

Manor Park C of E First School Pupil Premium Strategy Statement

1. Summary information

School	Manor Park First School				
Academic Year	2019 - 21	Total PP budget	£70,005	Date of most recent external PP Review	8.6.17
Total number of pupils	438	Number of pupils eligible for PP	75		

2. End of Previous Year Attainment (brackets = 2017/18 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	63.6.% (52.9)	80.9% (79.9)	- 17.3 (-27)
% achieving ARE or above in writing	50 % (39.1)	73.1% (70.2)	- 23.1 (-31.1)
% achieving ARE or above in maths	57.6% (44.9)	77.8% (75.8)	- 20.2 (-30.9)

3. End of Previous Year Progress (brackets = 2017/18 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	+ 3.1 (3.2)	+ 3.3 (3.2)	- 0.2 (0)
Average progress in writing	+ 2.9 (3.3)	+ 3.2 (3.2)	- 0.3 (+0.1)
Average progress in maths	+ 3.0 (3.0)	+ 3.2 (3.2)	- 0.2 (-0.2)

4. % of children meeting standard in Phonic Screening Check

	<i>Pupils eligible for PP</i>	<i>Whole School</i>	<i>Difference between PP and Whole School</i>	<i>Dorset Data (PP children meeting standard)</i>
Year One	81.2% (33)	82% (74)	- 0.8 (-41)	(64%)
Year Two (resit)	71% (50)	70% (46)	+ 1 (+4)	(54%)

N/B - Data above refers to the academic year 2018/19. Due to Covid 19, no data was collected during the academic year 2019/20

5. Barriers to future attainment (for pupils eligible for PP, including high ability)			
In-school barriers			
<ul style="list-style-type: none"> • Lack of self confidence/self esteem • Lack of access to books or support with reading • Poor social skills 			
External barriers			
<ul style="list-style-type: none"> • Limited opportunities outside school • Limited home support 			
6. Desired outcomes / Expenditure			
	<i>Desired outcomes</i>	<i>Success criteria</i>	<i>Impact</i>
A.	<p>To have a consistent approach to behaviour across all areas of school life which is underpinned by our schools shared values.</p> <p><i>(SDP priority 2)</i></p>	<ul style="list-style-type: none"> • School has achieved Attachment Friendly School Status • New 'Relationship Policy' written and implemented based on the latest research regarding behaviour and attachment • Mental Health and Wellbeing Policy in place • Number of learning days lost to fixed term exclusions as a result of behaviour to be reduced • The Group Dynamics and SEN classrooms have had a positive impact on both the learning and behaviour for Key Children (as evidenced from parent, staff and children feedback) • Play leaders having a positive impact on behaviour at breaktimes 	<p>The school has had 2 more members of staff TIS trained to support Attachment Friendly school status. 7 more members of staff have been trained in DORSET Steps and the new PRE leader is developing our Relationship Policy, training all staff so it is ready for implementation fully in September. The school reviewed the group dynamics and SEN classroom whilst looking at all the individual needs for September in addition a number of parents requested for their children to remain in a provision classroom for September 2021. We have been able to accommodate this for most children who ourselves and the parents have identified.</p> <p>Due to COVID breaktimes has not been able to work in the same way and play leaders have not been used.</p>
	Budgeted cost	£ 58,000	

B.	<p>To improve the achievement of children in English, with a particular focus on writing</p> <p><i>(SDP Priority 1)</i></p>	<ul style="list-style-type: none"> • At least 65% of children in receipt of the Pupil Premium Grant to achieve ARE or above in Reading • At least 55 % of children in receipt of the Pupil Premium Grant to achieve ARE or above in Writing • At least 15% of children to achieve Greater Depth in Reading • At least 20% of children to achieve Great Depth in Writing • The % of pupils in receipt of the PP Grant passing the Year One Phonics Screening is at least in line with National 	<p>Reading - 54% Writing - 29% Reading GD - 14% Writing GD - 7% Yr1 phonics did not take place</p> <p>This plan was written pre COVID and therefore need to bear in mind that school was closed twice. Please see the catch up curriculum.</p>
Budgeted cost		£ 6000	
C.	<p>To improve the achievement of children in Maths</p> <p><i>(SDP Priority 1)</i></p>	<ul style="list-style-type: none"> • At least 55% of children in receipt of the Pupil Premium Grant to achieve ARE or above in Maths • At least 15% of children to achieve Greater Depth in Maths • At least 55% of children to achieve a pass in Year 4 Multiplication Tables check. 	<p>Maths -38% Maths GD - 4% Yr4 TT did not take place.</p> <p>This plan was written pre COVID and therefore need to bear in mind that school was closed twice. Please see catch up curriculum.</p>
Budgeted cost		£6000	
D.	<p>Progress of children in receipt of Pupil Premium is at least good in reading, writing and maths</p> <p><i>(SDP Priority 1)</i></p>	<ul style="list-style-type: none"> • 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 	<p>Progress of 3 points is not able to be measured by DoL tracker 79% good progress in reading DoL 52% good progress in writing DoL 50% good progress in maths DoL Book scrutinies have been held by SST and CALT leaders which shows feedback is being used in a purposeful way. From the books looked at their was no difference between PP and on PP books.</p>
Budgeted cost		£5000	

E.	<p>All children have access to a wide range of opportunities and experiences both inside and outside school, through a broad and balanced curriculum which strengthens links with the wider community.</p> <p><i>(SDP Priority 1)</i></p>	<ul style="list-style-type: none"> • Whole school Chris Quigley Curriculum INSET held • Curriculum intent statement is written and is understood by all staff • A new curriculum is in place which is underpinned by the use of 'vehicles' • The new curriculum makes increased links with the local community 	<p>Whole school Chris Quigley training took place further training by SST was also delivered on the use of Vehicles. The Curriculum Intent was written by all teaching staff and shared on the website for the school community. Successful vehicles were completed with the community e.g. Scarecrow hunt, Community cafe, Open Mic</p>
Budgeted cost		£5000	
Other Expenditure			
	<p>All children eligible for PP funding to have access to the same curriculum and experiences as their peers</p>	<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 	<p>No child has been excluded from any event, PP funding has been used if required. Staff training for Mosaic and Thrive has happened in order to develop skills and support families as needed. Staff development has continued through COVID, including the development of Quality First Teaching remotely. The school also was able to obtain funding for laptops which were then distributed to our vulnerable families. Although Breakfast Club was unable to happen the school did set up a foodbank sharing weekly food drops with families, which over time became more than just food with support in home learning, ICT support in addition to well being and mental health support.</p>
Budgeted cost		£8,000	
Total Cost		£88,000	

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			
		March 19	December 20	March 21	June 21
A. To have a consistent approach to behaviour across all areas of school life which is underpinned by our school's shared values.	<p>Attend Attachment Friendly Schools Training</p> <p>Develop whole school Relationship Policy based on the latest research in behaviour management</p>	<p>Relationship Policy shared with Governors and parents</p> <p>Second day of Attachment Champions course completed</p> <p>Annual Mental Health Awareness Week held</p>	<p>Attachment Friendly School Status achieved</p> <p>Whole school INSET and follow up staff meeting held - delivered by STEPS Training (A MC-W)</p> <p>Policy to be shared with STEPS trainer for feedback</p>	<p>Amended Policy to be shared with staff</p> <p>Amended Policy taken to Governors</p> <p>3 Further training session with STEPS trainer held</p> <p>Plan for Attachment Champions made and next steps for the group identified.</p>	<p>Behaviour Learning Walk carried out by Governors</p> <p>Children's questionnaire carried out to find pupil views on behaviour</p> <p>Draft Mental Health Policy shared with staff, parents and governors for feedback</p> <p>Staff questionnaire on behaviour carried out</p>
B. To improve the achievement and progress of children in Reading and Writing	<p>Focus Language / word acquisition and how this can be applied to writing</p> <p>Key texts (with a focus on Non Fiction) chosen for each year group for story time.</p> <p>Library accessible to all of our school community</p> <p>Using the library to enhance teaching of reading – not be separate</p> <p>Use RWI in Pre-school, Reception, Year 1 and for some children in Y2.</p>	Please see SDP	Please see SDP	Please see SDP	Please see SDP

<p>C. To improve the achievement and progress of children in Maths</p>	<p>Half termly learning walks to take place in each cohort to monitor data and assessment, complete a book look with focus children, learning environment, snapshot of teaching.</p> <p>KS2 children will have access to Times Tables Rockstars in readiness for Year 4 MTC.</p> <p>1stclass@number in place. Two Teaching Assistants attend 1stclass@number training in Autumn 2019 (KS1 and KS2).</p> <p>Lunchtime clubs in KS1 and KS2 - targeting:</p> <ul style="list-style-type: none"> greater depth/resilience to problem solving Times Tables Rockstars cusps children at risk of not achieving ARE <p><i>SDP focus</i></p> <ul style="list-style-type: none"> Fluency of number facts / TTRS Oracy and reasoning Maths across the curriculum Consistency of QFT and outcomes 	<p>1stclass@number2</p> <ul style="list-style-type: none"> Two TAs trained. First group of children have completed the intervention. Focus on lower WA children. <p>Two rounds of Snapshot & Support have taken place. Good practice shared/support where needed.</p> <p>Monitor impact of TTRS.</p>	<p>Thought given to how we can offer parent workshops and staff training in the Spring Term</p> <p>NEW A new Maths scheme has been introduced (White Rose) to ensure progression and raise the attainment of all. The scheme includes recovery objectives throughout the year to help all children catch up.</p> <p>TTRS continued as well as Numbots aimed primarily at KS1.</p> <p>Clubs not currently possible but weekly catch up Maths home learning tasks are set via GC in all year groups.</p>	<p>Round 2 of intervention completed.</p> <p>1stclass@number2 TAs have trained other TAs in phase.</p> <p><i>Due to Covid, and staff changes, alternative catch up has been arranged for PP as well as those chd who have fallen behind from lockdown.</i></p>	<p>1stclass@number2 Catch up and targeted support for children with gaps. Year 1 children to have support.</p> <p>Two rounds of Snapshot & Support have taken place. Good practice shared/ support where needed.</p> <p>At least one lunchtime club in KS1 and KS2 linked to Maths.</p> <p>End of year data analysis.</p> <p><i>Due to COVID and the trained member of staff leaving our school we have been unable to achieve the milestones for this month.</i></p>
<p>D. Progress of children in receipt of Pupil Premium is at least good 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>Progress meeting held (one after each tracking point)</p> <p>Regular moderation and book scrutiny has taken place and feedback given to</p>	<p>Progress Meetings held after first data drop.</p> <p>Pupil Voice, book looks, discussion with teachers and drop ins started. Feedback given.</p>	<p>Inclusion Progress meeting held at start and end of Spring Term</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>

	PP premium target to be identified for teachers as part of their first Inclusion Progress Meeting	<p>staff, SST and governors</p> <p>Learning walks carried out across the whole school</p>			Learning walks carried out across the whole school
E. All children have access to a wide range of opportunities and experiences both inside and outside school, through a broad and balanced curriculum which strengthens links with the wider community.	<p>Chris Quigley INSET day on Curriculum.</p> <p>An Intent statement is written ensuring that all staff understand the way the curriculum works at our school.</p> <p>The school has written their own school curriculum with aims clearly identified, that link to MPFS and its' community.</p> <p>Planning documents show cross curricular links and use of 'vehicles'.</p> <p>Progression of skills and knowledge can be seen in all subjects.</p> <p>The school uses vehicles as a way of delivering both the school curriculum aims and the subjects of the national curriculum</p>	<p>School curriculum has been finalised</p> <p>Online learning - Google Classroom has been set up and is working effectively</p> <p>School to ensure any child learning remotely has access to internet and device and if not look at how this can be facilitated</p> <p>See SDP</p>	<p>Whole School recovery curriculum shared topic carried on return to school.</p> <p>Focus in wellbeing and mental health for first term</p> <p>Andy Cope Brilliant schools resources purchased and used to support the recovery curriculum</p>	<p>School Curriculum has been finalised</p> <p>Whole school diversity topic delivered</p>	Whole School review of school curriculum
ii. Targeted support					
Desired outcome	Chosen action/approach	Monitoring and Implementation			
		March 19	December 20	March 21	June 21

<p>A. To have a consistent approach to behaviour across all areas of school life which is underpinned by our schools shared values.</p>	<p>Each Key Child to have a 'Team' of adults identified who will work with and support them over the year Using knowledge gained through attachment awareness training individual behaviour plans/PSPs will be written for Key children</p> <p>One Page Profiles available to all staff for Key Children</p> <p>Group Dynamics class to be set up to support children with both academic and Social and Emotional needs.</p>	<p>Stop and Think meetings held to support Key Children in a timely manner as and when needed</p> <p>SST to attend STEPS Training</p>	<p>Risk Reduction plans written for children who require them</p>	<p>Risk Reduction Plans reviewed</p>	<p>Risk Reduction Plans reviewed</p> <p>Enhanced transition for Key Children in place</p> <p>All Annual Reviews held for children with an EHCP.</p> <p>Feedback gathered from Staff, Parents and Children regarding the success of the Group Dynamics classes over the last year and the impact it has had</p> <p>Plans in place to how Key Children will be supported in the upcoming year</p>
<p>B. To improve the achievement and progress of children in Reading and Writing</p>	<p>Children not on track to pass Phonic Screening Check to receive 1:1 or small group intervention</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>PP provision maps completed</p> <p>Close the Gap children in regular focus group in English sessions</p>	<p>Progress meetings held</p>	<p>Inclusion meetings and progress meetings to be held</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. Progress of children in receipt of Pupil Premium is at</p>	<p>Children identified and targeted with 1stclass@number support where needed.</p>	<p>2 rounds of Snapshot & Support.</p>	<p>Identified children on track and if not plans out in place.</p>	<p>-----</p>	<p>-----</p>

<p>least good in reading, writing and maths</p>	<p>Half termly tracking of PP children's attainment and progress. Support to be put in place where appropriate.</p> <p>Access to lunchtime clubs.</p>	<p>Identified children on track and if not plans put in place.</p> <p>Close the Gap children to access 1stclass@number2 intervention.</p>	<p>Interventions taking place in a Covid Secure way</p>	<p>Interventions taking place in a Covid Secure way</p>	<p>Identified children on track and if not plans put in place.</p> <p>Close the Gap children to access 1stclass@number2 intervention.</p> <p>End of year data to be analysed.</p>
<p>D. Progress of children in receipt of Pupil Premium is at least good 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>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>Identified children on track and if not plans put in place.</p> <p>Interventions taking place in a Covid Secure way</p>	<p>Inclusion Progress meetings held</p> <p>Identified children on track and if not plans put in place</p>	<p>Inclusion progress meetings held</p> <p>End of year data analysed and used to inform next years PP Strategy Statement</p>
<p>E. All children have access to a wide range of opportunities and experiences both inside and outside school, through a broad and balanced curriculum which</p>	<p>Pupils in receipt of PP Grant to have access to financial support to take part in educational trips and residentials</p> <p>Forest Schools sessions and outdoor explorers will take place daily with children in receipt of PP Grant prioritised to take part</p>	<p>Outdoor Explorers Club set up</p> <p>Additional Forest Schools sessions in place</p>	<p>Outdoor environment used as much as possible and timetabled for whole school use</p>	<p>Thought given to how Forest School sessions can be run in a Covid secure way during the Summer Term.</p>	<p>Children's curriculum and learning survey carried out with children in receipt of PP Grant</p>

strengthens links with the wider community.					
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