



## Pupil premium strategy statement

| 1. Summary information |                                       |                                  |         |  |           |
|------------------------|---------------------------------------|----------------------------------|---------|--|-----------|
| School                 | Manor Church of England Infant School |                                  |         |  |           |
| Academic Year          | 2017-18                               | Total PP budget                  | £23,040 | Date of most recent PP Review                  | July 2017 |
| Total number of pupils | 80                                    | Number of pupils eligible for PP | 18      | Date for next internal review of this strategy | 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.

#### 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<br>Greater focus on Talk 4 writing<br>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.<br>Data tracking of these children to show impact of the intervention.<br>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<br>Greater focus on Talk 4 writing<br>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.<br>Data tracking of these students to show impact of the programme.<br>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   |  |   |  |            |
|--|--|---|--|------------|
| Previous Academic Year 2016-17                                     |  | £17,160   |  |            |
| 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)   | Cost £535  |
| Improved provision for writing in EYFS                             | Increased opportunities for writing in continuous provision<br>Greater focus on Talk 4 Writing | 21/27 (78%) children achieved a GLD<br>25/27 (93%) children achieved the expected + level for reading<br>21/27 (78%) children achieved the expected + level for writing<br>4/5 (80%) disadvantaged chn achieved a GLD<br>6/7 (86%) PP chn achieved a GLD<br>4/5 (80%) disadvantaged chn achieved expected + in reading<br>4/5 (80%) disadvantaged chn achieved expected + in writing<br>6/7 (86%) PP chn achieved expected+ in reading<br>6/7 (86%) PP chn achieved expected + in writing | 1:1 interventions with specific targets worked well<br>Positive relationships and enthusiasm of delivered resulted in positive outcomes<br>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<br>24/27 (79%) children achieved the expected + level for Maths<br>4/5 (80%) disadvantaged chn achieved a GLD<br>6/7 (86%) PP chn achieved a GLD<br>4/5 (80%) disadvantaged chn achieved expected + in Maths<br>6/7 PP chn achieved expected+ in Maths  | The more interested in the topic, the better the participation of children<br>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<br>4/5 (80%) PP children passed the phonics screening   | Deliver intensive phonics support for new children who join Manor  |            |
| ii. Targeted support   |  |   |  |            |
| Desired outcome  | Chosen   | Estimated impact: Did you meet the success  | Lessons learned  | Cost £7311 |

|   |                                   |   |  |  |
|---|-----------------------------------|---|--|--|
|   | <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<br>25/27 (93%) children achieved the expected + level for reading<br>21/27 (78%) children achieved the expected + level for writing<br>4/5 (80%) disadvantaged chn achieved a GLD<br>6/7 (86%) PP chn achieved a GLD<br>4/5 (80%) disadvantaged chn achieved expected + in reading<br>4/5 (80%) disadvantaged chn achieved expected + in writing<br>6/7 (86%) PP chn achieved expected+ in reading<br>6/7 (86%) PP chn achieved expected + in writing | 1:1 interventions with specific targets worked well<br>Positive relationships and enthusiasm of delivered resulted in positive outcomes<br>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<br>24/27 (79%) children achieved the expected + level for Maths<br>4/5 (80%) disadvantaged chn achieved a GLD<br>6/7 (86%) PP chn achieved a GLD<br>4/5 (80%) disadvantaged chn achieved expected + in Maths<br>6/7 PP chn achieved expected+ in Maths  | The more interested in the topic, the better the participation of children<br>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<br>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<br>By end of year reduced number of PA   | Continue to monitor attendance on a weekly basis<br>Implement attendance contracts for these 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<br>Children settled quickly<br>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)