

## Pupil Premium report

<p><b>Name of school:</b> Manor Infant School  <b>Date of review:</b> 9 May 2017  <b>Name of reviewers:</b> Jo Peach and Jane Sibley</p>	
<p><b>Basic information</b>  <b>Total PP budget</b> for 2016-7: £103,560  <b>Total number of pupils:</b> 234  <b>Number of pupils eligible for PP:</b> 92 and <b>% of cohort:</b> 40%</p>	
<p><b>Summary of strengths (WWW)</b></p> <ul style="list-style-type: none"> <li>• Senior leaders have a powerful vision of where they want the school to be and put the achievement of disadvantaged pupils as a top priority. Gaps for these pupils compared to others nationally are closing rapidly and in some cases are completely closed. The drive for excellence in this area, as it is in all other areas, is palpable.</li> <li>• The senior leaders have an extremely accurate view of how all pupils in school are achieving and, in particular, how the disadvantaged group are performing. This information is shared with middle leaders and all staff have an excellent understanding of which pupils in their class are disadvantaged so they can plan accordingly.</li> <li>• The quality of teaching is high and leads to improved outcomes for disadvantaged pupils, especially in the key area of developing pupils' spoken skills.</li> <li>• Interventions and support programmes, especially those which deal with pupils' behavioural, social and emotional development are highly effective.</li> <li>• Behaviour and attendance have improved markedly over the past three years.</li> </ul>	<p><b>Summary of areas for development (EBI)</b></p> <ul style="list-style-type: none"> <li>• Ensure that all staff, particularly middle leaders, are familiar with the PP strategy document so that they have the full overview</li> </ul>
<p><b>Effectiveness of PP spend</b></p> <ul style="list-style-type: none"> <li>• Highly effective</li> </ul>	<p><b>Suggested priorities for action</b></p> <ul style="list-style-type: none"> <li>• Continue to focus on developing disadvantaged pupils' writing skills</li> </ul>

	WWW/summary of strengths	EBI/areas for development
<p><b>Leadership</b> <b>Culture and ethos</b> <b>Curriculum</b></p>	<ul style="list-style-type: none"> <li>• Senior leaders have a powerful vision of where they want the school to be and put the achievement of disadvantaged pupils as a top priority. Gaps for these pupils compared to others nationally are closing rapidly and in some cases are completely closed. The drive for excellence in this area, as it is in all other areas, is palpable.</li> <li>• The senior leaders have an extremely accurate view of how all pupils in school are achieving and in particular how the disadvantaged group are performing. This information is shared with middle leaders and all staff have an excellent understanding of which pupils in their class are disadvantaged so they can plan accordingly.</li> <li>• Senior leaders keep a close eye on the effectiveness of any strategies or interventions that are introduced and only spend PP funding on support which is proven to be effective for their pupils. Middle leaders are knowledgeable and held to account for the progress of disadvantaged pupils in their areas.</li> <li>• The barriers that these pupils have are well understood by all staff in the school. In 2016, the school correctly identified the main barriers for these pupils as weak speaking and listening on entry to the school, poor/slower behavioural, social and emotional development and lower attendance rates. The school has put various measures in place to address these areas and has been very successful. Other barriers such as a lack of parental engagement and few social and cultural experiences have also been addressed successfully.</li> <li>• The senior and middle leaders have jointly contributed to ensuring the quality of teaching is strong. Teachers are very well supported to improve their practice, CPD is well targeted and new ways of working are carefully trialled and evaluated. This means that there is consistently good practice in every class and teachers have a range of effective strategies to support disadvantaged pupils.</li> <li>• The school has put in place highly effective interventions to support pupils in developing their oral skills. Specific schemes which start with the very youngest children in nursery are well targeted at disadvantaged pupils using well-trained</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that all staff, particularly middle leaders, are familiar with the PP strategy document so that they have the full overview</li> </ul>

staff. This means that pupils in the current cohort are making even better progress than previous years with their communication and literacy skills. The focus on developing spoken work continues throughout the school so that disadvantaged pupils either get extra support if needed or are given plenty of opportunities in class to develop their spoken language. By the time pupils leave reception they have much improved oral skills and this continues to the end of Y2. The school has also recognised that the weaker results in writing were linked to weaker spoken skills and so results in writing are predicted to rise significantly.

<b>KS1 attainment- Disadvantaged 2016/2017</b>					
<b>Writing</b>	School (predicted 2017)	National 2016	Difference NA & 2017	Difference NA & 2016	Difference diminished by:
ExS +	65%	70%	-5%	-21%	+16%
GD	7%	16%	-9%	-16%	+7%

- Much attention is paid to helping disadvantaged pupils to develop good behaviour, social and emotional skills. Again, the school has chosen some very effective intervention schemes including restorative practice for those children who need it most and it also liaises well with outside agencies to support these pupils. Pupils are now extremely well behaved, polite and friendly with adults; incidences of poor behaviour are rare. The Nurture Group has been established to help pupils who have acute or severe needs and this is highly effective, with most pupils being integrated back into class before Y2.
- The senior leaders have worked tirelessly on absenteeism and, as a consequence, absences and punctuality have reduced dramatically.
- They have also worked hard to encourage parents to engage more with the school, especially through a Facebook page, and to support their child's academic development.
- The curriculum has been adapted to make sure it fills any gaps in pupils' knowledge and to excite pupils about learning. Many trips and visits are planned which all disadvantaged pupils attend; pupils spoke excitedly about a

	<p>trip on a train to an animal park and work in their books showed extremely good engagement with follow-up reading and writing.</p> <ul style="list-style-type: none"> <li>• Governors have a good understanding of how the Pupil Premium funding is spent and accurate insights into the effectiveness of interventions.</li> </ul>	
<p><b>Teaching, learning and assessment</b></p>	<ul style="list-style-type: none"> <li>• High expectations are evident in all lessons. Pupils are given engaging tasks and are expected to complete a lot of work to a high standard. For example, high attaining pupils in Reception were given writing tasks and managed whole sentences in a short amount of time.</li> <li>• Teachers know their pupils extremely well and are very aware of which pupils are disadvantaged and what their particular needs are. They plan lessons which take this into account and have a wide range of strategies to support pupils, especially to develop their oral skills. For example, pupils are always expected to answer in full sentences, to expand or improve what they have said and are given frequent opportunities to work with partners or in groups on oral tasks. This is also supported out of class at break and lunch time when all staff chat to pupils and help them to talk about their thoughts and develop their oral fluency.</li> <li>• Teachers also develop pupils' reading and writing skills by choosing interesting tasks and a rich variety of texts. They have well-developed questioning techniques which help pupils to develop their understanding. For example in Y2 pupils were questioned about how they would feel in a situation they had read about where a father was telling his child off and were encouraged, through skilful questioning, to relate this to their own experiences and to other books they had read.</li> <li>• Trips and visits help broaden pupils' experiences and all disadvantaged pupils are supported to attend financially. This is reflected in the wider variety of speaking and writing activities that pupils engage in.</li> <li>• Marking and feedback are carefully designed to ensure that pupils understand and act upon advice. Often, feedback is oral and pupils are expected to act on this immediately; disadvantaged children are given priority which helps them to make rapid progress.</li> <li>• Pupils are developing a good ability to work things out for themselves and to become more independent. They were encouraged to use resources other than</li> </ul>	<ul style="list-style-type: none"> <li>• Some resources, such as tricky word lists, need to be more accessible at the point of teaching</li> <li>• Sometimes TAs need to make</li> </ul>

	<p>the teacher and did this very effectively in most cases.</p> <ul style="list-style-type: none"> <li>Teaching Assistants are very well deployed to support those who are disadvantaged. TAs are given good support from the teacher so help pupils to stay on task and to find resources as well as explaining things clearly when necessary.</li> <li>In most lessons seen, the pace was good with <b>high expectations of the quality of learning produced.</b></li> </ul>	<p>sure that the pupils they are working with integrate with other pupils</p> <ul style="list-style-type: none"> <li>In a small minority of cases, pace was slow and so pupils began to fidget and pay less attention</li> </ul>
<p><b>Behaviour and attendance</b></p>	<ul style="list-style-type: none"> <li>Teachers have very good strategies to encourage all pupils, especially disadvantaged pupils to behave well. Staff know pupils extremely well and so are able to target these strategies effectively and are particularly aware of those pupils who may be in need of extra support and those who are already getting extra support. Staff get good information about pupils and have good CPD so they understand and can support any new interventions or strategies that are being offered.</li> <li>Pupils work collaboratively together and are respectful of each other and of adults. Some disadvantaged pupils have had extra support with this through particular interventions or in the Nurture Group and this has had a very beneficial effect on their behaviour. For example, some children in the Nurture Group responded very well to a request to finish their work even when others had got up to play.</li> <li>Pupils understand what the rules are and have a strong sense of right and wrong. The nursery is providing a strong start for very young pupils to learn about sharing and turn taking. Staff ensure that disadvantaged pupils are given extra attention to develop these skills when they need it.</li> <li>The school has monitored and tracked attendance of all pupils very carefully. The tracking shows that a significant minority of persistent absentees and lateness are from disadvantaged pupils and so the school has invested some resources to work with parents to help them to get their children to school. This has had a positive effect with both lateness and persistent absenteeism decreasing rapidly and markedly.</li> </ul>	

Attendance comparison			
	2014/2015	2015/2016	2016/2017 (to date)
Disadvantaged	94%	95%	94%
Non Disadvantaged	95%	97%	96%
difference	1%	2%	2%

Lates			
2013/2014	2014/2015	2015/2016	2016/2017 (to date)
779	531	237	97

**Outcomes**

- Outcomes for pupils have improved since last year. All gaps are closing and in some areas, such as the percentage of FSM pupils expected to reach a good level of development at the end of EYFS, the gap is much smaller than national with these pupils predicted to do better than others nationally. Strengths are particularly evident in pupils' communication and language skills.

**SEE TABLE BELOW**

Indicator	School disadvantaged 2016	School disadvantaged 2017 (predicted based on April data)	National not disadvantaged	School difference 2016 with national 2016	School 2017 difference with national 2016
EYFS GLD	88	74	72	+16	+2
Y1	76	82	83	-7	-1

- Continue to focus on developing disadvantaged pupils' writing skills

phonics					
KS1 reading Exs	63	68	78	-15	-10
KS1 writing exs	49	65	70	-21	-5
KS1 maths exs	60	72	77	-17	-5
KS1 R GDS	26	25	27	-1	-2
KS1 W GDS	0	7	16	-16	-9
KS1 MA GDS	6	25	20	-14	+5

- By the end of KS1, predictions for 2017 and work in books show that disadvantaged pupils will improve their attainment in all subjects over this group in the previous year.
- Particular improvements have been made with high prior attaining pupils. In 2016, no disadvantaged pupils attained greater depth in any subject. In 2017, in maths and reading predictions are for 25% of this cohort to reach greater depth, with writing improving from a lower base to 7%. All high prior attaining pupils will make at least expected progress from their baseline at the end of YR.
- Disadvantaged pupils with SEND are predicted to improve their attainment from 2016; no pupils are predicted to be working towards the expected standard.
- In 2016- 2017, more disadvantaged boys than girls are involved with outside agencies for support with emotional and behavioural difficulties and more boys are on the SEND register. Current attainment shows girls attaining higher scores in reading and writing than boys but from a stronger starting point.