

Manor Park C of E First School Pupil Premium Strategy Statement

1. Summary information

School	Manor Park First School				
Academic Year	2017/8	Total PP budget	£79,060	Date of most recent external PP Review	8.6.17
Total number of pupils	436	Number of pupils eligible for PP	66		

2. End of Previous Year Attainment (brackets = 2015/16 data)

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Difference between PP and Non-PP</i>
% achieving ARE or above in reading, writing and maths	30.3% (21.9)	54.6% (49.0)	- 24.3% (-27.1%)
% achieving ARE or above in reading	42.4% (40.6)	72.6% (66.2)	- 30.2 % (- 25%)
% achieving ARE or above in writing	34.8% (21.9)	60.3 % (66.2)	- 25.5% (- 44.3)
% achieving ARE or above in maths	40.9% (31.3)	69.9% (60.7)	- 29.0% (-29.4)

3. End of Previous Year Progress (brackets = 2015/16 data)

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Difference between PP and Non-PP</i>
Average progress in reading	+ 2.7(+2.3)	+ 3.1 (+3.0)	- 4 (-7)
Average progress in writing	+ 2.3 (+ 2.2)	+ 2.9 (+ 2.8)	- 6 (- 6)
Average progress in maths	+ 2.7 (+2.2)	+ 2.9 (+2.9)	- 2 (-7)

4. % of children meeting standard in Phonic Screening Check

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Difference between PP and Non-PP</i>	<i>Dorset Data (PP children meeting standard)</i>
Year One	87%	82%	+ 5%	64%
Year Two (resit)	56%	72%	- 16	54%

5. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

- Behaviour of Pupils (both high level and low level) as a result of poor emotional regulation and social skills
- No structured scheme in place to teach reading, writing and phonics across the school
- Lack of experience of and access to books and opportunities to develop love of reading.

External barriers

- Lack of parental support outside of school in completing home learning etc

6. Desired outcomes / Expenditure

	<i>Desired outcomes</i>	<i>Success criteria</i>	<i>Impact</i>
A.	Less incidents of low level and high level disruption across the school	<ul style="list-style-type: none"> • Whole school Behaviour Policy implemented consistently across the school (noted through drop in and formal observations) • Key Children making progress in their emotional and social development with each child making at least 20% improvement from their baseline Thrive Assessment 	<ul style="list-style-type: none"> • Number of fixed term exclusions has decreased from 11 days in the Autumn Term to 1 day in the Summer term • All classes have increased their Thrive score from baseline • 70% of key children showed an increase of at least 20% from their Thrive Baseline
	Budgeted cost	£ 26,681	
B.	A structured approach to the teaching of Reading, Writing and Phonics to be implemented across EYFS and KS1	<ul style="list-style-type: none"> • Children in all year groups eligible for PP will make at least 3 points progress in reading and writing • PP children achieving ARE in Reading and Writing at the end of Key Stage One will increase • Following the excellent results of our PP children last year in Year One Phonic Screening , the % PP children achieving the required standard will be at least in line with the rest of the cohort. 	<ul style="list-style-type: none"> • 93% of PP children made at least 3 progress points in reading, 88% in writing and 94% in maths • PP Children achieving ARE in reading has risen by 10% and writing and Maths by 5% • Year One children passing the phonics screening has fallen to 33%, however 50% of the year 2 children resitting passed.
	Budgeted cost	£700	

C.	To create a positive reading culture amongst our Pupil Premium children which inspires a love of reading.	<ul style="list-style-type: none"> • Increase in positive feedback about reading collected through child questionnaires - 100% of children scoring reading as 3 or above when asked to rate how they feel about reading • All PP children across school accessing the school library on a daily basis 	<ul style="list-style-type: none"> • 100% of PP children now score their enjoyment of reading as 3 or above on a 5 point scale. • All classes have timetabled slots in the library and priority is given to PP children to visit in these slots.
	Budgeted cost	£550	
D.	Children eligible for Pupil Premium will make at least 3 progress points over the course of a year in Maths	<ul style="list-style-type: none"> • The average progress of PP children in maths to rise from 2.7 points (2016-17) to at least 3 points (2017-18) • Any child not on track to achieve 3 point in maths will have access to appropriate support and interventions. 	<ul style="list-style-type: none"> • The average progress of PP children has risen to 3 points. • Only 4 PP children across the school did not make 3 points progress and evidence of intervention and support for these children can be seen.
	Budgeted cost	£1000	
E.	To increase our % of Pupil Premium children obtaining greater depth in Reading across the school	<ul style="list-style-type: none"> • Number of PP children across the school achieving greater depth in reading to reach 5% (currently 2.7%) 	<ul style="list-style-type: none"> • The number of children achieving greater depth in reading has risen to 10.3%
	Budgeted cost	£500	
F.	Parents equipped with the skills to support their children at home in practicing key skills in reading and phonics	<ul style="list-style-type: none"> • At least 80% of families eligible for PP funding will attend at least one parent workshop on reading or phonics during the academic year. 	<ul style="list-style-type: none"> • Workshops have been run during the year for parents in reading, phonics and maths. These have been well attended with positive feedback. The exact % of PP families attended was not collected due to feedback sheets being anonymous
	Budgeted cost	£500	

Other Expenditure		
All children eligible for PP funding to have access to the same curriculum and experiences as their peers	<ul style="list-style-type: none"> • Costs of school trips, uniform, milk etc subsidised by school using PP funds as required • No child excluded from taking part in school due to financial reasons • 1:1 support for children on EHCP in receipt of Pupil Premium where needed • Non-contact cover for Pupil Premium Champion • Staff training e.g. Mosaic and Thrive • Staff INSET in order to increase the level of Quality First Teaching across school 	<ul style="list-style-type: none"> • All Year 4 Pupil Premium children took part in residential trip to Hooke Court • All teaching rated at least good or above in lesson observations and learning walks • Progress Meetings held with all staff focused on progress of PP children ensured children made at least good progress across reading, writing and maths
Budgeted cost	£49,200	
Total Cost	£79,061	

7. Actions					
The three headings below enables 'our school to demonstrate how we 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	Monitoring and implementation			Staff lead
		Oct 17	March 18	June 18	
A. Less incidents of low level and high level disruption across the school	<p>Implementation of Thrive Online to track Social and Emotional Development across the school</p> <p>Low Level needs to be met through class and phase Thrive sessions run by general TA's as needed.</p> <p>Introduction of new personalised reward system</p>	<p>Staff Meeting time to be given to update Thrive Online tracking at three points during the year.</p> <p>Pastoral Team to analyse Thrive Online data in order to identify children requiring additional support.</p> <p>AH for Inclusion to timetable and monitor Interventions.</p> <p>One Page Profiles/Calm Plans in place for key children</p>	<p>Observations of Pastoral Intervention sessions</p> <p>New planning and monitoring systems evaluate and adapted if needed.</p> <p>Class and Year Group Thrive Groups taking place.</p> <p>Second Thrive Online assessment completed. Progress of children</p>	<p>New planning and monitoring systems evaluated and adapted if needed.</p> <p>Second Thrive Online assessment completed. Progress of children evaluated.</p> <p>Thrive Training to be attended by Thrive Practitioners</p>	Emily Birch

	Pastoral support plans in place for key children	New PSP template is devised New system to report back to parents in place.	evaluated.		
B. A structured approach to the teaching of Reading, Writing and Phonics to be implemented across EYFS and KS1	The introduction of Read, Write Inc programme across EYFS and KS1 Whole staff INSET day on the implementation of RWI	2nd day of training has been completed All staff trained in FS/KS1 are using RWI Practice sessions for training have been delivered	Staff are confident in using RW Practice sessions are continued	RWI assessments to be carried out	Esther Derrien Louisa Jeffery Nicki Clark
C. To create a positive reading culture amongst our Pupil Premium children which inspires a love of reading.	Whole school Author visit to inspire children High profile celebration of World Book day - linking with DASP Raise profile of reading in all classrooms Raise profile of Library Inviting parents/grandparents into read with their child (e.g. reading picnics)	Author Visit held Class reading sessions held at all fruit times SST to carry out story times across school	World Book day held which links into DASP. All classes have access to library time	DASP Lit Fest attended by Year Two children	Literacy CALT Staff Staff and SST

ii. Targeted support

Desired outcome	Chosen action/approach	Monitoring and Implementation			Staff lead
		Oct 17	March 18	June 18	
A. Less incidents of low level and high level disruption across the school	Timed, targeted and measured Pastoral Intervention to be put in place for children identified as needing additional support.	Weekly Pastoral Meeting to discuss and review children's progress with focus on PP children. PSP meetings held and PSPs written for relevant children.	Individual Thrive Assessment carried for Key Children PSP Meetings held to review plans	Individual Thrive Assessment carried for Key Children PSP Meetings held to review plans	Emily Birch

		<p>Individual Thrive Assessment carried for Key Children</p> <p>Forest schools started with at least 50% of children attending being PP children.</p>			
B. A structured approach to the teaching of Reading, Writing and Phonics to be implemented across EYFS and KS1	All Pupil Premium children to receive a high quality individual reading session daily (Through use of TAs, Teachers, Trained Ks2 reading Mentors, Trained Adult Helpers)	<p>Adult helpers are trained to deliver reading session</p> <p>KS2 reading Mentors trained and ready with PP children across the school</p> <p>Progress meetings with a focus on PP children to held</p> <p>Additional interventions in place as needed</p>	<p>Every PP child has access to reading session each day</p> <p>Progress meetings with a focus on PP children to held</p> <p>Additional interventions in place as needed</p>	<p>1:1 phonics session in place for children not on track to achieve phonics screening.</p> <p>Progress meetings with a focus on PP children to held</p> <p>PP children below chron reading age identified and plans put in for following year</p> <p>Intervention impact monitored and analysed.</p>	Emily Birch, Louisa Jeffery, Julia Thebault
C. To create a positive reading culture amongst our Pupil Premium children which inspires a love of reading.	<p>Implementation of 'Bring a Book to Breakfast' Club for Pupil Premium children (Invite only)</p> <p>Pupil Premium Lunchtime reading club</p> <p>Pupil Premium visits to pre-school to read to younger children</p> <p>Ensuring PP children have access to library to change book on weekly basis</p>	<p>Bring a Book to Breakfast club started</p> <p>PP reading questionnaires completed</p>	<p>Parent reading workshop aimed at PP parents held.</p> <p>All PP accessing the library weekly.</p> <p>Local Author to work with PP children</p>	<p>PP reading questionnaires carried out again and compared to start of year. End of Year data analysed.</p> <p>Feedback of breakfast club collected</p>	Emily Birch Julia Thebault
D. Children eligible for Pupil Premium will make at least 3 progress points over the course of a year in Maths	All pupil premium children to be tracked termly by class teachers Pupil Premium Champion. Inclusion meetings held after each tracking point with a specific focus on PP children. Children not on track to be identified at an early stage and intervention/support put in place as needed.	<p>Tracking of PP children analysed by PP Champion</p> <p>Progress meetings held with a focus on PP</p> <p>Interventions put in to place for non-movers</p>	<p>Tracking of PP children analysed by PP Champion</p> <p>Progress meetings held with a focus on PP</p> <p>Interventions put in to place for non-movers</p>	<p>Tracking of PP children analysed by PP Champion</p> <p>Progress meetings held with a focus on PP</p> <p>plans put into place for how to support children making less than 3 progress points next year.</p>	teachers EB /teachers EB/ Progress leaders

<p>E. To increase our % of Pupil Premium children obtaining greater depth in Reading across the school</p>	<p>Pupils who achieved greater depth in Reception in reading but have since dropped to be identified and flagged to class teachers.</p> <p>Track greater depth children to ensure no further drop off and put in interventions as needed.</p>	<p>Tracking of PP children analysed by PP Champion</p> <p>Progress meetings held with a focus on PP</p> <p>Interventions put in to place for non-movers</p>	<p>Tracking of PP children analysed by PP Champion</p> <p>Progress meetings held with a focus on PP</p> <p>Interventions put in to place for non-movers</p>	<p>Tracking of PP children analysed by PP Champion</p> <p>Progress meetings held with a focus on PP</p>	<p>MP</p> <p>Outcomes AGO EB</p> <p>teachers</p>
<p>F. Parents equipped with the skills to support their children at home in practicing key skills in reading, writing and phonics</p>	<p>Parent workshops targeting parents of Pupil Premium children (informal - run through SNAPS meetings)</p> <p>Leaflet and helpful hints sheets</p> <p>Ideas on Websites - links to sites for parents</p>	<p>SNAPS meetings dates to be set for whole year.</p> <p>SNAPS meeting leaflets handed out to new Reception parents</p> <p>Top tips to be given to parents during SNAPS to help with reading</p>	<p>Year 4 PP Parents invited in to a Book Talk workshop</p>	<p>Questionnaire carried out of parents of children in receipt of PP to find out what they would like workshops and support in regarding their children's learning</p>	<p>Tina Hill</p> <p>Esther Derrien</p> <p>Louisa Jeffery</p>