

Covid Catch Up and Pupil Premium Strategy Statement 2021-2023

SCHOOL OVERVIEW	
School name	Manby Lodge Infant School
Pupils in school	253
Proportion of disadvantaged pupils (PP)	7.5% (Nov 21)
Pupil premium allocation this academic year	£25,555
Covid catch up allocation this academic year	£1000
Academic year or years covered by statement	2021 - 2023
Publish date	18.11.21
Review date	30.11.22
Statement authorised by	M. Morris
Pupil premium lead	K. Saffer
Governor lead	Mandeep Gill (SEN and Inclusion)

Data

DISADVANTAGED PUPIL PERFORMANCE - HISTORIC PUBLISHED DATA

We found ourselves in exceptional circumstances for the academic year 2020 - 2021. There has been no substantive data recorded for 2019-2020 and 2020-2021. Last year the school continued to monitor outcomes for all pupils and make a termly judgement, recording this for internal use only. Our historic published data is as below:

EYFS

Attainment GLD	2016	2017	2018	2019
Cohort	88%	89%	89%	89%
Boys	91%	83%	83%	86%
Girls	84%	94%	94%	93%
Summer Born	73%	79%	82%	87%
Summer Born Boys	81%	68%	73%	86%
Summer Born Girls	67%	90%	88%	88%
EAL	75%	100%	75%	80%
Disadvantaged (5)	86%	88%	86%	80% (4/5)
Non-disadvantaged (84)				89% (75 / 84)

YEAR 1

Year 1 - Phonics Screening	2017			2018			2019		
	School		National	School		National	School		National
Cohort	86% (86 children)		81%	88% (87 children)		82%	81%		82%
Boys	84% (43 children)		78%	81% (41 children)		79%	74%		78%
Girls	88% (43 children)		85%	96% (46 children)		86%	89%		85%
EAL	63% (8 children)		81%	80% (5 children)		82%	50% (2/4)		82%
Disadvantaged	88% (8 children)		68%	56% (9 children)		70%	71% (5/7 children)		71%
Cohort minus Disadvantaged	93% (78 children)			94% (78 children)		84%	83% (65 / 78)		84%
SEN	33% (3 children)		43%	0% (2 children)		44%	0% (0/4)		43%

YEAR 2

		Expected	Greater Depth
Whole cohort			
Reading	89	84% (75)	43% (38)
Girls	44	87% (39)	52% (23)
Boys	45	80% (36)	33% (15)
SEND	5	20% (1)	0% (0)
EAL	5	80% (4)	40% (2)
Disadvantaged	10	30% (3)	0% (0)
Services	1	100% (1)	100% (1)
Non disadvantaged	79	87% (69)	46% (36)
Homegrown	74	84%(62)	43% (32)
Homegrown Girls	39	82% (32)	49% (19)
Homegrown Boys	35	86% (30)	37% (13)

		Expected	Greater Depth
Whole cohort			
Writing	89	75% (67)	18% (16)

Girls	44	87% (39)	18% (8)
Boys	45	62% (28)	18% (8)
SEND	5	0% (0)	0% (0)
EAL	5	60% (3)	0% (0)
Disadvantaged	10	20% (2)	10% (1)
Services	1	100% (1)	100% (1)
Non disadvantaged	79	81% (64)	18% (14)
Homegrown	74	77% (57)	16% (12)
Homegrown Girls	39	85% (33)	23% (9)
Homegrown Boys	35	69% (24)	9% (3)

		Expected	Greater Depth
Whole cohort			
Maths	89	87% (77)	35% (31)
Girls	44	91% (40)	36% (16)
Boys	45	82% (37)	33% (15)
SEND	5	20% (1)	0% (0)
EAL	5	80% (4)	0% (0)
Disadvantaged	10	60% (6)	10% (1)
Services	1	100% (1)	100% (1)
Non disadvantaged	79	87% (69)	35% (28)
Homegrown	74	88% (65)	35% (26)
Homegrown Girls	39	87% (34)	33% (13)
Homegrown Boys	35	89% (31)	37% (13)

Current Context

Our numbers of PP children have increased compared to last year (11 children 20/21, 19 children 21/22). 16% of our PP children have not attended school before, and have joined us in Y1 or Y2. 26% are also EAL, 21% are also SEN.

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+

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"> a. Lack of vocabulary and oral language skills across the school, affecting reading and writing attainment and progress. b. Passive attitude towards learning – A greater proportion of our PP children require an enhanced curriculum to ensure their learning is not passive. c. Many of our PP children are working at below expected levels and historically make slower than expected progress d. There continues to be a gap between PP and non-PP children in reading, writing, maths and phonics, especially for those exceeding ARE.
Barriers: External	<ul style="list-style-type: none"> 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. 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. g. Some children have had recent traumatic experiences and are not arriving at school ready to learn
Projected spending	£25,555

COVID CATCH UP STATEMENT

Our schools catch up priorities are based on end of year data, as well as what we know of individual children and their experience over the past year. Our priorities are below:

- **Wellbeing and pastoral support:** More children than usual have suffered trauma and challenging circumstances over the past year including bereavement, financial family stress, difficult relationships, domestic abuse.
- **Academic support:** Where children have not made the expected progress due to the pandemic, we have a range of measures in place.

The core approach we are taking is to

- Ensure all staff have the capacity and ability to support the wellbeing and mental health of children and to
- Provide quality first teaching, alongside targeted intervention for those children who need it.

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>COST: EP training shared with other local school, out of our allocation of EP time</p> <p>COST: Additional training led by LEA SLT, STIP, REMA, Freemantles</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 is always stated as having the highest impact on children's academic progress. 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>*Embed PSHE curriculum with staff training</p> <p>*PSHE taught weekly</p>	<p>HT & SLT, PSHE lead</p>	<p>Ongoing, with annual review Nov 22</p>
<p>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)</p> <p>COST: HLTA salary (part covered by COVID Catch up funding)</p> <p>Additional cost of staffing for PPA – Covered in general staffing costs</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>*Inclusion agencies to provide staff training including STIP, EAL, ASD focus</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>*HLTA is employed by the school who know the children and do the majority of cover in classes</p>	<p>HT & SLT, all staff</p>	<p>Ongoing, with annual review Nov 22</p>
<p>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)</p> <p>COST: TA salary contribution as below</p>	<p>Children in every class have outstanding teaching and as a result make accelerated progress resulting in high levels of attainment.</p>	<p>TAs can support with administrative tasks for some of the time in order that teachers can provide high quality teaching as a priority.</p>	<p>*Maintenance and monitoring of standards across the school</p> <p>*Pupil progress and SEN meetings take place termly to analyse data and strengths/needs of cohort</p> <p>*All staff aware of data headlines and inclusion register (PP/SEN/EAL/LAC)</p>	<p>HT & SLT, all staff</p>	<p>Ongoing, with annual review Nov 22</p>

4.Attendance monitoring is rigorous with Inclusion Officer involvement where necessary (links to a, b, c, d, e, f) COST: Staff covered in general costs, Inclusion Attendance Officer £1800	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 22
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Budgeted cost: **Cost covered outside PPG**

Targeted support

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?
5.ELSA sessions run for individuals or groups of children to meet social/emotional needs (links to a, b, f, g) COST: Elsa sessions £3,400	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, parents, children	Ongoing, with annual review Nov 22
6.Targeted interventions run throughout the school - phonics, reading, writing, maths to help close gaps in learning (links to a,b,c,d) COST: TA salaries, resources, time for training, cost of training £18,884	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) and all staff	Ongoing, with annual review Nov 22
Budgeted cost: £22,284					

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?
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<p>7. Parent workshops, and direct feedback regarding children's learning and needs (links to a, b, c, d, e, f)</p> <p>COST: Staffing and time – General staff funding</p>	<p>To support parents better support their children at home so that in school children make better progress</p>	<p>EEF recommends engaging parents as having a high impact on outcomes</p>	<p>*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</p>	<p>HT & SLT, subject leaders</p>	<p>Ongoing, with annual review Nov 22</p>
<p>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.</p> <p>COST: £1,800</p>	<p>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.</p>	<p>Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. Public Health England</p>	<p>*HSLW referrals completed where necessary *HSLW supports families and will liaise between home and school *HSLW will involve other agencies as necessary</p>	<p>HT, SLT, DSL</p>	<p>Ongoing, with annual review Nov 22</p>
<p>9. Extra-curricular clubs, before and after school provision, milk, subsidised trips, visits and workshops (links to a, c, d, e, f)</p> <p>COST: £3000</p>	<p>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</p>	<p>Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. Public Health England</p>	<p>*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</p>	<p>HT, SLT, club providers, parents</p>	<p>Ongoing, with annual review Nov 22</p>

10.Contingency – funding for uniform, internet access, school shoes, access to technology for remote learning, COST: £300	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 review Nov 22
Budgeted cost:					£5.100
Total budgeted cost: £27,384					