



## Pupil premium strategy statement

1. Summary information					
<b>School</b>	<b>Manor Church of England Infant School</b>				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£23,040	<b>Date of most recent PP Review</b>	July 2017
<b>Total number of pupils</b>	80	<b>Number of pupils eligible for PP</b>	20 FSM/Ever 6 3 Service Families	<b>Date for next internal review of this strategy</b>	Jan 2018

2. Current attainment 2016-17 results		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving Good Level of Development (GLD) in Year R	6/8 (75%)	15/20 (75%)
% achieving a pass in Year 1 phonics screening	4/5 (80%)	22/25 (88%)
% achieving a pass in Year 2 phonics screening - retest	2/3 (66%)	1/1 (100%)
% achieving Age Related Expectations (ARE) in Year 2 Reading	6/7 (86%)	15/15 (100%)
% achieving ARE in Year 2 Writing	6/7 (86%)	14/15 (93%)
% achieving ARE in Year 2 Maths	6/7 (86%)	14/15 (93%)

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	Literacy skills on entering Early Years Foundation Stage (EYFS) are lower for pupils eligible for PP than for other pupils
<b>B.</b>	Low physical development levels on entry – affecting gross and fine motor skills
<b>C.</b>	Low Physical, Social, Emotional Development (PSED) levels on entry – affecting interactions, confidence and social skills
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	

<b>D.</b>	Attendance rate for pupils eligible for PP 2016-17 was <b>92.91%</b> (non PP <b>96.06%</b> ). This is below the target for all children of 96%. Absence reduces children's school hours and causes them to fall behind.
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#### 4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved attendance for pupils eligible for PP funding.	Attendance figure rises from 92.91% to 96%
<b>B.</b>	Increased number of PP children to achieve a GLD in EYFS	3/5 (60%) of PP children to achieve a GLD
<b>C.</b>	Increased number of PP children to pass the phonics screening in Year 1.	6/8 (75%) PP children to pass the Year 1 phonics screening

## 5. Planned expenditure

Academic year

2017/18

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?
Improved provision for writing in EYFS	<ul style="list-style-type: none"><li>• Increase in the number of planned opportunities for writing through topic eg in role play and outside</li><li>• 1:1 interventions with allocated LSA</li></ul>	Certain children were not choosing to write in child initiated sessions without support.	Monitoring learning in EYFS, Tapestry entries on learning journey	EYFS teacher	January 2018
Improved outcomes for writing in Year 2 for PP children	Additional 1:1 target support for writing Greater focus on Talk 4 writing Focused 1:1 intervention for spelling and sentence structure (use of conjunctions and adjectives)	Analysis of end of Year 1 data highlights the need for improved sentence structure and detail in extended pieces of writing	Half termly monitoring	ASH / HT	January 2018

Increased number of pupils in Year 1 passing the phonics screening	<ul style="list-style-type: none"> <li>Consistent approach to teaching phonics across the school</li> <li>Additional 1:1 interventions with allocated LSA</li> </ul>	In recent years the number of children passing the phonics screening has risen in Year 1, it is now above the national level, we want this to increase further . We notice that of the children who join us from other schools after the start of Year R, there are a number who do not pass the phonics screening.	Daily phonics teaching in every class, using Jolly Phonics, following the progression in Letters and Sounds. Clearly differentiated activities for different abilities	English Leader	January 2018
<b>Total budgeted cost</b>					£2000

## 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?
Greater number of children achieving the expected level in writing at the end of EYFS	1:1 support delivered by allocated LSA	Evidence from the last 2 years has shown that 1:1 interventions have improved results	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Data tracking of these children to show impact of the intervention. Teachers to liaise with parents of targeted children.	Headteacher	Every half term
Improved outcomes for writing in Year 2 for PP children	Additional 1:1 target support for writing Greater focus on Talk 4 writing Focused 1:1 intervention for spelling and sentence structure (use of conjunctions and adjectives)	Analysis of end of Year 1 data highlights the need for improved sentence structure and detail in extended pieces of writing	Half termly monitoring	ASH / HT	January 2018
Greater number of children to pass the Year 1 phonics screening	1:1 support delivered by LSAs	Evidence from the last 2 years has shown that 1:1 interventions have improved results	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Data tracking of these students to show impact of the programme. Teachers to liaise with parents of targeted children.	Headteacher	Every half term
<b>Total budgeted cost</b>					£9608

## 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?
Increased attendance rates	<p>School to support families where attendance is an issue:</p> <ul style="list-style-type: none"> <li>- LSA</li> <li>- HT</li> <li>- Nursing team</li> <li>- EHH.</li> </ul> <p>Attendance Bear to be presented to winning class weekly.</p> <p>Free places for PP children at Early Bird Club</p> <p>Provide ELSA for vulnerable children</p> <p>EP support</p> <p>Participation in school trips</p>	We can't improve attainment for children if they aren't actually attending school. This is the first step in improving attendance.	<p>Headteacher and office staff will collaborate to ensure new provision and standard school processes work smoothly together.</p> <p>Office to text every day of absence and call parents if there is no reply.</p> <p>Attendance and progress discussed weekly.</p> <p>Letters about attendance to parents / guardians. PSA to visit all PA at home/school to discuss attendance with parents / guardian and explore barriers</p> <p>Review of EBC attendance</p>	Headteacher	Jan 18
Smooth transition from EYFS to Year 1 for certain children	LSA to provide 1:1 support for Year 1 children with transition from Year R	Impact last year showed that children settled quicker.	Weekly liaison with Year 1 class teacher.	Headteacher / Year 1 teacher	Autumn half term.
Increased participation in sport	Free place at one After School Club every half term	<p>Attendance</p> <p>Uptake on sports</p> <p>Children's health and well being</p>	Termly review by GB	Headteacher / Office staff	Termly
Improved rates of progress	Daily PP meetings – T/LSA to discuss progress and interventions	Increased awareness of progress and better rates of progress for PP Children	Half termly pupil progress reviews	Headteacher	Half termly
<b>Total budgeted cost</b>					£12203

**6. Review of expenditure**

<b>Previous Academic Year 2016-17</b>	<b>£17,160</b>
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**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost £535</b>
Improved provision for writing in EYFS	Increased opportunities for writing in continuous provision Greater focus on Talk 4 Writing	21/27 (78%) children achieved a GLD 25/27 (93%) children achieved the expected + level for reading 21/27 (78%) children achieved the expected + level for writing 4/5 (80%) disadvantaged chn achieved a GLD 6/7 (86%) PP chn achieved a GLD 4/5 (80%) disadvantaged chn achieved expected + in reading 4/5 (80%) disadvantaged chn achieved expected + in writing 6/7 (86%) PP chn achieved expected+ in reading 6/7 (86%) PP chn achieved expected + in writing	1:1 interventions with specific targets worked well Positive relationships and enthusiasm of delivered resulted in positive outcomes Picking the right time of day for interventions was crucial for some children	
Improved provision for using number in EYFS	Improved opportunities for number in the courtyard and outdoor space	21/27 (78%) children achieved a GLD 24/27 (79%) children achieved the expected + level for Maths 4/5 (80%) disadvantaged chn achieved a GLD 6/7 (86%) PP chn achieved a GLD 4/5 (80%) disadvantaged chn achieved expected + in Maths 6/7 PP chn achieved expected+ in Maths	The more interested in the topic, the better the participation of children The boys enjoyed outdoor learning opportunities, particularly when they were linked to physical activity	
Increased number of pupils in Year 1 passing the phonics screening	Additional 1:1 targeted support from Year R and 1	26/30 (87%) children passed the phonics screening 4/5 (80%) PP children passed the phonics screening	Deliver intensive phonics support for new children who join Manor	

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen</b>	<b>Estimated impact: Did you meet the success</b>	<b>Lessons learned</b>	<b>Cost £7311</b>
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	<b>action/approach</b>	<b>criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>(and whether you will continue with this approach)</b>	
Greater number of children achieving the expected level in writing at the end of EYFS	1:1 support delivered by LSA pms.	21/27 (78%) children achieved a GLD 25/27 (93%) children achieved the expected + level for reading 21/27 (78%) children achieved the expected + level for writing 4/5 (80%) disadvantaged chn achieved a GLD 6/7 (86%) PP chn achieved a GLD 4/5 (80%) disadvantaged chn achieved expected + in reading 4/5 (80%) disadvantaged chn achieved expected + in writing 6/7 (86%) PP chn achieved expected+ in reading 6/7 (86%) PP chn achieved expected + in writing	1:1 interventions with specific targets worked well Positive relationships and enthusiasm of delivered resulted in positive outcomes Picking the right time of day for interventions was crucial for some children	
Greater number of children achieving the expected level in Maths at the end of EYFS	1:1 support delivered by LSA pms.	21/27 (78%) children achieved a GLD 24/27 (79%) children achieved the expected + level for Maths 4/5 (80%) disadvantaged chn achieved a GLD 6/7 (86%) PP chn achieved a GLD 4/5 (80%) disadvantaged chn achieved expected + in Maths 6/7 PP chn achieved expected+ in Maths	The more interested in the topic, the better the participation of children The boys enjoyed outdoor learning opportunities, particularly when they were linked to physical activity	
Greater number of children to pass the Year 1 phonics screening	1:1 support delivered by LSA pms.	26/30 (87%) children passed the phonics screening 4/5 (80%) PP children passed the phonics screening	Deliver intensive phonics support for new children who join Manor	

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost £10,203</b>
Increased attendance rates	Parent support worker and EMTAs leader employed to monitor pupils and follow up quickly on poor attendance. First day response provision. HT to meet with parents.	Increased attendance for some pupils By end of year reduced number of PA	Continue to monitor attendance on a weekly basis Implement attendance contracts for the children with decreasing attendance	£1227
Smooth transition from EYFS to Year 1 for certain children	LSA to provide 1:1 support for Year 1 children with transition from Year R	Smoother transition Children settled quickly Improved provision in afternoons	Continue with this – Autumn 2017	£4135

Increased participation in sport	Free place at one After School Club every half term	<ul style="list-style-type: none"> <li>• 91% of children participated in an ASC during the 2016-17 academic year</li> <li>• 17/20 85% of PP chn participated in an ASC</li> </ul>	Children have been exposed to new sports and have had opportunities to try sports that they would not otherwise have been able to access. The children are more physically fit and healthy.	£567
Improved rates of progress	Daily PP meetings – T/LSA to discuss progress and interventions	- Planned time to discuss pupil progress has been extremely beneficial and has resulted in more targeted support	Continue to 2017-18	£1746
Improved progress and engagement with reading	Purchase new reading resources	<ul style="list-style-type: none"> <li>- Improved outcomes for reading</li> <li>- Year R – 93% at expected level</li> <li>- Year 1 – 73% at ARE, 7% at GD</li> <li>- Year 2 – 95% at ARE, 27% at GD</li> </ul>	Continue to target this next year	£250

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.highschool.sch.uk](http://www.highschool.sch.uk)