and TAs will provide appropriate feedback.  All marking will follow the school feedback policy  Distance marking sheet will track progress; identifying PP targets where necessary	Quality marking should support progress  Pupil voice – can they explain how they can improve their learning?	Book look termly  Moderation of work between staff  Carry out Pupil Voice questionnaires	SLT	Feedback on this will be provided termly to SLT meetings

**Total budgeted cost    £57980**

**Targeted Support**

<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>
Cultural capital. PP children have a bespoke curriculum to address their learning needs and improve their life chances	In class support and intervention to allow quality first teaching to impact on progress  Pre teach sessions by class teacher to enable children to keep up  Building relationships	Gaps in learning addressed though pre teach and small group work in class  Specific support from the SENCo as required  Cultural capital	Pupil asset tracking Distance marking sheets Review of pre teaching and intervention Pupil progress meetings Tracking participation of experiences for PP pupils	SLT	T2, 4 and 6

	Facilitate participation in experiences including clubs  Varied 'diet' of life experiences				
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.	Accelerated learning to focus on ensuring the PP children make good progress (including > depth)  Targeted Booster sessions	Misconceptions at an earlier stage impacting on progress  Able PP children need to reach > depth and show good progress by the end of the year	Review meetings with the class teacher  Discussion with the SENCo to support Intervention strategy	SLT	Termly Data capture points
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
<b>Total budgeted cost</b>					<b>£20000</b>
<b>Other Approaches</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 are supported in their social emotional needs so they are	Class teachers to have a good understanding of the child's needs through contact with	Emotional / social difficulties prevents children accessing learning	Review impact during pupil progress meetings	ELSA Senco HT FSW DDSL	Pre/post ELSA Pupil progress meetings

able to make progress	parents and other members of staff				
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.	enable all children to experience learning outside of the school environment regardless of economic background.	Review of uptake Pupil and parent voice Positive impact on progress and learning behaviours	Target PP pupils to ensure uptake of opportunities Pupil voice for clubs offered	Pupil premium pupil reviews and pupil progress meetings Data haul
Target children to develop vital confidence, resilience and self-belief	Skills force, Prince William award Forest schools Boot camp Participation in clubs	Children need to unlock their potential and increase their levels of confidence, resilience and self belief	Careful monitoring Pupil and parent voice Positive impact on learning behaviours	SENCo Skills force staff HLTA	Pupil premium pupil reviews and pupil progress meetings Data haul
<b>Total budgeted cost</b>					<b>£20000</b>

## 5. Review of expenditure

Previous Academic Year	<b>2018-2019</b>				
<b>Quality of Teaching for All</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Cost</b>	<b>Estimated impact</b>	<b>Lessons Learnt/Actual Impact</b>	
Children are offered a personalised curriculum with bespoke support that accelerates learning opportunities and impacts on outcomes	Nurture ELSA support Fun gym Forest school Equine therapy Farm provision Bespoke programmes of support for our children with a high level of disadvantage		Children are increasingly settled in class Fewer opt outs Pupils stated that TAs have supported some pupils which has made the classroom much calmer and helped them to focus in lessons Pupils said that they really enjoyed attending these sessions. It offered them the opportunity to do things they would not otherwise be able to do and helped	Opportunities for alternative provision are limited	

			them to mix with other pupils in the school	
PP targeted for feedback and make accelerated progress as a result	PP meetings PP children have been a main focus in Pupil progress review meetings		Profile of PP children has been raised across the school Average increase in months of PP children across the school (over 9 months) Reading decoding +12 months Reading comprehension +19 months Spelling +10 months Maths +14 months	Importance of class adults to work as a team
To improve oracy and access to language and vocabulary	Focus on specific teaching of vocab Pupil exposure to high quality and age related vocabulary		Children have become increasingly confident and able to articulate their thoughts / opinions. Increasing pupil confidence observed during learning walks	

**Targeted Support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Cost</b>	<b>Estimated impact</b>	<b>Lessons Learnt/Actual Impact</b>
Booster and interventions are precisely targeted and as a result accelerates learning and improves outcomes	Key skills Pre / post learning sessions		Success due to teachers drilling down to pupil needs 100 day plan has enabled teachers to plan and deliver bespoke intervention resulting in positive impact Average increase in months of PP children across the school (over 9 months) Reading decoding +12 months Reading comprehension +19 months Spelling +10 months Maths +14 months	Essential to have a clear understanding of individual needs Interventions should be planned and delivered by teachers to maximize impact Use of 100 day plan enables teachers to be responsive to individual needs

**Other Approaches**

Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
Children are supported in their emotional needs and better able to access learning	Consistent response to SEMH needs ELSA Behaviour walks Nurture provision Forest school Bespoke provision - use of Caenhill farm, equine therapy, Woodland adventurers Visible consistencies Meet and greet Hot chocolate Friday Recognition boards Behavior ambassadors		Vast majority of pupils are engaged in learning within the classroom Learning and behavior walks evidence fewer pupils opting out of learning and a reduction in the number of high level behavior incidents Pupils stated that these sessions helped them to remain calm and they looked forward to attending the sessions. They felt that Hot chocolate Friday and Behaviour ambassadors were really good as those pupils who are always good 'get a treat too'	Reshape Inclusion team timetable for next academic year to enable consistent support for those pupil who are experiencing a high level of emotional need