

**The Pupil Premium Grant**

**Rationale:** The main barriers to educational achievement faced by eligible pupils at Manor Park Primary School are social and emotional, attention and listening, speech and language delay, attachment and historical gaps in learning. We aim to address these barriers by placing the children’s wellbeing and involvement at the heart of our strategy, offering a range of nurturing and enrichment opportunities and targeted support for learning, much of which is delivered through our Learning Mentor. We have also developed a bespoke provision of targeted teaching and interventions to support the children to make strong academic progress

**Aim:** to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them, (none SEN disadvantaged pupils) and their peers.

The principles of each approach are also used to support other pupils in school who would benefit from these strategies.

**Number of pupils & pupil premium funding received**

Number of pupils on roll (September 2020)	216
Number of pupils eligible for pupil premium funding	73 (34%)
Amount received per pupil	£1345
Total amount received	£98,185 – (£105,942 current projected Spend)

<b>Desired Outcome</b>	<b>Action/Approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Monitoring + Measuring Impact</b>	<b>Budget allocated</b>
To remove barriers to learning.	A 0.5FTE Learning Mentor to support the emotional well- being of children, including support with social skills and anxiety	The Learning Mentor role has had significant impact in many areas such as- emotional wellbeing, improved behaviour, parental engagement, attendance and aspiration amongst our most vulnerable children and families. Parents are positive about the support and children proactively engage with her. The interventions used have been significant in improving the readiness to learn of some of our most vulnerable children.	Emotional interventions are monitored termly. Boxall profiles indicate improvements in emotional well-being and teachers evidence subsequent progress in learning at termly pupil progress meetings.  <b>Impact -</b>	£13,344

<p>To reduce self-esteem/behavioural issues during unstructured periods</p>	<p>Lunchtime provision available for those children who find these times difficult. This will be run by our Learning Mentor.</p> <p>To further develop the outside nurture zone which will allow more children to access this provision at lunchtime and playtime.</p>	<p>Lunchtime provision will provide opportunities for some children to reduce their anxieties and increase their self-esteem. It will also allow an adult to model fair play, turn taking etc.</p> <p>It will increase self-esteem and behaviours for learning. It will also ensure most children are still outside but in a more structured environment.</p>	<p>Reduction in Behaviour Red Letters received by the Head Teacher. Pupil Voice sessions Pastoral reports</p> <p><b>Impact-</b></p>	
<p>To use interventions to ensure the gap in attainment is being reduced.</p>	<p>An additional Teaching Assistant has been employed to directly support PP children 0.5FTE</p>	<p>Additional targeted support will help close the gap in attainment of PP children. Bespoke SALT, phonics, reading and number interventions will be implemented on a 1to1 basis.</p> <p>There is evidence of the school being successful in this over the past 3 years with disadvantaged children making more progress than non-disadvantaged children at a national level</p>	<p>Half termly progress checks Robust Pupil Progress meetings with class teacher and support staff to ensure PP children are making accelerated progress. Review interventions as required.</p> <p><b>Impact-</b></p>	<p>£11,566</p>
<p>To use interventions to ensure the gap in attainment is being reduced.</p>	<p>A significant % of Teaching Assistants FTE to provide 1:1 or small group interventions during the afternoon sessions.</p>	<p>Additional targeted support will help close the gap in attainment, reduce anxieties and increase the confidence of PP children. Bespoke SALT, phonics, reading and maths sessions in small groups or 1to1.</p> <p>There is evidence of the school being successful in this over the past 3 years with disadvantaged children making more progress than non-disadvantaged children at a national level</p>	<p>Half termly progress checks Robust Pupil Progress meetings with class teacher and support staff to ensure PP children are making accelerated progress. Review interventions as required.</p> <p><b>Impact-</b></p>	<p>£35,400</p>
<p>To use targeted bespoke provision to ensure PP children with</p>	<p>Reduced class size with 1 teacher 0.5FTE and 2 teaching assistants 0.5FTE to lead a bespoke provision for PP children with</p>	<p>A significant proportion of our PP children have significant SEN needs which are barriers to their engagement in many school activities. There are also significant Speech and Language barriers and phonic/reading barriers for these children.</p>	<p>Half termly progress checks Robust Pupil Progress meetings with class teacher and support staff to ensure PP children are making accelerated progress. Review interventions as required.</p>	<p>£38,132</p>

significant SEN can access all areas of the school curriculum	significant need. Five mornings each week.	Small groups/1to1 sessions targeting SALT, Phonics, early reading/maths on a daily basis will support the children to make progress in these areas.	<b>Impact-</b>	
To increase spelling and reading ages for disadvantaged learners with dyslexia and other learning difficulties.	Further Develop IDL programme	An increase in targeted support within these areas serves to aid disadvantaged pupils improve further, across the curriculum whilst also developing self-confidence, resilience and engagement. Selected disadvantaged pupils regularly supported to review and apply their reading and spelling skills.	Progress and Review meeting updates and associated information and data Performance management discussions, targets and evidence Lesson / activity observations and learning walks throughout school	None
To improve the personal, social and emotional well-being of PP children.	To ensure Pupil Premium children are able to access extra-curricular opportunities including clubs, trips and residential by providing subsidised costings where needed.	Children will experience improved self-esteem and behaviours for learning. This will lead to increased progress and help close the gap on attainment. The school has ensured that many additional trips to further enhance the curriculum continue to run for all children by supporting them financially.	<b>Impact-</b>	£7,500