

Pupil premium strategy statement Manuden Primary School 2019-20

1. Summary information					
School	Manuden Primary School				
Academic Year	2019-20	Total PP budget	£ 14,180	Date of most recent PP Review	September 2019
Total number of pupils	95	Number of pupils eligible for PP	10 £1,320 X 9 £2,300 X 1	Date for next internal review of this strategy	July 2020

2. Current attainment				
	Pupils eligible for PP (our school)		All Pupils (national average)	
	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%	79%
% making progress in maths	N/A (92%)	75% (85%)	76%	79%

<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.
External barriers (issues which also require action outside school, such as low attendance rates)	
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

Academic year

2019-20

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.	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.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/	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. Purchase phonic reading materials for Lower KS2/KS1, including Pocket Reads for struggling readers in Lower KS2. 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 2019 December 2019 March 2020 July 2020
	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. Introduction of Reading Passport to encourage reading of challenging texts.	TB/MT/DT with all teaching staff	December 2019 March 2020 July 2020

	<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>	<p>TB/MT/DT with all teaching staff</p>	<p>December 2019 March 2020 July 2020</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 has the potential to achieve ARE+ at end of KS2</p>	<p>HQT in Y5/6 class Additional support and resources to be offered and reviewed as necessary.</p>	<p>ME</p>	<p>Ongoing in liaison with support school</p>
Total budgeted cost					<p>£2,180</p>
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?
<p>Improve Reading and Writing outcomes for children eligible for PPG. Reading and Writing levels for children will be teacher assessed and monitored half termly.</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 experienced, qualified teacher.</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	<p>Review meeting with Headteacher/deputy head and class teacher. Baseline to be taken to measure progress.</p>	<p>ME/TB/MT /DT and SM (tutor)</p>	<p>December 2019 March 2020 July 2020</p>

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	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 Headteacher/deputy head and class teacher. Baseline to be taken to measure progress.	ME/TB/MT /DT	December 2019 March 2020 July 2020
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.		Review meeting with SENCO/Kids Inspire/Headteacher/deputy head and class teacher.	TB/DT	Ongoing in liaison with Kids Inspire
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"> Financial support for educational visits, sporting activities and pre/post school clubs or provision, uniform and/or sanitary 	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/	PPG eligible children can participate fully in opportunities offered to their peers. <u>Anticipated costs</u> Swimming: £800 Residential Visit: £1,500 Extra-curricular clubs £800 Enrichment Activities £200 Educational Visits: £750 Music Lessons: £2,000 Revision Books/home learning resources: £100	DT/TB/LG	Annually with publicity to parents in July and September

	protection as appropriate.		Uniform: £150		
Total budgeted cost					£5,500

6. Review of expenditure				
Previous Academic Year		2018-19 (PPG= £16,140. 7 Ever 6, 3 Post LAC).		
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
Teachers provide pupils with incisive feedback (in line with the school's assessment and learning policies) about what they can do to improve their knowledge, understanding and skills. Pupils use this feedback, written or oral, effectively in order to improve. Teachers to use intervention in a targeted and timely way. Further develop the TA role within this.	CPD	Impact for all pupils with effect strategies for intervention, effective feedback and high quality reading and writing strategies. Use of regular Pupil Progress meetings between HT/DT/CT effectively tracked all pupils and targeted provision. Feedback policies were reviewed and updated to reflect practice.	All staff attended CPD including workshops lead by Shirley Clark, SWCHS and EP as well as staff lead CPD. CPD valued by staff. TA requested regular CPD/meetings to support them in their practice. SLT to devise suitable timetable to support this.	£1500
	Small group intervention/catch ups	Maths intervention and reading comprehension support in KS2. All pupils' made progress. Targeted support for Y6 pupil (with a specific learning difficulty): one to one reading comprehension lessons with HTLA and small group maths support. ARE target not met, but progress made. Small group reading comprehension session lead by HTLA before school ran once a week in the spring and first part for the summer term. Progress made by all pupils, except one.	Review provision for children still working below expected level. Introduction of same day catch-up and feedback sessions across the school available to any child. Felt to be impactful and manageable by staff. Impact shown in continued progress, in some case accelerated progress of pupils. Consideration needs to be given to staffing, location and timing of sessions for the future. Open to any pupil, dependent on need. NB: Pupils attracting PPG arrived within the academic year so some data is incomplete.	£2000
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

<p>One to One Tuition/Small group support to accelerated progress in English and Mathematics, and reduced barriers to learning.</p>	<p>1:1 tutoring in addition to class teaching.</p> <p>Targeted small group work with HLTA.</p>	<p>Booster sessions for Y6 pupils in preparation for all ran throughout the year- covered by class teacher.</p> <p>Maths intervention and reading comprehension support in Y6 .Pupils made progress and achieved ARE, except for one pupil who had a specific learning difficulty.</p> <p>Maths intervention and reading comprehension support in Y3 and Y5. All pupils made progress.</p>	<p>Effective approach evidenced in KS2 SAT progress) HT lead with support from SENDCO. Needs to be sustainable for future years- personnel and resourcing to be reviewed for 2019-20</p> <p>Booster sessions to be lead by Y6 CT and Deputy Head Teacher for two mornings a week, prior to lessons starting. Focus on reading comprehension and numeracy.</p> <p>Quality, easy to use resources purchased that can used to support children in the future. Budget needs to be allocated for assessment materials to support progress towards end of Keys Stage/year</p> <ul style="list-style-type: none"> • Purchase of standardised analysis schemes and resources. <p>Teachers' continue follow the high Quality Teaching Provision Guidance in order to support vulnerable pupils. If no progress is made, then one to one mentoring in school is offered.</p> <p>Continue to support pupils well-being at school through PSHE activities.</p>	<p>£6500</p>
<p>One to One mentoring given to children who needed personalised support with social and emotional difficulties.</p>	<p>1:1 mentoring with SENCO</p> <p>1:1 therapy sessions with Outside Agency.</p>	<p>Identified children met with SENCO one a week for twenty minutes each session. Targets were set and agreed with each pupil. All pupils achieving their own personal targets.</p> <p>Two pupils were referred for social and emotional support .Each child received six hourly therapy sessions and six drama therapy sessions.</p>		

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
Ensure parents and carers are aware that PPG can be used to support extra-curricular ambitions	Advice given to new parents/carers Financial support for educational visits, sporting activities and pre/post school clubs or provision.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/	<p>PPG eligible children were able participate fully in opportunities offered to their peers. Details of Pupil Premium Eligibility were sent home via letter to parents and on school website. Some parents are more aware than others about PPG-need to improve communication.</p> <p><u>Approximate costs</u> Swimming: £ 303 Residential Visit: £564 Educational Visits: £240 Music Lessons: £ 1646 Resources: £257 Young Voices: £130</p>	£ 3140

7. Additional detail

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