



MANOR INFANT SCHOOL

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| CHAIR OF GOVERNORS & HEADTEACHER TO COMPLETE |
| Review Approved (signature): |
| Date Approved: |

Pupil premium at Manor Infant School

What is the pupil premium?

It is a sum of money given to the school each year to narrow attainment gaps between pupils from low income families and their peers. It aims to provide significant funding for disadvantaged children to help close the attainment gap.

The pupil premium is allocated to the school and is generated by children from low income families who are currently known to be eligible for Free school meals (FSM) in mainstream and non- mainstream settings as well as children who have been looked after.

How much is it?

The level of the premium in 2013-2014 was £900 and will be £1200 per pupil for 2014/2015.

What should it be used for?

The pupil premium has been targeted at pupils from low income homes using known eligibility for free school meals (FSM) as a proxy, since all the evidence and facts make it abundantly clear that poverty is the single most important factor in predicting a child's future life chances. Starting in April 2012 the Government widened the coverage of the premium to include those eligible for free school meals at any point in the last six years.

The Government requires schools, from September 2012, to publish online details of how they have used the premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the premium.

Principles

At Manor Infant School:

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially/emotionally disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. At least 70% of any group will be made up of children qualifying for the premium.

How will the money be used at Manor Infant School?

At Manor Infant School we look at how the money is best spent by considering the individual needs of each child. There are a broad range of uses for the money, but when we consider how best it is to be used, the only criteria is that it must support the school in raising the child's academic achievement so that they are at least in line with their peers.

The range of provision the Governors may consider making for this group could include:

- Use of specialist external agencies
- Providing small group work with an experienced teacher focussed on overcoming gaps in learning
- 1:1 support (Every child a Reader/Every Child Counts)
- Additional teaching and learning opportunities provided through trained TAs or external agencies
- Attendance Assistant
- Learning Mentor
- Pupil premium resources may be used to target able children on Free School Meals to achieve Level 3.
- Emotional and pastoral support
- Additional resources to aid those with specific needs

Limited funding and resources means that not all the children receiving free school meals will be in receipt of pupil premium interventions at one time.

Provision may not be directed towards children who have funding from other sources.

Provision will not be aimed at children with a statement or those at School Action plus (SA+).

Governors, leaders, teaching staff and parents have high expectations of all pupils and Pupil Premium-targeted pupils are equally supported to achieve their best.

The progress and attainment of the most-disadvantaged pupils and other pupils at school level is tracked in the prime areas of communication and language, personal, social and emotional development and physical development along with the specific areas of literacy and mathematics (Early Years Foundation Stage) and in the core areas of reading, writing and mathematics (Y1 to Y2).

Being at school is the best way to ensure learning is achieved, thus our attendance of pupils is closely monitored.

Reporting

At the end of the academic year, the Governors of the school will ensure that there is an annual statement to parents on how the pupil premium funding has been used to address the issue of 'narrowing the gap' for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education.

It will be the responsibility of the Headteacher to include the following information in the annual data report for the Governors:

This report will include:

- A statement about the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
- An outline of the provision that was made since the last annual report
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support Pupil Premium resources.

Appeal

Any appeals against this policy will be through the governor's complaints procedure.

Report for the use of the Pupil Premium at Manor Infant School 2013/14

How Is It Spent?

| 1. Support for Families including; | 2. Increasing Learning; | 3. Professional Development and Support |
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| <ul style="list-style-type: none"> • Learning Mentor- • Parent support strategies • Triple P seminars • Home visits | <ul style="list-style-type: none"> • intervention programmes • diagnostic assessments • resources • Nurture provision • Additional teacher intervention groups | <ul style="list-style-type: none"> • training costs and materials • specialist teaching • External agencies |

In order to close the attainment gap for free school meal (FSM) pupils we have offered the following additional support:

- 1:1 tuition for children in either English or Maths.
- Additional teaching assistant time so that intervention and 'catch up' programmes can be run for children whose attainment has fallen below the standard that might be expected of children at any age.
- Materials and resources for use with targeted children.
- Training for teachers and teaching assistants in particular programmes and to develop particular skills to support accelerated achievement for pupils.

Focus areas

| Focus | Pupil premium spend | Programme/support available |
|---------|--|--|
| Reading | Every Child a Reader Teacher Every Child a Reader Support Increased TA hours Pupil premium booster teacher Pupil premium booster teacher in year R from January. TLR Assessment | Every child a Reader Training for Teaching assistants- accelerated reading Additional TA hours in the morning- accelerated reading intervention. Training in effective guided reading and planning of guided reading. |
| Writing | TLR Assessment Pupil premium booster teacher in year R from January. Pupil premium booster teacher Talk for writing project External Consultant | BIG WRITE work with Pie Corbett- whole school involvement. Coaching to raise the standard of Quality first teaching. |

| | | |
|-------------|---|--|
| Mathematics | Every Child Counts Teacher Every Child Counts Consultant Pupil premium booster teacher TLR Assessment External Consultant | Coaching to raise the standard of Quality first teaching. Teaching profile of school to be at least 'good'. |
| other | Attendance assistant TLR Assessment Additional TA support x2 Welfare Assistant (Summer term) | Attendance assistant Pupil premium Booster teacher. Tracking and monitoring achievement data to check progress of pupil premium pupils and effectiveness of interventions. |

Were we successful?

2013/2014 was a year of substantial change for Manor Infant. Being placed in special measures meant that the focus for the staff, governors, and all agencies associated with the school was on addressing the wide range of issues raised by the inspection. As such, much of the planning has been to establish strategies to address the short comings, and how to overcome them as quickly as possible, whilst maintaining good levels of progress for all the pupils. As such, much of the targeted spending was tactical.

However, despite this, the school maintained a focus on ensuring that all pupils were provided with the necessary support to ensure that the basic goal of 'narrowing the gap' was achieved. This is adequately demonstrated in the table below.

| Measure | Subject Area | Our School | |
|--|--|--|--|
| | | % Free School Meal/Looked-after Children | % Non-Free School Meal/Looked-after Children |
| End of EYFS/26 pupils Achieving a Good Level of Development (GLD) in Prime Areas plus in Literacy and in Mathematics | Communication and Language | 81% | 81% |
| | Physical Development | 100% | 95% |
| | Personal, Social and Emotional Development | 85% | 76% |
| | Reading | 54% | 63% |
| | Writing | 54% | 62% |
| | Mathematic | 73% | 77% |
| Year 1 phonics screening passed | Phonics | 42% | 62% |
| End of Key Stage 1/1 pupil Average Point Score | Reading | 14.8 | 14.9 |
| | Writing | 13.4 | 14.8 |
| | Mathematics | 15.2 | 14.3 |

- The improvements of quality first teaching and the additional teacher 3 mornings a week to work on intervention groups to prevent the gap has seen improvements in Reception.
- In communication and language, pupil premium children are in line with their peers. (81% achieving a good level of development)
- In physical development, all pupil premium children achieved a good level of development, better than their peers of 95%.
- In Personal, Social and Emotional Development, 85% of pupil premium children achieved a good level of development, 9% more than their peers.
- In reading, 54% pupil premium children achieved a GLD (9% less than their peers).
- In writing, 54% pupil premium children achieved a GLD (8% less than their peers).
- In mathematics, 73% pupil premium children achieved a GLD (4% less than their peers).

Where was the money spent?

| Pupil Premium Spend – 2013/2014 £108,000 | | | £114,230 | £136,500 |
|---|---------------|------------------------|------------------------|---------------------|
| | @ 30/09/13 | Full year | Actual 2013/2014 | Budget 2014/2015 |
| Welfare Assistant (Summer term) | £3,162.00 | £3,162.00 | £3,086 | |
| Attendance assistant | £4,008.00 | £8,015.00 | £8,280 | £10,703 |
| Every Child Counts Teacher | £7,470.00 | £7,470.00 | £14,531 | |
| Every Child Counts Consultant | £3,400.00 | £8,000.00 | £8,000 | £1,380 |
| Every Child A Reader Teacher | £13,452.00 | £26,748.00 | £19,993 | |
| Every Child A Reader Support | | £3,509.00 | £3,509 | £1,079 |
| Pupil Premium Booster Teacher-I scales | | £10,835.00 | £2,482 | £10,300 |
| Additional Teaching Assistant support x2 | | £6,643.00 £6,785.00 | £6,643.00 £6,643.00 | £10,871 |
| External Consultant | | £6,750.00 | £7,750 | £2,950 |
| Increased Teaching Assistant hours | | £2,000.00 | £4,200 | £7,200 |
| TLR assessment | | £2,700.00 | £2,700.00 | |
| Pupil Premium Booster Teacher 0.6 | | | | £19,500 |
| Talk for writing training | | £5,000 | £5,000 | £5,000 |
| Loss of children's centre contribution | | £2,000 | £2,000 | £2,000 |
| Learning mentor | | | | £19,208 |
| PHSE SLA and equipment | | | | £2,165 |
| MABS SLA | | | | £23,400 |
| Portswood teaching alliance | | | | £5,000 |
| Nurture training and equipment | | | | £4,000 |
| Total | | | £94,817 | £135,627 |

The table above shows that the school had a slight under spend in 2013/2014. However, it also shows that the school has planned for the full allocation of the 2014/2015 funding into areas that were shown to be successful in the tactical actions taken last year.