

# Pupil premium strategy statement Manuden Primary School 2020-21

1. Summary information					
School	Manuden Primary School				
Academic Year	2020 - 21	Total PP budget	£9,240	Date of most recent PP Review	September 2020
Total number of pupils	86	Number of pupils eligible for PP	7 £1,320 X 7	Date for next internal review of this strategy	July 2021

2. Current attainment – Summer 2019 Data as NO NATIONAL ASSESSMENTS CARRIED OUT IN 2020				
	Pupils eligible for PP (our school) (year group cohort)* Last Data Available No statutory assessment in 2020		All Pupils (national average) Last Data Available No statutory assessment in 2020	
	End of KS1 2019	End of KS2 2019	KS1 2019	KS2 2019
% 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)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Reading levels of 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 - PPG children are at risk of falling behind expected attainment in KS2. Pupil in 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.

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	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	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</a>
<b>B.</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.
<b>C.</b>	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.
<b>D.</b>	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					
Academic year	2020 - 2021				
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. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/">https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/</a>					
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.	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.	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a>	Collaborative approach amongst Staff to source and resource high-quality challenging texts. CPD for all staff to ensure resources are well-utilised. Teaching staff to ensure HQT in guided reading sessions and timetabling for individual's sustained reading. Reading session planning to include specifically taught reading comprehension skills.  Provision to be supported and monitored by SLT.	TB/MT/DT /ME with all teaching staff	October 2020 December 2020 March 2021 July 2021
	Sharing books through oral language to boost reading experience, comprehension and boost vocabulary.	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</a>	Establishment of regularly supported reading programme in addition to class story times using Reading Spine books and the school's Representative Book Lists.  Introduction of Reading Passport to encourage reading of challenging texts.	TB/MT/DT with all teaching staff	December 2020 March 2021 July 2021

	<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><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</a> Staff need to be aware of negative impacts surrounding setting and streaming. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/setting-or-streaming/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/setting-or-streaming/</a></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>	<p>TB/MT/DT with all teaching staff</p>	<p>December 2020 March 2021 July 2021</p>
<p>Children at point of transition will be well supported in order to maintain achievements</p>	<p>Collaboration through with local secondary school to support pupils heading into KS3</p>	<p>Y6 child to receive catch – up in the areas of reading, writing and maths to help achieve ARE by the end of Year 6</p>	<p>HQT in Y5/6 class Additional support and resources to be offered and reviewed as necessary.</p>	<p>ME/MT</p>	<p>On- going liaison with support school</p>
<b>Total budgeted cost</b>					<p>£6000</p>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Improve Reading and Writing outcomes for children eligible for PPG. Reading and Writing levels for children will be teacher assessed and</p>	<p>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</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></p>	<p>Review meeting with Head teacher/deputy head and class teacher. Baseline to be taken to measure progress.</p>	<p>ME/TB/MT /DT/</p>	<p>December 2020 March 2021 July 2021</p>

monitored half termly.	experienced, qualified teacher.				
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	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</a>	Review meeting with Head teacher/deputy head and class teacher. Baseline to be taken to measure progress.	ME/TB/MT /DT	December 2020 March 2021 July 2021
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	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 2020 March 2021 July 2021

**Total budgeted cost** £6,500

### 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?
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"> <li>Financial support for educational visits, sporting activities and pre/post school clubs or</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</a>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/</a>	PPG eligible children can participate fully in opportunities offered to their peers.  <u>Anticipated costs</u> Extra-curricular clubs £300 Enrichment Activities £200 Educational Visits: £250 Music Lessons: £2,000	DT/TB/LG	Annually with publicity to parents in July and September.

	provision, uniform and/or sanitary protection as appropriate.		Revision Books/home learning resources: £100 Uniform: £150		
<b>Total budgeted cost</b>					<b>£3000</b>

## 6. Review of expenditure

### iv. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated Impact	Lessons Learned	Cost
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.		
	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.	Additional impact of well-being and enjoyment of time taken to hear a story read for pleasure.	
	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.		

	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 Collaboration work curtailed by Lockdown and Covid restrictions however, transition work completed virtually.	
<b>Total budgeted cost</b>				
<b>v. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b>	<b>Lessons Learned</b>	<b>Cost</b>
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 this approach for next academic year.	
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.	



Support emotional needs to confidence and encourage participation in extra-curricular activities to develop key interests and talents	1:1 drama therapy through Kids Inspire for one PPG pupil.	Positive impact for child. 1:1 with kids Inspire finished prior to Lockdown.		
<b>vi. Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated Impact</b>	<b>Lessons Learned</b>	<b>Cost</b>
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"> <li>Financial support for educational visits, sporting activities and pre/post school clubs or provision, uniform and/or sanitary protection as appropriate.</li> </ul>	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 by Covid Funding was allocated to support presidential trip, music lessons and after school clubs but these were cancelled.	
<b>Total budgeted cost</b>				

## 7. Additional detail

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