

Manor Park C of E First School Pupil Premium Strategy Statement

1. Summary information

School	Manor Park First School				
Academic Year	2018/19	Total PP budget	£94,420	Date of most recent external PP Review	8.6.17
Total number of pupils	432	Number of pupils eligible for PP	69		

2. End of Previous Year Attainment (brackets = 2016/17 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	52.9% (42.4)	79.9% (72.6)	- 27% (- 30.2)
% achieving ARE or above in writing	39.1% (34.8)	70.2% (60.3)	- 31.1% (- 25.5)
% achieving ARE or above in maths	44.9% (40.9)	75.8% (69.9)	- 30.9% (- 29.0)

3. End of Previous Year Progress (brackets = 2016/17 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	+ 3.2 (2.7)	+ 3.2 (3.1)	0 (- 4)
Average progress in writing	+ 3.3 (2.3)	+ 3.2 (2.9)	+ 0.1 (- 0.6)
Average progress in maths	+ 3.0 (2.7)	+ 3.2 (2.9)	- 0.2 (-0.2)

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	33%	74%	- 41%	(64%)
Year Two (resit)	50%	46 %	+ 4%	(54%)

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

In-school barriers

- Lack of self confidence/self esteem
- Lack of access to books or support with reading
- Poor social skills

External barriers

- Limited opportunities outside school
- Limited home support

6. Desired outcomes / Expenditure

	<i>Desired outcomes</i>	<i>Success criteria</i>	<i>Impact</i>
A.	<p>The profile of Emotional Wellbeing and Mental Health in both adults and children is raised across the school and the school provides a range of Pastoral Support</p> <p><i>(SDP priority 5)</i></p>	<ul style="list-style-type: none"> • Every Key child to increase by at least 20% on their current thrive level. • At least 90% of parents to rate the Pastoral Support provided through interventions as outstanding (baseline 78%) • Staff will feel they have good knowledge of, and feel supported in dealing with challenging behaviour, particularly when this behaviour is linked to attachment difficulties (measured through questionnaire) • Awareness of the importance of children's Mental Health has been raised (measured through parent response to workshops etc held during Children's Mental Health Week) • Profile of Active points raised both in school and with parents (Questionnaire feedback) • Quiet spaces are established and used across the school e.g Reflection area, Sensory Room, Sensory Garden and being used effectively (questionnaire feedback) 	
	Budgeted cost	£52,643	
B.	<p>To improve the achievement and progress of children in Reading and Writing</p> <p><i>(SDP Priority 1)</i></p>	<ul style="list-style-type: none"> • Minimum of 10% of PP children will achieve Greater Depth in Reading and Writing across the school • A minimum of 50% of children in receipt of PP will make ARE or above in reading and writing • The average progress of PP children in reading and writing will remain at least 3 progress points or above 	

		<ul style="list-style-type: none"> Year One Phonic Screening Pass rate for children in receipt of PP to be at least in line with National Data 	
	Budgeted cost	£3,000	
C.	To improve the achievement and progress of children in maths <i>(SDP Priority 1)</i>	<ul style="list-style-type: none"> Minimum of 10% of PP children will achieve Greater Depth in Maths across the school A minimum of 50% of children in receipt of PP will make ARE or above. The average progress of PP children in maths will remain at least 3 progress points or above 	
	Budgeted cost	£3,000	
D.	That all children have access to high quality teaching everyday, which is challenging, inspiring and meets the needs of the children <i>(SDP Priority 1)</i>	<ul style="list-style-type: none"> Teaching across the school will be at least good Children in receipt of Pupil Premium will make a minimum average of 3 Progress in reading, writing and maths Feedback seen in book scrutinies is purposeful, timely and leads to impact 	
	Budgeted cost	£13,000	
E.	Raised awareness of the benefits of Pupil Premium and the positive impact it has on children and families in receipt of it across the school.	<ul style="list-style-type: none"> 100% of parents who have a child in receipt of Pupil Premium will know who is responsible for Pupil Premium in the school (baseline 13%) At least 80% of parents are aware of how the Pupil Premium Grant is spent by the school (baseline 23%) At least 80% of parents reporting that the PPG has a positive impact on their child (baseline 40%) 	
	Budgeted cost	£12,800	
F.	All children have access to a wide range of opportunities and experiences both inside and outside school. <i>(SDP Priority 5)</i>	<ul style="list-style-type: none"> Curriculum across the school will offer a range of experiences which enhance the development of the whole child, including development of school grounds Children, staff and parents involved in creating a '50 things to do before 9 and ¾' which will enable children to access a range of enhancing childhood experiences. A least 80% of parents report in parent questionnaire that their child has access to well balanced and engaging curriculum 	
	Budgeted cost	£1000	

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 • Additional 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 • PP Breakfast Club - increased to 5 days a week
	Budgeted cost	£7,900
	Total Cost	£94,343

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		
		Nov 18	March 19	June 19
A. Children and families have access to Pastoral Support to enable their improvement in social skills and overall emotional wellbeing	<p>Attachment Training provided by Educational Psychologist</p> <p>Whole school approach offered to support staff in developing provision for vulnerable children and those exhibiting challenging behaviour.</p> <p>Increased Emotional support for staff to increase their capacity to support and build relationships with vulnerable and challenging children.</p> <p>Whole school week to be held focussing on raising the awareness and importance of children's mental health.</p> <p>Increase the number of mornings Breakfast Club is offered</p>	<p>Half termly Supervision session for AH (Inclusion and pastoral) with Educational Psychologist in place</p> <p>ELSA's to attend half termly group supervision lead by EP Service</p> <p>Supervision sessions in place for Independence Facilitators lead by AH, Inclusion and Pastoral</p> <p>Attachment Training held</p> <p>Whole staff training delivered by Andy Cope</p> <p>Andy Cope to work with Year Four on Emotional Wellbeing</p> <p>Two Senior Leaders to attend Place2be training and develop action plan as a result</p> <p>Whole school Trauma Informed Schools training held (morning INSET)</p>	<p>Termly 1:1 Supervision offered for teaching and non-teaching staff to offer support and advice to challenging children (with particular focus on attachment)</p> <p>Children's Mental Health Awareness week held. Parent Workshops held as part of Children's Mental Health Week</p>	<p>Impact of Pastoral Support measured using Thrive Online, Staff, children and Parent questionnaires</p>

<p>B. To improve the achievement and progress of children in Reading and Writing</p>	<p>Whole school Spelling focus week held to link in with Dyslexia Awareness Week</p> <p>Weekly library session open for Parents to change books with their children after school.</p> <p>World Book Day Celebrated</p>	<p>Dyslexia Awareness Week held across school in conjunction with English CALT</p> <p>Library open to parents weekly after school to help children change books</p> <p>CALT to attend SNAP meeting with focus on Phonics to support home learning</p>	<p>World Book Day held across school - Teachers Bedtime stories recorded</p> <p>CALT to attend SNAPS meeting with focus on reading to support home learning</p>	
<p>C. To improve the achievement and progress of children in maths</p>	<p>Magic Maths sessions held in Year 2 and rolled out across school to give children opportunities for Greater Depth</p>	<p>CALT leader to attend SNAPS meeting with a focus on supporting maths at home (x tables)</p>	<p>Magic maths sessions up and running in Year 2 to give opportunities for Greater Depth</p>	
<p>D. Progress of children in receipt of Pupil Premium is at least good reading, writing and maths</p>	<p>Regular lesson observations and learning walks carried out with a focus on Teaching and Learning</p> <p>Teacher meetings focus on Teaching and Learning.</p> <p>Termly progress meetings held with Assessment and Curriculum leader</p> <p>Regular book scrutinies and moderation takes place at all levels</p>	<p>Autumn Term lesson observations carried out</p> <p>Two Progress meetings held (one after each tracking point)</p> <p>Regular moderation and book scrutiny has taken place and feedback given to staff, SST and governors</p> <p>Learning walks carried out across the whole school</p>	<p>Spring Term lesson observations carried out</p> <p>Progress meeting held (one after each tracking point)</p> <p>Regular moderation and book scrutiny has taken place and feedback given to staff, SST and governors</p> <p>Learning walks carried out across the whole school</p>	<p>Appraisal Targets reviewed</p> <p>End of year data analysed</p> <p>Regular moderation and book scrutiny has taken place and feedback given to staff, SST and governors</p> <p>Learning walks carried out across the whole school</p>

<p>E. Raised awareness of the benefits of Pupil Premium and the positive impact it has on children and families in receipt of it across the school.</p>	<p>Pupil Premium form to be added to the new Reception pack at the start of the year to be completed by all new families</p>	<p>PP Forms added to new parent pack</p> <p>Children who qualify for PP identified</p> <p>Information about PP put in whole school Newsletter and parents signposted where to find out more information</p>	<p>Family Support worker to touch base informally which each PP family across term</p>	<p>PP questionnaire sent out to parents</p> <p>Parents directed to Impact report on website via newsletter</p>
<p>F. All children have access to a wide range of opportunities and experiences both inside and outside school.</p>	<p>All year groups to review, update and change topics to make more cross curricular links</p> <p>Range of clubs on offer across school</p> <p>Working party to look at creating a '50 things to do before you are 9 3/4 ' list</p>	<p>Time given on INSET to begin to review curriculum in year groups</p> <p>Working Party set up to begin to look at list of 50 things</p> <p>Clubs up and running</p>	<p>Draft '50 things to do before you are 9 3/4 ' list completed and shared with staf</p>	<p>CALT Leaders to look at areas of curriculum where opportunities can be made to include things on 50 things to do before you are 9 3/4 ' list</p>

ii. Targeted support

Desired outcome	Chosen action/approach	Monitoring and Implementation		
		Nov 18	March 19	June 19
<p>A. Children and families have access to Pastoral Support to enable their improvement in social skills and overall emotional wellbeing</p>	<p>The Emotional and Social Development to be tracked for key children using Thrive Online.</p> <p>Pastoral support plans in place for Key Children</p> <p>Timed, targeted and measured Pastoral Intervention to be put in place for children identified as needing additional support.</p>	<p>First Thrive profile to be completed for Key children</p> <p>Thrive/ELSA etc to begin</p> <p>Pastoral Support plans in place where needed</p> <p>SNAPS meeting set for year</p>	<p>Develop welcome pack for parents from Pastoral Team</p> <p>Second Thrive Profile completed</p> <p>SNAPS meetings held - guests invited</p> <p>Pastoral Support Plans reviewed</p>	<p>Impact of pastoral support measured using Thrive Online and reported to Governors</p> <p>Pastoral Parent Questionnaire to be completed and analysis</p> <p>Stay and Play session held for new reception intake</p>

		<p>Coffee morning held for new reception and pre-school parents</p> <p>Breakfast club to run 5 days a week</p>		
<p>B. To improve the achievement and progress of children in Reading and Writing</p>	<p>PP children with the potential to close the gap identified at start of year and target support put in place.</p> <p>PP children with potential to achieve Greater Depth identified and opportunities to show this out in place</p>	<p>2 inclusion progress meetings held (one after each tracking point)</p> <p>Identified children on track and if not plans put in place</p> <p>PP provision maps completed</p> <p>Close the Gap children in regular focus group in English sessions</p>	<p>Inclusion progress meetings held</p> <p>Identified children on track and if not plans put in place</p> <p>PP provision maps completed</p>	<p>Inclusion progress meetings held</p> <p>End of year data analysed and used to inform next years PP Strategy Statement</p>
<p>C. To improve the achievement and progress of children in maths</p>	<p>PP children with the potential to close the gap identified at start of year and target support put in place.</p> <p>PP children with potential to achieve Greater Depth identified and opportunities to show this out in place</p> <p>Yr 4 PP children have led Maths workshop with Yr2 PP chn (see Math CALT Plan)</p>	<p>1:1/ Small Group intervention held for close the gap PP children (twice weekly for 10 weeks)</p> <p>Identified children on track and if not plans put in place</p> <p>PP provision maps completed</p> <p>Training for Year 4 PP children who lead workshop has taken place (see Maths Action plan) -moved to Spring</p>	<p>identified children on track and if not plans put in place</p> <p>PP provision maps completed</p> <p>Yr 4 PP children have led Maths workshop with Yr2 PP chn.</p>	<p>End of year data analysed and used to inform next years PP Strategy Statement</p>

<p>D. Progress of children in receipt of Pupil Premium is at least good in reading, writing and maths</p>	<p>Inclusion Progress meetings held at each tracking point with a focus on PP children progress and attainment</p> <p>Bid system used to increase progress as identified during Progress Meetings</p> <p>PP premium target to be identified for teachers as part of their annual performance management</p>	<p>Inclusion progress meetings held</p> <p>Bids for intervention made as needed</p>	<p>Inclusion progress meetings held</p> <p>Bids for intervention made as needed</p>	<p>Individual Barriers to learning updated</p> <p>Inclusion progress meetings held</p>
<p>E. Raised awareness of the benefits of Pupil Premium and the positive impact it has on children and families in receipt of it across the school.</p>	<p>Each year group to identify actions to tackle their cohorts Barriers to Learning (as identified during the Summer Term 2018)</p> <p>Every family eligible for PP informed and profile of its benefits raised</p>	<p>Leaflet/letter sent to each family in receipt of PP introducing PP champion and the positive benefits of the grant</p> <p>Year group to complete Barriers Action Plan</p>	<p>Monitor impact of Barrier Action Plan</p> <p>Any new PP eligible for PP to receive welcome letter and leaflet</p>	<p>Monitor impact of Barrier Action Plan</p> <p>Any new PP eligible for PP to receive welcome letter and leaflet</p> <p>PP Parent questionnaire completed and analysed.</p>
<p>F. All children have access to a wide range of opportunities and experiences both inside and outside school.</p>	<p>Children in receipt of pupil premium to complete questionnaires about interests and aspirations</p>	<p>Questionnaires carried out areas of action identified</p> <p>Forest schools sessions up and running</p>		<p>Interests and ambition questionnaire carried out for PP children</p>