

# Pupil Premium Strategy Statement 2020-2021

To be read alongside COVID Catch-Up Strategy

SCHOOL OVERVIEW	
School name	Manby Lodge Infant School
Pupils in school	265
Proportion of disadvantaged pupils (PP)	4.2% (November 20)
Pupil premium allocation this academic year	£16,140
Covid catch up allocation the academic year	£20,640
Academic year or years covered by statement	2020 - 2022
Publish date	30.11.20
Review date	30.11.21
Statement authorised by	M. Morris
Pupil premium lead	K. Saffer
Governor lead	Mandeep Gill (SEN and Inclusion)

## Data

### DISADVANTAGED PUPIL PERFORMANCE OVERVIEW FOR LAST ACADEMIC YEAR

We found ourselves in exceptional circumstances for the start of the 2020-2021 academic year. There was no substantive end of year data recorded for 2019-2020. Using the last data available (Dec 2019) our PP outcomes are as follows:

#### Reception:

Our PP data for Reception (Autumn 2019) showed 100% on track for a GLD (using writing as an indicator).

#### Year 1:

Our PP data for Year 1 was 60% on track for Reading, 60% on track for Writing, 80% on track for maths (to reach the expected standard by the end of the year). 60% of our Y1 pupils were on track to pass the phonics screening test.

#### Year 2:

Our PP data for Year 2 was 19% on track for Reading, 19% on track for Writing, 28% on track for maths (to reach the expected standard by the end of the year). 20% of our Y2 phonics resits were predicted to pass at this stage.

64% of our PP children in Year 2 had additional needs including SEN/EHCP/children's services involvement/new to the country/EAL.

### CURRENT CONTEXT AND BASELINE DATA

#### Current Context

Our numbers of PP children have reduced compared to last year (19 children 2019/20, 11 children 20/21). At this stage in the school year, all current PP children have attended Manby Lodge since the start of their Reception year.

There is a cross over with PP/SEN (36.4% of our PP children are also identified as SEN), PP/EAL (9% cross over).

## **20/21 Baseline Data**

### **New Reception intake**

Baseline data shows 75% of our PPG children are at expected in Reading and Writing, 25% at expected in number and 50% at expected for shape, space and measures

### **Year 1**

33% of our children are on track for expected. There are significant gaps in learning due to lockdown and additional needs for the other 66%. As a cohort, phonics has been targeted as part of the recovery curriculum. Children returned to school with mispronunciation of phonemes, forgotten Phase 2/3 letters and sounds knowledge, over blending and inaccurate segmenting. Some children were also lacking resilience and needed support to engage in learning, follow school rules and attempt their tasks independently.

### **Year 2**

25% of our children are on track for expected. There are significant gaps in learning due to lockdown and additional needs for the other 75%. As a cohort, phonics has also been identified as an area to target, as well as resilience, stamina, and behaviour for learning.

## **Aims and Barriers**

STRATEGY AIMS FOR DISADVANTAGED PUPILS	
Priority 1	To ensure that all PP children make good progress from their starting point, in all subject areas
Priority 2	To ensure the best outcomes for PP children, so they achieve in line with National % (historically we achieve below National %) in phonics, R, W, and M, and for GLD in Reception
Priority 3	To ensure the social/emotional and behavioural needs of PP children are identified and supported
BARRIERS TO FUTURE ATTAINMENT	
Barriers: In school	<ul style="list-style-type: none"><li>a. Lack of vocabulary and oral language skills across the school, affecting reading and writing attainment and progress.</li><li>b. Passive attitude towards learning – A greater proportion of our PP children require an enhanced curriculum to ensure their learning is not passive.</li><li>c. Many of our PP children are working at below expected levels and historically make slower than expected progress</li><li>d. The gap since lockdown between PP and non-PP children has widened in reading, writing, maths and phonics.</li></ul>
Barriers: External	<ul style="list-style-type: none"><li>e. Attendance and Punctuality – A greater proportion of pupil premium children require additional support to main good attendance above 96% and to also ensure they come to school on time.</li><li>f. Parental Involvement – A greater awareness is needed of the expectations of each Key Stage and Year group and to encourage a partnership in learning.</li><li>g. Some children have had recent traumatic experiences (during lockdown) and are not arriving at school ready to learn</li></ul>
Projected spending	£29,171

## Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>1.Targeted training on supporting children who may have experienced trauma and grief for all staff (Links to c, g, b)</p> <p><b>COST: EP training shared with other local school, out of our allocation of EP time</b></p> <p><b>COST: Additional training led by school SLT</b></p>	<p>Staff are better equipped to identify children who require support and to offer it, through additional circle time, regular and consistent approaches in PSHE, ELSA support, referral to outside agencies</p>	<p>In the EEF's PP Guidance quality first teaching high quality teaching is always stated as having the highest impact on children's academic progress.</p> <p>If children have experienced trauma, they are unlikely to learn well (Trauma informed practice)</p>	<p>*Children causing concern shared at staff meeting</p> <p>*Safeguarding training for all staff</p> <p>*Emotion coaching and anxiety training by EP</p> <p>*New PSHE curriculum with staff training</p> <p>*PSHE taught weekly</p>	HT & SLT, PSHE lead	Ongoing, with annual review Nov 21
<p>2.Ensuring quality first teaching is happening in each class: constant use of a range of AfL techniques, exciting T&amp;L strategies to ensure engagement by all children, and good quality assessment and feedback. (Links to a, b, c, d)</p> <p><b>COST: HLTA salary (covered by COVID Catch up funding)</b></p> <p><b>Additional cost of staffing for PPA – Covered in general staffing costs</b></p>	<p>Children in every class have outstanding teaching and as a result make accelerated progress resulting in high levels of attainment.</p>	<p>In the EEF's PP Guidance high quality teaching is stated as having the highest impact on children's academic progress.</p>	<p>*Experienced strong teachers leading each year group</p> <p>*Training and support given for NQTs and RQTs</p> <p>*Staff have PPA together across the year-group – Even part time staff</p> <p>*Regular learning walks with feedback are part of the monitoring cycle for teachers</p> <p>*Book looks and work scrutiny take place by a range of senior and middle leaders</p> <p>*Pupil voice gathered regularly</p> <p>*HLTAs are employed by the school who know the children and do the majority of cover in classes</p>	HT & SLT, all staff	Ongoing, with annual review Nov 21

3. Additional adults are employed so that teachers are enabled to get on with the job of delivering outstanding teaching and encouraging children to love learning (Links to a, b, c, d)  <b>COST: TA salary contribution as below</b>	Children in every class have outstanding teaching and as a result make accelerated progress resulting in high levels of attainment.	TAs can support with administrative tasks for some of the time in order that teachers can provide high quality teaching as a priority.	*Maintenance and monitoring of standards across the school *Pupil progress and SEN meetings take place termly to analyse data and strengths/needs of cohort *All staff aware of data headlines and inclusion register (PP/SEN/EAL/LAC)	HT & SLT, all staff	Ongoing, with annual review Nov 21
4. Attendance monitoring is rigorous with Inclusion Officer involvement where necessary (links to a, b, c, d, e, f)  <b>COST: Staff covered in general costs</b>	PP children will be in school regularly, to access learning. Their attendance will be in line with, or better than non-PP children	Children need to be in school in order to access provision in place, and quality first teaching.	*Regular scrutiny of attendance records *Meetings with parents where attendance is not good enough *Requests for medical evidence from parents to authorize absence *IO involvement where necessary	HT, SLT, parents	Ongoing, with annual review Nov 21
<b>Budgeted cost:</b>					<b>Cost covered outside PPG</b>
<b>Targeted support</b>					
<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How will you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>When will you review this?</b>
5. ELSA sessions run for individuals or groups of children to meet social/emotional needs (links to a, b, f, g)  <b>COST: Elsa sessions £1000</b>	Children's social/emotional needs will be supported, to enable them to focus on academic learning and make good progress	Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. Public Health England	*sessions to happen twice a week led by ELSAs *Capacity for upwards of 15 children	DHT (SENCO), ELSAs,	Ongoing, with annual review Nov 21

6.Targeted interventions run throughout the school - phonics, reading, writing, maths to help close gaps in learning (links to a,b,c,d)	Children will make accelerated progress and reach age related expectations or beyond..	EEF PP Guidance shows high quality interventions can have a positive impact on outcomes for children.	*follow assess, plan, do, review cycle *Range of interventions purchased that have a strong evidence base *SEN systems are being embedded *TAs identified as 'leads' in different areas to receive training and time to implement interventions and support other staff *Partnership with parents where children are SEN- Plans shared regularly and views sought *Resources produced for parents eg phonics flash cards	DHT (SENCO)	Ongoing, with annual review Nov 21
<b>COST: TA salaries, resources, time for training, cost of training £12.000 (part funded by Covid catch up allocation)</b>			<b>Budgeted cost: £13,000</b>		

Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
7.Parent workshops, and direct feedback regarding children's learning and needs (links to a, b, c, d, e, f)  <b>COST: Staffing and time – General staff funding</b>	To support parents better support their children at home so that in school children make better progress	EEF recommends engaging parents as having a high impact on outcomes	*Workshops planned for reading, phonics, writing for all year groups *Parents to evaluate sessions and give feedback *Workshops run remotely, recorded and shared with all parents including those who did not attend *Parent/teacher consultations held remotely with targets sent home before hand *SEN meetings held every 6 weeks for SEN children *Resources sent home where necessary, for parents to support their children more effectively at home *Videos made by school staff and accessible on Teams for phonics pronunciation *Reading at home competition launched and information shared with parents	HT & SLT, subject leaders	Ongoing, with annual review Nov 21

8.Home school link worker - To provide help, support and advice to at challenging times. Works with small groups and with adults and children on a one to one basis. The HSLW is also able to source additional funding to support families in the community. The aim is to support families with their children's behaviour and attitude to learning. Parenting courses are also facilitated.	Children to attend school regularly, ready and able to focus on learning. Children's basic needs are met at home. Reduction in safeguarding concerns or escalation to children's services. Improved relationship between home and school as parents feel supported.	Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. Public Health England	*HSLW referrals completed where necessary *HSLW supports families and will liaise between home and school *HSLW will involve other agencies as necessary	HT, SLT, DSL	Ongoing, with annual re-view Nov 21
<b>COST: £1,800</b>					
9.Extra-curricular clubs, before and after school provision, milk, subsidised trips, visits and workshops (links to a, c, d, e, f)	Children have an enriched school offer and are able to participate in a range of clubs, and activities Milk links to healthy diet Improved school attendance linked to wrap around care	Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. Public Health England	*wrap around care considered on a case by case basis *Parents sign children up for lunchtime and after school clubs that children enjoy *Parents sign up for funded milk for their child	HT, SLT, club providers, parents	Ongoing, with annual re-view Nov 21
<b>COST: £3000</b>					
10.Contingency – funding for uniform, internet access, school shoes, access to technology for remote learning,	Children are in school with all relevant equipment, ready to learn Children are able to access remote learning from home.	Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. Public Health England  If children do not have access to technology, they will be at a significant disadvantage to access remote home learning	*loan agreement for ipads and laptops *on a case by case basis, additional funding considered	HT, SLT	Ongoing, with annual re-view Nov 21
<b>COST: £300</b>					
<b>Budgeted cost:</b>					£5.100
<b>Total budgeted cost:</b>					<b>£18,100</b>