



Pupil Premium Strategy 2021-2022

Exceptionality

Collaboration

Integrity

Respect

Manor Primary Pupil Premium strategy 2021-2022

The pupil premium is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. Funding is based on pupils registered for a free school meal and pupils that have been in care for more than six months.

Eligible Pupils Criteria:

- Eligible for Free Schools Meals (FSM) in the last six years; or
- Looked after continuously for 1 day or more
- Adopted from care
- Pupils of Armed Forces personnel

★ At Manor Primary School, Our Pupil Premium Children's Charter is ...



My teachers will know that I am a pupil premium child as will all the other adults that support me in my learning.



My teachers will know me as an individual, what I like doing, what I am good at and what I need to get better at in my learning.



My teachers and other adults I work with will know the ways in which I learn best.



I will have a personal action plan that identifies the support I will receive that will help me make great progress.



I will have access to a range of extracurricular learning opportunities that help me develop my skills and talents.



My teachers and other adults I work with will champion me develop as a PERSON (Perseverance and Pride, Effort, Resilience, Self-esteem, Ownership of my journey; Never give up)

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1. Summary information					
School	Manor Primary School				
Academic Year	2021/22	Total PP budget	£220,580	Date of most recent PP Review	n/a
Total number of pupils	685	Number of pupils eligible for PP	198 PP & 2 PP plus (post Lac)	Date for next internal review of this strategy	Jul 2022

1. Current attainment		
Due to the Covid-19 Pandemic, and the unprecedented cancellation of all statutory assessments and tests for Primary School pupils in Summer 2021, there will be no performance data available to publish on our School website for the 2020/21 Academic Year. For the same reason The Government will not be publishing any educational performance data based on tests, or assessments for 2021.		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths 2019 KS 2	92%	93%
% achieving in reading 2019 KS 2	100%	100%
% achieving in writing 2019 KS 2	100%	95%
% achieving maths 2019 KS 2	92%	99%
% targeted to achieve in reading, writing and maths 2020 KS 2	95%	95%
% targeted to achieve in reading 2020 KS 2	100%	100%
% targeted to achieve in writing 2020 KS 2	100%	100%
% targeted to achieve maths 2020 KS 2	95%	99%

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In School, moderated assessment data for pupils eligible for PP 2021 was collated using past SATs papers from 2019 - no performance and statutory assessments and test data available due to Covid-19 Pandemic.

In school assessment of 2019 SATs Papers	<i>Pupils eligible for PP (your school)</i>
% achieving ARE in reading 2019 KS 2	95%
% achieving ARE in writing 2019 KS 2	100%
% achieving ARE maths 2019 KS 2	92%

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2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Oral language skills in Nursery and Reception (lower for pupils eligible for PP than for other pupils and This slows reading progress in subsequent years.	
B.	High ability pupils who are eligible for PP make rapid are making less progress than other high ability pupils across the school and this prevents sustained high achievement in Key Stage 2.	
D.	Some PP children across the school attainment is below that of their peers and they need intervention to make rapid and sustained rates of progress in order to at least achieve ARE by the time they leave	
E.	Some PP children across the school lack confidence and self-belief which impacts on their wellbeing and learning as they move through the school	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Attendance rates for pupils eligible for PP are 94.8% (below the target for all children nationally of 96% and our school at 97%) This reduces their school hours and causes them to not make the rapid and sustained progress they need to as they move through our school.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved oral language skills for pupils eligible for PP in Nursery & Reception class.	Pupils eligible for PP in Nursery & Reception class make rapid progress by the end of the year so that all pupils eligible for PP at least meet age related expectations.
B.	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT) so that gretaer numbers of PP children achieve GD by the end of year 6
C.	Increased rates of progress for PP children whose attainment is below that of peers nationally	Rates of progress for PP children whose attainment is below that of peers nationally so they at least meet ARE in RWM by the time they leave in year 6
D.	Improve confidence and self-esteem of PP children	PP children are self-assured learners and engage fully in all aspects of school life as a result they make rapid and sustained rates of progress
E.	Extra-curriculum and wider opportunity experiences through 'Beyond the Bell Learning' to further support PP children; to support the narrowing of gaps in knowledge and enhancing and enthusing learning	Pupils eligible for PP will access on TEAMS 'Beyond the Bell' learning opportunities (videos, quizzes, and learning) that will support PP children in narrowing gaps in learning. Pupils eligible for PP have the opportunity to take part in enrichment and extracurricular opportunities to broaden their life experiences (Including Art and Music wider opportunities) and raise aspirations for social mobility through our life-skills and personal development – Children's University and careers 2030.

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F.	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from 94.8% to 96% at least in line with all pupils nationally
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4. Planned expenditure

Academic year

2021/2022

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Impact	How will you ensure it is implemented well?	Staff lead and Cost	When will you review implementation?
A. Improved oral language skills in Nursery and Reception	<p>Deputy to embed staff training on high quality Language First All staff in EYFS and KS1 phases to understand the key principles of the Language First Project and to have clarity as to the intent, implementation and expected impact</p> <p>To undertake on entry Communication and Language observations: Wellcomm, Leuven Pupil involvement and wellbeing scale and development matters to identify the relative starting points of children and identify reluctant/passive communicators.</p> <p>To further embed SALT principles in EYFS and to continue to utilise WELLCOMM, Elkan and NELI and continue to highlight concerns. NELI now recognised by EEF as highly secure intervention giving 3+ months progress.</p> <p>To complete monitor and review phonics trackers</p>	<p>Intervention for speech on entry so children can access high quality learning (HLTA one day a week)</p> <p>All staff in EYFS and KS1 understand intent, implementation and impact of the Language First Project and expected outcomes from the children by the end of the school year.</p> <p>On Entry C&L observations are completed by EYFS staff and Wellcomm, Leuven pupil involvement assessment tools in EYFS/KS1 to identify reluctant/passive communicators by TAs</p> <p>Use Elkan and NELI and continue to identify gaps and develop communication development.</p> <p>Continued staff CPD and sharing of exemplary practise using IRIS as a platform to share the recording of effective practise.</p> <p>Develop high quality phonics intervention programme that matches all phases of our scheme so that intervention can be accessed in school</p> <p>Develop a series of 6 week block programmes that support Floppy Phonics Sounds & Letters programme for Phonic Interventions and support.</p>	<p>Half termly lesson observations by CEO/ Deputy & Head in each subject reflect teaching is of high quality, rates for improvement are supported swiftly be Deputy in each phase</p> <p>Fortnightly learning walks and lesson observations carried out by Deputy reflect on Quality first teaching - use of language first principles to develop and create high quality Conversations/discussions.</p> <p>DHT to review the Language First principles across the curriculum providing intentional opportunities for learning and exploration. Outcomes show significant change in teacher confidence and growth, and particular impact for disadvantaged group (well above national in EYFS even after 2 terms)</p> <p>Audit staff skills to in order to improve the support given to out PP children. Training on Elkan and NELI.</p> <p>DHT to review with staff and school to further embed SALT principles in EYFS and to continue to utilise WELLCOMM and NELI and continue</p>	<p>Head Deputy AHT Head CPD budget £5000</p> <p>£2000 staff time 1-1 for on entry assessments</p> <p>Refer to section C</p>	July 2022

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	<p>across KS1 to monitor and assess children's progress across the year.</p> <p>To develop phonics online intervention resources that can be accessed in school and online to support intervention</p> <p>Staff training on developing oracy for the high attaining pupils in EYFS and reception Y1 from SLES</p>	<p>Create a sequence of 25-minute sessions delivered in small groups three times a week by a trained teaching assistant over blocks of six-week periods.</p> <p>Create a sequence of 10 minute videos that follow the sequence of Floppy Phonics Sounds & Letters planning to model phoneme, blending and segmenting in words.</p> <p>Provide families and children with access to digital classrooms to access interventions for phonics. Provide Digital resources to ensure all PP can access digital classroom from home</p> <p>Rates of progress for PP with C&L skills below national expectations are increased and planned targeted interventions carried out for groups of learners to enable them to make rapid and sustained rates of progress in C&L.</p> <p>Support staff with reviewing of the exposure to quality, interesting and inspiring texts to develop language and reading.</p>	<p>to highlight concerns. NELI now recognised by EEF as highly secure intervention giving 3+ months progress.</p>		
<p>B. Improved progress for high attaining pupils</p>	<p>All staff to engage in high quality CPD with a focus on Greater Depth and Mastery Learning to target more able PP learners.</p> <p>Improve staff subject knowledge of how to achieve Depth of learning for all children</p> <p>Quality of feedback and marking is used to assess knowledge and understanding and addresses misconceptions and enables children to practice, consolidate and</p>	<p>High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.</p>	<p>Half termly lesson observations by CEO/ Deputy & Head in each subject reflect teaching is of high quality, rates for improvement are supported swiftly by Deputy in each phase</p> <p>Head and deputy through learning walks to establish are all staff compliant with expectations</p>	<p>PP Strategic Lead and Maths and English practitioners £2000 CPD budget</p>	<p>July 2022</p>

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<p>C: increase rates of attainment for PP children who attainment is below that of their peers nationally</p>	<p>secure understanding of key concepts</p> <p>Teachers to develop one page profiles to identify learning strategies to support rapid and sustained rates of progress for all Pupil Premium children. One page profile to acknowledge child's Strengths, talents and barriers to learning</p> <p>'Hooks' for learning created through pupil interests and appropriately target provision Quality first teaching - any teacher needs addressed/supported through coaching</p> <p>PP children working collaboratively in supported groups with TAs (Improved progress for PP children address any gaps/ misconceptions) AFL outlined by teachers in books enable misconceptions to be quickly addressed.</p> <p>Feed forward assessment Address gaps identified in understanding.</p> <p>Phonic booster group for Year 1 to support children working towards phonic Assessment and targeted groups of children requiring a smaller group or revisiting of concepts.</p>	<p>Rates of progress for PP children whose attainment is below that of peers nationally so they at least meet ARE in RWM by the time they leave in year 6</p> <p>PP children have access to high quality intervention that are delivered by outstanding teachers</p>	<p>Half termly lesson observations by CEO/ Deputy & Head in each subject reflect teaching is of high quality, rates for improvement are supported swiftly be Deputy in each phase</p> <p>Head and deputy and Deputy through learning walks to establish are all staff compliant with expectations</p> <p>Deputy fortnightly tracking of how materials are being used in and out of school.</p> <p>School to continue as data coaching provides a clear picture of what each child/class/year group is and what needs areas/focus needs to be addressed for the next term and across Maths/Reading and writing.</p>	<p>Head</p> <p>£3000 CPD</p> <p>Deputy</p>	<p>July 2022</p> <p>July 2022</p>
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<p>D: Improve confidence and self-esteem of PP children</p> <p>E: Extra-curriculum and wider opportunity experiences through</p>	<p>All teachers and teaching Assistants take part in high quality professional development in relation to Cognitive Load Theory and Cognitive Development in Practice</p> <p>CPD to support development of quality of T&L ensuring meeting relative starting points of all pupil groups.</p> <p>TA professional development - MITA principles monitored and consistent across school</p> <p>Teacher to provide 1-1 time across the week to target strengths and areas for development and provide targeted teaching to support rapid progress</p> <p>Pupils eligible for PP will access on TEAMS 'Beyond the Bell' learning</p>	<p>Development of staff expertise in order to improve the support given to out PP children through first wave teaching. Performance management feedback from teaching assistants outlines improved confidence and effectiveness across school – based upon EEF research.</p> <p>PP children are self-assured learners and engage fully in all aspects of school life as a result they make rapid and sustained rates of progress</p> <p>Skills Builder Foundation and using Skills Builder Framework (a progression of 8 skills) to prepare our children for the wider world and developing confidence with skills. Weekly Mindfulness sessions, Junior Coaching and self-esteem programmes available including Zones of Regulation, Calming Cat – SEND based research initiatives.</p> <p>Pupils eligible for PP will access on TEAMS 'Beyond the Bell' learning opportunities (videos, quizzes, and learning) that will</p>	<p>PP leader 1-1 discussions with PP children half termly</p> <p>PP leader to capture pupil voice and conduct a shadow morning to track PP child across Ks1 and Ks2 to action plan further milestones to support PP children.</p> <p>PP leader to work with SENDCO to provide staff CPD on wellbeing initiatives to support children.</p> <p>PP leader 1-1 discussions with PP children and staff half termly</p>	<p>PP leader</p> <p>Skills Builder - £2000</p>	<p>July 2022</p>
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<p>'Beyond the Bell Learning' to further support PP children; to support the narrowing of gaps in knowledge and enhancing and enthusing learning</p>	<p>opportunities (videos, quizzes, and learning) that will support PP children in narrowing gaps in learning. Pupils eligible for PP have the opportunity to take part in enrichment and extracurricular opportunities to broaden their life experiences (Including Art and Music wider opportunities) and raise aspirations for social mobility through our life-skills and personal development – Children's University and careers 2030.</p>	<p>support PP children in narrowing gaps in learning. Pupils eligible for PP have the opportunity to take part in enrichment and extracurricular opportunities to broaden their life experiences (Including Art and Music wider opportunities) and raise aspirations for social mobility through our life-skills and personal development – Children's University and careers 2030.</p>			
<p>F: Increased attendance rates</p>	<p>To continue to drive highest attendance rates for PP children across school.</p>	<p>Monthly tracking and EWW visits where required. - Tracking of families - Termly attendance rewards - Weekly attendance information shared via the newsletters Communication with parents regarding holidays and lessons/minutes lost) Families assisted where required through Support in school by Deputy Heads</p>	<p>Improved attendance through active targeting of families with Deputy Headteacher. Families assisted where required through Support in school</p>		
Total budgeted cost					£14,000

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ii. 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?
A. Improved oral language skills in reception	<p>EYFS member of staff to deliver CLL intervention programmes one day a week to improve speaking of PP on entry to enable them to learn more effectively (HLTA)</p> <p>DHT to Monitor weekly planning to see how new language is being embedded into the curriculum.</p> <p>Fortnightly monitoring of Learning environments to monitor how Language is being used to enhance learning opportunities for children,</p>	<p>Embed SALT principles in EYFS and to continue to utilise WELLCOMM, Elkan and NELI and continue to highlight concerns. NELI now recognised by EEF as highly secure intervention giving 3+ months progress. EEF June 2019 guide Feedback and Monitoring https://educationendowmentfoundation.org.uk/school-themes/feedbackmonitoring-pupil-progress/</p> <p>EEF Collaborative learning https://educationendowmentfoundation.org.uk/evidencesummaries/teachinglearningtoolkit/collaborativelearning/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=collaborative%20learning</p> <p>EEF https://educationendowmentfoundation.org.uk/evidencesummaries/teachinglearningtoolkit/social-and-emotionallearning/</p>	<p>Staff have assessment evidence to indicate different groups of children in their class.</p> <p>Half termly Lesson observations in each subject and fortnightly learning walks carried out by head/ deputy CEO and Deputy ensuring each subject reviewed effectively</p> <p>Monthly Pupils books trawls and scrutiny of portfolios carried out by head/ deputy CEO and Deputy Monthly Learning environment trawls carried out by head/ deputy CEO and Deputy</p> <p>Termly reviews of Pupil outcomes carried out by head/ deputy CEO and Deputy</p>	<p>DHT EYFS Phase Leader</p> <p>Unqualified Teacher £9,000</p> <p>Deputy & PP leader: £15000</p>	
B. Improved progress for high attaining pupils	<p>Deputy and pp leaders to team teach with staff one day across KS to ensure more able PP children have effective intervention in a lesson</p>	<p>Planning matches learning to relative starting points of children</p> <p>Learning environments promoting high quality language development</p> <p>Team teaching improves quality of T&L and provision for higher ability PP children</p>			

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<p>C: increase rates of attainment for PP children who attainment is below that of their peers nationally</p> <p>E: To continue to develop Extra-curriculum and wider opportunity experiences through 'Beyond the Bell Learning' to further support PP children; to support the narrowing of gaps in knowledge and enhancing and enthusing learning To continue to develop a blended model to learning through virtual learning and narrow gaps and extend knowledge for PP children.</p>	<p>Level 3 TAs in each phase of the school target them in class and deliver intervention weekly (total half of their time) to accelerate rates of progress. Level 2 TA full time in each phase of the school to target in class support for PP children</p> <p>Deputy and PP Leader to develop intervention planning to address PP needs with teacher in each phase of the school. TAs to deliver in class intervention/ out of class intervention across the week.</p> <p>Create resources for Intervention Programmes on the Digital Learning Platform.</p> <p>Develop Extra-curriculum and wider opportunity experiences through 'Beyond the Bell Learning' to further support PP children; to support the narrowing of gaps in knowledge and enhancing and enthusing learning</p>	<p>TAs effectively support PP children 1-1/ groups in class and in intervention groups accelerating rates of progress as a result they make rapid and sustained rates of progress overtime and at least achieve ARE by the time they leave our school</p> <p>A bank of recorded Phonics and Numeracy videos to support the sequence programme of Numeracy Interventions that model high quality instruction.</p> <p>PP accessing targeted intervention and phonics and numeracy gaps closing effectively</p>	<p>Deputy and deputy to observe quality of T&L half termly</p> <p>Fortnightly books trawls by Head and deputy</p> <p>Deputy to drive quality of phonics teaching and learning</p> <p>Self-review of Intervention Programmes and resources including effective strategies are available on the Digital Learning Platform that support pupils as identified as below ARE in Mathematics, Phonics & Reading. By deputy</p> <p>Analysis of numbers of PP children accessing at home</p>	<p>10 Level 3 TAs for 2.5 days a week each</p> <p>£11250 each L3 TA half week in each phase £112,500</p> <p>Three L2 TA in EYFS & KS 1 of school 18.500 X2 £131,500</p> <p>Deputy Time 1 day a week £16346</p> <p>£18,000 towards ICT resources</p> <p>1 day a week lead practitioner £13,798</p>	
Total budgeted cost					£203,144
iii. Other approaches					

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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?
F: Increased attendance rates	<p>Part time Office Admin worker employed to monitor pupils and follow up quickly on absences. First day response provision.</p> <p>Deputy to overview attendance of pupil groups and work in partnership with EWO to tackle attendance issues and persistent absence</p> <p>Provide attendance reward system</p>	Attendance of PP group improves overtime and is at least in line with national figures	Thorough briefing of support worker about existing absence issues. PP leader (deputy), support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	<p>Deputy Admin support £1600</p> <p>Deputy salary above</p>	Jan 2022
D: Improve confidence and self-esteem of PP children	<p>To ensure all PP children access all visits and a range of extracurricular clubs to develop their confidence as a learner</p> <p>Purchase resources for PP children to support home learning</p>	<p>PP children are self-assured learners and engage fully in all aspects of school life as a result they make rapid and sustained rates of progress</p> <p>Purchase for looked after children readers/ laptops to support home learning</p>	Half termly pupil discussions with PP children	<p>Deputy £5000 to support visits and clubs</p> <p>£2100</p>	Jan 2022
Total budgeted cost					£8700

Total Grant: £220,580

Total Expenditure **£225844**

***top up from school budget: £5264**

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Overview of PP spending for 2021-2022 across the school

Number of pupils and pupil premium grant (PPG) received	
Total Number of pupils on roll	685 Full time Pupils 60 Part time nursery children 663 in total
Total number of pupils eligible for PPG Total Number of pupils eligible for post looked after PPG Total Number of pupils for current looked after PPG	198 2 0 Total
Amount of PGG received per pupil PPG for post looked after children & current looked after children	£1345 £2324
★ Total amount of PPG received	£220,580

Planned Expenditure for 2020-2021

Employment Unqualified Teacher EYFS specialist to support language development 1 day a week across EYFS	Total £7,000
4 Grade 3 teaching assistant in each phase for half their working week of the school to work with PP across the curriculum to close attainment gap to ensure children make better than expected rates of progress and at least achieve age related expectations by the time they leave Manor In class intervention Out of class intervention	£45,000
Three L2 TA in EYFS and KS 1 of the school work with PP across the curriculum to close attainment gap to ensure children make better than expected rates of progress and at least achieve age related expectations by end of year 2 In class intervention	£55,500
Deputy time one day a week to implement blended learning and develop online intervention that can be accessed at school and home so pupils get specialists delivering input of catch up programmes	£16,346
PP leaders release time to monitor provision for PP pupils and drive PP plan Deputy time to team teach with staff to accelerate rates of progress of PP children and to drive initiatives	£23798
★ CPD to link to SIP to improve provision for more able PP children so they make rapid and sustained rates of progress	£10,000

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Pupil premium funding for looked after children to be targeted to personal action plan to provide specific resources and support identified by social care to ensure pupils make accelerated rates of progress	£2,100
Admin support to target attendance of PP children	£1500
Provide visits and paid extracurricular clubs for PP children removing financial barriers to achievement	£5,000
ICT resources to provide PP children with IPADS so they can access digital classroom	£2100

Total planned expenditure: **£182.734**

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