

MANOR LEAS INFANT SCHOOL PUPIL PREMIUM STRATEGY STATEMENT

Academic Year: 2019/2020		Number of pupils eligible for Pupil Premium funding: 18 FSM / 5 Post LAC & SGO and 7 Service Premium (Jan 19 census)	
Total number of pupils on roll: 162		Total Pupil Premium budget: £37,360	
BARRIERS TO FUTURE ATTAINMENT (for pupils eligible for PP)			
In school barriers (issues to be addressed in school)			
A	Language and communication skills are less well developed for some pupils		
B	Phonic knowledge is less well developed which impacts on reading and writing development		
C	Complex needs of some pupils who have SEND		
External barriers (issues which also require action outside of school)			
D	Low attendance at school reduces the overall school hours that children can access their learning		
E	Lack of opportunity for children to experience broad of learning opportunities due to associated costs		
F	Social and emotional needs preventing pupils being able to focus on learning		
OUTCOMES			
Desired Outcomes		Success Criteria	
A	Improved communication and language skills in EYFS	An increased number of pupils will reach age related expectations in Communication and Language by the end of the academic year.	
B	Improved attainment in Year 1 phonics with an increased number of children meeting the Phonic Screening Check standard. Increased attainment in reading by the end of KS1 with greater fluency and comprehension.	An increased number of children eligible for pupil premium funding to achieve the standard in the Year 1 Phonic Screening Check. An increased number of children eligible for pupil premium funding achieve at least age related expectations in reading at the end of Year 2.	
C	All children with SEND and eligible for pupil premium will make accelerated progress in reading, writing and maths.	Inclusive approach will reduce barriers to learning. Targeted interventions to impact on pupil progress.	
D	Improved attendance for children eligible for pupil premium.	Attendance for pupils eligible for pupil premium funding is in line with national outcomes. A positive impact on learning from being in school for a greater length of time.	

<p>E Children eligible for pupil premium funding to access a wide range of enrichment opportunities.</p>	<p>Children will have the opportunity to experience a wide range of opportunities including clubs, trips and visitors etc. to enhance their learning experience resulting in a positive impact on pupil outcomes.</p>				
<p>F Improved learning behaviours for children with emotional and behavioural needs.</p>	<p>Learning walks evidence improved learning behaviour for individual pupils.</p>				
<p>PLANNED EXPENDITURE</p>					
<p>QUALITY OF TEACHING FOR ALL</p>					
<p>Desired Outcome</p>	<p>Chosen Approach</p>	<p>Rationale</p>	<p>Implementation</p>	<p>Staff Lead</p>	<p>Review</p>
<p>A Improved communication and language skills in EYFS.</p>	<p>Quality First Teaching with a focus on speaking and listening, questioning, modelling, role play to support oral language development.</p>	<p>A number of children are entering school with less developed Communication and Language skills.</p>	<p>Provision in daily practice within the classroom. Planned language activities indoors and outdoors. Etklan training utilised.</p>	<p>EF /ED</p>	<p>July 2020</p>
<p>B Improved attainment in Year 1 phonics with an increased number of children meeting the Phonic Screening Check standard.</p>	<p>Daily Letters and Sounds phonic teaching (Quality First Teaching).</p>	<p>A number of children eligible for pupil premium funding are not meeting the Phonic Screening Check standard at the end of Y1.</p>	<p>Daily 15-20 min session.</p>	<p>KB/CS</p>	<p>July 2020</p>
<p>B Increased attainment in reading with greater fluency and comprehension.</p>	<p>Variety of reading experiences provided; whole class reading, shared reading, guided reading.</p>	<p>A number of children are not reading regularly throughout the school week and not meeting age related expectations in Reading</p>	<p>Daily/weekly reading followed by shared and guided reading opportunities</p>	<p>KB</p>	<p>July 2020</p>
<p>C All children with SEND and eligible for pupil premium will make accelerated progress</p>	<p>Teaching Assistant support / one to one support for reading, writing and maths.</p>	<p>A number of our children eligible for pupil premium have complex needs. Planned targeted support has proven to support quality</p>	<p>Targeted support planned for. Intervention programmes in place. Pupil progress meetings used to discuss progress.</p>	<p>CS</p>	<p>July 2020</p>

	in reading, writing and maths.		first teaching and impact on outcomes and progress.		
TARGETED SUPPORT					
Desired Outcome	Chosen Approach	Rationale	Implementation	Staff Lead	Review
A	Improved communication and language skills in EYFS	Use of adult to support in adult led and child initiated learning. Bug Club speech and language intervention. Speech and language programmes.	Increased number of children are entering school requiring support with Communication and Language. Speech therapy programme identified.	Daily programme of support. Programme delivered by Speech Therapist / Teaching Assistant.	EF/ED Termly
B	Improved attainment in phonics in Year 1 / Year 2 with increased number of children meeting the Phonic Screening Check standard.	Use of intervention resources: TELL resources - Year 1 Precision teaching - Year 2 Teacher written schemes RWI Intervention resources for Year 1 and Year 2 Nessy Learning Programme	LA training programme. Precision teaching introduced to pupils who have already experienced Tier Resources. RWI intervention proven to have impact when previously used.	Dedicated programme of Phonic intervention to provide targeted support to individual children.	CS/KB July 2020
B	Increased attainment in reading with greater fluency and comprehension.	Additional reading sessions allocated for children where appropriate.	Increased opportunity to practise reading skills has proven to have a positive impact on pupil outcomes and progress.	Targeted reading support given by Teachers/Teaching Assistants and volunteers.	KB July 2020
C	Targeted support impacts on identified emotional and behavioural needs.	Individual pupils to access support from experienced staff to improve emotional needs and behaviours.	Agencies that have experience in working with children with certain emotional and behavioural needs can share strategies to support staff and pupils.	Programme of support led by Learning Mentor (ELSA strategies) and/or various outside agencies. Access to early help where appropriate.	CS/CT Termly

OTHER APPROACHES

Desired Outcome	Chosen Approach	Rationale	Implementation	Staff Lead	Review
D	Improved attendance at school.	Communication between home and school with targeted attendance and inclusion plans.	Percentage of children eligible for pupil premium funding attending school is lower than national figures. Less time at school means less time to focus on learning.	Attendance monitoring each term. Teachers support early identification. Increased EWO involvement to advise and support with school practice.	JK/ MD Termly
E	Children eligible for pupil premium funding to access a wide range of enrichment opportunities.	Reduced/subsidised costs for children to access a range of learning opportunities.	External factors impact on emotional health and wellbeing.	Reduced/subsidised costs for trips and clubs. Visiting theatres etc. Forest School sessions.	JK/ HB July 2020
F	Targeted support impacts on identified emotional and behavioural needs.	Individual pupils to access support from experienced staff to improve emotional and behavioural needs.	Children with identified emotional needs / behaviours require support in order to access their learning.	Additional adult support with class rules and routines. Growth Mindset. PSHCE as part of the curriculum provision.	CS/KT /JK Termly
2019/2020 BUDGET BREAKDOWN (PROPOSED)					
				Cost (£)	Remaining (£)
Learning Mentor / TA support/Targeted intervention				28,778	37,360
Intervention resources and home school engagement				1,370	8,583
Curriculum enrichment (including Forest School)				3,672	7,212
Milk				784	3,540
Attendance officer / EWO time				1,876	2,756
					880

Review of Previous Year: 2018/2019

Desired outcome	Chosen action / approach	Estimated impact (Did we meet the success criteria?)	Lessons learned (and whether we will continue with the approach)
Quality teaching for all			
Improved oral language skills.	Quality First Teaching with a focus on speaking and listening, questioning, modelling, role play to support oral language development.	46% (6/13) of children eligible for pupil premium achieved age related expectations (ARE). There are a number of children with complex needs in this group who made progress with CL whilst not achieving ARE.	Revisit the ABC resources to support with Communication and Language development and provision. Continue to use the language resources to improve oral language skills.
Improved attainment in Year 1 Phonics with increased number of children meeting the Phonic Screening Check standard.	Quality First Teaching - Daily Letters and Sounds Phonic teaching.	This cohort entered Year 1 lower than national and LA expectations. 80% of the cohort met the standard which is in line with Local Authority. Two pupils were disapplied. 83% of the rest of the cohort met the standard.	Continue to allocate the phonic intervention support for the new cohort. Provide a Year 1 phonic information evening to support parental engagement.
Increased attainment in Reading with greater fluency and comprehension.	Quality First Teaching - whole class reading, shared reading, guided reading.	Staff considered the whole class reading worked well in Year 2 and had a positive impact on outcomes. The cohort achieved in line with national outcomes in reading.	Continue to build on whole class reading across the key stage. Consider the quantity of time given by Teaching Assistant support for additional reading. Increase opportunities for parents to come into school and engage with the reading process.
Targeted support impacts on identified emotional and behavioural needs.	Individual pupils to access support from experienced staff to improve emotional and behavioural needs.	A number of children had access to experienced staff for emotional and behavioural support. This supported their access to learning and the curriculum. Feedback from teachers, children and parents was positive.	Learning Mentor support is frequently accessed and needs to continue. Assessment procedures to measure impact are in place and need to continue.

Desired outcome	Chosen action / approach	Estimated impact (Did we meet the success criteria?)	Lessons learned (and whether we will continue with the approach)
Targeted Support			
Improved oral language skills.	Use of adult to support in adult led and child initiated learning. Bug Club speech and language intervention. Speech and language programmes.	A number of children accessed speech and language support and were discharged. Improved speech and language for a number of individual children.	Continue to build on the communication and language provision indoors and outdoors for the new cohort. Continue to build on the work done in EYFS with individual children in Year 1.
Improved attainment in Phonics in Year 1 / Year 2 with increased number of children meeting Phonic Screening Check standard.	Use of intervention resources: TELL resources - Year 1 Precision teaching - Year 2 Teacher written schemes RWI Intervention resources for Year 1 and Year 2 Nessy Learning Programme	80% of the whole cohort met the standard. Two children were disapplied and of the children that took the check, 83% met the standard. 96% of the Year 2 cohort met the standard by the end of Year 2. This is above Local Authority and National.	Continue to provide phonic intervention. RWI resources to be purchased to support with intervention. Access other Literacy resources that may be useful to support.
Increased attainment in Reading with greater fluency and comprehension.	Additional reading sessions allocated for children where appropriate	The Year 2 cohort achieved age related expectations, in line with national outcomes.	Continue to build additional time to support with individual children.
Targeted support impacts on identified emotional and behavioural needs.	Individual pupils to access support from experienced staff to improve emotional needs and behaviours.	Staff accessed training to support with individual pupils needs in the classroom. Learning Mentor time and ELSA strategies have had a positive impact on individual pupils. Theraplay sessions / strategies have been used to support individual children.	Participate in the Mobilise project, Emotional Health and Wellbeing, this year. Continue to provide access for pupils, parents and staff to the experienced Learning Mentor.
Improved attendance at school.	Communication between home and school with targeted attendance and inclusion plans.	Absence figures were maintained from the previous year at 3.8% overall with persistent absence dropping from 8.1% in 2017/18 to 4.4% in 2018/19. EWO	Continue to work with the EWO to support and focus on pupils vulnerable to persistent absence.

<p>Increased provision for children to experience a broad range of learning opportunities.</p>	<p>Reduced/subsidised costs for children to access a range of learning opportunities</p>	<p>involvement supported children that were vulnerable to persistent absence. Increased number of school visits were provided last year and allowed for children to attend free or through subsidies. Subsidised/reduced costs provided children greater access to the clubs on offer.</p>	<p>Continue to offer subsidised visits and experiences to children eligible for pupil premium funding to motivate and inspire them in their learning experiences.</p>
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