



Pupil premium strategy statement

| 1. Summary information | | | | | |
|------------------------|---------------------------------------|----------------------------------|--------|--|-------------|
| School | Manor Church of England Infant School | | | | |
| Academic Year | 2016/17 | Total PP budget | £17160 | Date of most recent PP Review | n/a |
| Total number of pupils | 77 | Number of pupils eligible for PP | 17 | Date for next internal review of this strategy | 01 Feb 2017 |

| 2. Current attainment 2015-16 results | | |
|--|--------------------------------------|----------------------------|
| | Pupils eligible for PP (your school) | Pupils not eligible for PP |
| % achieving Good Level of Development (GLD) in Year R | 2/4 (50%) | 22/26 (85%) |
| % achieving a pass in Year 1 phonics screening | 5/8 (63%) | 16/17 (94%) |
| % achieving a pass in Year 2 phonics screening - retest | 0 | ¾ (75%) |
| % achieving Age Related Expectations (ARE) in Year 2 Maths | 2/2 (100%) | 13/15 (87%) |
| % achieving ARE in Year 2 Reading | 2/2 (100%) | 13/15 (87%) |
| % achieving ARE in Year 2 Writing | 2/2 (100%) | 12/15 (80%) |

| 3. Barriers to future attainment (for pupils eligible for PP including high ability) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>) | |
| A. | Literacy skills on entering Early Years Foundation Stage (EYFS) are lower for pupils eligible for PP than for other pupils |
| B. | Low physical development levels on entry – affecting gross and fine motor skills |
| C. | Low Physical, Social, Emotional Development (PSED) levels on entry – affecting interactions, confidence and social skills |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Attendance rate for pupils eligible for PP 2015-16 was 89.5% (non PP 95.44%). 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> |
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| A. | Improved attendance for pupils eligible for PP funding. | Attendance figure rises from 89.5% to 94% |
| B. | Increased number of PP children to achieve a GLD in EYFS | 4/6 (67%) of PP children to achieve a GLD |
| C. | Increased number of PP children to pass the phonics screening in Year 1. | ¾ (75%) PP children to pass the Year 1 phonics screening |

| 5. Planned expenditure | | | | | |
|--|---|--|--|----------------|--------------------------------------|
| Academic year | | 2016/17 | | | |
| 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 | Increase in the number of planned opportunities for writing through topic eg in role play and outside | 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 2017 |
| Improved provision for using number in EYFS | Maths areas inside and outside to be further developed | 3/6 children not achieving a GLD in 2015-16 did not achieve the expected level in number | Monitoring learning in EYFS, Tapestry entries on learning journey | EYFS teacher | January 2017 |
| Increased number of pupils in Year 1 passing the phonics screening | Consistent approach to teaching phonics across the school | 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 | 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 2017 |
| Total budgeted cost | | | | | £535 |
| 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 LSA pms. | 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 |

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| Greater number of children achieving the expected level in Maths at the end of EYFS | 1:1 support delivered by LSA pms. | 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 |
| Greater number of children to pass the Year 1 phonics screening | 1:1 support delivered by LSA pms. | 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 |

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| Total budgeted cost | | | | | £7311 |
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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 | 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. Attendance Bear to be presented to winning class weekly. Free places for PP children at Early Bird Club Provide ELSA for vulnerable children EP support Participation in school trips | We can't improve attainment for children if they aren't actually attending school. This is the first step in improving attendance. | Thorough briefing of Parent Support worker and ETMAs staff about existing absence issues. Headteacher and office staff will collaborate to ensure new provision and standard school processes work smoothly together. Office to text every day of absence and call parents if there is no reply. Attendance and progress discussed weekly. Letters about attendance to parents / guardians. PSA to visit all PA at home/school to discuss attendance with parents / guardian and explore barriers Review of EBC attendance | Headteacher | Jan 17 |
| 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 | Attendance Uptake on sports Children's health and well being | Termly review by GB | Headteacehr / Office staff | Termly |

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|----------------------------|---|--|------------------------------------|-------------|-------------|
| 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 |
| Total budgeted cost | | | | | £10203 |

| 6. Review of expenditure | | | | |
|---|--|--|---|-------|
| Previous Academic Year 2015-16 | | £21,120 | | |
| 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 |
| Improve attainment across the curriculum in Year 1 | Employ an additional teacher in Year 1 -0 mornings November to May LSA training, EP training | Yes, 83.3% of children (20/24) achieved ARE in Reading 79.2% of children (19/24) achieved ARE in Writing 87.5% of children (21/24) achieved ARE in Maths | This support will not continue. Strong EYFS teacher appointed 2015-16. Impact on quality on teaching and therefore pupil outcomes is significant. Increased number of children achieving a GLD. | £5309 |
| ii. Targeted support | | | | |
| 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 |
| To increase pupil confidence and self-esteem of targeted pupils. | ELSA support weekly | Yes, improved levels of motivation or targeted group | Flexibility with timings – take certain children at 1 o'clock. Continue | £1580 |
| Greater number of children achieving the expected level in Maths at the end of EYFS | 1:1 support delivered by LSA pms. | Evidence from the last 2 years has shown that 1:1 interventions have improved results | Context based Maths results in children having greater understanding of number | £387 |
| Greater number of children to pass the Year 1 phonics screening | 1:1 support delivered by LSA pms. | Evidence from the last 2 years has shown that 1:1 interventions have improved results | Gaps in intervention for certain children slowed down progress Continue | £2060 |
| Improved understanding of 'language' | Assess all children with Language Links Teach interventions Reassess children to evaluate impact | Yes - Year R: 5 below expected level on entry End of year – all at expected level Year 1: 7 below expected level on entry End of year – all but 1 child with SEND at expected level | Continue | £2957 |
| iii. Other approaches | | | | |
| 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 |

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| Improved parental engagement | PSA to be more involved with target families PSA to lead Positive Parenting Workshops Training | Low numbers attended workshops despite lots of publicity and office staff signposting certain parents. | Target certain families | £1227 |
| Improved attendance and punctuality Improved social skills | Provide free places for PP children at Early Bird Club Provide milk and healthy breakfast | Improved attendance and punctuality Children are provided with a healthy breakfast Improved social interactions Children have a calm approach to the start of the school day | | £4135 |
| Children participating in physical activity outside of curriculum time every week | Improved participation in extra-curricular sports activities Purchase resources | Yes, <ul style="list-style-type: none"> • Healthier children • Better attendance • Increased energy levels for certain children • 92% uptake with ASCs | Continue to offer one free ASC every half term for all PP children | £567 |
| Improved rates of progress | Daily PP meetings – T/LSA to discuss progress and interventions | Impact was increased awareness of progress and better rates of progress for PP Children | Yes, designated time resulted in more focussed support. This should continue | £1746 |
| Improved progress and engagement with reading | Purchase new reading resources | Yes, increase in motivation to read and frequency of reading | | £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