

**The Pupil Premium Grant**

**Rationale:** The main barriers to educational achievement faced by eligible pupils at Manor Park Primary School are social and emotional, attention and listening, attachment and historical gaps in learning. We aim to address these barriers by placing the children’s wellbeing and involvement at the heart of our strategy, offering a range of nurturing and enrichment opportunities and targeted support for learning, much of which is delivered through our Learning Mentor.

**Aim:** to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The principles of each approach are also used to support other pupils in school who would benefit from these strategies.

**Number of pupils & pupil premium funding received**

Number of pupils on roll (September 2019)	214
Number of pupils eligible for pupil premium funding	77 (incl LAC and Forces Pupil).
Amount received per pupil	£1320
Total amount received	£105,440-

<b>Desired Outcome</b>	<b>Action/Approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Monitoring + Measuring Impact</b>	<b>Budget allocated</b>
To remove barriers to learning.	A full time Learning Mentor to support the emotional well- being of children, including support with social skills and anxiety	The Learning Mentor role has had significant impact in many areas such as- emotional wellbeing, improved behaviour, parental engagement, attendance and aspiration amongst our most vulnerable children and families. Parents are positive about the support and children proactively engage with her. The interventions used have been significant in improving the readiness to learn of some of our most vulnerable children.	<p>Emotional interventions are monitored termly. Boxall profiles indicate improvements in emotional well-being and teachers evidence subsequent progress in learning at termly pupil progress meetings.</p> <p><b>Impact -</b> The impact of employing a full time learning mentor continues to be strong. CC supports parents and children with strategies and resources for a variety of reasons- Wellbeing, parenting, mental health, behaviour, attendance. We have seen the school attendance increase in</p>	£25,888

			<p>this time and we have also sustained the significant improvements in behaviour and attitudes towards learning. Parental engagement remains strong with stakeholders stating that they are more confident in talking to the school and will seek support and guidance from school when needed. We have achieved the ACSEED accreditation over the past 12 months which is further recognition of the Pastoral support that is provided by the school.</p>	
<p>To reduce self-esteem/behavioural issues during unstructured periods</p>	<p>Lunchtime provision available for those children who find these times difficult. This will be run by our Learning Mentor.</p> <p>To further develop the outside nurture zone which will allow more children to access this provision at lunchtime and playtime.</p>	<p>Lunchtime provision will provide opportunities for some children to reduce their anxieties and increase their self-esteem. It will also allow an adult to model fair play, turn taking etc.</p> <p>It will increase self-esteem and behaviours for learning. It will also ensure most children are still outside but in a more structured environment.</p>	<p>Reduction in Behaviour Red Letters received by the Head Teacher.</p> <p><b>Impact-</b> The impact of the additional support/resources for children both inside and outside of the school are clear. All children now have a place that they can spend time in school whether they enjoy being active, playing sport or reading/solving puzzles or more. The quiet area is used frequently by a number of children from a range of age groups both at lunchtime and playtime. Behaviour in school is a strength, children have a clear understanding of what is appropriate behaviour both in school and also when representing the school in the local community. We often receive very positive comments about the children's behaviour and attitude. The Computing suite is also now available at lunchtimes for children.</p>	
<p>Attendance figures for pupil premium</p>	<p>Good attendance is promoted in class and 100% attendance is</p>	<p>There are a number of pupil premium children who are persistent absentees. The purchase of EWO support will</p>	<p>Whole school attendance figures are monitored weekly with close attention paid to those children below 90% on a half termly basis.</p>	<p>£2,500</p>

children will be above 96% by July 2020	rewarded annually. Contact is made with parents when attendance falls below 90% and the Learning Mentor works closely with the children.	enable us to put robust measures in place.	<b>Impact-</b> Whilst whole school attendance has increased considerably over the past 18 months and is currently at 96%. The increase in attendance of PP children has not increased at the same rate, (although has increased). This will remain a priority for the school.	
To use interventions to ensure the gap in attainment is being reduced.	An additional Teaching Assistant has been employed to directly support PP children throughout the day.	Additional targeted support will help close the gap in attainment of PP children. Bespoke SALT, phonics, reading and number interventions will be implemented on a 1to1 basis.  There is evidence of the school being successful in this over the past 3 years with disadvantaged children making more progress than non-disadvantaged children at a national level	Half termly progress checks Robust Pupil Progress meetings with class teacher and support staff to ensure PP children are making accelerated progress. Review interventions as required.	£22,133
			<b>Impact-</b> In school progress of PP children was strong with children making progress inline with non PP children. This was from Sept to March. No data is available after March 2020.	
To use interventions to ensure the gap in attainment is being reduced.	A significant % of Teaching Assistants FTE to provide 1:1 or small group interventions during the afternoon sessions.	Additional targeted support will help close the gap in attainment, reduce anxieties and increase the confidence of PP children. Bespoke SALT, phonics, reading and maths sessions in small groups or 1to1.  There is evidence of the school being successful in this over the past 3 years with disadvantaged children making more progress than non-disadvantaged children at a national level	Half termly progress checks Robust Pupil Progress meetings with class teacher and support staff to ensure PP children are making accelerated progress. Review interventions as required.	£46,759
			<b>Impact-</b> In school progress of PP children was strong with children making progress inline with non PP children. This was from Sept to March. No data is available after March 2020.	
To improve the personal, social and emotional well-being of PP children.	To ensure Pupil Premium children are able to access extra-curricular opportunities including clubs, trips and residential by providing subsidised	Children will experience improved self-esteem and behaviours for learning. This will lead to increased progress and help close the gap on attainment. The school has ensured that many additional trips to further enhance the curriculum		£7,500
			<b>Impact-</b> Attendance of residential and class trips has been universal. All children whose parents have given permission of attendance to trips have been able to	

	costings where needed.	continue to run for all children by supporting them financially.	access them irrespective of financial support from parents. Again, this has been limited due to COVID 19, two of our residentials did not take place.	
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