

Manor Primary Pupil Premium strategy 2019-2022

1. Summary information					
School	Manor Primary School				
Academic Year	2020/21	Total PP budget	£181,540	Date of most recent PP Review	n/a
Total number of pupils	663	Number of pupils eligible for PP	128 PP & 4PP plus (post Lac)	Date for next internal review of this strategy	Jul 2021

2. Current attainment		
	<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%

3. 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 are making less progress than other high ability pupils across the school and this prevents sustained high achievement in Key Stage 2.	
C.	Some PP families do not have access to ICT resources that would enable high quality remote learning	
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.	
4. 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 greater numbers of PP children achieve GD by the end of year 6
C.	Improve ICT home resources for PP families so they can access high quality remote learning	All PP actively take part in any live streaming of lessons; can access digital classroom to use intervention and homework resources
D.	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
E.	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

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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5. Planned expenditure

Academic year

2020/21

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 KSI 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 complete monitor and review phonics trackers across KSI 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>Intervention for speech on entry so children can access high quality learning (HLTA one day a week)</p> <p>All staff in EYFS and KSI 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/KSI to identify reluctant/passive communicators by TAs</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>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>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>Fortnightly learning walks and lesson observations carried out by Deputy reflect that teaching is enabling children to effectively transfer key knowledge to long-term memory.</p> <p>Weekly book trawls carried out by AHT's reflect above and children making at least good progress over time.</p> <p>Survey PP children to elicit how many children have accessed digital classroom for intervention resources</p>	<p>Head Deputy AHT Head CPD budget £3000</p> <p>£1500 staff time 1-1 for on entry assessments</p> <p>Refer to section C</p>	July 2021

		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.			
B. Improved progress for high attaining pupils	<p>All staff to engage in high quality CPD with a focus on Greater Depth and Mastery Learning</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 secure understanding of key concepts</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>	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>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>	PP Lead practitioner KS 2 £2000 CPD budget	July 2021
D: increase rates of attainment for PP children whose attainment is below that of their peers nationally	<p>Teachers to develop one page profiles to identify learning strategies to support rapid and sustained rates of progress</p> <p>CPD to support development of quality of T&L ensuring meeting relative starting points of all pupil groups.</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>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 and Deputy through learning walks to establish are all staff compliant with expectations</p>	Head £3000 CPD	July 2021
C: To continue to develop Virtual Classrooms within the Digital Learning Platform that provides high	Develop range of digital learning materials for digital platform and for intervention so that intervention modelling is delivered	PP children have access to high quality intervention that are delivered by outstanding teachers	Deputy fortnightly tracking of how materials are being used in and out of school.	Deputy	July 2021

<p>quality resources that support learning both in and out of school that are delivered by outstanding teachers</p> <p>D: Improve confidence and self-esteem of PP children</p>	<p>by specialists and can be accessed in class or at home.</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>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>PP leader 1-1 discussions with PP children half termly</p>	<p>PP lead practitioner</p>	<p>July 2021</p>
Total budgeted cost					£9,500
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?

<p>A. Improved oral language skills in reception</p>	<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>AHT 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>EYFS and KSI staff complete TROLL and HANEN to observe children and identify reluctant and passive communicators.</p> <p>Planning matches learning to relative starting points of children</p> <p>Learning environments promoting high quality language development</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</p> <p>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>AHT EYFS</p> <p>Unqualified Teacher £7,000</p>	
<p>B. Improved progress for high attaining pupils</p>	<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>Team teaching improves quality of T&L and provision for higher ability PP children</p>		<p>Deputy & PP leader: £10000</p>	

<p>B: increase rates of attainment for PP children who attainment is below that of their peers nationally</p> <p>C: To continue to develop Virtual Classrooms within the Digital Learning Platform that provides high quality resources that support learning both in and out of school that are delivered by outstanding teachers and ensuring all PP have equipment to access</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.</p> <p>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.</p> <p>TAs to deliver in class intervention/ out of class intervention across the week.</p> <p>Develop a programmes that support Floppy Phonics Sounds & Letters programme for Phonic Interventions and support.</p> <p>Develop a programmes for Numeracy Interventions and support</p> <p>Create resources for Intervention Programmes on the Digital Learning Platform.</p> <p>Develop Assessment for Learning to measure impact of interventions.</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 sequenced programme of Phonic Interventions that are accessible to staff across the school to support provision mapping.</p> <p>A sequenced programme of Numeracy Interventions that are accessible to staff across the school to support provision mapping.</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 as separate SIP issue 2020-2021</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>Anaysis of numbers of PP children accessing at home</p>	<p>4 Level 3 TAs for 2.5 days a week each</p> <p>£11250 each L3 TA half week in each phase £45,000</p> <p>Three L2 TA in EYFS & KS 1 of school 18.500 X2 £55,500</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					£165,634

iii. 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?
E. 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	<p>Thorough briefing of support worker about existing absence issues.</p> <p>PP leader (deputy), support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.</p>	<p>Deputy Admin support £1500</p> <p>Deputy salary above</p>	Jan 2020
C. 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</p> <p>£4,000 to support visits and clubs</p> <p>£2100</p>	Jan 2020
Total budgeted cost					£6,600

Total Grant: £181,540

Total Expenditure **£181.734**

£194 top up from school budget

Overview of PP spending for 2020-2021 across the school

Number of pupils and pupil premium grant (PPG) received	
Total Number of pupils on roll	603 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	128 4 0 Total 132
Amount of PPG received per pupil PPG for post looked after children & current looked after children	£1345 £2324
Total amount of PPG received	£181,540

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 digital classroom 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
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	£4,000
ICT resources to provide PP children with IPADS so they can access digital classroom	£2100

Total planned expenditure: **£181.734**