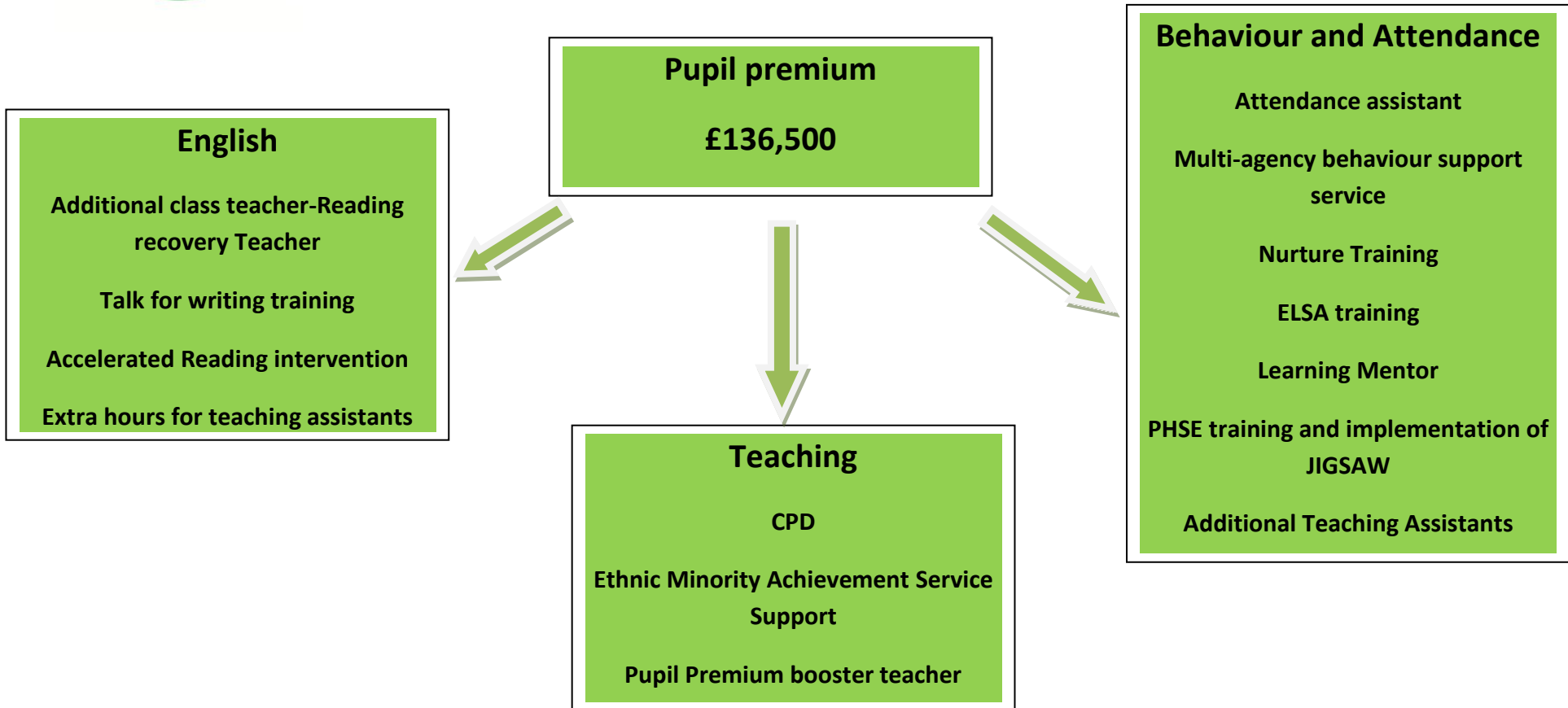




Manor Infant School

‘Valued as Individuals, Inspired as Learners’





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Overview of Pupil Premium Grant Spending for 2014-2015			
Total number of pupils eligible:	105 (244 NOR)		
% of school population:	43%		
Total amount of Pupil Premium Grant received:	£136,500		
Action/project and target year group	Cost	Aim	Impact Updated July 2015
English			
Pupil premium booster teacher (linked to reading recovery training and resources) Year 2	£19,079	One teacher is employed 3 days a week to work with pupils either on a one to one basis or a very small group. This very intensive programme is targeted at pupils working below age expectation in their reading, phonics and writing. On a one to one basis, identified children receive 30 minutes teaching for a period of up to 15 weeks. The teacher receives training and support from the Local authorities, Every child a reader support.	73% of pupils in receipt of pupil premium spending achieved expected and above in reading. (64% of pupils achieved more than expected). The gap between pupil premium children and non-pupil premium children achieving more than expected standards has reduced to 2%.
Pupil premium booster teacher Year 1	£12,700	One teacher is employed 3 mornings a week to work with pupils in a very small group. This very intensive work is targeted at pupils working below age expectation in their phonics and writing and number.	53% of pupils in receipt of pupil premium spending achieved expected and above in reading
Talk for writing training Year R, Year 1 and Year 2	£5,000	Professional development for teachers and teaching assistants in the programme of Talk for Writing to improve the standards in writing across the school.	The children are making greater use of story language, have a greater repertoire of stories and have an improved understanding of story structures. 66% of pupils in year 2 achieved expected and above. Year on year, the percentage of pupil

			premium children achieving the expected standard has continued to increase.
Accelerated reading interventions, resources and training Year 1 and year 2	£2,600	We have trained the Teaching assistants in year 1 and year 2 to deliver an intensive one to one programme. The children read for 15-20 minutes 3 times a week. The programme lasts for 10 weeks.	80% of year 1 pupils receiving support from trained volunteer readers passed the year 1 phonics test. 90% of year 1 children receiving accelerated reading passed the year 1 phonics test.
Teaching			
Ethnic Minority Achievement Service Support (EMAS) Early Years to Year 2	£8,000	Professional development for teachers to ensure they are providing the right provision for our pupils whom English is an additional language and bilingual support for the children.	In reading , 82% of children who speak English as an additional language have made expected or more than expected progress. (From the end of year R to the end of year 2). In writing , 91% of children who speak English as an additional language have made expected or more than expected progress. (From the end of year R to the end of year 2). In mathematics , 91% of children who speak English as an additional language have made expected or more than expected progress. (From the end of year R to the end of year 2).
CPD for teachers-Portswood teaching alliance	£5,000	With the continuous aim of moving teaching to consistently good and better. CPD for teachers will include; peer observation, coaching and observing best practice.	Teaching across the school is consistently good leading to significantly improved progress for all learners from their starting points.
Additional Early Years Assistant	£6,876	An additional EYA has been employed to work across the	Greater percentage (66%) of

Year R		Early Years classes. Phonics is differentiated 3 ways and the introduction of a key person means that the phonics is reinforced in small groups in the afternoons. In order to raise the attainment of the lower achieving children	children achieving a 'Good level of development'. In reading , 68% of children achieved expected and above. In writing , 66% of children achieved expected and above. In mathematics , 78% of children achieved expected and above. The gap between pupil premium children and non-pupil premium children achieving an overall 'good level of development' has reduced to a small difference of 6%.
Behaviour and attendance			
2 ELSA's and ELSA training and resourcing Early Years to Year 2	£580	Emotional Literacy Support training in place for a teaching assistant and the learning mentor who will work with pupils across the school with children who need nurture and pastoral support.	There is a greater awareness of the ELSA (Emotional Literacy Support Assistant) role across the school. All children who attend ELSA sessions are continuing to improve their skills in managing feelings and communication. This has also led to strengthening links established with families.
Multi agency behaviour support service (MABSS) Early Years to year 2	£23,400	Professional development for teachers and teaching assistants to ensure they are using appropriate strategies to manage challenging behaviours. To support small groups of children in friendship groups and work with individual children so that they are better prepared for learning in the school environment.	There is a significant decrease in poor behaviour across the school. Families are engaged with external support and number of incidents has decreased. Specialist targeted support has developed staff behaviour management strategies.
Nurture staffing, training and resources	£28,880	Nurture provision to help children who have difficulties accessing the curriculum in their mainstream classroom. Carefully planned time to meet the individual needs of the	The majority of children who attend nurture sessions have been successfully reintegrated

Early Years to year 2		children. 30 children across the school will access the provision for at least 4 sessions a week.	into class after meeting personalised targets. Timely identification has led to children accessing the provision as early as possible. The school now has an accredited nurture group leader.
PHSE JIGSAW training and resources Early Years to year 2	£2,041	To introduce a whole school approach through a comprehensive scheme of learning for PSHE education including emotional literacy, social skills and spiritual development. Half-termly themes taught in class lessons and introduced in assemblies lead to the purposeful ethos of the school.	Whole school PSHE schemes of work are consistently followed. The themes link to our school values and therefore improve behaviours. Culture and ethos of the school demonstrates the children's understanding of their rights and responsibilities as citizens.
Learning Mentor	£19,280	Learning mentor employed to liaise with staff to implement strategies and supporting learners in self-esteem and confidence-building activities; listening to and helping learners resolve a range of issues that are creating barriers to learning; meeting parents to discuss issues and problems, and running group sessions and workshops for parents at school; advising parents on behaviour strategies and parenting skills.	Parents are successfully supported through parent and family workshops. Family and parental engagement has significantly improved.
Attendance Officer	£10,703	Improve attendance by implementing clear and effective procedures, including working closely with families, to raise attendance rapidly.	Total lates continue to significantly reduce. Total attendance continues to improve- 94.5% at the end of July 2015. 18 children achieved 100% attendance and 158 children achieved 95% and above for the year of 2014-2015.
TOTAL:	£144,139		