



# MANORFIELD C.E. PRIMARY SCHOOL

CARING, SHARING, INSPIRING



1. Summary information					
School	Manorfield CofE Primary School				
Academic Year	2019-2020	Total PP budget	£90,580	Date of most recent PP Review	n/a
Total number of pupils	408	Number of pupils eligible for PP	66	Date for next internal review of this strategy	

2. Current attainment based on KS2 data 2018-2019				
In 2019, there were 9 children eligible for PP funding. 0 SEND. 47 NON- DSADAVANTAGED PUPILS		<i>Pupils eligible for PP (9 children)</i> (National average data for non-disadvantaged pupils)		<i>Pupils not eligible for PP- 47 children</i> (national average)
	EXS	GDS	EXS	GDS
% achieving in reading, writing and maths combined attainment	56% (51%)	11% (5%)	68% (71%)	15% (13%)
% achieving expected standard or above in Reading	78% (62%)	33% (17%)	81% (78%)	26% (31%)
% achieving expected standard or above in Writing	89% (68%)	22% (11%)	85% (83%)	23% (24%)
% achieving expected standard or above in Maths	78% (67%)	11% (16%)	85% (84%)	34% (31%)
Average Progress Score for Reading	1.7 (-0.6)		0.2 (0.3)	
Average Progress Score for Writing	1.2 (-0.5)		0.2 (0.3)	
Average Progress Score for Maths	-0.5 (-0.7)		0.2 (0.4)	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Behaviour of children eligible to pupil premium children can disrupt their progress of learning.
B.	Social, emotional and mental health issues affect many children eligible for pupil premium.
C.	A number of children eligible for pupil premium have SEND needs- ADHD, ADD, Autism

External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
E.	Family issues requiring support from Social Care or School Nurse teams affect a number of pupil premium children. Some are subject to a Child Protection plan at some level.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All children eligible for pupil premium to make expected progress in reading, writing and mathematics and where possible, accelerated progress to meet expected standard of phonics, reading, writing, and maths.	Children eligible for the pupil premium grant are successful in passing the year 1 phonics test. At the end of KS1, children who achieved GLD in EYFS are reaching the expected standard for reading, writing and maths. Those who did not reach GLD receive targeted support to accelerate their progress where appropriate. At the end of KS2, children who achieved expected or greater depth at KS1 will continue to achieve at this standard. Those who were not, will receive targeted support to accelerate their progress where appropriate.
B.	All children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn.	Attendance rates and incidents of lateness for children eligible for the pupil premium grant will be in-line with figures for non-PP children. Teachers, parents and children themselves, report that they are happy and prepared to learn. Children are well-equipped for school.
C.	Behaviour issues of identified children will be addressed and fewer behaviour incidents will be recorded for these pupils on school systems.	Tracking of behaviour incidents in the school show a decreased level of incidents for children eligible for the pupil premium grant
D.	Children eligible for the Pupil Premium grant will have equal access to wider opportunities in school to promote well-being and life-experience.	Children eligible for the Pupil Premium grant will receive subsidised trips throughout their time at Manorfield, including the Year 6 residential. Payment for after-school clubs and activities are also heavily subsidised as well as weekly swimming lessons for all children EYFS-Year 6. Take-up rates for these optional activities is excellent for all children including those eligible for PP.

5. Planned expenditure					
Academic year	2019-2020				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>All children eligible for pupil premium to make expected progress in reading, writing and mathematics and where possible, accelerated progress to meet expected standard of phonics, reading, writing, and maths.</p> <p>All children eligible for pupil premium will be settled and secure</p>	Research-led approach from PP Lead.	<p>Evidence informed teachers and leaders combine findings from research with professional expertise to make decisions. Taking an evidence-informed approach to PP spending can help schools to; compare how similar challenges have been tackled in other schools; understand the strength of evidence behind alternative approaches and; consider the likely cost-effectiveness of a range of approaches.</p> <p><b>Education Endowment Foundation, Guidance Report ‘The EEF Guide to The Pupil Premium’)</b></p>	<p>Review of Pupil Premium spending from Headteacher and Governors</p> <p>In-depth tracking and monitoring of all PP eligible students.</p>	LJ	<p>End of Academic Year</p> <p>Termly</p>

in school; they will have their emotional needs met and will be happy and ready to engage and learn.					
All children eligible for pupil premium to make expected progress in reading, writing and mathematics and where possible, accelerated progress to meet expected standard of phonics, reading, writing, and maths.	Improvement of maths and literacy teaching across the school through TRG model.	<p>The quality of teaching appears to be hugely important to the outcomes of all learners, and particularly the most disadvantaged (<b>Sutton Trust, 2014</b>)</p> <p>Effective Teacher Development Processes</p> <p>Teachers are most likely to improve when:</p> <p>they engage in sustained improvement programmes and support that has a regular rhythm of support and experimentation over a period of two terms or longer; their experience, needs and their vision of pupils' success are taken into account during development processes – less 'one size fits all' and more effort on helping teachers understand how to relate new ideas with their own experience and the particular demands of topics and pupils that they teach;</p> <p>they get opportunities to discuss with each other both the theory and practice of new ideas, to test practices and ideas out in classrooms, to see practices expertly modelled and to receive expert feedback on their own efforts</p> <p><b>(Teacher Development Trust, 2015)</b></p>	Successful trial of TRG/coaching model led by maths lead in academic year 2018-2019. Best practice now being implemented to include reading and writing TRGs. Regular collaboration with SLT members responsible for subjects as well as termly meetings with subject leaders.	SLT RW CE CJ	Termly
All children eligible for pupil premium to make expected progress in reading, writing and mathematics and where possible, accelerated progress to meet expected standard of phonics, reading, writing, and maths.	Embedding new format of feedback and marking – Live marking during the lessons.	<p>Feedback is highly effective in terms of its impact on learning. Although they noted the difficulties for teachers in providing feedback, we have been developing over the last year a model which is working well for children and staff.</p> <p><b>(Education Endowment Foundation, Teaching and Learning Toolkit 'Feedback')</b></p>	All staff have been developing this approach over the last academic year and have been part of the design process. SLT and Phase leaders will continue to monitor and	FC & SLT  Phase Leaders  Class Teachers	Termly at book-look and learning walk opportunities
All children eligible for pupil premium to make expected progress in reading, writing and mathematics and where possible, accelerated progress to meet expected standard of phonics, reading, writing, and maths.	To continue to employ an additional teacher in the school to address the large number of children in Year 4	<p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p> <p><b>(Education Endowment Foundation, Teaching and Learning Toolkit 'Reducing Class Sizes')</b></p>	Class sizes as well as the distribution of children across the year group has been carefully planned by SLT to ensure the best learning environment for all of the children.	SLT	End of academic year

Children eligible for the Pupil Premium grant will have equal access to wider opportunities in school to promote well-being and life-experience.	To pay for digital resources to support learning at home – Bug Club for reading and comprehension.	When comparing costs of replacing hard-print books with the Bug-Club provision. Bug-Club allows greater access to texts and questions around the text for less money. Children like the use of tablets at home and in school and the interactive content is bright and engaging. Teachers are able to monitor and assess children's reading and comprehension ability quickly and effectively. Book levels and texts can be easily adapted and altered when compared to hard-print texts.	Regular monitoring by Phonics lead in KS1 and reading lead for KS2.  Organisation of a 'Bug Day' to promote use of Bug Club.	MB LJ CE	Termly
<p>All children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn.</p> <p>Behaviour issues of identified children will be addressed and fewer behaviour incidents will be recorded for these pupils on school systems.</p>	<p>PP &amp; Behaviour lead to work closely with SENDCo to implement consistent whole school approaches to behaviour but for pupils with more challenging behaviour, the approach should be tailored to individual needs.</p> <p>Continue to develop the use of ClassDojo and House Points as part of the Behaviour Policy as well as adjusting for children with more complex needs and behaviour plans</p>	<p>Following the 6 guidelines outlines in the EEF Guidance Report – Improving Behaviour in Schools.</p> <ol style="list-style-type: none"> <li>1) Know and understand your pupils and their influences</li> <li>2) Teach learning behaviours alongside managing misbehaviour</li> <li>3) Use classroom management strategies to support good classroom behaviour</li> <li>4) Use simple approaches as part of your regular routine</li> <li>5) Use targeted approaches to meet the needs of individuals in your school.</li> <li>6) Consistency is key.</li> </ol> <p><b>(Education Endowment Foundation, Guidance Report 'Improving Behaviour in Schools')</b></p>	<p>Half-termly monitoring of behaviour statistics across the school.</p> <p>Regular check-in from SLT onto ClassDojo to monitor across the school.</p> <p>CPD for staff at beginning of academic year on rationale and implementation.</p>	LJ	Termly
<b>Total budgeted cost</b>					<b>£46,850</b>

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn.	Enhanced tracking and targeted support to diminish gaps between these pupils and others in school. Liaising with external agencies such as Educational Psychologists, Child Services, Speech therapy services, Play therapist, School Nurse and Autism Outreach. Protected weekly planning time with staff leading The Den provision.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.  <b>Education Endowment Foundation, Guidance Report 'Improving Social and Emotional Learning in Schools')</b>	Close working between SENDCo and PP lead to provide support for the child's whole well-being.	LJ ET	ongoing
<p>All children eligible for pupil premium to make expected progress in reading, writing and mathematics and where possible, accelerated progress to meet expected standard of phonics, reading, writing, and maths.</p> <p>All children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn.</p>	Employment of Learning Support Assistants delivering targeted support such as Precision Teaching, pre and post lesson teaching, speech and language therapy, social, emotional and behavioural support, Read, Write, Inc. phonics.	<p>Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver. Though comparisons with qualified teachers suggest that teaching assistants tend not to be as effective in terms of raising attainment (achieving, on average about half the gains), studies suggest that benefits are possible across subjects and at both primary and secondary level.</p> <p><b>Education Endowment Foundation, Guidance Report 'The Best use of Teaching Assistants')</b></p>	Review of structure of support staff implemented at end of academic year 2018-2019 in preparation for academic year 2019-2020, clarifying the roles of 1-1 support workers and key workers for small groups of children. Clearly defined tasks and strategies guiding support staff according to the role they undertake and children they support. Training and on-going CPD for support staff from Autism Education Trust, our Educational psychologist on Precision teaching and pre and post lesson teaching, Attachment Training and ELSA support.	ET	Termly (or on an ad-hoc basis if a child's needs change).
<b>Total budgeted cost</b>					£26,940
iii. Other approaches					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>All children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn.</p>	<p>'The Den' &amp; Learning Mentor To provide enhanced emotional and behavioural support for identified vulnerable children in school e.g. managing big feelings, Circle of Friends, social communication groups, bereavement.</p> <p>Sensory Garden to provide a safe space to deliver targeted academic and emotional and behavioural provision as recommended by outside agencies E.g EP. The Den is also open during playtimes and lunchtimes to support children during these unstructured times.</p> <p>Play therapist Specialised play therapy for most vulnerable, supervision and salary costs</p>	<p>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p><b>Education Endowment Foundation, Guidance Report 'Improving Social and Emotional Learning in Schools')</b></p>	<p>Regular reviews from SENDCo &amp; PP lead with Learning Mentor and support staff.</p> <p>Weekly reflection meetings with Play Therapist</p>	<p>LJ ET  KR</p>	<p>Half-Termly</p>
<p>Children eligible for the Pupil Premium grant will have equal access to wider opportunities in school to promote well-being and life-experience.</p> <p>All children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn.</p>	<p>Children eligible for the Pupil Premium grant will receive subsidised trips throughout their time at Manorfield, including the Year 6 residential. Payment for after-school clubs and activities are also heavily subsidised as well as weekly swimming lessons for all children EYFS-Year 6. All PP eligible children have milk daily.</p>	<p>Our aim is to ensure that all PP children have equal access to facilities and skills that help to create a healthy lifestyle.</p> <p>The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress). However, there is recent evidence from the UK that sports participation can have a larger effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to ten months' additional progress). <b>Education Endowment Foundation, Guidance Report 'Sports Participation')</b></p>	<p>Participation rates for after-school clubs and activities are excellent. Payment is not a barrier for any PP child participating.</p> <p>All PP children leave Year 6 able to meet the National Curriculum guidelines for Swimming.</p>	<p>LJ CH CS</p>	<p>Termly</p>
<b>Total budgeted cost</b>					£12,273

6. Review of expenditure			
Previous Academic Year		2018-2019	Total Expenditure for 2018-2019: £84, 515
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>Effective support for children in class</p> <p>To effectively share and implement a shared strategy and vision for vulnerable pupils, including PP and SEND</p>	<p>Learning Support Assistants</p> <p>Additional Class teacher</p> <p>Learning Support Teacher</p> <p>- All staff knowing who the PP and SEND pupils are within their classes -All staff to know how to access an up-to-date list of PP/SEND pupils. -Staff (teaching and support staff) to pose questions towards all PP and SEND (?) pupils within each lesson, every day</p> <p>To establish an effective provision mapping format to reflect intervention given to SEND and PP pupils.</p>	<p>LSA's provided highly effective support in terms of delivering interventions.</p> <p>Class teacher still needed and year group grew more throughout the year.</p> <p>Some measurable impact – but difficulties with removing children from lessons</p> <p>Staff knowledge around who the PP children are in their class, year group and phases has improved.</p> <p>Staff were more aware of positive discrimination approaches they could take to improve outcomes and opportunities for their PP children.</p> <p>Taking a shared leadership approach to 'Vulnerable pupils' encompassing SEND, Pupil Premium and those subject to child protection plans has been highly effective in ensuring an informed and 'whole-child' approach.</p> <p>Staff taking more responsibility and ownership over provision mapping and intervention support.</p>	<p>Planned changes to structure and allocation of support staff – Key Workers and 1-1 roles defined.</p> <p>Continue to budget for additional teacher until end of academic year 2022.</p> <p>Not a continues approach- work on in-class support</p> <p>Staff are more aware of their responsibilities around vulnerable children. CPD was valuable to all teachers and support staff. There is now a more representative number of PP children in School Council &amp; Eco-Council and taking an active role in the school.</p> <p>Highly effective approach which is planned to continue. Many joint approaches planned for the upcoming year.</p> <p>Will need amending due to introduction of new BromComms system. Continue to highlight PP children as ocus children at annual and mid-term reviews.</p>

7. Additional detail
<p>In this section, you can annex or refer to <b>additional</b> information, which you have used to inform the statement above.</p> <p>Our full strategy document can be found online at: <a href="http://www.aschool.sch.uk">www.aschool.sch.uk</a></p>

