

# Review of Outcomes for Pupil Premium Statement and Covid Catch-Up Impact Statement 2021 - 2022

| 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                        |
| Catch up Premium allocation this academic year | £1000                          |
| Publish date                                   | 18.11.21                       |
| Review date                                    | 15.12.22                       |
| Statement authorised by                        | M. Morris                      |
| Pupil premium lead                             | K. Saffer                      |
| Governor lead                                  | Wendy Luiz (SEN and Inclusion) |

## Data

### DISADVANTAGED PUPIL PERFORMANCE OVERVIEW FOR LAST ACADEMIC YEAR

#### **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.

The school had an Ofsted inspection in Dec 21, and retained its 'good' judgement. Inclusion was one of the strengths mentioned in the feedback. <https://www.manbylodge.co.uk/ofsted/>

#### **July 2022 End of year data**

The LEA collected data for the first time since COVID.

Statutory outcomes across the school were above National and Surrey in all areas except GLD (in line with Surrey but above National) and GDS writing in Year 2 (in line with Surrey but above National). These areas are a focus for 22 – 23.

**Reception:** There were 6 PP children in Reception. 33% of our PP children are also SEN. 50% achieved a Good Level of Development at the end of year.

PP children had strengths in the following areas; self-regulation, managing self, building relationships, gross motor development, word reading, and number.

Areas where attainment for PP children was lower include listening and understanding, comprehension and writing.

#### **Measuring progress from starting points**

PP children made accelerated progress as a group, from their baseline assessments to the end of the year in: building relationships, gross and fine motor skills, word reading, number and imaginative and expressive play. Progress was slower in comprehension, writing, the natural world, and listening and understanding.

**Year 1:** There were 9 PP children (one left part way through the year). 33% are also SEN.

#### Outcomes

In maths – 50% achieved expected+, 13% achieved exceeding

In reading – 50% achieved expected+, 13% achieved exceeding

In writing – 50% achieved expected+, 13% achieved exceeding

Phonics screening check – 62% passed the check (91% of whole cohort passed)

#### Measuring progress from starting points

In maths – 25% made accelerated progress, 25% made expected progress

In reading - 25% made accelerated progress, 75% made expected progress

In writing – 25% made accelerated progress, 75% made expected progress

**Year 2:** There were 5 PP children in Year 2. 60% of them were also on the SEN register. 20% joined in Year 2 with no English (refugee status)

#### Outcomes

In maths – 60% achieved expected+

In reading – 20% achieved expected+, 20% achieved exceeding

In writing – 40% achieved expected+

Phonics screening check – 60% of PP pupils achieved a pass

#### Measuring progress from starting points

In maths – 20% made accelerated progress, 80% made expected progress

In reading – 100% made expected progress

In writing – 20% made accelerated progress, 80% made expected progress

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

| Quality of teaching for all  |  |   |
|--|--|---|
| Actions from strategy 21 - 23  | Planned implementation   | Intended outcome  |
| 1<br>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<br>*Safeguarding training for all staff<br>*Emotion coaching and anxiety training by EP<br>*New PSHE curriculum with staff training<br>*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 |
| <b>Review Dec 22</b><br>EP training was unable to go ahead due to lack of capacity in the local authority. Zones of Regulation are becoming embedded across school and there is consistency in classes. Jigsaw is used consistently as our PSHE scheme. The parent meeting linked to the Changing Me topic was well attended. Safeguarding |  |   |

training was delivered to staff and termly updates shared. Safeguarding was at the top of each SLT meeting agenda and FGB agenda. The EP consultation line was shared with parents/carers, and accessed by staff as necessary. The mental health link worker was consulted on several occasions and information shared with staff and parents.

#### Impact on PP pupils:

Where there were concerns about pupil wellbeing, staff were quick to identify this through conversations with parents, presentation of child, and through monitoring attendance. ELSA supported over 30 children in the year.

For 64% of our PP children, we worked with outside agencies including children's services, inclusion services and attendance officers. This was to ensure children were safeguarded, parents had support, children had therapies/interventions as necessary and were supported to be healthy, happy and make progress.

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 programs, pastoral strategies (ELSA, reward charts, check ins).

| <b>Actions from strategy 21 - 23</b>   | <b>Planned implementation</b>  | <b>Intended outcome</b>   |
|--|--|---|
| 2<br>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.<br>(Links to a, b, c, d and Covid strategy action 2) | <ul style="list-style-type: none"> <li>*Experienced strong teachers leading each year group</li> <li>*Training and support given for ECTs and students</li> <li>*Staff have PPA together across the year group – Even part time staff</li> <li>*Regular learning walks with feedback are part of the monitoring cycle for teachers</li> <li>*Book looks and work scrutiny take place by a range of senior and middle leaders</li> <li>*Pupil voice gathered regularly</li> <li>*HLTAs and some TAs used to cover as they know the children, school routines and expectations.</li> </ul> | Children in every class have outstanding teaching and as a result make accelerated progress resulting in high levels of attainment. |

#### Review Dec 22

Year group leaders are also part of the senior leadership team and involved in planning school development priorities. Learning Walks highlight their strengths. Subject leaders and senior leaders complete learning walks and give feedback. ECTs observe staff across the school and wider staff observe in other classes as part of their professional development where identified. Teaching is strong across the school and staff have good relationships with the children they teach. Children have good behavior for learning and there is very little disruption to lessons.

Our SCITT student successfully passed her year and is now an ECT at the school.

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.

See data above for outcomes for PP children.

| <b>Actions from strategy 21 - 23</b>  | <b>Planned implementation</b>   | <b>Intended outcome</b>   |
|---|---|---|
| 3<br>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 | <ul style="list-style-type: none"> <li>Maintenance and monitoring of standards across the school</li> <li>*Pupil progress and SEN meetings take place termly to analyse data and strengths/needs of cohort</li> </ul> | Children in every class have outstanding teaching and as a result make accelerated progress resulting in high levels of attainment. |

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| to a, b, c, d and Covid strategy action 3 and 4) | *All staff aware of data headlines and inclusion register (PP/SEN/EAL/LAC) |  |
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#### Review Dec 22

Support staff run a range of interventions across the day, including interventions before school. They support children in a range of ways during the day including 1:1 and small group work.

Our HLTA covers release time alongside the DHT and HT. We also have capable support staff who cover where necessary. Children very rarely have an unknown adult leading the class and Supply teachers are rarely used. Staff who cover 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 and our outcomes were well above Surrey and National with 91% of Year 1 children passing the screening check. 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.

| Actions from strategy 21 - 23   | Planned implementation  | Intended outcome   |
|---|---|--|
| 4<br>Attendance monitoring is rigorous with Inclusion Officer involvement where necessary (links to a, b, c, d, e, f) | Regular scrutiny of attendance records<br>*Meetings with parents where attendance is not good enough<br>*Requests for medical evidence from parents to authorize absence<br>*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 Dec 22

Attendance was monitored throughout the year, and meetings held with parents and the Inclusion Officer where there were concerns. The attendance of our PP children is lower than previously, but still above National figures. Attendance in state-funded primary schools has reduced since pre Covid times. Non-PP children Nationally had 94% attendance and PP children 89%. Nationally, 35% of PP children were persistent absentees, with 18% of non-PP children. <https://explore-education-statistics.service.gov.uk/>  
Our school attendance was above National figures.

| <u>Attendance as a percentage</u> | Last academic Year (2019-20) | Academic Year 2021 - 22 |
|-----------------------------------|------------------------------|-------------------------|
| Whole school                      | 95.28                        | 95.78                   |
| Whole school SEND                 | 92.07                        | 93.19                   |
| Whole school not including SEND   | 95.53                        | 96.10                   |
| Whole school PP                   | 90.28                        | 91.87                   |
| Whole school not including PP     | 95.57                        | 96.11                   |
| Whole school EAL                  | 92.13                        | 94.68                   |
| Whole school not including EAL    | 95.68                        | 95.94                   |

26% of our PP children had attendance below 90%, so were persistent absentees (35% nationally)

#### Targeted support

| Actions from strategy 21 - 23 | Planned implementation | Intended outcome |
|-------------------------------|------------------------|------------------|
|-------------------------------|------------------------|------------------|

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|---|---|--|
| 5<br>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<br>*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 Dec 22

Our ELSA is now well established and has one day a week working with children. She supports children with a wide range of needs including friendship, parental conflict and separation, behavior, family illness and anxiety.

45% 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 21 - 23  | Planned implementation  | Intended outcome  |
|--|---|---|
| 6<br>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<br>*Range of interventions purchased that have a strong evidence base<br>*SEN systems are being embedded<br>*TAs identified as 'leads' in different areas to receive training and time to implement interventions and support other staff<br>*Partnership with parents where children are SEN- Plans shared regularly and views sought<br>*Resources produced for parents eg phonics flash cards | Children will make accelerated progress and reach age related expectations or beyond. |

#### Review Dec 22

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. Staff are confident leading on a range of interventions particularly speech, language and communication, phonics and OT based sessions. Children are regularly given sensory breaks when needed using our Zones of Regulation toolkit.

One TA completed the National Tutoring training, and worked with individuals and small groups across the school. 74% of our PP children received regular, timetabled interventions.

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. .

#### Other approaches

| Actions from strategy 21 - 23   | Planned implementation  | Intended outcome   |
|---|---|--|
| 7<br>Parent workshops, and direct feedback regarding children's learning and needs (links to a, b, c, d, e, f and covid strategy action 11) | *Workshops planned for reading, phonics, writing for all year groups<br>*Parents to evaluate sessions and give feedback<br>*Workshops run remotely, recorded and shared with all parents including those who did not attend | To support parents better support their children at home so that in school children make better progress |

|  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"> <li>*Parent/teacher consultations held remotely with targets sent home before hand</li> <li>*SEN meetings held every 6 weeks for SEN children</li> <li>*Resources sent home where necessary, for parents to support their children more effectively at home</li> <li>*Videos made by school staff and accessible on Teams for phonics pronunciation</li> <li>*Reading at home competition launched and information shared with parents</li> </ul> |  |
|--|--|--|

#### Review Dec 22

Phonics, reading, writing, maths and SEN workshops were offered to parents and were well attended. All sessions were evaluated and feedback was very positive. We returned to face to face parent/teacher consultations and were able to share children's books and work with parents/carers. We also returned to shared learning sessions and parents had regular opportunities to come into school and see the teaching and learning. Reading competition continues to motivate children to read more regularly. Firm letters sent to families where reading is not happening regularly enough, followed up by the Reading Lead with parents.

Reading outcomes for all children across the school were high with 47% of children in Year 2 achieving GDS.

| <b>Actions from strategy 21 - 23</b>   | <b>Planned implementation</b>  | <b>Intended outcome</b>  |
|--|--|--|
| <p>8</p> <p>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.</p> | <ul style="list-style-type: none"> <li>*HSLW referrals completed where necessary</li> <li>*HSLW supports families and will liaise between home and school</li> <li>*HSLW will involve other agencies as necessary</li> </ul> | <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 Dec 22

3 referrals were made to the HSLW last year, with 66% of those being PP children. The HSLW attended TAF meetings, arranged parenting workshops for families and regularly checked in with families throughout the year. School referred several families to parenting workshops directly, without involvement from the HSLW.

32% of our PP children had involvement from children's services, and TAF meetings/core group meetings attended as part of this support.

| <b>Actions from strategy 21 - 23</b>   | <b>Planned implementation</b>  | <b>Intended outcome</b>  |
|--|--|--|
| <p>9</p> <p>Extra-curricular clubs, before and after school provision, milk, subsidised trips, visits and workshops (links to a, c, d, e, f)</p> | <ul style="list-style-type: none"> <li>*wrap around care considered on a case by case basis</li> <li>*Parents sign children up for lunchtime and after school clubs that children enjoy</li> <li>*Parents sign up for funded milk for their child</li> </ul> | <p>Children have an enriched school offer and are able to participate in a range of clubs, and activities</p> <p>Milk links to healthy diet</p> <p>Improved school attendance linked to wrap around care</p> |

#### Review Dec 22

All PP children were offered a funded lunchtime or afterschool club each term with 63% of children participating in this. All children received a subsidy in trips/visits/outings. Local community holiday club information was shared. All PP children received meal vouchers in the holidays.

| <b>Actions from strategy 21 - 23</b>  | <b>Planned implementation</b>  | <b>Intended outcome</b>  |
|---|--|--|
| 10<br>Contingency – funding for uniform, internet access, school shoes, access to technology for remote learning, | *loan agreement for ipads and laptops<br>*on a case by case basis, additional funding considered | Children are in school with all relevant equipment, ready to learn<br>Children are able to access remote learning from home. |
| <b>Review Dec 22</b><br>Where necessary, school provided uniform, bookbags and PE kit for children.               |  |  |