

Pupil premium strategy / self-evaluation 2019 - 2020

1. Summary information					
School	Manchester Road Primary Academy				
Academic Year	2019 - 20	Total PP budget	£190,080	Date of most recent PP Review	4.9.19
Total number of pupils	428	Number of pupils eligible for PP	131	Date for next internal review of this strategy	Feb 2020

2. Current attainment		3.		
			<i>Pupils eligible for PP (your</i>	<i>Pupils</i>
% achieving expected standard or above in reading, writing & maths			60%	70%
Progress measure reading			+0.34	+1.59
Progress measure writing			+3.05	+2.31
Progress measure maths			+2.14	+4.14
4. Barriers to future attainment (for pupils eligible for PP)		5.		
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)				
A.	Development of Phonics in the early stages of reading, ensuring children have access to high quality materials.			
B.	Social and emotional needs that are impacted by home/social environments			
C.	Reading and writing stamina, linked to fluency and handwriting.			
Additional barriers (<i>including issues which also require action outside school, such as low</i>				
D.	Lack of funding to ensure that children have full access to resources and equipment needed to take part fully in the curriculum.			

6. Intended outcomes <i>(specific)</i>		Success criteria	Actions:
A.	Improve results in reading and phonics so that attainment and progress in EY, KS1, phonics screening and KS2 are in line or above national.	<p>Results through the year and at the end of each key stage show improved attainment in line with national expectation for EY, phonics screening, KS1 and KS2.</p> <p>PP children achieve results in - line with their non PP peers.</p> <p>Interventions impact positively on progress so that PP children make at least expected progress, and that for targeted children, this progress is exceeded.</p>	<p>SLT – pupil progress meetings and identified children tracked each half term.</p> <p>VS – Phonics assessments and 1:1 children identified each half term.</p> <p>SLT - PP children highlighted through monitoring process – focus on book scrutiny and data.</p> <p>EB – Intervention tracking – monitoring successful interventions with high impact.</p> <p>SLT – identify training needs of staff across reading. INSET day in September – split into phases and focus on the needs and process for the children.</p> <p>SLT - Monitor quality of reading sessions half termly.</p> <p>NQT Mentors – Ensure NQT’s have materials and training necessary to deliver quality reading sessions.</p>
B.	To ensure that the social and emotional needs of children are met so that they are ready to learn.	<p>Children who are on the school vulnerable register are attending regularly (over 95%), and the PA for these children is reduced (below 12%PA children who are PP)</p> <p>Results across year groups show children who are PP are attaining their expected outcomes.</p> <p>Support put in place reduces behaviour incidents, internal exclusions and external exclusions.</p> <p>Children report feeling supported, ready to learn and feel that they are making good progress in their</p>	

C.	Improve the progress made by PP children in KS2 maths through ensuring more children reach greater depth, and that this figure is in line with their peers.	A higher percentage of PP children attain the GD level in KS2. Progress made by PP children is in line with that made by their peers.	
D.	To ensure PP children have access and take part in experiences and extra – curricular activities.	That all PP children attend school trips and experiences and have the correct equipment/ resources for school.	

7. Review of expenditure

Previous Academic Year

2018 - 2019

i. Quality of teaching for all

Action	Intended outcome	Estimated impact:	Lessons learned	Cost
<p>Ensure that teaching across the school is consistently good in reading and writing</p>	<p>Improved progress in reading and writing for PP children so that it is in line with their peers.</p>	<p>PP children in KS2 made above national progress in reading and writing. The progress made in writing was above that of non PP children.</p>	<p>Ensuring consistency and supporting children who are not making expected progress has enabled children to make better than expected progress in reading and writing.</p> <p>The support has involved small group intervention, involvement from the SLT, training moderators for writing in school and attending CPD. Teaching assistants and apprentices have played a vital role in this – particularly for those children whom are PP and SEN.</p> <p>The introduction of White Rose mathematics has ensured that the sequence and progression of mathematics is consistent, and has good opportunities for all children to make progress, and to access deeper learning opportunities so that they are working at greater depth.</p>	<p>£60,000</p>
<p>Increased staffing in Early Years</p> <p>Targeted interventions.</p> <p>Employment of speech and language therapist.</p> <p>Parental involvement.</p> <p>Emphasis on small steps of progress during weekly phase meetings.</p>	<p>Ensure that more children attain GLD at the end of Early Years.</p> <p>That Reading and writing attainment is in line with the national picture.</p>	<p>More children in EY to attain a Good Level of Development – including those who are PP and children who have been identified as having additional needs.</p>	<p>There was an increase in the amount of PP children who attained GLD from 57% in 2018 to 71.4% in 2019.</p> <p>Reading and writing for PP children was well above the national picture in 2019. National was 57.8%.</p> <p>The practice put in place was highly effective, and will continue through 2019 -20.</p>	<p>£32,000</p>

<p>To ensure that children are supported throughout the foundation subjects so that progress is made in skills across the curriculum</p>	<p>That PP children have opportunities to develop skills in line with their peers across a range of subjects – ensuring they are ready for their next steps.</p>	<p>All PP children, and those whom are PP and SEN are gaining the knowledge and skills across the curriculum.</p>	<p>Books scrutiny and child interviews showed that PP children were gaining the knowledge and understanding that their peers were.</p> <p>Continued support in classes will continue through the form of TA's and apprentices.</p>	<p>£ 35,000</p>
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ii. Targeted support				
Action	Intended outcome	Estimated impact:	Lessons learned	Cost
<p>Action</p> <p>Well – being team established to ensure children are identified and pastoral support put in place.</p> <p>Practice from Steve Peters is used by staff and some principles adopted in school</p> <p>School Counsellor employed</p>	<p>Intended outcome</p> <p>Attainment and progress increases towards National expectations. Fewer exclusions and isolations recorded.</p> <p>CPOMS records show improved outcomes for PP children. Child interviews with children who need behaviour input show they feel ready to learn.</p>	<p>Estimated impact:</p> <p>The children who are identified as being vulnerable did make good progress – both in their academic and social/ emotional development. Parents reported that the help received in school helped their children, and that this was having a positive impact on their well – being.</p> <p>Teachers had a mechanism for helping children with SEMH, and had clear strategies and plans in place to ensure children had consistent and fair messages.</p> <p>Exclusions in terms 2 and 3 were reduced significantly, and weekly behaviour records showed a reduction in children reaching level 3 (red) on the behaviour system.</p> <p>The school councillor has been able to ensure that concerns expressed by children feeling anxious have been shared and any actions followed up by the pastoral/ safeguarding team at MRPA.</p>	<p>Lessons learned</p> <p>The employment of a behaviour and inclusion leader has made a difference to the level of internal and external exclusions. Clear strategies and plans put in place were able to be monitored with rigour.</p> <p>To add to this work, school is investing in the nurture networking program across the school. This will enhance the current provision, and embed practice that will benefit all children, as well as those with known emotional/ social needs.</p> <p>The counselling sessions have played a very important part of the provision in school. There have been some short – term periods for children, and some more long term.</p> <p>The most effective way in which to use this is to provide children with SEMH in school with support in class and during group work. Measure the success and improved outcomes for the children, and if this is slow or does not improve, refer to the counsellor</p>	

Principal and pastoral leader to improve the attendance of PP children and reduce the percentage of persistently absent children.	To reduce the persistent absence in PP children from 17% to 12%	Persistent absence has fallen to 10.7 in 2018 -19 for PP children – lower than overall PA of 11.09.	The method used of dedicated time to tackling persistent absence has worked effectively. Weekly meetings, home visits, meetings in school, clarity of procedures, and the involvement of the EWO.	£25,000
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iii. Other approaches

Action	Intended outcome	Estimated impact:	Lessons learned	Cost
To fund extra – curricular and enhancement activities for PP children. Sports club Phonics club Music lessons Trips	To ensure that PP children have access to a wide and varied curriculum.	PP children attend school trip, extra - curricular activities, and have the correct uniform and resources for school.	Increasingly, parents are unable to pay for the resources needed for school – particularly school trips, as the prices of travel continue to increase. This funding will continue, and will need to rise in line with the increasing number of children eligible for PP.	£34,000
			TOTAL EXPENDITURE 2018 -19	£191,000

8. Planned expenditure £190, 080

Academic year

2019 - 20

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Employment of Teaching Assistants to ensure good progress in phonics and reading in EY and KS1.	Higher percentage of PP children to pass the phonics screening test, from 73% in 2019 to 85% in 2020.	The teaching of structured phonics has a higher impact when children can be placed in smaller groups which are targeted specifically at their stage of development.	Monitoring and assessments taking place half termly. 1:1 top up sessions for children who are not making expected progress. Staff training to ensure everyone is up to date and there are consistently	VS/JT	Every half term
Update of reading and writing materials in KS1.	Children in KS1 who are PP to attain in line with national expectation in reading and writing.	Phonics books matched to the children's stage of development in phonics leads to more consistent and rapid progress. It ensures children are not confused by the materials in school and those sent home.	Reading records from the children show regular reading of phonics scheme books.	VS/VL/JT	Reviewed half termly.
Total budgeted cost					£58,000

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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1:1 phonics and reading support in EY and KS1.	PP and PP + SEN children attain in line with national average and make good progress.	1:1 top up support ensures that children who do not make good progress at each point in the reading process make accelerated progress.	Reading lead in KS1 will ensure quality and provision. Assessments carried out every half term.	VS/JT	Every half term
SEMH support for children who need input around social and emotional development.	Children learn skills and knowledge which will help them to self – regulate. Less time out sessions for the children targeted. Reduced incidents on the playground.	The Nurture network programme has been developed and used by schools over a period of time. The ‘Thrive’ program sets clear targets for children and adults, and helps to measure and assess the progress children are making. Employment of behaviour and inclusion leader,	Training, CDP for staff, evaluation of materials by SLT. Impact summaries from pastoral team in school. Child and parent feedback.	JM/JT	Weekly well – being meetings Weekly behaviour monitoring.

Total budgeted cost £48,000

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure PP children have equal access to the curriculum and school resources.	All P children have correct resources for school. Trips and visits are attended by all PP children.	Children who have full access to all areas of school life make better progress.	Allocate funding and ensure that any trips and resources needed are funded.	JB/ND	Monthly budget reviews

					Total budgeted cost	£32,000
					Total Year Expenditure 2019 - 20	£138,000
9. Additional detail						

2019 Results for Children reaching Expected levels

EY	Literacy		Mathematics		GLD	
	National	MRPA	National	MRPA	National	MRPA
All	73	72	72	78	72	72
PP	58	71	64	71	56	71
Non PP	76	75	81	75	74	75
SEN	28	22	36	22	24	22

Y1	Phonics	
	National	MRPA
All	81.9	74.6
PP	71	73
Non PP	84	75
SEN	47.7	55.6

Y2	Phonics	
	National	MRPA
All	91	87
PP		
Non PP		
SEN		

KS1	Reading		Writing		Mathematics		RWM	
	National	MRPA	National	MRPA	National	MRPA	National	MRPA
All	74.9	64.5	69.2	59.7	75.6	64.5	64.9	54.8
PP	62	53.3	54.9	46.7	62.6	60	50	47
Non PP	78.2	53.3	72.9	63.8	79.1	66	68.8	57.4
SEN	32.7	25	24	25	36.1	25	7.5	18.8

KS2	Reading		Writing		Mathematics		GAPS		RWM	
	National	MRPA	National	MRPA	National	MRPA	National	MRPA	National	MRPA
All	73	70	78	80	78	80	78	73	64.8	64.4
PP	62	66	67	80	67	77	67	68	51.4	60
Non PP	62	66	67	80	67	77	67	68	70	60
SEN	35	17	33	50	40	41	36	50	21	17