

Pupil Premium Strategy Statement (primary)

1. Summary information					
School	Manorcroft Primary School				
Academic Year	2019-2020	Total PP budget	£79,909	Date of most recent PP Review	Sep. 2019
Total number of pupils	404	Number of pupils eligible for PP	59	Date for next internal review of this strategy	Jan. 2020

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

2019-20

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 2020
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
B: Value added of 100/100+ in writing	Purchase of high quality cross curricular teaching resource to enhance learning in the afternoons and increase opportunities for pupil writing.	Evidence from other schools of raised pupil engagement in afternoon learning and writing opportunities being increased, affecting positively on overall writing outcomes.	Cross curricular team to monitor rigour of afternoon teaching and learning. English team to monitor quality of writing in cross curricular lessons.	AW / cross curricular team and English team	July 2020
C: Value added of 100/100+ in maths	Purchase of high-quality maths teaching resource to increase engagement and outcomes for all learners	Evidence of consistent and progressive teaching of maths improving outcomes for all pupils. Challenge and support built into scheme allowing for the varied pace of learning within each class.	Maths team to monitor rigour of maths teaching and learning. Maths team to scrutinise maths data across the school, including DAPs, to measure impact.	Maths team	July 2020

A, B and C: Value added of 100/100+ in reading, writing and maths	Extend Forest School offer to two days a week	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 2020
D. Close attendance gap	Allocated member of admin / inclusion team to maintain records and action responses. AHT / HT to call and meet with PP parents where concerns persist	All pupils will benefit from a high profile of good attendance and punctuality'; gap was reduced by an additional 50% by continuing to follow this strategy previously.	EWO advice; data tracking	KE / HSLW / EB	Half termly
A, B and C: Value added of 100/100+ in reading, writing and maths	0.6 AHT to observe and mentor class teachers and model high quality Wave 1 teaching approaches	Evidence consistently shows that high quality Wave 1 teaching has the biggest impact on pupil outcomes	HT to monitor effectiveness; SLT shared observations and discussion	AW / HW	Half termly
Total budgeted cost					£60,268

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	EP referrals for DAPs with vulnerable learning profiles	Use of the highest level of expertise to assess and reduce barriers to learning	EB to meet with EP and parents to discuss findings, agree SSA and review at least termly	EB	Termly
A, B and C: Value added of 100/100+ in reading, writing and maths	1:1 tutoring with CT before school to target individual and specific gaps where appropriate	This allows for highly personalised teaching and the EEF recognises this as an evidence-based approach with a high impact.	CT to carry out rigorous progress monitoring to measure impact	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 2019 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 2019
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	Once fortnightly discussion of individual RAG-rated barriers to learning and development of all PP pupils, with class teachers and SLT. Team problem solving to reduce barriers; effectiveness reviewed every 2 weeks.	Evidence based; ensures high profile of PP pupils is maintained; individual barriers are identified fast, and solution focussed approach is used to agree strategies as a team; effectiveness is monitored fortnightly and alternative strategies are identified where necessary	Phase leaders to lead weekly review of individuals in each class; overseen by HT, DHT and AHTs; 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					£10,357

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.	EB	Ongoing
High levels of behaviour, motivation and well-being among all pupils with particular emphasis on PP pupils	Inclusion Team to use a range of strategies (personalised incentive charts, prefect duties, additional parent meetings and monitoring, HATS and reflection lunchtime provision) as appropriate, alongside the behaviour policy, to ensure school is a successful and positive place for DAPs.	To ensure DAPs receive effective incentives to make the right behaviour choices and effective feedback following poor behaviour choices	SLT to ensure high profile of behaviour policy across the school and high-quality implementation of the policy along with any additional strategies.	EB	Half termly meeting with EB
High levels of emotional literacy among PP cohort	ELSA x 6 hours weekly	Evidence based approach; EP supervision maintains integrity of interventions	Weekly monitoring and half-termly review of timetable; EP supervision half termly	EB and Educational Psychologist (EP)	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					£9,284

5. Review of expenditure				
Previous Academic Year		2018-19		
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, B and C: Value added of 100/100+ in reading, writing and maths	Launch Growth Mindset approach	Anecdotal positive evidence for individual pupils, both PP and non-PP. Increase in engagement and motivation in lessons seen by class teachers, pupils and parents. Overall progress score gap between DAPs and non-DAPs from KS1-KS2 in Reading has narrowed by 0.62 points over 3 years. Average scaled scores' gap between DAPs and non-DAPs has narrowed in Reading, Maths and EGPS has narrowed over a 3-year period.	Continue in 2019-20. DHT to explore concerted and best practice whole school approach with smart evidence gathering for clearer impact measurement.	£1370
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	Created a high profile of PP pupils among CTs and SLT. Continuous cycle of solution focussed thinking to break down barriers to learning. Overall progress score gap between DAPs and non-DAPs from KS1-KS2 in Reading has narrowed by 0.62 points over 3 years. Average scaled scores' gap between DAPs and non-DAPs has narrowed in Reading, Maths and EGPS has narrowed over a 3-year period.	Continue in 2019-20. Introduce whole school fortnightly mini-PP reviews at the start of PDMs in between the termly pupil progress meetings for each class.	£988
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	Emotion Coaching was well received by all staff evidenced in feedback. Pupil mental health given a high profile throughout the year. Anecdotal evidence of high impact for all pupils, particularly those with SEMH, both PP and non-PP. Overall progress score gap between DAPs and non-DAPs from KS1-KS2 in Reading has narrowed by 0.62 points over 3 years. Average scaled scores' gap between DAPs and non-DAPs has narrowed in Reading, Maths and EGPS has narrowed over a 3-year period.	Educational Psychologist to offer an Emotion Coaching refresher in 2019-20 to maintain high profile. SLT to continue to model Emotion Coaching approach and recommend in staff surgeries for SEMH pupils.	£3000

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	Anecdotal evidence of high impact of Forest School on all pupils, both PP and non-PP. This has been noted specifically around collaborative learning skills, practical skills, enjoyment of the outdoors (which transfers to home), and an increased positive mindset towards school. Overall progress score gap between DAPs and non-DAPs from KS1-KS2 in Reading has narrowed by 0.62 points over 3 years. Average scaled scores' gap between DAPs and non-DAPs has narrowed in Reading, Maths and EGPS has narrowed over a 3-year period.	Increase Forest School to 2 days a week in 2019-20 allowing all classes to access the equivalent of weekly sessions for a term. Forest School lead to gather further evidence of impact from questionnaires.	£25665
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	Attendance gap between PP and non-PP increased in 2018-19 by 1.64%.	Continue to target PP attendance. Discuss best practice with EWO. Track half-termly and ensure solution focussed discussions are initiated with parents each half-term.	£1065
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, B and C: Value added of 100/100+ in reading, writing and maths	PP pupils receive timely and effective feedback in each lesson	Overall progress score gap between DAPs and non-DAPs from KS1-KS2 in Reading has narrowed by 0.62 points over 3 years. Average scaled scores' gap between DAPs and non-DAPs has narrowed in Reading, Maths and EGPS has narrowed over a 3-year period.	Continue with approach. Monitor approach in learning walks and AHT to model approach where needed.	£16824
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	Member of staff trained in Happy to be Me no longer employed at Manorcroft school, therefore not put in place. Use of ELSA strategies and Pastoral Manager instead. ELSA evidence shows high impact – all individual targets were met, both PP and non-PP.	Continue with ELSA x 6 hours weekly across school.	£3920

A, B and C: Value added of 100/100+ in reading, writing and maths	Additional staff member in Y6 to support most vulnerable DAPs	High impact, including: <ul style="list-style-type: none"> Contributed towards evidence for successful EHCP application for Y6 PP child, necessary for successful transition to secondary school and increased this child's rate of progress. Supported significant SEMH needs of another pupil contributing towards increased attendance. 1:4 targeted gap filling in core subjects daily, increased rates of progress for this group Facilitated multiple 1:1 meetings with family of school refuser, increasing access to learning 	High rate of PP in last year's cohort made this a unique cohort of pupils who have now left the school. Not necessary to repeat in this format, although additional staff will continue to target progress and attainment of DAPs as appropriate.	£19908
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	Achieving expected standard in Y1 phonics: school gap between FSM and non-FSM narrowed by 49.4% since 2016-17 (cohort size=8).	Continue in 2019-20 and increase to 1 additional adult in each Y1 class in the afternoons.	£5539
A and B: Value added of 100/100+ in reading and writing	Elklan intervention in KS1 x 2 pm (trained Elklan teacher)	All individual ELKLAN targets met. ELKLAN teacher was able to cross over with class teachers so that progress could be successfully transferred across the school day.	Continue to utilise expertise of ELKLAN support staff as needed in 2019-20; no longer time bonded to 2 afternoons a week; member of staff to utilise full range of interventions, including ELKLAN, to best suit needs of current cohort.	£2680
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	Class teachers reported this was helpful to unpick specific barriers to learning and therefore to target those areas in a more focussed and successful way.	Continue in 2019-20.	£4206
A, B and C: Value added of 100/100+ in reading, writing and maths	Increase DAPs' parental engagement	Anecdotal evidence indicates high impact. Foodbank vouchers administered and food bags given out at key times. Structured conversations were productive and increased parental engagement with school concerns. Purchase of CGP books for all DAPs in Y6 increased take up of SATs revision activities for this group and ensured equality. Not accessed: texting (consider for next year); EP family group (lack of EP capacity – consider for next year).	Continue in 2019-20.	£1530