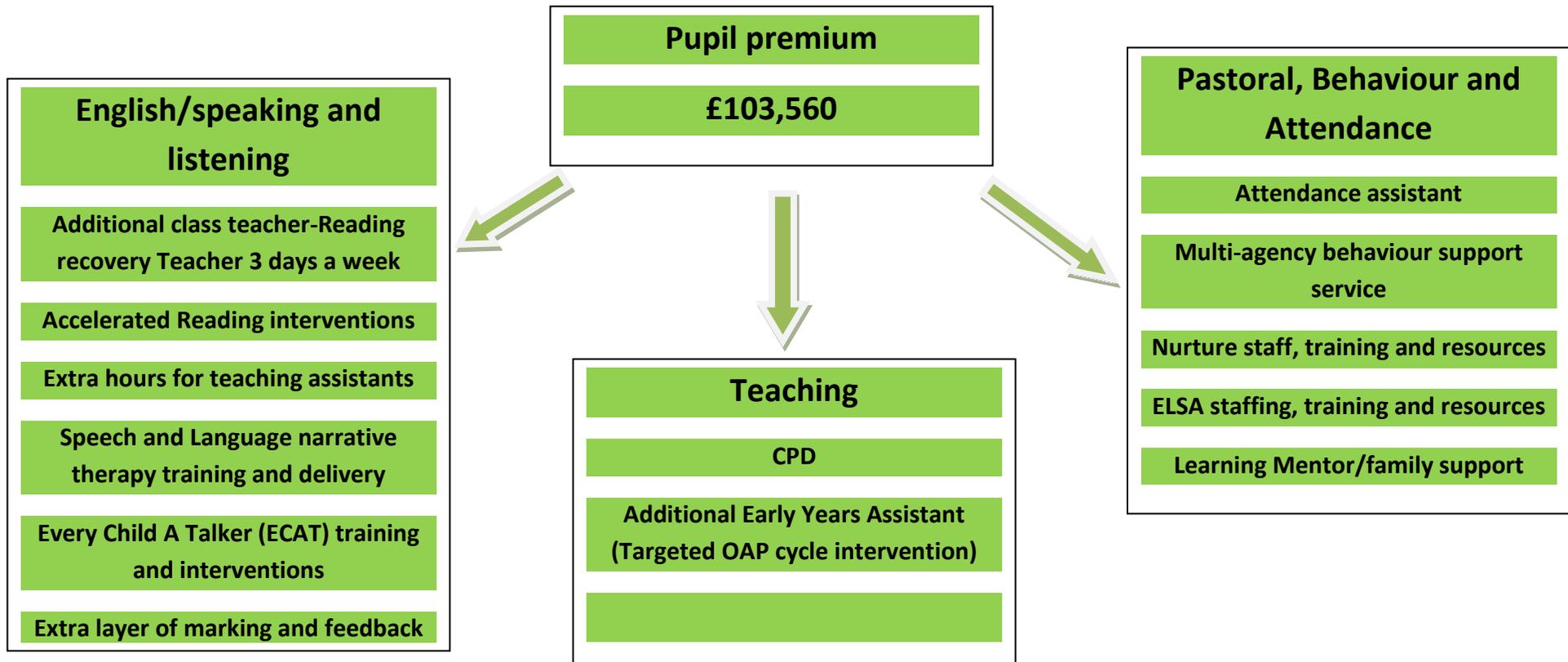




Manor Infant School 2016-2017

Pupil premium Strategy

‘Valued as Individuals, Inspired as Learners’





Manor Infant School

'Valued as Individuals, Inspired as Learners'

The main barriers faced by eligible pupils:

Our aim is to minimise barriers to learning and achievement for **all** children, including those eligible for the Pupil Premium (PP). Below is a summary of the main barriers Pupil Premium children at Manor Infant School face:

- Reaching the age-related expectation in each year group, e.g. Good level of Development (GLD) in Early Years, Year 1 phonics screening check and expected standard at the end of Year 2
- Attendance – some children's absence percentage is higher than other children
- Special Educational Needs and Disabilities – some children eligible for the PP are also receiving support for SEND
- Use of spoken language and limited range of vocabulary;
- Lack of experience and exposure to books and other forms of literature;
- Children's confidence in their own ability and closed mindset to challenge and achievement;
- Behaviour, emotional stability and welfare;
- Breadth and opportunity of life experiences which impact on learning;
- Family support through early help, parental confidence, their own level of education and experience of school.

For 2016-2017 Manor Infant School received £103,560 for Pupil Premium. Some strategies used across the whole school benefit more than just our disadvantaged pupils.

To address these barriers, spending of the pupil premium grant is divided between;

- **targeted teaching and teaching assistant support in class/learning interventions- English**

Developing our marking guidelines which identify each individual's strengths, areas to focus on and next steps. Improving feedback between teachers and pupils throughout the day- Assessment for Learning. Pupils have allotted time to engage in writing conferencing with the class teacher. Teaching assistants are well trained in supporting pupils' learning as well as in specific learning interventions so that teaching assistants can provide effective support to individual pupils or small groups.

- **pre-teaching provision**

An additional Early Years Assistant increases the opportunity for our younger pupils to have a more personalised approach to learning. The ECAR teacher works with individuals and small groups which include developing their writing skills so that they better prepared in class. The English leader works alongside teaching assistants and trains them in effective guided writing groups. Reviewing the effectiveness of these groups is carried out on a continued cycle of improvement.

- **behaviour, attendance and pastoral support-development of personal, social, emotional skills.**

Pupils have to be in school and able to pay attention before they can access learning. Rapid response systems in place to address poor attendance including the attendance officer contacting home immediately if a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.

Ensure behaviour strategies: communicating simple, clear rules and training all staff in behaviour management.

Strong social and emotional support strategies help pupils in need of additional support, including through work with their families.

Impact of the spend is measured in terms of comparison between achievement of eligible and non-eligible pupils, as well as successful access to enhancement opportunities for eligible pupils.

The pupil premium strategy is reviewed by the governing board each Autumn Term.

In planning the allocation of funds the following criteria have been considered:

- Research from the Sutton Trust –Toolkit of strategies to improve learning
- Children's progress in their previous year group and setting
- The target setting for pupils in Reading, Writing and Maths
- What worked well last year
- Arrangements for children with special educational needs and for more able children
- Additional support already provided by the school
- Information taken from Narrowing the Gap Conference 2015

Overview of Pupil Premium Grant Spending for 2016-2017

Total number of pupils eligible:	84 (243 NOR)	% of school population:	34%
Total amount of Pupil Premium Grant received:	£103,560		
Date for next internal review of this strategy	January 2017		
Progress from end of EYFS to end of Keystage 1 as at July 2016:		<i>Pupils eligible for Pupil Premium</i>	
% of pupils with low prior attainment achieving the expected standard or above in reading		50 %	
% of pupils with middle prior attainment achieving the expected standard or above in reading		96 %	
% of pupils with high prior attainment achieving the expected standard or above in reading		100%	
% of pupils with low prior attainment achieving the expected standard or above in writing		32%	
% of pupils with middle prior attainment achieving the expected standard or above in writing		92%	
% of pupils with high prior attainment achieving the expected standard or above in writing		100%	
% of pupils with low prior attainment achieving the expected standard or above in mathematics		37%	
% of pupils with middle prior attainment achieving the expected standard or above in mathematics		89.5%	
% of pupils with high prior attainment achieving the expected standard or above in mathematics		100%	
Attainment as at July 2016:		<i>Pupils eligible for Pupil Premium</i>	<i>Pupils not eligible for PP (national average)</i>
% of pupils achieving the expected standard in reading at the end of key stage 1		65%	77%
% of pupils achieving the expected standard in writing at the end of key stage 1		50%	68%
% of pupils achieving the expected standard in writing at the end of key stage 1		62%	75%
% of pupils achieving a Good Level of Development at the end of EYFS		88%	
% of pupils passing year 1 phonics screening check		76%	83%
% of pupils passing year 2 phonics screening retakes		73%	
Barriers to future attainment (for pupils eligible for PP, including high ability)			
<ul style="list-style-type: none"> Emerging prior attaining pupils, who are eligible for PP, are making less progress in writing and reading than other pupils at the same starting point across Key Stage 1. 			
<ul style="list-style-type: none"> Oral language skills on entry to EYFS/ Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years. 			
<ul style="list-style-type: none"> Behaviour, social and emotional development issues for pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers. 			
<ul style="list-style-type: none"> Attendance –. Absence rates for pupils eligible for PP are higher than other children. Attendance rates are 82% which is below the target for all children of 96%. These reduce the pupils' school hours and cause them to fall behind on average. 			

English				
Planned actions/project and target year group	cost	Aim Reason for the approach	How impact will be measured	Impact to be updated July 2017
Pupil premium booster teacher 3 days (linked to reading recovery training and resources)	£31,157	<p>Due to the impact over the last 2 years, 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 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 in conjunction with Inclusion leader using pupil information for SEND children).</p> <p>Specialised, school based short term intervention for children with barriers to learning in English with proven results in accelerating progress.</p> <p>Our accredited ECAR teacher also leads Reading across the whole school, delivering Professional Development to our teaching, support staff and volunteer readers, diagnosing pupils' specific difficulties and helping parents to support their children at home.</p>	<ul style="list-style-type: none"> • Attainment and progress of the Early Learning Goals, phonics screening check, End of KS1 assessments. • Reading Recovery progress records • Termly assessment and BAS score for all children on intervention to track and monitor progress • Position statements 	<p>79% of pupils in receipt of pupil premium spending achieved expected and above nationally in reading at the end of keystage 1. (33 % of pupils achieved more than expected nationally).</p> <p>The gap between pupil premium children and non-pupil premium children achieving expected and above standards is 1% with pupil premium children achieving better.</p> <p>The ECAR teacher continues to train and develop the skills of the early Years assistants in the delivery of guided reading, concepts of print and book handling. This has led to 73% of year R pupils eligible for pupil</p>

				premium funding achieving a Good level of development in reading. 77% of all pupils passed the phonics screening with 82% of children eligible for pupil premium achieving the same standard.
Accelerated reading interventions, resources and training Year 1 and year 2	£2,609	<p>Due to the continued high impact of accelerated reading across the school and narrowing the gap between pupil premium and non-pupil premium achieving more than the expected standard at the end of year 2 we have continued to ensure teaching assistants in year 1 and year 2 have additional time 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>To address pupils' individualised and specific learning needs in addition to Quality First Teaching. To accelerate progress, help children catch up and keep up.</p> <p>A better skilled staff workforce will enhance the delivery of the teaching, learning and assessment we undertake.</p> <p>Ensure the most appropriate approach is taken with each child individually to maximise outcomes.</p>	<ul style="list-style-type: none"> • Phonics screening check, End of KS1 reading assessments • % of pupils eligible for pupil premium achieving the expected standard • Pupils participating in intervention programmes make better than expected progress for them from their starting points • SEND pupils meet at least targeted progress expectations 	77% 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 whereby this year pupils eligible for pupil premium achieved better (difference of +5%). 82 % of pupils eligible for pupil premium funding passed the year 1 phonics screening check. Of the year 2 pupils eligible for pupil premium funding,

				100% passed the phonics screening retake.
Narrative Therapy (It is anticipated that the groups would start after the October half-term break in the Autumn 2016 term and would continue to the end of the 2016-17 academic year).	£1710	Speech and language therapist to work alongside support staff from school, deliver Narrative Therapy to a group of six Year R children (two from each class) using the Black Sheep Press Reception Narrative pack as a framework. As part of this to work with support staff to develop their skills and confidence to run the groups independently in-between our sessions and in future years. This will include providing a half-day's training for support staff on the Narrative approach prior to the groups starting. Pupils participating in Narrative Therapy should receive at least two sessions (of 30-40 minutes) a week. 1 x half-day training on the Narrative Approach. 16 Narrative Sessions	<ul style="list-style-type: none"> Percentages of pupils achieving the ELG at the end of EYFS Pupils exhibiting positive attitudes to speech and language activities and displaying improved access to the EYFS curriculum Renfrew screening test (baseline) at the start and end of project evidences significant progress. (test word information and grammar in child's spoken language). 	Out of the 15 children who were on the intervention, all children on this intervention made at least 5+ months of progress with 5 children making well over a year's progress, 3 making over 2 years' progress and 1 child making over 3 years' progress (information score). Out of the same 15 children who were on the intervention, 13 children on this intervention made at least 5+ months of progress with 9 children making well over a year's progress and 2 making over 2 years' progress (grammar score).
Every Child A Talker (ECAT) Talking partners interventions	£858 + £5977 (£6,835)	Accelerate the reading and writing of identified pupils in 10 weeks. To develop fluency of oral language across all year groups. To develop questioning and using and applying as a whole school approach.	<ul style="list-style-type: none"> Percentages of pupils achieving the expected standard for the Year 1 phonics screening check. Pupils exhibiting positive attitudes to speech and 	Out of the 20 children who were on the intervention, 16 children on this intervention made at least 5+ months of

and training			language activities and displaying improved access to the curriculum	progress with 4 children making well over a year's progress and 2 making over 2 years' progress (information score). Out of the same 20 children who were on the intervention, 17 children on this intervention made at least 5+ months of progress with 8 children making well over a year's progress and 3 making over 2 years' progress (grammar score).
Teaching				
Additional Early Years Assistant Year R	£12,353	Due to the progress and outcomes of pupil premium children in the Early Years provision, the school will employ an additional EYA 3 days a week to work across the Early Years classes. The EYA will target pupils using the OAP cycle (Observation, assessment and planning). Opportunity for our younger pupils to have a more personalised approach to learning.	<ul style="list-style-type: none"> Percentages of pupils eligible for pupil premium achieving a Good level of development at the end of EYFS 	Greater percentage (72%) 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 this group exceeded their peers by 1%. In reading, 72% of children achieved

				<p>expected and above. 65% of pupil premium children achieved expected in reading. In writing, 72% of children achieved expected and above. 65% of pupil premium children achieved expected in writing. In number, 77% of children achieved expected and above. 71% of pupil premium children achieved expected in number.</p>
Behaviour and attendance				
<p>2 Emotional Literacy Support Assistants to support emotional development (ELSA's and ongoing ELSA training and resourcing)</p> <p>Early Years to Year 2</p>	£580	<p>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. As a result of tailored individual support improving the self-esteem and confidence of pupils, the school has agreed to continue to provide updated training and regular supervision for 2 members of staff.</p> <p>Recognition of the importance of children's emotional health and well-being in order to maximise learning opportunities.</p>	<ul style="list-style-type: none"> • Positive feedback from pupils, parents and staff regarding children's emotional well-being • Evidence of progress on the SEAL APP. 	<p>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.</p>
Multi agency behaviour support service	£9,393	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	<ul style="list-style-type: none"> • Improved behaviour outcomes evidenced in governor visit reports, senior leadership learning walks 	As a result of actions, families are engaged with external support and number of

<p>(MABSS)</p> <p>Early Years to year 2</p>		<p>appropriate strategies to manage challenging behaviours. Ongoing work to support individual children and families will ensure they are better prepared for learning in the school and home environment.</p>	<p>and visitors.</p> <ul style="list-style-type: none"> • Staff report improved levels of confidence and knowledge 	<p>incidents has decreased. Specialist targeted support has developed individual staff behaviour management strategies. There has been a significant decrease in poor behaviour across the school. This year, 2016/2017 (Autumn, Spring and Summer combined) there were 21 incidents of poor behaviour compared to last year 2015/2016 (Autumn, Spring and Summer combined) there were 35 incidents of poor behaviour and 64 in 2014/15.</p> <p>There has been a significant reduction in exclusions. There were 3 exclusions accumulated by 1 child compared to 4 exclusions across the year in 2015/2016 and 31 in 2014/2015.</p>
---	--	--	---	---

<p>Nurture staffing (50%) x 2, training and resources</p> <p>Early Years to year 2</p>	<p>£12,469</p>	<p>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.</p>	<ul style="list-style-type: none"> • Positive feedback from pupils, parents and staff regarding children's emotional well-being, personal and social development • Boxall profile records evidence progress from starting points • Visit reports from external services • Reduced need for IBP's and PSP's 	<p>All of the year 2 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- year R. 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.</p>
<p>Learning Mentor (including triple 'p', family support, Early intervention</p>	<p>£17,513</p>	<p>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 Single Assessment</p>	<ul style="list-style-type: none"> • Parents report improved levels of confidence • Positive feedback from pupils, parents and staff regarding children's emotional well-being 	<p>Parents are successfully supported through parent and family workshops. Family and parental engagement has</p>

work with families and safeguarding)		Framework (SAF) champion who supports learner's parents to resolve a range of issues that are creating barriers to their child's learning.		significantly improved.
Attendance Officer	£11,468	Evidenced in our continued improvement of attendance and reduction of late arrivals year after year, particularly in diminishing the difference between pupils eligible for pupil premium funding and those who are not, the school recognise the need to continue to further improve attendance by implementing clear and effective procedures, including working closely with families, to continue to sustain and then further raise attendance rapidly.	<ul style="list-style-type: none"> • % reduction of Percentages of pupils being absent and/ or arriving late 	Total lates continue to significantly reduce from 236 lates to. Total attendance improvement continues to be sustained. This year, the overall attendance was 95.4% This year, we have had children achieve 100% for the whole year compared to 18 in 2015. We had children on 95%+ compared to 165 in 2016. children had 100% during the Summer term compared to 76 in 2016.
TOTAL:	£106,087			