

Manor Primary School Pupil Premium Strategy Statement 2018-2019 FINAL REPORT

Total Pupil Premium Allocation: £165,000	Date of most recent PP review: Summer 2018
Number of pupils eligible for pupil premium: 125	Date of next internal review of this strategy: Was completed Spring 2019

The pupil premium is additional funding for schools in England to raise the attainment of disadvantaged children and narrow the gap between themselves and their peers. It is primarily allocated through the number of children entitled to free school meals at any point within the last six years (not universal infant free schools meals). Schools may receive additional funding for certain pupils – information can be found at www.gov.uk for the full terms of the Pupil Premium fund.

Current Data (Summer 2017)

End of Key Stage 2 Data 2017-2018		
	Pupil Premium Pupils (22 children)	Non-Pupil premium pupils (23 children)
% of pupils achieving expected in Reading and writing maths combined	68%	70%
Reading	77% (18% GD)	78% (18% GD)
Writing	82%	73%
Mathematics	82%	83%
Grammar, punctuation and spelling	77%	70%

Children at Manor face a range of barriers to learning. Each child is unique and requires a unique approach. However there are some common themes to barriers experienced by children considered disadvantaged (and may also be experienced by children not considered

In school barriers		Out of school factors	
A	Real-life experiences beyond local area (West Ham, Stratford, Newham) are limited	D	Housing issues: overcrowding, poor living conditions, risk of eviction, temporary housing arrangements
B	Poor language skills impacting on both verbal and reading abilities	E	For pupils working just above the PP criteria – parents working long hours, night shifts and short term contact work
C	Parent/carer abilities to be able to support their children's learning (decreases as child progresses through school) and	F	Emotional, social and mental health needs which impact on focus/concentration and on behaviour

	parent/ carers engagement in school life and child's education		
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The desired outcomes of Manor Primary's use of the Pupil Premium Fund:

Desired outcomes			
A	All pupils to achieve well in line with their peers at the end of their primary education	D	Families to feel supported by the school so that they are able to focus on supporting their children's learning outside of school, including specifically targeted families.
B	Pupils to have similar opportunities and experiences during their time at primary school as those from more affluent areas	E	Gap closing with National for more able disadvantaged pupils
C	Pupils to leave Manor Primary as confident and determined learners prepared for their next stage of learning (academically and emotionally)	F	Targeted pupils have an increased positive attitudes towards school and learning and an understanding of their learning resulting in increased levels of attainment and progress.

Planned Expenditure
The table below identifies how Manor Primary is planning to use the pupil premium funding to improve classroom pedagogy, provide targeted support and support whole school strategies and priorities.

Focus	Explanation/ intended impact	Cost	Impact / Statement
To provide targeted support in vulnerable and identified year groups so that groups of pupils can be taught by experienced members of staff so that pupils make accelerated progress, narrowing the gap with their peers.	Children in Year 3, 5 and 6 to have provision of small group teaching so that children can make accelerated progress to narrow the gap and raise attainment. AHT and DHT will support in Years 2, 3 & 5 to deliver targeted intervention.	£50,000	Shift focused across the year to provide additional support in Years 5 and 6 which led to accelerated levels of progress and teaching in small groups by experienced. In these year groups, pupil premium children achieved in line or better than non-pupil premium pupils.
To provide an additional teacher in year 6 (DHT) to raise standards in reading, writing and maths. This will be targeted support for key pupils.	All children will make at least expected progress in reading, writing and maths. The PP will be at ARE in line with the non PP children and therefore the gap between non PP children and PP children will close.	£30,000	Y6 end of year data shows that pupil premium pupils achieved marginally better than those of non-pupil premium pupils for reading, writing and maths combined. This was achieved through targeted intervention and 1:1 coaching of pupils.
To provide targeted interventions delivered by the intervention team across year 5 and 6 and use of support staff to deliver programmes to groups of pupils to accelerate progress and support emotional well-being and behaviour for learning.	All PP children will make at least expected progress. Gaps and misconceptions will be acutely addressed through feedback and targeted intervention. Small groups will support learning behaviours so that children can access all of the	£20,000	Learning behaviours in Y5 and 6 significantly improved through a wide range of interventions – these interventions included both academic and emotional well-being sessions. All PP children in Y5 and 6 achieved in line with or better than their peers. Small group teaching enabled learning behaviours to be addressed so that children could access the

	curriculum.		curriculum.
School Counselling service To meet the needs of pupils with mental health or social needs across the school through a range of support from intensive intervention with pupils and families to lunch time drop in sessions.	To increase resilience of pupils and rates of academic attainment. To support staff in their school in their delivery of certain areas and their understanding of how to support their pupils within the classroom.	£7,500	Staff have been provided with strategies to support vulnerable children facing social and emotional needs in class enabling children to have consistent coping strategies to support well-being and academic progress.
Subsidised Educational Visits.	To enhance the curriculum and life experiences of children linked to the schools topic. To enable the children to make atleast good progress by enriching their experiences.	£6,000	A wider range of educational visits were accessed in 2017-2018 allowing children greater learning experiences of the curriculum. Pupil voice is strong that children value the visits and can articulate how the educational visits support their learning. 84% of parents in our parent survey strongly agreed that educational visits are important for their child.
Having lunchtime and after school sports coaching. Daily coaching of various sports at lunchtime allowing children more time for structure physical activity.	Children are more enthusiastic towards sports. Children are fitter due to physical activity. Children have the discipline that sports provide.	£8,500	Pupil premium pupils and other disadvantaged pupils have been targeted for lunchtime coaching sessions to develop their resilience to support learning. Sessions have been consistently well attended.
Learning Mentor to work with vulnerable children through nurture groups and sessions. 1:1 sessions for bereavement, anger management and emotional and social difficulties.	For children to have more resilience, confidence, self-esteem and therefore better learning behaviours. For children to have improved social skills.	£21,500	Learning mentor has worked with targeted pupils on rotation – these pupils have a range of needs and barriers to learning. Pupils have had support in class and in small groups/ 1:1 settings to receive emotional well-being and behaviour support in order to be able to access the curriculum. As a result, children are making better progress and engaging with their work.
Child Welfare and Inclusion Officer to work with and protect vulnerable children. To hold monthly safeguarding team meetings and coordinate Team Around the School (TAS) meetings. To keep all documentation up to date and in chronological order. To regularly inform the school's Safeguarding team about the vulnerable children in the school.	To ensure that safeguarding and CP has a high profile in the school. All staff have safeguarding training. All staff understand the process when they have safeguarding concerns about children. Vulnerable children will be identified Vulnerable children will be monitored by the safeguarding team.	£15,300	Safeguarding and CP has a high profile in the school. All staff have had safeguarding training are provided with regular updates. Staff can talk confidently regarding procedures and practice and this had led to greater communication with DSLs and Deputy DSLs in keeping children safe. Vulnerable children are discussed at half termly Safeguarding team meetings to address emerging concerns with actions identified and followed through. Senior Leaders are attached to CP cases to ensure consistency and effective communication.

Breakfast club to ensure that children have a good start to the morning, with opportunities to complete homework, read and develop social skills	Children will develop friendships with children outside their age group. All PP have the opportunity for a breakfast.	£2,500	Pupil premium pupils regularly attend breakfast club – pupil voice has shown that pupils enjoy the provision and feel that it provides them with a calm start to the day with breakfast so that they are ready to learn.
Behaviour support – To provide a targeted team (with the inclusion of an additional school adult) to support behaviour management within the school by providing behaviour support during lesson and through targeted intervention at lunchtimes	Children with socio-emotional needs will be supported to access the curriculum and develop a greater sense of well-being through supporting their behavioural needs.	9,000	Behaviour in the school has continued to improve and is to a good standard. Individual children, including identified pupil premium pupils, have received support to manage and self-regulate their behaviour. Children that have displayed difficulties
To widen children's interests and skillset through providing subsidised after school club / out of School Hours Learning enrichment opportunities	The children will have the opportunity to experience activities that they have no access to at home.	£5000	The school has subsidised placements for after school and breakfast clubs. This strategy has widened the children's experiences and provided a happier start to their day leading to better engagement in lessons.
To provide an extended school day for Year 6 to increase teaching and learning time and enrich their school experiences	To offer pupils in Y6 a targeted, extended school day for enrichment and booster sessions to support their learning.	£7,500	Attendance at the after school extended day was consistently good – targeted support from the Year 6 teaching staff, learning mentor and senior leadership team enabled small group tailored teaching and coaching sessions. The sports coach provided sports session to support the children's wellness. Year 6 pupils, both pupil premium and non-pupil premium made accelerated progress.
	TOTAL	£182,800	Item approximations have been rounded.