



Manor Primary School Pupil Premium Strategy October 2018



What is the Pupil Premium?

The Pupil Premium is allocated to schools with pupils who are known to be eligible for free school meals (FSM), or who have been eligible within the previous 6 years. Funding is also available to children in care (where they have been looked after continuously for at least six months) and to children whose parents are in the Armed Forces.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Department for Education urges schools and local authorities to encourage parents to register their child as eligible for FSM so that each school receives their maximum Pupil Premium entitlement.

Schools are free to spend the Pupil Premium as they see fit. However, they are held accountable for how they have used the additional funding to support pupils from low-income families. Measures are included in the performance tables that capture the achievement of these pupils. From September 2012, schools have been required to publish online information about how they have used the Premium. This has ensured that parents and others are made fully aware of the attainment of pupils covered by this funding.

Number of pupils and pupil premium grant (PPG) 2017-18

Total number of pupils on roll	255 (Oct 2017 census)
Number of pupils benefiting from PPG	49 (Oct 2017 census)
Total amount of PPG 2017-18	£79, 841

Number of pupils and pupil premium grant (PPG) 2018-19

Total number of pupils on roll	277 (Oct 2018 census)
Number of pupils benefiting from PPG	47 (Oct 2018 census)
Total amount of PPG 2018-19	Approx £82, 370 (to be updated when funding from 1st April 2019 is confirmed)

Main Barriers to Educational Achievement

The main factors that we have identified as barriers to achievement for disadvantaged children at our school are as follows. It should be noted that this is a general picture and these factors do not apply to all disadvantaged children and families.

- Attendance – in the academic year 2017-18 the school's overall attendance for children not in receipt of PPG was 95.6%. This compared to 95.1% for disadvantaged children, representing more sessions missed.
- Lack of parental engagement – some parents within this category are less likely than other parents to engage with school and to attend events such as parents' evenings and open days.
- Lack of support for home learning – some of our parents within this category lack the necessary skills to support their children with homework or provide them with extra-curricular learning opportunities. Some of these parents experienced poor levels of attainment themselves when at school.
- A higher than normal proportion of children in receipt of FSM are also on the SEN register, meaning that these children are particularly vulnerable to low achievement.

Summary of PPG spending 2017-18 and planned 2018-19

Over the last 4 years, the school has been very successful at reducing gaps in pupils' achievement by the end of KS2. The strategies we have employed will continue to be used as these have proved to be highly effective. In developing these methods, we have followed the advice of the Sutton Trust 'Teaching and Learning Tool Kit', which summarises a range of educational research and is recommended by the government when planning Pupil Premium spending.

- The school has and will continue to invest time and resources into ensuring that all children benefit from Quality First Teaching – i.e. that which they receive from their class teacher. 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 allows them to make rapid improvements in their knowledge, skills and understanding. They also ensure that these children develop the 'growth mindset' learning skills essential for on-going success – motivation, ambition, hard work and perseverance.
- Two Higher Level Teaching Assistants (HLTAs) have delivered appropriate intervention and support to disadvantaged children at the point of need in order to ensure rapid progress. These colleagues liaise closely with class teachers who have ultimate accountability for the progress of disadvantaged children.
- Children in receipt of FSM who are also on the SEN register are flagged as being particularly vulnerable. Our SENCo has specific release time to plan, support and monitor the progress of these pupils and to work alongside teaching staff in doing so. She also works with families and supports access to additional agencies beyond school.
- The Deputy Headteacher has delivered daily intervention in maths and literacy to a group of children within a particular year group in which there is a

significant amount of need, comprising mainly of children in receipt of FSM. This started in the Summer term of 2017-18 and is continuing in 2018-19.

- The Headteacher, Deputy Headteacher and Assistant Headteacher conduct termly monitoring days for every class in the school. This involves in-depth monitoring and analysis of teaching and learning within that classroom and subsequent discussions with the teacher to discuss and analyse the findings. These meetings prioritise vulnerable and disadvantaged children, as identified in provision maps, and focus on ensuring that they are making outstanding progress.
- All disadvantaged pupils are given the opportunity to take part in whole class or school extra-curricular activities, including residential trips, with financial support given where necessary.
- We ensure the involvement of all parents at events such as parents' evening and open days, by issuing personal invitations and making appointments when required.
- In 2018-19, we have employed a therapeutic counsellor who is employed one day per week to work with a caseload of children with social and emotional needs. A significant number of these children are in receipt of FSM.
- In 2018-19, we are engaging in a joint project together with the South Devon Primary Partnership, to develop Metacognition as a tool for teaching and learning. We believe that this will be of particular benefit to disadvantaged children, enabling them to further develop those skills that will equip them for lifelong learning and success at both primary level and beyond.

Impact of Expenditure 2017-18

End of KS2

- There were 8 children in receipt of FSM6 within this cohort. Of these, 3 were on the SEN register and 2 had EHCPs. *This overlap between FSM and SEN had a significant impact on attainment:*

	FSM	All pupils
% achieving at least ARE in reading, writing & maths	50%	73%
% achieving at least expected standard in reading	50%	80%
% achieving at least expected standard in writing	63%	80%
% achieving at least expected standard in maths	63%	85%

- Children on FSM made progress above that of all pupils in the cohort, and their progress in reading was significantly higher than national:

	FSM	All pupils
Reading	3.1	0.2
Writing	0.4	- 0.7
Maths	0.2	0.6

End of KS1

- Children on FSM achieved significantly above national figures for all children in all subjects and better than all pupils in the cohort:

	FSM	All pupils
% achieving at least expected standard in reading	100%	82.5%
% achieving at least expected standard in writing	100%	87.5%
% achieving at least expected standard in maths	100%	87.5%
% achieving at least expected in reading, writing, maths	100%	82.5%

Year 1 Phonics Check

- Children on FSM achieved better than both the national benchmark and all pupils in the cohort:

	FSM	All pupils
% achieving at least expected standard	100%	90.5%

Other Year Groups

- In-school data indicates that the attainment and 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.

How we will measure impact 2018-19

We will measure the impact of spending throughout the year with:

- Termly monitoring in every class focused on disadvantaged children, their learning and progress.
- Termly reviews of assessment data from across the school.
- Teacher appraisal.
- The results of end of year statutory tests.
- Parent consultations including an annual parent questionnaire.
- Daily contact with children, representation on the School Council and responses to an annual pupil questionnaire.

Monitoring and Review

We will monitor and review the on-going success of our Pupil Premium Strategy by:

- Including this as a standing item for our fortnightly Extended Leadership Team meetings.
- Including this as a standing item for Full Governor Meetings once a term, with analysis and feedback contained in the Headteacher's report presented at these meetings.
- Termly visits by governors focusing on Pupil Premium and its impact.

Review date for Pupil Premium Strategy: October 2019