

## Manor Park C of E First School Pupil Premium Strategy Statement

### 1. Summary information

<b>School</b>	Manor Park First School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£94,420	<b>Date of most recent external PP Review</b>	8.6.17
<b>Total number of pupils</b>	432	<b>Number of pupils eligible for PP</b>	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>
<b>% achieving ARE or above in reading</b>	52.9% (42.4)	79.9% (72.6)	- 27% (- 30.2 )
<b>% achieving ARE or above in writing</b>	39.1% (34.8)	70.2% (60.3)	- 31.1% (- 25.5)
<b>% achieving ARE or above in maths</b>	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>
<b>Average progress in reading</b>	+ 3.2 (2.7)	+ 3.2 (3.1)	0 (- 4 )
<b>Average progress in writing</b>	+ 3.3 (2.3)	+ 3.2 (2.9)	+ 0.1 (- 0.6)
<b>Average progress in maths</b>	+ 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>
<b>Year One</b>	33%	74%	- 41%	(64%)
<b>Year Two (resit)</b>	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"> <li>• Every Key child to increase by at least 20% on their current thrive level.</li> <li>• At least 90% of parents to rate the Pastoral Support provided through interventions as outstanding (baseline 78%)</li> <li>• 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)</li> <li>• 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)</li> <li>• Profile of Active points raised both in school and with parents (Questionnaire feedback)</li> <li>• Quiet spaces are established and used across the school e.g Reflection area, Sensory Room, Sensory Garden and being used effectively (questionnaire feedback)</li> </ul>	<ul style="list-style-type: none"> <li>• A successful mental health week activity was held with 100% positive comments received from parents who attended the events during the week.</li> <li>• 100% of parents attending the Family Workshops run by the Pastoral Team gave positive feedback about the intervention.</li> <li>• Community Active Points launched across the school</li> <li>• Money raised and plans in place for Sensory Garden which will be built during the Summer Holidays 2019</li> <li>• All classes showed a positive increase in their Thrive Online assessments</li> </ul>
	<b>Budgeted cost</b>	£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"> <li>• Minimum of 10% of PP children will achieve Greater Depth in Reading and Writing across the school</li> <li>• A minimum of 50% of children in receipt of PP will make ARE or above in reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>• 12.1% achieved greater depth in Writing</li> <li>• 50% achieved ARE or above in Writing, an increase of 10.9%</li> </ul>

		<ul style="list-style-type: none"> <li>The average progress of PP children in reading and writing will remain at least 3 progress points or above</li> <li>Year One Phonic Screening Pass rate for children in receipt of PP to be at least in line with National Data</li> </ul>	<ul style="list-style-type: none"> <li>16.7% achieved Greater Depth in Reading</li> <li>63.6% achieved ARE or above in Reading</li> <li>Average Progress of PP children in Writing was 2.9 and in reading was 3.1</li> <li>81.25% of Year One children in receipt of PP passed the Phonic Screening check</li> <li>71% of Year Two children in receipt of PP passed the phonics retake.</li> </ul>
	<b>Budgeted cost</b>	£3,000	
<b>C.</b>	To improve the achievement and progress of children in maths <i>(SDP Priority 1)</i>	<ul style="list-style-type: none"> <li>Minimum of 10% of PP children will achieve Greater Depth in Maths across the school</li> <li>A minimum of 50% of children in receipt of PP will make ARE or above.</li> <li>The average progress of PP children in maths will remain at least 3 progress points or above</li> </ul>	<ul style="list-style-type: none"> <li>13.9% achieved Greater Depth in maths</li> <li>57.6% achieved ARE or above in Maths</li> <li>Average progress of PP children in maths was 3.0</li> </ul>
	<b>Budgeted cost</b>	£3,000	
<b>D.</b>	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"> <li>Teaching across the school will be at least good</li> <li>Children in receipt of Pupil Premium will make a minimum average of 3 Progress in reading, writing and maths</li> <li>Feedback seen in book scrutinies is purposeful, timely and leads to impact</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observations and learning walks have shown that teaching across the school is at least good and where it is not support plans have been put in place successfully</li> <li>Book Scrutinies have been held regularly and has shown to have led to impact</li> </ul>
	<b>Budgeted cost</b>	£13,000	
<b>E.</b>	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"> <li>An increased number of parents who have a child in receipt of Pupil Premium will know who is responsible for Pupil Premium in the school (baseline 13%)</li> <li>At least 50% of parents are aware of how the Pupil Premium Grant is spent by the school (baseline 23%)</li> <li>At least 60% of parents reporting that the PPG has a positive impact on their child (baseline 40%)</li> </ul>	<ul style="list-style-type: none"> <li>The number of parents who know who is responsible for PP in school has risen by 47%</li> <li>The number of parents who are aware of how the PP Grant is being spent has risen by 9%</li> </ul>

			<ul style="list-style-type: none"> <li>58% of parents reported that the PP Grant had a positive impact on their child</li> </ul>
	<b>Budgeted cost</b>	£12,800	
<b>F.</b>	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"> <li>Curriculum across the school will offer a range of experiences which enhance the development of the whole child, including development of school grounds</li> <li>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.</li> <li>A least 80% of parents report in parent questionnaire that their child has access to well balanced and engaging curriculum</li> </ul>	<ul style="list-style-type: none"> <li>The whole school Curriculum is currently under review with training happening on July 2019 INSET day. This will be a main focus on the 2019/20 School Development Plan and Pupil Premium Strategy Statement</li> </ul>
	<b>Budgeted cost</b>	£1000	
<b>Other Expenditure</b>			
	All children eligible for PP funding to have access to the same curriculum and experiences as their peers	<ul style="list-style-type: none"> <li>Costs of school trips, uniform, milk etc subsidised by school using PP funds as required</li> <li>No child excluded from taking part in school due to financial reasons</li> <li>Additional support for children on EHCP in receipt of Pupil Premium where needed</li> <li>Non-contact cover for Pupil Premium Champion</li> <li>Staff training e.g. Mosaic and Thrive</li> <li>Staff INSET in order to increase the level of Quality First Teaching across school</li> <li>PP Breakfast Club - increased to 5 days a week</li> </ul>	All students in receipt of PP have had equal access to trips and the Year 4 residential. Breakfast club is attended on a daily basis by up to 20 children. This has increased attendance for some of the children for whom this was a concern and has been reported as having a positive effect from teachers when it comes to the children being ready to start the school day.
	<b>Budgeted cost</b>	£7,900	
	<b>Total Cost</b>	<b>£94,343</b>	

## 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 staff</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 Maths 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>		