

Pupil premium strategy statement Manuden Primary School 2021-22

| 1. Summary information | | | | | |
|-------------------------------|------------------------|---|--|---|----------------|
| School | Manuden Primary School | | | | |
| Academic Year | 2021 - 22 | Total PP budget | £9,669 | Date of most recent PP Review | September 2021 |
| Total number of pupils | 84 | Number of pupils eligible for PP | 6 £1,345 X 6 (£8,070) | Date for next internal review of this strategy | July 2022 |
| | | Recovery Premium | £145 x 6 (£870) | | |
| | | School-led Tutoring Grant | £729 (£202.50 for 60% of PP pupils) | | |

| 2. Current attainment – Summer 2019 Data as NO NATIONAL ASSESSMENTS CARRIED OUT IN 2020 or 2021 | | | | |
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| | <i>Pupils eligible for PP (our school) (year group cohort)* Last Data Available No statutory assessment in 2020</i> | | <i>All Pupils (national average) Last Data Available No statutory assessment in 2020</i> | |
| | <i>End of KS1 2019</i> | <i>End of KS2 2019</i> | <i>KS1 2019</i> | <i>KS2 2019</i> |
| % achieving in reading, writing and maths | N/A (85%) | 75% (77%) | 65% | 65% |
| % making progress in reading | N/A (92%) | 75% (77%) | 75% | 73% |
| % making progress in writing | N/A (85%) | 75% (85%) | 69% | 78% |
| % making progress in maths | N/A (92%) | 75% (85%) | 76% | 78% |

<https://www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2019-provisional>

| 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 oral language skills</i>) | | |
| A. | Reading levels of some PPG children below their peers - children would benefit from enriched and additional reading comprehension opportunities. Some PP children at risk of falling behind. | |
| B. | Writing and SPAG for some PPG children – Some PPG children are at risk of falling behind expected attainment in KS2. Pupils in Y4 and Y6 would benefit from specific support with Writing. | |
| C. | Arithmetic and problem solving for some PPG children – some are at risk of falling behind expected attainment in KS2. | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| D. | Emotional needs for some pupils – Some PPG pupils lack confidence and would benefit from emotional support to boost confidence and participation in extra-curricular activities to develop key interests and talents | |
| 4. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Improve reading outcomes for children eligible for PPG Reading levels for children will be teacher assessed and monitored half termly. | PP eligible children will make at least expected steps in attainment over the academic year in reading. Additional guidance will be given to parents/carers and pupils to access provide suitably levelled and challenging literature. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/ |
| B. | Continue to improve writing and SPAG outcomes for children in KS2 eligible for PPG. Writing to be moderated across consortium and against exemplar materials. | PP eligible children will make accelerated progress where needed in SPAG and writing in order to meet age expected outcomes at the end of Key Stage. Pupils will make at least the same level of progress as peers and in line with predicted steps of progress. |
| C. | Improve maths outcomes for children eligible for PPG. Maths levels for children will be teacher assessed and monitored half termly. | PP eligible children will make at least expected steps in attainment over the academic year in maths. Additional guidance will be given to parents/carers and pupils to access provide support. Investment in 1:1 tutoring for maths- arithmetic- will be monitored and measured. |
| D. | Ensure parents and carers are aware that PPG can be used to support extra-curricular ambitions | Financial barriers will not deter families from accessing additional activities. |

| 5. Planned expenditure | | | | | |
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| Academic year | 2021 - 2022 | | | | |
| 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. https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/ | | | | | |
| 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? |
| Improve reading, maths and SPAG outcomes for children eligible for PPG. | Investment in Little Wandle Letters and Sounds Revised, a validated systematic, synthetic phonics programme to support KS2 phonics catch-up provision, ensuring consistency of approach and resources throughout the school. | https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes | Collaborative approach amongst Staff to deliver Little Wandle Letters and Sounds Revised programme. CPD for all staff to ensure consistent delivery of programme. Teaching staff to ensure timetabling for individual's sustained reading. Reading session planning to include specifically taught reading comprehension skills. Provision to be supported and monitored by SLT and Reading Lead. | TB/MT/DT /GJ with all KS2 teaching staff | October 2021 December 2021 March 2022 July 2022 |
| | Sharing books through oral language to boost reading experience, comprehension and boost vocabulary. | https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/ | Establishment of regularly supported reading programme in additional to class story times using Reading Spine books and the school's Representative Book Lists. Love of reading developed through Representative Book | TB/MT/DT with all teaching staff | December 2021 March 2022 July 2022 |

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| | | | lists, Whole Class Guided Reading texts to develop vocabulary and OTTER reading sessions. | | |
| | <p>CPD All staff have sound understanding of effective pedagogy, appropriate support strategies (including feedback and “catch-ups” for individual children. All staff understand the overarching aims and principals of the Pupil Premium Strategy and budget allocations</p> | <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/ Staff need to be aware of negative impacts surrounding setting and streaming. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/setting-or-streaming/</p> | <p>Effective CPD programme ensures teachers and TAs have the necessary skills, techniques and effective methodology to ensure HQT and feedback across the school SENDCO offers effective support to ensure teachers and TAs have the necessary skills, techniques and effective methodology to improve and ensure emotional well-being of pupils in class and playtimes. Where appropriate, Additional Support Provision and Pupil</p> | TB/MT/DT with all teaching staff | <p>December 2021 March 2022 July 2022</p> |
| Children at point of transition will be well supported in order to maintain achievements | Collaboration through with local secondary school to support pupils heading into KS3 | Y6 children to be given wellbeing support during secondary school transition period | HQT in Y5/6 class Additional support and resources for wellbeing to be offered and reviewed as necessary. | ME/MT | On- going liaison with support school |
| Total budgeted cost | | | | | £1,600 |
| 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? |
| Improve Reading and Writing outcomes for | Targeted intervention in Phonics and Reading Comprehension for | https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/ | Review meeting with Head teacher/deputy head and class teacher. | ME/TB/MT /DT/ | December 2021 March 2022 July 2022 |

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| children eligible for PPG. Reading and Writing levels for children will be teacher assessed and monitored half termly. | PPG pupils Years 4 and 6. 1:1 tutoring for Year 4 and Year 6 pupils in addition to class teaching by an experienced, qualified teacher. | | Baseline to be taken to measure progress. | | |
| Improve maths outcomes for children eligible for PPG. Maths levels for children will be teacher assessed and monitored half termly. | Small group intervention for KS2 | https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/ | Review meeting with Head teacher/deputy head and class teacher. Baseline to be taken to measure progress. | ME/TB/MT /DT | December 2021 March 2022 July 2022 |
| Support emotional needs to confidence and encourage participation in extra-curricular activities to develop key interests and talents | 3 x PP children receive 1:1 Mentoring with SENCO | Mentoring record of meetings with each pupil. Questionnaire to gather personal feedback from each pupil. | Review meeting with SENCO/Head teacher/deputy head and class teacher. | TB/DT | December 2021 March 2022 July 2022 |
| Total budgeted cost | | | | | £2,000 |
| iii. Wider Strategies | | | | | |
| 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? |

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| <p>Ensure parents and carers are aware that PPG can be used to support extra-curricular ambitions</p> | <p>Advice given to all parents/carers</p> <ul style="list-style-type: none"> Financial support for educational visits, sporting activities and pre/post school clubs or provision, uniform and/or sanitary protection as appropriate. | <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/</p> | <p>PPG eligible children can participate fully in opportunities offered to their peers.</p> <p><u>Anticipated costs</u> Extra-curricular clubs £2000 Swimming £450 Enrichment Activities £100 Educational Visits: £450 Residential Visits: £700 Music Lessons: £2,019 Revision Books/home learning resources: £100 Uniform: £250</p> | <p>DT/TB/LG</p> | <p>Annually with publicity to parents in July and September.</p> |
| Total budgeted cost | | | | | <p>£6,069</p> |

6. Review of expenditure

iv. Quality of teaching for all

| Desired outcome | Chosen action / approach | Estimated Impact | Lessons Learned | Cost |
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| Improve reading, maths and SPAG outcomes for children eligible for PPG. | Auditing of reading and investment in resources across the school including levelled reading resources and fiction books, supporting resources and books to reflect life experiences and heritage of pupils. | Library and classroom books audited prior to Lockdown. No data gathered to measure impact, however anecdotal evidence of greater amount of reading across the school. | Improved motivation for reading. Anecdotal evidence of children enjoying new reading books. Internal school assessment data shows reading levels at ARE have been maintained on return to school after home learning. | |
| | Sharing books through oral language to boost reading experience, comprehension and boost vocabulary. | Whole-school guided reading session rolled out across KS1 and KS2 Teachers sharing high quality class books through remote learning as challenging sustained text. | Whole Class Guided Reading now embedded. Pupil feedback reveals increased pupil enjoyment of sessions and pupil's understanding of the value of WCGR in improving reading. | |
| | CPD All staff have sound understanding of effective pedagogy, appropriate support strategies (including feedback and "catch-ups" for individual children. All staff understand the overarching aims and principals of the Pupil Premium | Staff meetings. | All staff undertook Metacognition training to support children's learning on returning to school after home-learning period. | |

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| | Strategy and budget allocations | | | |
| Children at point of transition will be well supported in order to maintain achievements | Collaboration through with local secondary school to support pupils heading into KS3 | | Face-to-face secondary transition visits undertaken. Positive transition made by all PPG pupils. Additional meetings/conversations undertaken, if necessary, both in person and virtually. | |
| Total budgeted cost | | | | £2436.50 |
| v. Targeted support | | | | |
| Desired outcome | Chosen action/approach | Estimated impact | Lessons Learned | Cost |
| Improve Reading and Writing outcomes for children eligible for PPG. Reading and Writing levels for children will be teacher assessed and monitored half termly. | Targeted intervention in Reading Comprehension for Year 6 PPG pupils. 1:1 tutoring in spelling for Year 3, 4 and 5 pupils in addition to class teaching by an experienced, qualified teacher. | Positive impact but Lockdown meant that this was not continuous and restricted when remote lessons were implemented. | Continue for next academic year for Year 4 and 6 PPG pupils. | |
| Improve maths outcomes for children eligible for PPG. Maths levels for children will be teacher assessed and monitored half termly. | Small group intervention for Y6 | Positive impact but Lockdown meant that this was not continuous and restricted when remote lessons were implemented. | 1:1 support offered remotely during home learning period for key pupils. Places offered in school during home learning for PPG children. 5 out of 7 (71%) of PPG children in school during home learning period. Two pupils (29%) at home offered additional support and resources by class teachers while learning at home. | |

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| Support emotional needs to confidence and encourage participation in extra-curricular activities to develop key interests and talents | Three children receive 1:1 Mentoring with SENCO | As children were in school during home learning period, mentoring was able to continue for those targeted children. | Continue with mentoring for targeted PPG children this academic year. | |
| Total budgeted cost | | | | No cost due to in-house tutoring during designated teaching hours. |
| vi. Wider Strategies | | | | |
| Desired outcome | Chosen action/approach | Estimated Impact | Lessons Learned | Cost |
| Ensure parents and carers are aware that PPG can be used to support extra-curricular ambitions | Advice given to all parents/carers <ul style="list-style-type: none"> Financial support for educational visits, sporting activities and pre/post school clubs or provision, uniform and/or sanitary protection as appropriate. | Many extra-curricular activities were closed to all children due to Covid restrictions. | PPG eligible children were able to participate fully in opportunities offered to their peers. Some parents are more aware than others about PPG. Work towards this was restricted to some extent due to Covid 19, especially during the Spring Term, however the following enrichment activities were provided: Extra-curricular clubs £565 Enrichment Activities £200 Swimming: £528.48 Music Lessons: £1,793 Uniform: £240 | |
| Total budgeted cost | | | | £3,327 |

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.