

Review of Outcomes for Pupil Premium Statement and Covid Catch-Up Statement 2020 - 2021

SCHOOL OVERVIEW	
School name	Manby Lodge Infant School
Pupils in school	265
Proportion of disadvantaged pupils (PP)	4.2% (November 20) 4.5% (July 21)
Pupil premium allocation this academic year	£16,140
Catch up Premium allocation this academic year	£20,640
Publish date	30.11.20
Review date	16.09.21
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

Context

Our numbers of PP children reduced compared to last year (19 children 2019/20, 12 children end 20/21).

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

July 2021 End of year data

We found ourselves in exceptional circumstances for the start of the 2020-2021 academic year. There was no statutory data submitted to the local authority however, the school continued to assess pupils and use internal data systems. **Note: This data is following 18 months of blended learning.** Using the last internal data available (July 2021) our PP outcomes and progress are as follows:

Reception: There were 6 PP children in Reception. 33% were also on the SEN register.

Outcomes

33% of Reception PP children achieved a GLD. The profile for GLD was very patchy this year, with a larger number of children missing GLD in listening and attention and number than usual.

Measuring progress from starting points

PP children made accelerated progress as a group in understanding, moving and handling, health and self-care, number and writing. Progress was slower in listening and attention, relationships and reading.

Year 1: There were 3 PP children in year 1. 33% were also on the SEN register.

Outcomes

In maths – 33% achieved expected+

In reading – 33% achieved expected+, 33% achieved exceeding
 In writing – 33% achieved expected+
 Phonics screening check – 33% of PP pupils achieved a pass

Measuring progress from starting points

In maths – 66% made accelerated progress, 33% made expected progress
 In reading - 66% made accelerated progress, 33% made expected progress
 In writing – 33% made accelerated progress, 66% made expected progress

Year 2: There were 4 PP children in Year 2. 75% of them were also on the SEN register.

Outcomes

In maths – 25% achieved expected+
 In reading – 50% achieved expected+, 25% achieved exceeding
 In writing – 25% achieved expected+
 Phonics screening check – 100% of PP pupils achieved a pass

Review of Outcomes 2020-2021 including Review of Covid Catch-up Funding

Quality of teaching for all		
Actions from strategy 20-21	Planned implementation	Intended outcome
1 Targeted training on supporting children who may have experienced trauma and grief for all staff (Links to c, g, b and Covid strategy action 1)	*Children causing concern shared at staff meeting *Safeguarding training for all staff *Emotion coaching and anxiety training by EP *New PSHE curriculum with staff training *PSHE taught weekly	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
<u>Review Sept 2021</u> EP training was unable to go ahead due to COVID. Staff training included Zones of Regulation, the new PSHE curriculum and weekly PSHE sessions were planned for including remote and in school sessions. The DHT has attended Trauma Informed Practice training (ICON) previously. Safeguarding training was delivered to staff and accessed regularly and safeguarding was at the top of each SLT meeting agenda. The EP consultation line was shared with parents/carers, and accessed by staff as necessary. Impact on PP pupils: Where there were concerns about pupil wellbeing, staff were quick to identify this through conversations with parents, presentation of the child during daily live sessions, and through monitoring attendance. ELSA support continued throughout lockdown and parents were encouraged to bring their children into school for the sessions. For 33% of our PP children, we worked with outside agencies to support families and encourage attendance in school and engagement in blended learning. 83% were offered either a full time or part time place in school with 70% of parents accepting. For those PP children in school, attendance was 93%. Every week in staff meeting and in SLT meetings we monitor children causing concern and put a range of measures in place to support children and families as necessary including HSLW, regular meetings, parenting programmes, pastoral strategies (ELSA, reward charts, check ins).		
Actions from strategy 20-21	Planned implementation	Intended outcome

2 Ensuring quality first teaching is happening in each class: constant use of a range of AfL techniques, exciting T&L strategies to ensure engagement by all children, and good quality assessment and feedback. (Links to a, b, c, d and Covid strategy action 2)	<ul style="list-style-type: none"> *Experienced strong teachers leading each year group *Training and support given for NQTs and RQTs *Staff have PPA together across the yeargroup – Even part time staff *Regular learning walks with feedback are part of the monitoring cycle for teachers *Book looks and work scrutiny take place by a range of senior and middle leaders *Pupil voice gathered regularly *HLTAs are employed by the school who know the children and do the majority of cover in classes 	Children in every class have outstanding teaching and as a result make accelerated progress resulting in high levels of attainment.
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Review Sept 2021

Year group leaders are also part of the senior leadership team. Staff responded well to the National changes and the school received a large amount of praise and positive feedback from parents. Our NQT successfully passed the year, and staff continued to have PPA together to ensure consistency. HLTAs took on key roles during lockdown, supporting 'bubbles' and being in school each day.

All staff, including part time staff are released on the same day, to have planning and preparation time together. This helps with consistency across the classes, and ensures learning is ambitious, inclusive and inspiring. This is monitored by SLT and other staff during drop ins, learning walks, book scrutiny and discussions with children and staff.

The pandemic made this challenging, but we ensured our Remote offer included live lessons, staff recordings of lessons, daily registration with children face-to-face, printed materials for families where needed, loan of computing equipment, interventions continued as necessary, ELSA continued as necessary. All work submitted during lockdown was marked with feedback given – this informed our AFL.

See data above for outcomes for PP children.

Actions from strategy 20-21	Planned implementation	Intended outcome
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 and Covid strategy action 3 and 4)	<ul style="list-style-type: none"> 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) 	Children in every class have outstanding teaching and as a result make accelerated progress resulting in high levels of attainment.

Review Sept 2021

Additional adults supported bubbles during lockdown, as well as continued to lead interventions and support across the school as necessary.

We used our HLTAs to cover teacher release time. Children very rarely have an unknown adult leading the class. HLTAs know the school systems, know the children, and know our expectations in terms of behavior, engagement and outcomes.

Pupil progress meetings continued to take place and judgements were made on pupil attainment. Phonics screening data was also collected for Year 1 and Year 2. Termly SEN meetings took place and actions agreed and acted upon. Historic and current data was shared with all staff and a series of staff meetings took place with a focus on SEN and quality first teaching. See outcomes above.

Interventions and additional support continued throughout lockdown. All children with an EHCP were offered a full time school place. Support staff took on a variety of roles during lockdown, and many were directly supporting bubbles. 42% of our PP children are also on the SEN register, and 83% took part in interventions or

additional support.

Actions from strategy 20-21	Planned implementation	Intended outcome
4 Attendance monitoring is rigorous with Inclusion Officer involvement where necessary (links to a, b, c, d, e, f)	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	PP children will be in school regularly, to access learning. Their attendance will be in line with, or better than non-PP children

Review Sept 2021

Attendance was monitored throughout the year, alongside engagement in online lessons.

Full year 2020-21

	Whole academic year (2020-21)
Whole school	97.95
Whole school girls	98.08
Whole school boys	97.82
Whole school SEND	95.93
Whole school not including SEND	98.24
Whole school PP	92.11
Whole school not including PP	98.24
Whole school EAL	96.99
Whole school not including EAL	98.09
Year R	97.11
Year 1	98.19
Year 2	98.40

Actions from Covid strategy 20-21, not previously covered	Planned implementation	Intended outcome
8 Investment in and use of online software – Reading Eggs	To monitor and analyse children's academic progress throughout the year. Children's individual progress in Reading Eggs can be monitored also.	Children use Reading Eggs regularly and as a result make accelerated progress

Review Sept 2021

Children completed their assessments in school, and were able to access reading materials, phonics linked games appropriate to their phonics attainment stage and take quizzes to move up a level. The majority of children engaged in using Reading Eggs. It was heavily used during lockdown.

Reading outcomes were high despite extended periods of time with blended learning: Year 2 – 85% expected +, 38% exceeding, Year 1 – 85% expected+, 53% exceeding, Reception - 81% expected

Targeted support		
Actions from strategy 20-21	Planned implementation	Intended outcome
5 ELSA sessions run for individuals or groups of children to meet social/emotional needs (links to a, b, f, g and Covid strategy action 5)	*sessions to happen twice a week led by ELSAs *Capacity for upwards of 15 children	Children's social/emotional needs will be supported, to enable them to focus on academic learning and make good progress
Review Sept 2021 Sessions started twice a week, and continued throughout lockdown. Our ELSAs offered face to face sessions for those who needed it. They also offered phone sessions for parents and made routine calls to families. 32 children were seen by ELSAs last year. Two staff members also completed ELSA training in the Autumn 2020. All children improved outcomes in their wellbeing star score from the beginning to end of sessions. 25% of our PP children took part in ELSA sessions. ELSA registers are in place so we can track children who need support regularly and consider other strategies if necessary.		
Actions from strategy 20-21	Planned implementation	Intended outcome
6 Targeted interventions run throughout the school - phonics, reading, writing, maths to help close gaps in learning (links to a,b,c,d and Covid strategy action 7 and 9)	*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	Children will make accelerated progress and reach age related expectations or beyond..
Review Sept 2021 Language and comprehension interventions were very effective at highlighting the needs of pupils and addressing these. SEN systems are now embedded in school. Lead TAs were identified but needs further development. Staff worked hard to ensure good partnership with parents – SEN plans reviewed every half term with feedback sought from parents. All pupils had phonics flashcards that were targeting individual needs or gaps. Small group sessions were offered remotely during lockdown for additional support. When seeking advice from outside agencies (SEN support agencies) we were able to share what we already had in place to support the child, which was appropriate. Several staff members trained to lead on screening and interventions for Wellcomm, Language for thinking, Colourful semantics, and Blanks questions. Interventions are regularly reviewed. Class intervention planners are rewritten each term following pupil progress meetings and SEN review meetings. Interventions are costed to consider best value for money. Interventions with a good impact include Covid catch up tutoring, and phonics interventions. See data above for outcomes.		
Actions from Covid strategy 20-21, not previously covered	Planned implementation	Intended outcome
10 Use of the National Tutoring Programme as an intervention for a group of children in Y1, and Y2.	We will monitor progress by assessing at the start of the intervention and measure progress and impact ongoing.	Children who have been assessed to require support receive this through interventions and as a result make accelerated progress.
Review Sept 2021 Outcomes Y1 children – 83% made accelerated progress in Reading and writing. 33% reached year 1 secure		

in reading, 16% reached year 1 secure in writing.

Outcomes Y2 children – All children made accelerated progress. 50% reached year 2 secure in reading, 16% reached year 2 secure in writing.

Other approaches

Actions from strategy 20-21	Planned implementation	Intended outcome
7 Parent workshops, and direct feedback regarding children's learning and needs (links to a, b, c, d, e, f and covid strategy action 11)	<ul style="list-style-type: none"> *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 	To support parents better support their children at home so that in school children make better progress

Review Sept 2021

Phonics, reading, writing, maths and SEN workshops were offered to parents and were well attended. All sessions were evaluated and feedback was very positive. The majority of parents preferred remote parent/teacher consultations and we will continue this in future. Reading at home competition has a good impact and the number of children across the school who were reading at home did drastically improve.

Reading outcomes for all children across the school were high: Year 2 – 85% expected +, 38% exceeding, Year 1 – 85% expected+, 53% exceeding, Reception - 81% expected

Actions from strategy 20-21	Planned implementation	Intended outcome
8 Home school link worker - To provide help, support and advice to parents 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.	<ul style="list-style-type: none"> *HSLW referrals completed where necessary *HSLW supports families and will liaise between home and school *HSLW will involve other agencies as necessary 	<p>Children to attend school regularly, ready and able to focus on learning.</p> <p>Children's basic needs are met at home.</p> <p>Reduction in safeguarding concerns or escalation to children's services.</p> <p>Improved relationship between home and school as parents feel supported</p>

Review Sept 2021

9 referrals were made to the HSLW last year, with 33% of those being PP children. The HSLW attended TAF meetings, arranged parenting workshops for families and regularly checked in with families throughout the year.

Actions from strategy 20-21	Planned implementation	Intended outcome
9 Extra-curricular clubs, before and	*wrap around care considered on a case by case basis	Children have an enriched school offer and are able to participate in

after school provision, milk, subsidised trips, visits and workshops (links to a, c, d, e, f)	*Parents sign children up for lunchtime and after school clubs that children enjoy *Parents sign up for funded milk for their child	a range of clubs, and activities Milk links to healthy diet Improved school attendance linked to wrap around care
Review Sept 2021 All PP children were offered a funded lunchtime or afterschool club with 83% of children participating in this. All children received a subsidy in trips/visits/outings. Local community outreach for PP children was also shared and attended by some of our pupils eg pizza making at Morrisons.		
Actions from strategy 20-21	Planned implementation	Intended outcome
10 Contingency – funding for uniform, internet access, school shoes, access to technology for remote learning,	*loan agreement for ipads and laptops *on a case by case basis, additional funding considered	Children are in school with all relevant equipment, ready to learn Children are able to access remote learning from home.
Review Sept 2021 33% of our PP families were loaned a laptop during lockdown. All families had access to at least one device or their child was attending school. Increasing internet broadband was also funded for some families to improve online access.		
Actions from Covid strategy 20-21, not previously covered	Planned implementation	Intended outcome
12 Sending home additional resources eg phonics flashcards, teaching videos, intervention packs	Through seeking qualitative feedback from parents, we are able to see an impact on support offered to children. We are also more closely monitoring the amount parents read at home with children (through checking reading records).	To support parents to better support their children at home so that in school children make better progress
Review Sept 2021 Following the first lockdown, we were concerned about children's GPC. In response to this we made the decision to send out videos of staff modelling this across the school to parents. Keyrings to address phonics gaps are having an impact. Initial reading data from scrutiny of reading records was shockingly low. <u>Number of children reading each day at home</u> Lions - 10% Leopards - 40% Tigers - 23% Squirrels - 30% Hedgehogs - 13% Foxes - 18% Across KS1- 22% This improved significantly across the year, with different classes winning the half termly prize in Autumn and Summer. Reading outcomes at the end of year were high, as were phonics outcomes particularly in Year 2. Year 2 – 85% expected +, 38% exceeding, Year 1 – 85% expected+, 53% exceeding, Reception - 81% expected		

