

Pupil premium strategy statement (primary)

1. Summary information					
School	Manorcroft School				
Academic Year	2018-2019	Total PP budget	£75,100	Date of most recent PP Review	Sep 2018
Total number of pupils	399	Number of pupils eligible for PP	62	Date for next internal review of this strategy	Jan 2019

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.	Progress of DAPs from EY to KS1 and from KS1 to KS2 in reading	
B.	Progress of DAPs from EY to KS1 and from KS1 to KS2 in writing	
C.	Progress of DAPs from EY to KS1 and from KS1 to KS2 in maths	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance and punctuality	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Value added of 100/100+ in reading	KS1 and KS2 results
B.	Value added of 100/100+ in writing	KS1 and KS2 results
C.	Value added of 100/100+ in maths	KS1 and KS2 results
D.	Reduce difference in attendance between PP and non PP pupils (compare with national when dashboard is published; half-termly monitoring of data; weekly monitoring of persistent absence)	Difference is < 2.73 %

4. Planned expenditure

Academic year

2018-19

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	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, B and C: Value added of 100/100+ in reading, writing and maths	Launch Growth Mindset approach	These are 'metacognition' strategies. This is an evidence based approach which shows a consistently high or very high level of impact with meta-analyses reporting up to + 8 months effect. There is also evidence it is particularly helpful for low achieving pupils. These strategies will increase resilience, without which we know progress in learning is restricted. For more information, see the Education Endowment Foundation website.	Pupil questionnaires before and after; ELSA / Boxhall profile before and after for the most vulnerable pupils to identify areas for development and to measure impact	LM	Summer 2019
A, B and C: Value added of 100/100+ in reading, writing and maths	Personalised target setting; individual strategies and interventions agreed with class teacher and reviewed half-termly; rigorous tracking of progress; plan, do, review process if progress is not on track	Data has high profile; action plan agreed early and adjusted to increase trajectory; all pupils will benefit from increased focus on target setting and good progress for all; will lead to early identification of 'stuck' pupils and appropriate plan put in place	Specific attention to PP on book scrutiny proforma; half-termly data monitoring	AW and EB	Half-termly
A, B and C: Value added of 100/100+ in reading, writing and maths	Training for all class teachers in both Emotion coaching (EP) and Pupil Mental Health (CAMHS), Spring 2019	DAPs and lower achieving children are particularly vulnerable to higher emotional needs and poorer mental health and this affects learning behaviours; emotion coaching is an evidence based EP Wave 1 strategy; all children will be coached in understanding and managing their emotions; approach can be used daily as part of the mainstream curriculum and will impact on all children's progress;	Pupil questionnaires before and after; ELSA / Boxhall profile before and after for the most vulnerable pupils to measure impact	EB	Summer 2019

A, B and C: Value added of 100/100+ in reading, writing and maths	Extend Forest School offer to weekly sessions for half a term in each year group	Develops confidence and self-esteem. See Forest School case studies by Liz O'Brien and Richard Murray, 2007.	Pupil and class teacher questionnaires before and after intervention	AS	Dec 2019
D. Close attendance gap	Allocated member of admin / inclusion team to maintain records and action responses. Head teacher to call and meet with PP parents where concerns persist.	All pupils will benefit from high profile of good attendance and punctuality'; gap reduced by an additional 50% by continuing to follow this strategy last year.	EWO advice; data tracking	KE / HSLW	Half termly
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?
Total budgeted cost					9723
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, B and C: Value added of 100/100+ in reading, writing and maths	PP pupils receive timely and effective feedback in each lesson	PP pupils are targeted in lessons for additional verbal feedback to ensure full engagement, and to address any misconceptions; this will increase motivation and maintain confidence in their ability to access each task successfully	Specific attention to PP on literacy and maths book scrutiny proforma; half-termly learning walks	EB	Half-termly
A, B and C: Value added of 100/100+ in reading, writing and maths	'Happy to be Me' self-esteem course targeted at most vulnerable DAPs	Develops self-esteem, well-being and social skills for children in KS1 and KS2. Used successfully in the school for 5 years, evidenced by before and after benchmarking.	Assess before and after intervention, using the same criteria to monitor impact	HSLW	March 2019

A, B and C: Value added of 100/100+ in reading, writing and maths	Additional staff member in Y6 to support most vulnerable DAPs	This will allow for a highly personalised approach, small group teaching and additional boosters in the core subjects; teaching will be tailored to individuals' gaps and direct specific feedback can be given within each lesson to move individuals on	SENCo to purchase high quality teaching resources for this group; SENCo to monitor small group teaching with observations, drop-ins and book scrutiny; phase leader to carry out rigorous progress monitoring	EB and KR	Half-termly
A and B: value added of 100/100+ from EY to KS1	Additional staff member x 4 afternoons in Y1 to support enhanced learning in Autumn 2018 and targeted phonics support for DAPs in Spring and Summer 2019	Will allow the outdoor classroom to be available in the Autumn, providing high quality enhanced provision and continuous and varied child-initiated opportunities to write. Child-initiated learning is rooted in the philosophy developed by HighScope . Outcomes show that this approach leads to all children making significant progress in their dispositions and attitudes, social development and communication, and language and literacy skills, in particular. This has the most impact on lower achieving children. Spring and Summer: targeted PP phonics interventions for DAPs.	Ongoing book moderation to ensure writing standards are on track in both classes Ongoing monitoring of phonics assessment data in KS1 and action plan to address concerns.	LM	Dec 2018
A and B: Value added of 100/100+ in reading and writing	Elklan intervention in KS1 x 2 pm (trained Elklan teacher)	Poor S&L affects reading and writing outcomes; Elklan is an evidence based S&L intervention; targeted at DAPs but other pupils may benefit from the intervention	SENCo to monitor intervention teaching with observations and drop-ins; SENCo to track if S and L targets are being met	EB	Half-termly
A, B and C: Value added of 100/100+ in reading, writing and maths	Class teachers to identify individual barriers and RAG rate for severity; strategies put in and reviewed weekly	Evidence based; ensures high profile of PP pupils is maintained; individual barriers are identified fast and team approach to identifying strategies; effectiveness is monitored and alternative strategies are identified where necessary	Phase leaders to lead weekly review of individuals in each class; EB to monitor overall half-termly; specific attention to PP on book scrutiny proforma	EB	Half termly
A, B and C: Value added of 100/100+ in reading, writing and maths	Increase DAPs' parental engagement	Parental engagement is one of the known barriers to achievement for DAPs identified by the Education Endowment Trust. Strategies to include: 'structured conversations' for 'stuck' pupils; text parents about missed homework, missing equipment, key dates etc; purchase of home learning equipment; EP family group; administration of foodbank vouchers	Baseline the area for concern (eg percentage of homework submitted) and review after half a term if the data has improved.	EB	Half-termly

Total budgeted cost					67691
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?
Vulnerable groups within PP are identified and effectively catered for	Monitor white British boys who are also eligible for the PP Monitor more able pupils who are also eligible for the PP (look at potential, not attainment)	White British boys are a nationally identified vulnerable group. Being eligible for PP in addition creates a multi-vulnerability and must therefore be tracked as a specific group.	Add these groups to termly data collection and report to SLT and governors	EB	Termly
PP pupils have access to full participation in school life	Apply to charities to fund breakfast club, uniform, trips, visits, clubs etc as appropriate	To ensure limited home finances are not a barrier to full participation in school life	EB, AW to approve each payment based on need; MH to maintain a cost centre to track all payments from a pre-approved fund if provided	EB	Ongoing
High levels of behaviour, motivation and well-being among all pupils with particular emphasis on PP pupils	Pastoral and Behaviour manager (personalised incentive charts, prefect duties, additional parent meetings and monitoring, HATS lunchtime provision)	To ensure DAPs receive effective incentives to make the right behaviour choices and effective feedback following poor behaviour choices	SLT to work closely with pastoral and behaviour manager to ensure high profile of policies across the school and high quality implementation	NB	Half termly meeting with EB
High levels of emotional literacy among PP cohort	ELSA	Evidence based approach; EP supervision maintains integrity of interventions	Weekly monitoring and half-termly review of timetable; EP supervision half termly	NB and EB	Half termly meeting
A, B and C: Value added of 100/100+ in reading, writing and maths	High level scrutiny of DAPs data	Break down how far off ARE low attainment pupils are; explore if they made GLD at end of EY; check Y3 phonics for those who didn't pass at KS1; action plan for KS1 not on track to pass phonics this year;	EB to report to HT	EB	Termly
Total budgeted cost					8441

5. Review of expenditure				
Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Improved resilience in class	BLP and Growth Mindset	Questionnaires showed improvement in identified areas; anecdotal evidence from class teachers showed improved learning behaviours.	Growth mindset to be relaunched in 2018-19 to ensure consistency and high profile across school; link to school values	1370
A. Improved resilience in class	Attachment, Trauma and building resilience training	Questionnaires showed improvement in identified areas; anecdotal evidence from class teachers showed improved learning behaviours.	Continue to maintain high profile of the importance of good mental health; CAMHS to train staff in Spring 2019	3000
B. Improved progress for DAPs in Y1 phonics screening	Enhanced learning in Y1 Autumn 2017: additional staff member x 4 afternoons	Narrowed the gap from 2016-17. 80% of DAPs who were in Y1 from September 2017 passed their phonics screening. (One pupil joined in March 2018, whose data has not been included.)	Continue to fund outdoor learning in Autumn 2018 and targeted phonics interventions in Spring and Summer 2019	5539
C. Improved S&L skills among DAPs	Elklan training	100% speech and language targets met.	Continue with Elklan interventions x 2 pm in KS1	2680
D. Close attendance gap	Allocated member of admin team to maintain records and action responses. Head teacher to call and meet with PP parents where	Narrowed the gap from 2016-17 by more than 50% (from -5.92% to -2.73%)	Continue with focussed DAPs attendance tracking in 2018-19.	1065

E. Improve PP reading progress at end of KS2 from KS1	Rigorous tracking of progress from last key stage; phase leaders to discuss in half-termly progress meetings and begin plan, do, review	Narrowed the gap from 2016-17,	Continue with focussed progress tracking for this group across all subjects.	988
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Improved resilience in class	Forest school	Questionnaires showed improvement in identified areas; anecdotal evidence from class teachers showed improved learning behaviours.	Roll out to whole school 2018-19.	10000
A. Improved resilience in class	Additional member of staff x 2 hours weekly in Y5	Book scrutiny shows high quality verbal feedback given during these sessions. Improvement in overall data for that cohort is not shown.	Increase additional staff member for this cohort to 5 mornings as 2 hours a week was too small to make enough of a difference.	1340
A. Improved resilience in class	Additional member of staff x 2 hours weekly in Y3/4	Data indicates the gap narrowed in Y3 in reading and writing and in Y4 in maths.	Targeted support can be effective when monitored closely. Consider whole school data and put in targeted support for most vulnerable and 'stuck' DAPs' to narrow the gap in 2018-19.	1340

A. Improved resilience in class	PP pupils receive timely and effective feedback in each lesson	Book scrutiny shows high level of verbal feedback is given to this group of pupils in each lesson.	Continue in 2018-19 so this group know what they are doing well and what they need to improve in each lesson.	16824
B. Improved progress for DAPs in Y1 phoincs screening	Additional staff member x 4 afternoons in Y1 to provide targeted interventions during Spring and Summer terms	Narrowed the gap from 2016-17. 80% of DAPs who were in Y1 from September 2017 passed their phonics screening. (One pupil joined in March 2018, whose data has not been included.)	Continue to fund outdoor learning in Autumn 2018 and targeted phonics interventions in Spring and Summer 2019	5539
C. Improved S&L skills among DAPs	ELKLAN member of staff to target S&L x 2 afternoons	100% speech and language targets met.	Continue to fund 2 x pm Elklan interventions 2018-19.	2680
D. Close attendance gap	Half termly celebrations of good attendance in Golden Assembly; punctuality drive with EWO; fortnightly monitoring of persistant absence with specific focus on DAPs and follow up; half-termly monitoring of PP and non PP gap	Narrowed the gap from 2016-17 by more than 50% (from -5.92% to -2.73%)	Continue with focussed DAPs attendance tracking in 2018-19.	1065