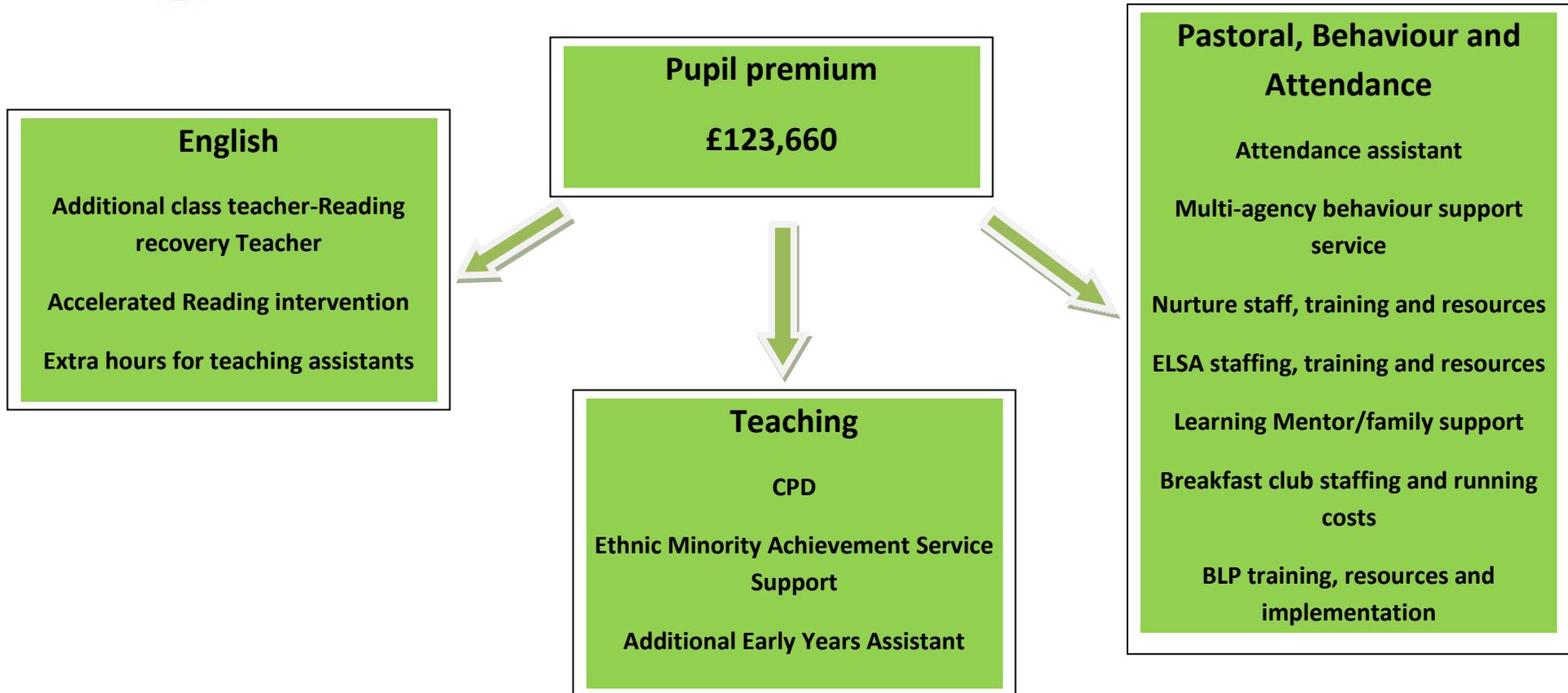




Manor Infant School

‘Valued as Individuals, Inspired as Learners’





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| Overview of Pupil Premium Grant Spending for 2015-2016 | | | |
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| Total number of pupils eligible: | 94 (243 NOR) | | |
| % of school population: | 39 % | | |
| Total amount of Pupil Premium Grant received: | £123,660 | | |
| Action/project and target year group | Cost | Aim | Impact Updated July 2016 |
| English | | | |
| Pupil premium booster teacher (linked to reading recovery training and resources) | £19,079 | Due to the impact last year, as a school we have decided to continue to employ one teacher 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 regular training and support from the Local authorities. (Every child a reader support). | 64.7% of pupils in receipt of pupil premium spending achieved expected and above nationally in reading at the end of keystage 1. (26.5 % of pupils achieved more than expected nationally). The gap between pupil premium children and non-pupil premium children achieving expected and above standards is 8.6%. However, 36% of pupils eligible for pupil premium made better than expected progress when leaving year R at expected (2) and attaining year 2 expected standard and above compared to 28% of pupils not eligible who had the same start point. The ECAR teacher continues to train and develop the skills of the early Years assistants in the delivery of guided reading, |

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| | | | <p>concepts of print and book handling. This has led to 88% of year R pupils eligible for pupil premium funding achieving a Good level of development in reading.</p> <p>The increase in phonics to 80% pass rate increases significantly by 18% with the children eligible for pupil premium continuing to close the gap to 5.3% compared to their peers.</p> |
| <p>Accelerated reading interventions, resources and training</p> <p>Year R, 1 and year 2</p> | £2,609 | <p>Due to the high impact of accelerated reading across the school and narrowing the gap by only 2% difference between pupil premium and non-pupil premium achieving more than the expected standard at the end of year 2 we have continued to train the teaching assistants in year R, 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. So that this can be achieved, the class TA hours are increased so that this can begin as soon as the children come into school in the morning.</p> | <p>Greater percentage (80%) of children achieved the expected standard in phonics by passing the phonics screening check. The gap between pupils eligible for pupil premium funding and those who are not continue to narrow from previous years to only 5.3%. 76.2 % of pupils eligible for pupil premium funding passed the year 1 phonics screening check. Of the year 2 pupils eligible for pupil premium funding, 73.3% passed the phonics screening retake.</p> |
| Teaching | | | |
| <p>Ethnic Minority Achievement Service Support (EMAS) Early Years to Year 2</p> | £10,047 | <p>Because of the significant impact from the previous year, the school have acknowledged that in order to continue this improvement, we want to ensure teachers receive professional development so that they are providing the right provision for our pupils whom English is an additional language. This will also include bilingual support for the children.</p> | <p>In reading, 70.8% of children who speak English as an additional language achieved the expected standard at the end of KS1 with 41.7% working in greater depth.</p> <p>In writing, 75% of children who speak English as an additional</p> |

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| | | | <p>language achieved the expected standard at the end of KS1 with 4.2% working in greater depth.</p> <p>In mathematics, 83.3% of children who speak English as an additional language achieved the expected standard at the end of KS1 with 8.3% working in greater depth.</p> |
| <p>Additional Early Years Assistant Year R</p> | £6,876 | <p>Due to the continued improvements in progress and outcomes of pupil premium children in the Early Years provision, the school has agreed to employ an additional EYA to work across the 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.</p> | <p>Greater percentage (69.4%) of children achieving a 'Good level of development'. The gap between pupils eligible for pupil premium funding and those who are not achieving an overall 'good level of development' evidences that 28% of children eligible for pupil premium exceed their peers.</p> <p>In reading, 70.8% of children achieved expected and above. 88% of pupil premium children achieved expected in reading compared to 61.7% of pupils not eligible for FSM.</p> <p>In writing, 70.8% of children achieved expected and above. 88% of pupil premium children achieved expected in writing compared to 61.7% of pupils not eligible for FSM. In mathematics, 72.2% of children achieved expected and above. 88% of pupil premium children achieved expected in reading compared to 63.8% of pupils not eligible for</p> |

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| | | | FSM. |
| Behaviour and attendance | | | |
| 2 ELSA's and ongoing ELSA training and resourcing Early Years to Year 2 | £580 | The school acknowledges the importance of providing Emotional Literacy Support assistants to work with pupils across the school who need 1 to 1 pastoral support. Updated training and regular supervision will be in place for a teaching assistant and the learning mentor who will deliver this support. | All children who attend ELSA sessions continue to improve their skills in managing feelings, growing in confidence socially, personally and with their communication. This continues to strengthen the links established with families. |
| Multi agency behaviour support service (MABSS) Early Years to year 2 | £23,400 | Due to the significant improvement of behaviour and its impact on all learners across the school, Professional development for teachers and teaching assistants will ensure they are using appropriate strategies to manage challenging behaviours. Ongoing work to support small groups of children in friendship groups and work with individual children will ensure they are better prepared for learning in the school environment. | As a result of actions, families are engaged with external support and number of incidents has decreased. Specialist targeted support has developed staff behaviour management strategies. There has been a significant decrease in poor behaviour across the school. This year, 2015/2016 (Autumn, Spring and Summer combined) there were 35 incidents of poor behaviour compared to last year 2014/2015 (Autumn, Spring and Summer combined) there were 64 incidents of poor behaviour. There has been a significant reduction in exclusions – 1 in Summer 2016 compared to 7 in Summer 2015. There have been 4 exclusions across the year 2015/2016 compared to 31 in |

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| | | | 2014/2015. |
| Nurture staffing, training and resources Early Years to year 2 | £27,480 | Nurture provision continues to play a key role in helping children who have difficulties accessing the curriculum in their mainstream classroom. As a result, the school recognise the impact that nurture is having and will continue to build on this with carefully planned time to meet the individual needs of the children. 30 children across the school will access the provision for at least 4 sessions a week. | The majority of children who attend nurture sessions have been successfully reintegrated into class after meeting personalised targets. Timely identification has led to children accessing the provision as early as possible. Comments collated from individual teachers and parents with children who access the nurture provision acknowledge the significant impact this provision has had on their children personally, emotionally, socially and therefore leading to improved academic achievements from their starting points. |
| Learning Mentor | £19,280 | Developing parents as partners to support their child/ren is an area of continued development. Due to the impact of the Learning mentor employed to meet parents to discuss issues and problems, and running group sessions and workshops for parents at school, we have decided to continue this work. The learning mentor is our SAF champion who supports learners' parents to resolve a range of issues that are creating barriers to their child's learning. | Parents are successfully supported through parent and family workshops. Family and parental engagement has significantly improved. |
| Attendance Officer | £10,703 | Evidenced in our continued improvement of attendance and reduction of late arrivals year after year, the school recognise the need to continue to further improve attendance by implementing clear and effective procedures, including working closely with families, to raise attendance rapidly. | Total lates continue to significantly reduce from 525 lates to 236. Total attendance continues to improve from 94.5% at the end of July 2015 to 96.4% at the end of |

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| | | | <p>July 2016.</p> <p>This year, we have had 24 children achieve 100% for the whole year compared to 18 in 2015.</p> <p>We had 165 children on 95%+ compared to 158 in 2015. 76 children had 100% during the Summer term compared to 73 in 2015.</p> |
| Breakfast Club staffing and running costs | £5000 | In the knowledge that breakfast club provision improves pupil's attendance, attention, behaviour and therefore academic performance, as a school, we have agreed to allocate funding to employ breakfast club staff to organise and manage this provision. The staff will create a positive atmosphere and in turn improve the attitudes towards healthy breakfast provision. This will be reviewed at the end of the year. | <p>Of those children who attended breakfast club, 47% were eligible for pupil premium funding. This successful start to the day contributed to a range of outcomes including:</p> <ul style="list-style-type: none"> • Improved attendance • An improved start to the day of learning • Building strong relationships with staff • Developing social skills with peers in different year groups leading to modelling positive behaviours. |
| BLP training, resources and implementation | £2000 | To develop all children's ability with the help of a set of skills and to enable all children to understand the way in which they learn best. 'Learning to learn' can and will be developed by everyone. | (See impact linked to Multi-Agency Behaviour Support Service) |
| TOTAL: | £127,054 | | |