

# Pupil Premium Strategy Statement (primary)

1. Summary Information					
School	Manorcroft Primary School				
Academic Year	2020-2021	Total PP budget	£84,010	Date of most recent PP Review	Jan. 2020
Total number of pupils	401	Number of pupils eligible for PP	57	Date for next internal review of this strategy	Jan. 2021

2. Barriers to Future Attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <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
<b>External Barriers</b> ( <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		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	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>A, B and C: Value added of 100/100+ in reading, writing and maths</b>	Personalised target setting; individual strategies and interventions agreed with class teacher and reviewed termly; rigorous tracking of progress; plan, do, review process if progress is not on track	Data has high profile; 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.  To ensure that staff have ownership over the planning and implementation of strategies for DAPs in their class, which can be discussed as a whole staff team so the most appropriate solution can be put in place.	Raise the profile of teachers using live marking and feedback for DAPs in the classroom to support the implementation of their personal targets. Review the feedback policy to incorporate this and feedback to staff.  Introduce fortnightly whole-staff meetings involving training and discussions on removing the barriers to DAPs in relation to our individual school context / link to Manorcroft Pedagogy Shared Approach  Specific attention to PP on book scrutinies; half-termly data monitoring	AW EB	Termly
<b>A, B and C: Value added of 100/100+ in reading, writing and maths</b>	Implementing Manorcroft Pedagogy approach across the school	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. Evidence to show it is particularly helpful for low achieving pupils. These strategies will increase resilience, without which we know progress in learning is restricted (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 EB	July 2021

<p><b>B: Value added of 100/100+ in writing</b></p>	<p>After purchase of high quality cross-curricular resource to increase opportunities for writing, ensure curriculum coverage and meaningful order in which skills are taught by creating a whole-school curriculum overview.</p>	<p>Specific projects to be assigned to each year groups to ensure relevant and meaningful links are made as children progress through the school. Create a whole-school curriculum overview to ensuring high quality teaching and learning opportunities in each year group. Evidence from other schools of raised pupil engagement in afternoon learning and writing opportunities being increased, affecting positively on overall writing outcomes.</p>	<p>SLT and cross curricular team to monitor curriculum coverage and order of the skills taught to ensure high quality learning from each year group. Opportunities for high quality writing to monitored in books and from lesson drop-ins. Teachers to run home-learning clubs to ensure that DAPs are accessing the additional learning on offer.</p>	<p>SLT Cross-Curricular Team</p>	<p>July 2021</p>
<p><b>C: Value added of 100/100+ in maths</b></p>	<p>After purchase of high quality maths teaching resource to increase engagement and outcomes for all learners, monitor impact of the new teaching approach, ensuring there are enough fluency activities for all learners.</p>	<p>To ensure impact of the new teaching approach with a focus on consistency and therefore progression across year groups. Maths team and SLT to monitor through exercises such as book scrutinies and drop-ins.  Challenge and support built into scheme allowing for the varied pace of learning within each class.  Maths team to scrutinise maths data across the school, including DAPs, to measure impact and raise the profile of teaching DAPs, as this is the subject where DAPs make least progress.</p>	<p>Maths team and SLT to monitor rigour of maths teaching and learning. Maths team to scrutinise maths data across the school, including DAPs, to measure impact. Book scrutinies carried out by maths team/SLT with a focus on DAPs.</p>	<p>Maths Team SLT</p>	<p>July 2021</p>
<p><b>A, B and C: Value added of 100/100+ in reading, writing and maths</b></p>	<p>Extend Forest School offer to two days a week where every class receive sessions during the year  Redesign areas of the Forest School to make use of more space for the increasing number of sessions to be carried out there.</p>	<p>Positive feedback from pupils, parents and teachers from questionnaires 2019-20.  Develops confidence and self-esteem. See Forest School case studies by Liz O'Brien and Richard Murray, 2007. Positive impact on children's confidence and self-esteem.</p>	<p>Continue with pupil, class teacher and parent questionnaires before and after intervention.  Information to be shared and decided with SLT on the</p>	<p>AS</p>	<p>Dec 2021</p>
<p><b>D. Close attendance gap</b></p>	<p>Allocated member of admin / inclusion team to maintain records and action responses. AHT/HT to call and meet with PP parents where concerns persist.</p>	<p>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.</p>	<p>EWO advice; data tracking</p>	<p>HSLW KE EB</p>	<p>Half termly</p>

<b>A, B and C: Value added of 100/100+ in reading, writing and maths</b>	0.6 AHT to observe and mentor class teachers and model high quality Wave 1 teaching approaches where needed.	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.  Monitoring schedule used to plan for consistent monitoring across the school and additional mentoring and support given to ensure quality teaching.	AW HW	Half termly
<b>Total Budgeted Cost</b>					<b>£19,000</b>

<b>ii. Targeted Support</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>
<b>A, B and C: Value added of 100/100+ in reading, writing and maths</b>	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 scrutinies; half-termly learning walks  Ensure that this is happening in each classroom through lesson drop-ins. Coaching and team teaching to be carried out where needed.	HW	Half-termly
<b>A, B and C: Value added of 100/100+ in reading, writing and maths</b>	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
<b>A, B and C: Value added of 100/100+ in reading, writing and maths</b>	1:1 tutoring with CT before school (during early morning work) 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 KR	Half-termly
<b>A and B: value added of 100/100+ from EY to KS1</b>	Additional staff member x 4 afternoons in Y1 to support enhanced learning in Autumn and targeted phonics support for DAPs in Spring and Summer	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 <a href="#">HighScope</a> .	Ongoing book moderation to ensure writing standards are on track in both classes	LM	Dec 2020

		<p>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.</p> <p>Spring and Summer: targeted PP phonics interventions for DAPs.</p> <p>School gap between FSM and non-FSM narrowed by 49.4% since 2016-17 (cohort size=8). No data for 2019-20 due to school closure.</p>	Ongoing monitoring of phonics assessment data in KS1 and action plan to address concerns.		
<b>A and B: Value added of 100/100+ in reading and writing</b>	Roll out NELI training and intervention in YR	Poor S&L affects reading and writing outcomes; NELI 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
<b>A, B and C: Value added of 100/100+ in reading, writing and maths</b>	Once fortnightly discussion/training to enhance staffs' understanding of our whole-school context and PP, removing barriers to learning and development of all PP pupils, with class teachers and SLT. Team problem solving to reduce barriers.	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.	<p>Introduce fortnightly whole-staff meetings involving training and discussions on removing the barriers to DAPs in relation to our individual school context.</p> <p>Specific attention to PP on book scrutiny tasks.</p>	EB	Half termly
<b>A, B and C: Value added of 100/100+ in reading, writing and maths</b>	Increase DAPs parental engagement	Parental engagement is one of the known barriers to achievement for DAPs identified by the Education Endowment Fund. 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.	HW	Half-termly
<b>Total Budgeted Cost</b>					<b>£28,000</b>

### 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?
<b>Vulnerable groups within PP are identified and effectively catered for</b>	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 HW	Termly
<b>PP pupils have access to full participation in school life</b>	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, HW to approve each payment based on need; MH to maintain a cost centre to track all payments from a pre-approved fund.	EB HW	Ongoing
<b>High levels of behaviour, motivation and well-being among all pupils with particular emphasis on PP pupils</b>	Inclusion Team to use a range of strategies (personalised incentive charts, prefect duties, additional parent meetings, monitoring, quiet play and reflection lunchtime provision) as appropriate, alongside the behaviour policy, to ensure school is a successful and positive place for DAPs.	To ensure that DAPs can utilise different spaces (e.g. Harvard room for quiet play at lunchtime) contributing to positive school experiences. This is monitored by SLT who are there each lunchtime if the children need support.  To ensure DAPs receive effective incentives to make the right behaviour choices and effective feedback following poor behaviour choices	SLT to meet each week and discuss all behavioural incidents and concerns so that this can be acted upon quickly, where children are then given further support.  SLT to ensure high profile of behaviour policy across the school and high quality implementation of the policy along with any additional strategies.	EB HW	Half termly meeting
<b>High levels of emotional literacy among PP cohort</b>	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 Educational Psychologist (EP)	Half termly meeting
<b>A, B and C: Value added of 100/100+ in reading, writing and maths</b>	High level scrutiny of DAPs data	Analyse data and the progress DAPs are making. Analyse the data for reading, writing and maths. Compare this with previous year so that barriers to learning can be challenged. Check Y3 phonics for those who didn't pass at KS1; action plan for KS1 not on track to pass phonics this year.	HW to report to HT	EB HW	Termly
<b>Total Budgeted Cost</b>					<b>£37,000</b>

5. Review of Expenditure				
Previous Academic Year		2019-20		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost
<b>A, B and C: Value added of 100/100+ in reading, writing and maths</b>	Launch Growth Mindset approach	Staff training took place where children's metacognition was the focus to support the launch of the Growth Mindset Approach. Due to school closure, this was not implemented fully and this will continue next year.	To continue with metacognition staff training.  DHT to explore concerted and best practice whole school approach with smart evidence gathering for clearer impact measurement.	£800 training
<b>A, B and C: Value added of 100/100+ in reading, writing and maths</b>	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	The profile of DAPs is highlighted by SLT regularly and all teachers have a good understanding of the needs of the children in their class. This is supported by regular discussions about the children's personalised interventions and targets at meetings led by SLT. Continuous cycle of solution focussed thinking has broken down barriers to learning. For example, in year 6, based on spring data, due to school closure, there was an improvement of 13.3% in reading, 24.4% in writing and 24.4% in maths.	Continue the use of personalised target setting and planning of individual strategies for DAPs to remove barriers to learning on an ongoing basis.  Raise the profile of teachers using live marking and feedback for DAPs in the classroom to support the implementation of their personal targets.  Introduce fortnightly whole-staff meetings involving training and discussions on removing the barriers to DAPs in relation to our individual school context.	2 hpw Teaching time  £14,364
<b>B: Value added of 100/100+ in writing</b>	Purchase of high quality cross curricular teaching resource to enhance learning in the afternoons and increase opportunities for pupil writing.	All children have benefitted from the high quality teaching and resources used in their project lessons, resulting in higher quality writing in books and overall positive feedback from children across the school. This is evident from book scrutiny exercises and pupil feedback from class drop-ins. In addition, the quality of home-learning has also improved, with children thriving on the element of choice their home-learning has and the relevance it has to their in-class learning. For example, there was an improvement of 24.4% in year 6 and 12.5% in year 3.	Curriculum coverage and the order in which skills are taught to be reviewed across the school. Specific projects to be assigned to each year groups to ensure relevant and meaningful links are made as children progress through the school. Cross curricular team to monitor curriculum coverage and order of the skills taught to ensure high quality learning from each year group. Opportunities for high quality writing to monitored in books. Teachers to run home-learning clubs to ensure that DAPs are accessing the additional learning on offer.	

<p><b>C: Value added of 100/100+ in maths</b></p>	<p>Purchase of high quality maths teaching resource to increase engagement and outcomes for all learners.</p>	<p>Maths teaching is consistently taught across the school, using a new whole-school approach. The volume, quality of learning and progression have been monitored in books and lesson drop-ins, where evidence was positive. There was a 24.4% improvement in Year 6 and a 12.5% improvement in Year 3.</p> <p>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.</p>	<p>Continue to monitor the impact of the new teaching approach with a focus on consistency and therefore progression across year groups. Maths team and SLT to monitor through exercises such as book scrutinies and drop-ins.</p> <p>Maths team to scrutinise maths data across the school, including DAPs, to measure impact and raise the profile of teaching DAPs, as this is the subject where DAPs make least progress.</p>	<p>2 hpw SLT £4119</p>
<p><b>A, B and C: Value added of 100/100+ in reading, writing and maths</b></p>	<p>Extend Forest School offer to two days a week</p>	<p>Increasing the offer for Forest School helped has been shown to develop confidence and self-esteem (see Forest School case studies by Liz O'Brien and Richard Murray, 2007), as shown by the pupil, parent and class teacher questionnaires carried out.</p> <p>94.8% of parents survey felt that this was a positive experience for their child. The vast majority of children were excited to share their experiences with their teacher (83.3%).</p>	<p>To continue to gather pupil voice about Forest School to measure the impact on children's confidence and self-esteem.</p> <p>Redesign areas of the Forest School to make use of more space for the increasing number of sessions to be carried out there.</p>	<p>£18,471</p>
<p><b>D. Close attendance gap</b></p>	<p>Allocated member of admin / inclusion team to maintain records and action responses.</p> <p>AHT/HT/HSLW to call and meet with PP parents where concerns persist.</p>	<p>Regular contact and rigorous use of our attendance and punctuality system has meant that there are less occasions where persistent absenteeism is occurring. Regular contact has allowed for good relationships to form with parents/carers, promoting punctuality and presence at school. The attendance and punctuality gap was reduced by an additional 50% previously. 2019-20 attendance for DAPs &gt;93% over the year.</p>	<p>To 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.</p> <p>HSLW to make regular phone calls where persistent absenteeism is occurring.</p>	<p>1 admin 1dpw £4582</p>
<p><b>A, B and C: Value added of 100/100+ in reading, writing and maths</b></p>	<p>0.6 AHT to observe and mentor class teachers and model high quality Wave 1 teaching approaches</p>	<p>Classroom drop-ins and book scrutinies have allowed the school to gain an overall view on strengths and areas of development, which have been picked up on.</p> <p>Where certain classes need more support, this is targeted and additional support planned for and monitored to ensure quality wave 1 teaching.</p> <p>Our evidence shows that this regular mentoring approach has had positive effects on the teaching and learning of pupils. Evidence consistently shows that high quality Wave 1 teaching has the biggest impact on pupil outcomes.</p>	<p>Strengths and areas of development to be fed into the fortnightly PP meetings with the staff team.</p> <p>HT to monitor effectiveness; SLT shared observations and discussion</p>	<p>AHT 0.3 pw £20,623</p>

## ii. Targeted Support

Desired outcome	Chosen action/approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned (and whether you will continue with this approach)	Cost
<b>A, B and C: Value added of 100/100+ in reading, writing and maths</b>	PP pupils receive timely and effective feedback in each lesson	<p>Lesson drop-ins and evidence from children's books show that children are benefiting from live, immediate feedback in lessons. Where needed this approach has been modelled in classrooms. Teachers know who their DAPs are and are persistent in making sure they have access to adult support.</p> <p>2018-19 Data (no 2019-20 data due to school closure): 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 (Arbor report).</p>	<p>Continue with approach and ensure that this is happening in each classroom through lesson drop-ins. Coaching and team teaching to be carried out where needed.</p> <p>To look into pre-teach strategies with the staff team, provide training and observe evidence of this in the classroom with DAPs.</p>	0.5 hpw Teaching time  £7182
<b>A, B and C: Value added of 100/100+ in reading, writing and maths</b>	ELSA support targeted at most vulnerable DAPs	Use of ELSA strategies and Pastoral Manager to support children with their emotional literacy so that they are able to develop their confidence and resilience so they can access learning opportunities presented to them. ELSA evidence shows high impact – all individual targets were met, both PP and non-PP.	Continue with ELSA x 6 hours weekly across school.	£6280
<b>A and B: value added of 100/100+ from EY to KS1</b>	Additional staff member x 4 afternoons in Y1 to support enhanced learning in Autumn and targeted phonics support for DAPs in Spring and Summer	<p>Achieving expected standard in Y1 phonics:</p> <p>School gap between FSM and non-FSM narrowed by 49.4% since 2016-17 (cohort size=8). No data for 2019-20 due to school closure.</p>	To continue due to previous success. Continue in 2020-21 and additional staff member in each year 1 class in the afternoons.	TA 2.25 hpw £5240
<b>A and B: Value added of 100/100+ in reading and writing</b>	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 2020-21; 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. Roll out NELI training and intervention 2020-21 (EEF).	£2680

<p><b>A, B and C: Value added of 100/100+ in reading, writing and maths</b></p>	<p>Class teachers to identify individual barriers and RAG rate for severity; strategies put in and reviewed weekly Fortnightly meeting?</p>	<p>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.</p>	<p>Continue in 2020-21</p>	<p>2 hpw Teaching time £6804</p>
<p><b>A, B and C: Value added of 100/100+ in reading, writing and maths</b></p>	<p>Increase DAPs' parental engagement</p>	<p>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.</p> <p>Purchase of CGP books for all DAPs in Y6 increased take up of SATs revision activities for this group and ensured equality.</p> <p>Not accessed: texting (consider for next year); EP family group (lack of EP capacity – consider for next year).</p>	<p>Continue in 2020-21. Utilise texting facility via HSLW. CGP books to be considered by need.</p>	<p>CGP £168  HSLW 6 hpw £4623</p>