

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 – (£107,742 current projected Spend)

Desired Outcome	Action/Approach	What is the evidence and rationale for this choice?	Monitoring + Measuring Impact	Budget allocated
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	<p>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.</p> <p>Impact - The impact of employing a full time learning mentor continues to be strong. CPC supports parents and children with strategies and resources for a variety of reasons- Wellbeing, parenting, mental health, behaviour, attendance. We have seen the school attendance increase in this time and we have also sustained the significant</p>	£13,344

		some of our most vulnerable children.	improvements in behaviour and attitudes towards learning. The number of children needing support has significantly increased due to the Covid pandemic widening the impact of the provision. Over 60 children have been supported with nurture/mental health interventions varying from twice daily to weekly. Parental engagement remains strong with stakeholders stating that they are more confident in talking to the school and will seek support and guidance from school when needed. This provision also provides direct support to parents to support the family with mental health, behaviour and parenting concerns.	
To reduce self-esteem/behavioural issues during unstructured periods	Lunchtime provision available for those children who find these times difficult. This will be run by our Learning Mentor.	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.	Reduction in Behaviour incidents. Engagement with homework has increased significantly Pupil Voice sessions Pastoral reports	£1500
	To further develop the outside nurture zone which will allow more children to access this provision at lunchtime and playtime. To staff and open the computing suite at lunchtimes	It will increase self-esteem and behaviours for learning. It will also ensure most children are still outside but in a more structured environment. Many of our children struggling to complete tasks at home and there is not the support network for them.	Impact- The impact of the additional support/resources for children both inside and outside of the school are clear. All children now have a place that they can spend time in school whether they enjoy being active, playing sport or reading/solving puzzles or more. The quiet area is used frequently by a number of children from a range of age groups both at lunchtime and playtime. Behaviour in school is a strength, children have a clear understanding of what is appropriate behaviour both in school and also when representing the school in the local community. We often receive very positive comments about the children's behaviour and attitude. The Computing suite is also now available at lunchtimes for children to complete homework for children who cannot do so at home. Children can also spend time in their with friends learning at their own pace.	
To use interventions to ensure the gap in attainment is being reduced.	An additional Teaching Assistant has been employed to directly support PP children 0.5FTE	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.	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.	£11,566
		There is evidence of the school being successful in this over the past 3 years with disadvantaged	Impact- In school progress of PP children was strong with children making progress inline with non PP children. The attainment gap for PP children closes as the children move through school.	

		children making more progress than non-disadvantaged children at a national level		
To use interventions to ensure the gap in attainment is being reduced.	A significant % of Teaching Assistants FTE to provide 1:1 or small group interventions during the afternoon sessions.	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. 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	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.	£35,400
			Impact- Children who had severe SAL delay receive daily, (sometimes twice daily) bespoke SALT- the impact being the children can speak and be understood by their peers and adults. They can communicate their feelings to others and are able to access learning as they are also able to read. Daily additional phonics interventions for a significant number of our vulnerable children has supported and enabled them to make accelerated progress with their reading from low starting points. Our Y1(Y2) phonics screen results are now in line with the national figure.	
To use targeted bespoke provision to ensure PP children with significant SEN can access all areas of the school curriculum	Reduced class size with 1 teacher 0.5FTE and 2 teaching assistants 0.5FTE to lead a bespoke provision for PP children with significant need. Five mornings each week.	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. Small groups/1to1 sessions targeting SALT, Phonics, early reading/maths on a daily basis will support the children to make progress in these areas.	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.	£38,132
			Impact- This has had a considerable impact on both the social, confidence, self belief of the children and also the academic progress that the children are making. This provision is for children with significant SEN needs- the children are happier in school, attendance figures have increased. The children display more confidence with their learning and are making progress that is appropriate for children with their barriers to learning.	

To increase spelling and reading ages for disadvantaged learners with dyslexia and other learning difficulties.	Further Develop IDL programme. Introduction of Edshed	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	£300
			Whilst we believe impact will be evidenced over time, due to lockdowns and inconsistency in engagement we do not have the information at present.	
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.	Attendance figures	£7,500
			Impact- Attendance of residential and class trips has been universal. All children whose parents have given permission of attendance to trips have been able to access them irrespective of financial support from parents. Again, this has been limited due to COVID 19, two of our residential did not take place. Since Sept 2021- all trips school visits and residential are running and the financial support is in place.	