



The difficulties faced by the nation during the Covid- 19 pandemic and lockdown has meant that we have needed to have a more flexible approach to our planned provision and expenditure for pupil premium children. Learning has been a clear focus however there has been the need for a significant amount of support for wellbeing and mental health.

Robust online learning has ensured that children have had continuous access to high quality learning and daily contact with their class teacher. Where children have been unable to link to the online learning, phone calls have been made from teachers and paper home learning packs have been made available. These have been reviewed by class teachers and support staff.

Weekly wellbeing phone calls have supported families in crisis. In addition to this, we have delivered food parcels and free school meal vouchers to our vulnerable families. Parental support for their own mental health issues has been a vital part of our work during lockdown in order to ensure the safety, care and wellbeing of our pupils. The difficulties that families are facing within their own home have become more prevalent with a far greater number of recorded incidents.

Following on from this, we have carried out online parents evening appointments for families which, combined with information from online learning and information gathered from weekly wellbeing calls, has given us a full picture of the issues and concerns from the lockdown period.

A personalised, intensive recovery plan has been created for pupils across the school as a result of the gaps analysis audit.



Outcomes 2019 - 2020		Success criteria
A.	Increase the number of pupils achieving the higher standard at the end of EYFS	Staff have a good knowledge of the requirements for reaching GDS through rigorous internal moderation led by our EYFS lead who is an LA moderator  School data and tracking shows PP children to be exceeding GLD
B.	Ensure all PP pupils pass the Y1 phonics screening and that the necessary catch up is made for the PP pupils from Y1 to pass in Y2	Internal tracking shows the gap to be closing and scores are increasing  Data shows all PP pupils have passed phonics screening  <b>UNABLE TO ASSESS PROGRESS AGAINST THIS - AWAITING SCREENING RESULTS DECEMBER 2020</b>
C.	Increase the % of pupils achieving greater depth in all subjects in KS1  Increase the % of pupils achieving combined ARE in KS1	Skilled questioning from all teachers allows greater opportunity for PP children to contribute fully to learning  Participation in bespoke CPD ensures teacher subject knowledge is suitably matched to high learning outcomes  Targeted teaching through teaching in ability groupings
D.	Increase the % of pupils achieving ARE and GDS in KS2	Skilled questioning from all teachers allows greater opportunity for PP children to contribute fully to learning  Participation in bespoke CPD ensures teacher subject knowledge is suitably matched to high learning outcomes  Targeted teaching through teaching in ability groupings
E.	Improve attendance by 1% to 97.4% for PP pupils	Attendance for PP pupils is below whole school target however data showed that this was an increasing figure. Progress in this area needs further support and therefore needs to be carried forward
F.	Ensure that all PP children are able to take part in wider extra-curricular and enrichment activities.	Increased uptake of PP pupils at extra-curricular clubs



Review of expenditure 2019-2020					
Total income – £136,260		Total expenditure – £142,908		School contribution - £6,648	
Action	Amount allocated	Summary of approach	Intended outcomes	Monitoring	Actual impact
<b>WAVE 1 support – Quality First Teaching</b>					
Smaller group sizes from Y2-Y6 by employing additional staff to support learners <b>C and D</b>	£86,000	1 additional teacher 2 HLTA and 3 LSAs to deliver planned work to small target groups of children	Raise attainment and increase progress of the PP pupils	Phase leaders and Inclusion leader	In school data shows accelerated progress for Y2, Y5 and Y6 in all areas and accelerated progress in reading and writing for Y5  Progress in all aspects in Y4 was either above or in line with peers however progress was not accelerated  Progress for Y5 in Maths was well below peers with attainment in this area a concern
Provide bespoke CPD for all staff including support staff <b>A, B, C and D</b>	£2,500	All staff to receive a bespoke CPD package	Subject knowledge of staff is strengthened so that children make accelerated progress	Phase leaders and Inclusion leader	Dedicated phonics training for new support staff and teachers has ensured high quality teaching - evidence from monitoring and data tracking  Questioning training attended by all teaching and support staff in order to develop high order questioning techniques. – monitoring file  Use of online system to monitor bespoke offer for staff – issues with set up of system
PP Attendance meetings with Headteacher and designated attendance officer <b>B, D and E</b>	£7,750	School attendance officer to create weekly reports, track persistent absenteeism and lateness and attend meetings for requests for holidays in term time alongside the headteacher	Improved attendance which exceeds whole school target	Headteacher	Increase in the number of classes achieving 100% attendance over a week  Reduction in the number of recorded late marks across the school  Attendance across year groups has shown variance. YR, 1,3 and 4 have attendance broadly in line with their peers however Y2,5 and 6 are slightly below their peers. These figures were improving however we were



		Rewards in place for classes and individuals who achieve 100% attendance			unable to continue to embed the work on this due to lockdown.
Increase the number of external providers to provide high quality extra-curricular opportunities and to further enrich our curriculum through Manor Park University <b>F</b>	Mad Science £1008 Commando Joe £780 Gymnastic £975 Karate £780 In school enrichment including residential visits £8,000	Identify gaps in provision and experiences for PP children across the school and liaise with outside providers to ensure all pp children have access to opportunities that will enhance their cultural capital	Feedback from pupil voice shows that pp children are highly engaged and motivated by the enhanced additional opportunities provided by the school	Deputy Headteacher	A broad range of opportunities at MPU link directly to our curriculum, enhancing and stretching our more able learners- pupil voice has shown that pupils are engaged in sessions. Consultation with pupils and parents has enabled us to adapt courses on offer.  20% of pp children attend extra curricular clubs, this is broadly in line with peers – further consultation needed with pp families to increase this figure
<b>WAVE 2 support – Targeted group interventions</b>					
Targeted interventions based on school need in order to close the gap and enable accelerated progress for PP pupils <b>A, B, C and D</b>	£8,550	LSAs to lead small groups during afternoon sessions linked directly to identified gaps in learning Analysis of data and leadership support	Close the gap between PP and non-PP pupils nationally	Phase leaders and Inclusion leader	In school data shows accelerated progress for YR, Y2, Y5 and Y6  Ability groups from Y2-6 provided support for pp children through dedicated groupings and smaller group sessions – progress file shows accelerated progress for most pupils in most areas (focus on Y5 maths and Y4 overall needed)
Homework club <b>D</b>	£2,250	Provide additional targeted support for Y6 pupils	End of KS2 outcomes exceed national expectation	Assessment Lead	Increased progress for Y6 pupils No national data for comparisons to be made
Wellbeing and emotions management group targeted intervention support <b>D, E</b>	£3,800	Learning mentors to plan and deliver bespoke nurture sessions providing children with coping strategies for their relationships with	Feedback from pupils and families shows that pp children feel well supported	Safeguarding lead	Attendance across year groups has shown variance. YR, 1,3 and 4 have attendance broadly in line with their peers however Y2,5 and 6 are slightly below their peers. These figures were improving however we were unable to continue to embed the work on this due to lockdown.



		others and to support learning within the classroom	Reducing % of incidents shown on CPOMS  Increase in % attendance to in line with peers (97%)		
Lunchtime provision  D, E, F	£4,275	Learning mentors provide support and intervention for vulnerable children via 1:1 and group support work	Pupil voice shows that children feel supported and are well equipped with the tools to solve their own minor problems	Safeguarding lead	Pupil voice and parental feedback has shown positive responses to the work being carried out with children. CPOMS data shows that the same children do not have regular issues.
WAVE 3 support – Bespoke 1:1 sessions					
Aid access to school and learning and therefore improve attendance  E	£300	Transport costs to support a specific family in crisis	Increased attendance to in line with school target of 97%		Reduction in lateness and overall attendance increase from January (100% to include lockdown period) A period of illness in the Autumn Term was supported by hospital letters and attendance for this period was 93%
Attend MA workshops for Maths, Science, Reading and Writing  C, D and F	£2,100	Provide opportunities for the children to be exposed to stretch and challenge beyond the school curriculum	Pupils are highly motivated and aspirational about their ability to achieve highly	Inclusion leader and subject leaders	Pupil voice evidence shows that pupils are driven and want to achieve highly. Responses from course leaders reported high level of engagement. Pupils attending were able to confidently feedback to their classes/year groups
1:1 wellbeing session with learning mentors and time for you counsellor  A, D, E	£7,000	Learning mentors plan and deliver weekly 1:1 session  Weekly counselling sessions	Pupils develop resilience, confidence and self-belief in order to tackle the daily challenges of school life both socially and emotionally, as well as academically and achieve at least as well as non-PP peers	Safeguarding Lead	Waiting list for school counsellor sessions Parental feedback positive – follow up calls



Family liaison support work <b>A, B, D, E, F</b>	£6,840	Daily early morning support  Parent 1:1 support weekly meetings  CAF/TAF meetings	Families are engaged and work in partnership with the school to provide the best support for their children	Safeguarding Lead	Parent 1:1 sessions supported most vulnerable families and families in crisis – parental feedback  A number of TAF/Early help cases no longer needing input. New system for 'Early help' – training provided for key staff
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