

Manor Primary School

Pupil Premium Reporting - September 2016

Number of pupils and pupil premium grant (PPG) 2015-16	
Total number of pupils on roll	229
Number of pupils benefiting from PPG	63 (including children on free school meals, adopted and in service families)
Total amount of PPG 2015-16	£78, 620

Summary of PPG spending 2015-16

Context

Eliminating any remaining attainment gap for disadvantaged children was a key priority within our School Improvement Plan – Key Priority 1 ‘To ensure that any gaps in attainment for disadvantaged children are successfully closed’.

We ensure that we make the most effective use of Pupil Premium by following the advice of the Sutton Trust ‘Teaching and Learning Tool Kit’ (<https://educationendowmentfoundation.org.uk>). This summarises a range of educational research and the government recommends its use when planning Pupil Premium spending.

- The school has invested a great deal of time and resources into ensuring that all children benefit from Quality First Teaching. This has involved a specific focus to ensure that all teaching is at least good with most that is outstanding. Teachers know and prioritise their disadvantaged children. They have ensured that these children are fully challenged, and that they receive support and intervention promptly at the point of need. They have provided them with on-going verbal and written feedback which allowed them to make rapid improvements in their knowledge, skills and understanding. They also ensured that these children developed the learning skills essential for on-going success – motivation, ambition, hard work and perseverance.
- A Pupil Premium Team was led by the HT and included three experienced, full-time Higher Level Teaching Assistants (HLTAs). They delivered appropriate intervention and support to disadvantaged children at the point of need in order to ensure accelerated progress. Their focus was on giving children high quality feedback to enable them to make rapid improvement in identified areas.
- The SENCo continued to have additional release time in order to plan, support and monitor the progress of particularly vulnerable pupils – i.e. those who were in receipt of PPG and also on the SEND register.

- Two THRIVE professionals managed a caseload of pupils who required specialist support and intervention in order to develop their social and emotional skills and thus their learning potential.
- The Pupil Premium Team had a classroom set aside for their sole use – the ‘Discovery Room’, equipped and resourced to provide a welcoming, safe and effective learning environment for all disadvantaged pupils.
- The Pupil Premium Team liaised regularly and closely with class teachers who had ultimate accountability for the progress of disadvantaged children evidenced through Staff Appraisal. All teachers took part in half-termly Pupil Progress Meetings.
- Termly Pupil Progress Meetings were improved and developed, with funding used to include support staff and ensure that they comprehensively covered all aspects of children’s learning, achievement and welfare.
- The Pupil Premium Team met regularly to conduct interim Pupil Progress Meetings (at approximately three-week intervals). At these meetings, the progress of all disadvantaged children was discussed and any areas of concern rapidly addressed.
- The Pupil Premium Team organised a range of activities to enrich the children’s experience - e.g. museum visits and Forest Schools.
- All disadvantaged pupils were given the opportunity to take part in whole class or school extra-curricular activities including residential trips, with financial support given where necessary.
- An after-school ‘Books & Buns’ club was provided for children in Years 3 & 4 in order to promote a love of reading in a fun and informal setting.

Impact

End of KS2

- Children on Free School Meals achieved significantly above national figures for all children in all subjects

	<i>Pupils eligible for PP</i>	<i>National – all chn</i>
% achieving at least ARE in reading, writing & maths	83%	53%
% achieving at least expected standard in reading	100%	66%
% achieving at least expected standard in writing	83%	74%
% achieving at least expected standard in maths	83%	70%
% achieving at least expected standard in GPS	83%	72%

- Children on FSM made better progress than non-FSM within the school in reading and maths.
- The figures for Disadvantaged children include adopted children, 66% of whom had statements for SEN. This influences their results which are slightly below the rest of the cohort.

End of KS1

- Disadvantaged pupils generally achieved lower than non-disadvantaged children, but this was in the context of a very high level of SEN amongst that particular group of children (46% of disadvantaged children were also on the SEN register). However, this group made progress from EYFS at least in line with their peers.

Year 1 Phonics Check

- 80% of disadvantaged children met the expected standard compared to 70% nationally and 69% in 2015.

Other Year Groups

- In-school data indicates that the progress of disadvantaged pupils across the school is at least in line with other children in almost every category, thereby continuing to successfully narrow any gaps.

Summary

The impact of the Pupil Premium has been highly significant in enabling the school to provide the support and intervention required for disadvantaged pupils to achieve at the same level as their non-disadvantaged peers.

Plans for PPG spending 2016-17

- All the actions detailed above for 2015-16 will be continued due to their undoubted impact and success.
- We will continue to explore different ways of engaging the parents and families of disadvantaged children in order to further develop the support that they are able to give their children at home.
- We will also explore ways of engaging other members of the local community in supporting our pupils and providing inspiration for success. (See School Development Plan 2016-17).