

Pupil premium strategy statement



Manor Park Primary

Summary information					
School	Manor Park Primary				
Academic Year	2020- 2021	Total PP fund	£120,292	Date of most recent PP Review (internal)	17/12/18
Total number of pupils	Based on 77 Ever 6 pupils @ £1,345 per pupil £103,565 and 4 Post LAC pupils @ £2,345 per pupil £9,380	Number of pupils eligible for PP	81 (13%) Of which SEN – 31% Of which EAL – 20%	Date for next internal review of this strategy	1/9/20

Current attainment (2019- 2020 data)		
	Manor Park	National average (not disadvantaged)
% achieving GLD YR (8 children)	50% (Expected)	0% (Exceeding)
% achieving age expectations in Y1 Phonics Screening check (4 children)	Not taken due to Covid-19	
% achieving age expectations in Y2 Phonics Screening check (2 children)	Not taken due to Covid-19	



	Reading	Writing	Maths	SPAG	Combined	Reading	Writing	Maths	SPAG	Combined
% pupils at ARE Y2(17 children)	88%	71%	82%		75%					
% pupils exceeding at Y2	88%	9%	18%		0%					
% pupils at ARE Y6 (18 children)	67%	83%	44%	78%	1%					
% pupils exceeding at Y6	39%	28%	17%	44%	0%					
% pupils at ARE Y1 (4 children)	100%	100%	100%							
% pupils at ARE Y3 (12 children)	85%	75%	92%							
% pupils at ARE Y4 (13 children)	92%	85%	92%							
% pupils at ARE Y5 (9 children)	75%	38%	50%							



Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	EYFS Low baseline on entry, Social and emotional challenges (adopted)
B.	Phonics Y1 Low levels of wellbeing and confidence. Attendance concerns. Limited exposure to the phonics programme due to school lockdown – have models been good enough?
C.	KS2 Attainment and progress Y3 – Progress and attainment in reading is below peers with attainment in writing also being below peers. Parental engagement for this year group is a factor Y4 – Low attainment in all aspects. 50% of PP children with an EAL need. 1 child with a significant SEN need Y5 – Attainment and progress in writing is below peers. Several PP pupils have an EAL need Y6 – Poor progress in maths leading to low attainment. Although progress in reading and writing is accelerated, attainment is low and is significantly below peers – All PP pupils are LPA with one LAC child with social and emotional difficulties. 50% of PP pupils are SEN

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Poor attendance of some PP families. Although work was started on this in the academic year 2019/20, it was unable to be continued due to COVID -19 Attendance data difficult to track due to COVID – 19 lockdown.
E.	Low take up of extra-curricular clubs and enrichment opportunities for PP children



Desired Outcomes 2020 - 2021		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
C.	Increase the % of pupils achieving ARE and GDS in KS2	Increase opportunities for reading for pleasure and opportunities to be read to in Y3 Parental workshops for reading
D.	Improve attendance by 1% to 97.4% for PP pupils	Attendance for PP pupils is above whole school target
E.	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 Increased parental engagement



Planned expenditure 2020-2021					
Action	Amount allocated (projected costs)	Summary of approach	Intended outcomes	Monitoring	Actual impact
WAVE 1 support – Quality First Teaching					
PP Attendance meetings with Headteacher and designated attendance officer A, B, C and D	£14,700	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 Rewards in place for classes and individuals who achieve 100% attendance	Improved attendance which exceeds whole school target leading to improved standards in learning	Headteacher and dedicated school admin attendance officer	
Dedicated wellbeing support in the classroom – ‘breaking the barriers’ from Learning mentor team A, B, C and D	£23,508	Mentors to target year groups to support in class with a focus on understanding the additional barriers children face – aiding access to learning	Children are able to fully focus on learning and feel supported through difficulties. Increased attainment during in year and end of year assessment points – PP pupils make accelerated progress and close the attainment gap with peers.	Inclusion Leader	
Additional teacher to support Y1 phonics B	TMS6 = £46,700	Additional teacher to work across the Y1 bubble to support	All PP pupils pass phonics screening	Y1 leader, phonics leader and Y1 class teachers	



		those children with significant gaps in phonics knowledge following gaps in learning from their Reception Year.			
Specialist CPD and coaching for EYFS and EYEP team A	Amanda x 2 days £30,000 Kristina x 2 days £8,950	Coaching model to be used across EYFS to include EYEP Moderation and tracking of standards and data during staff training sessions	Standards in EYEP increase with PP pupils achieving highly. All PP pupils are at or above ARE	Foundation stage leader EYEP manager	
WAVE 2 support – Targeted group interventions					
Targeted interventions based on school need in order to close the gap and enable accelerated progress for PP pupils A, B, C and D	£ 8,550	LSAs to lead small groups linked directly to identified gaps in learning under the guidance of MLT Analysis of data and leadership support	Close the gap between PP and non-PP pupils nationally	MLT and Inclusion leader	
Before and after school 'homework club' to support learning in Y6 D	£2,250	Provide additional targeted support for Y6 pupils	End of KS2 outcomes exceed national expectation	Assessment Lead	
Wellbeing and emotions management group targeted intervention support D, E	£17,233	Learning mentors to plan and deliver bespoke nurture sessions providing children with coping strategies for their relationships with others and to support	Feedback from pupils and families shows that pp children feel well supported Reducing % of incidents shown on CPOMS	Safeguarding lead Learning Mentors	



		learning within the classroom	Increase in % attendance to in line with peers (97%)		
Increase student leadership opportunities and activities available during lunchtime provision D and E	<p>3x Mentors daily £12,925</p> <p>3x coaches £14,250</p> <p>5x LSAs £12,540</p>	<p>Learning mentors provide support and intervention for vulnerable children via 1:1 and group support work</p> <p>Sports coaches provide daily sessions to increase engagement</p> <p>LSAs work alongside pupils to encourage student leadership</p>	<p>Pupil voice shows that children feel supported and are well equipped with the tools to solve their own minor problems</p> <p>Reduction in lunchtime incidents- CPOMS monitoring</p>	Safeguarding lead, Learning Mentors and Inclusion leader	
Reading workshops for pp parents C	<p>Goody bags £500</p>	SEMHL parent sessions for PP parents to deliver paired reading training to include a celebration of school reading areas and recommended reads for pupils	Increase the % PP pupils at and above ARE for reading across KS2	Inclusion leader and English leader	
Ensure that the extra-curricular sessions on offer allow PP pupils to excel, develop new skills and develop self-belief and confidence E	£14,250	Pupil voice to find out interests and what opportunities are currently not available Parent questionnaire to PP parents to ascertain what opportunities are not available (swimming lessons?)	Increase the uptake of wider opportunities for PP pupils and enjoyment of school Increase attendance for PP pupils	Inclusion leader Curriculum leader Admin	



		Employ additional sports coaches			
Ensure EAL pupils (particularly those who arrive in KS2) have opportunities to be absorbed in rich language and are supported in developing topic-based language	£5,410	Employ staff member to provide additional classroom-based support for EAL pupils	Improve the number of EAL PP pupils who are achieving at and above ARE across KS2	Inclusion leader Assessment Leaders MLT Class teachers	
WAVE 3 support – Bespoke 1:1 sessions					
Attend MA workshops for Maths, Science, Reading and Writing C, D and E	£2,430	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	
1:1 wellbeing session with learning mentors and time for you counsellor A, D, E	£5,460	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	
Family liaison support work A, B, D, E	£14,520	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	
Total projected cost -					

