

## Pupil Premium Strategy Statement

School information					
School	Manor Junior School				
Academic Year	2016	Total PP Budget	£137.280		
Total number of pupils	510	Number of pupils eligible for PP	85 inc 2 LAC		

Current attainment summative Summer Data				
Year 3				
14 pupils Period: Yr3 Aut1	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Reading	3 (21.4%)	9 (64.3%)	11 (78.6%)	2 (14.3%)
Writing	3 (21.4%)	11 (78.6%)	11 (78.6%)	0 (0%)
Mathematics	4 (28.6%)	10 (71.4%)	10 (71.4%)	0 (0%)
Combined	Working Below Expectation in one or more	Working At or Above Expectation in all		Working Above Expectation in all
	4 (28.6%)	10 (71.4%)		0 (0%)
Key: Number of Pupils (Percentage)				
Year 4				
13 pupils Period: Yr4 Aut1	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Reading	2 (15.4%)	9 (69.2%)	11 (84.6%)	2 (15.4%)
Writing	2 (15.4%)	10 (76.9%)	11 (84.6%)	1 (7.7%)
Mathematics	2 (15.4%)	9 (69.2%)	11 (84.6%)	2 (15.4%)
Combined	Working Below Expectation in one or more	Working At or Above Expectation in all		Working Above Expectation in all
	2 (15.4%)	11 (84.6%)		1 (7.7%)
Key: Number of Pupils (Percentage)				

Year 5

24 pupils Period: Yr5 Aut1	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Reading	3 (12.5%)	20 (83.3%)	21 (87.5%)	1 (4.2%)
Writing	2 (8.3%)	21 (87.5%)	22 (91.7%)	1 (4.2%)
Mathematics	6 (25.0%)	15 (62.5%)	18 (75.0%)	3 (12.5%)
Combined	Working Below Expectation in one or more	Working At or Above Expectation in all		Working Above Expectation in all
	6 (25.0%)	18 (75.0%)		1 (4.2%)

**Key:** Number of Pupils (Percentage)

Year 6

25 pupils Period: Yr6 Aut1	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Reading	18 (72.0%)	7 (28.0%)	7 (28.0%)	0 (0%)
Writing	19 (76.0%)	6 (24.0%)	6 (24.0%)	0 (0%)
Mathematics	15 (60.0%)	10 (40.0%)	10 (40.0%)	0 (0%)
Combined	Working Below Expectation in one or more	Working At or Above Expectation in all		Working Above Expectation in all
	20 (80.0%)	5 (20.0%)		0 (0%)

**Key:** Number of Pupils (Percentage)

25 pupils Period: Yr6 Aut1	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Reading	2 (8.0%)	22 (88.0%)	23 (92.0%)	1 (4.0%)
Writing	2 (8.0%)	23 (92.0%)	23 (92.0%)	0 (0%)
Mathematics	2 (8.0%)	23 (92.0%)	23 (92.0%)	0 (0%)
<b>Combined</b>	Working Below Expectation in one or more 3 (12.0%)	Working At or Above Expectation in all 22 (88.0%)		Working Above Expectation in all 0 (0%)

**Key:** Number of Pupils (Percentage)

Barriers
<ul style="list-style-type: none"> <li>❖ Within each year group there are a number of pupils eligible for the pupil premium and although there are some common barriers, we endeavour to identify each pupil's unique circumstances and address these through individualised provision.</li> <li>❖ Several pupil have social and emotional needs that impact on relationships, learning and progress.</li> <li>❖ For some pupils attendance and punctuality is below our expectation and therefore have missed out on learning and opportunities for intervention/support.</li> <li>❖ Most pupils begin their learning journey at Manor junior school at age related expectation <b>and continue to make good progress.</b></li> <li>❖ For some pupils heir complex family circumstances can also be considered as a barrier.</li> </ul>
Desired outcomes
<ul style="list-style-type: none"> <li>➤ To strengthen our systems to ensure disadvantaged pupils' individual needs are addressed so that the difference between this group and others nationally continues to be reduced.</li> <li>➤ To strengthen the support for those pupils whose social and emotional needs are having an adverse impact on their attainment and achievement.</li> <li>➤ To continue to improve the attendance and punctuality of children in receipt of pupil premium.</li> <li>➤ To strengthen engagement of PPG pupils with a focus on support for parents</li> </ul>

Planned expenditure				
Academic Year 2016-2017		£137, 280		
Strategy				
Targeted Group	Success criteria –how the impact will be measured	Actions	Who?	By when
All disadvantaged pupils	Outcomes for disadvantaged pupils will be raised through improvements in social	➤ Disadvantaged pupils will be encouraged to participate in extracurricular activities	All staff Club providers	ongoing

	interaction opportunities.	<ul style="list-style-type: none"> <li>➤ Club leaders to monitor the impact of pupil participation</li> </ul>		
	Outcomes for disadvantaged pupils will be raised through the support for their social and emotional aspects of learning and relationships. Securing positive engagement with school and improving attendance where necessary	<ul style="list-style-type: none"> <li>➤ Learning mentor support most vulnerable pupils with the support of outside agencies such as CAMHS, educational psychologist</li> </ul>	Learning mentors	
	Governors will have a good understanding of the performance and progress of PPG Pupils with regular and detailed analysis and discussion during governing body meetings?	<ul style="list-style-type: none"> <li>➤ A governor assigned to PP?</li> <li>➤ Joint monitoring and review of provision and its impact on attainment and achievement.</li> <li>➤ Pupil progress meetings will monitor PPG Pupil progress as easily identifiable group.</li> </ul>		
	Outcomes for disadvantaged pupils will be raised through regular targeted interventions and booster sessions	<ul style="list-style-type: none"> <li>➤ All staff to be involved in identifying intervention group as well as using target tracker which will be regularly updated.</li> <li>➤ Inclusion team to monitor and track progress of vulnerable pupils and report to the governing body as necessary.</li> </ul>	All staff Inclusion team Intervention teachers Phase leaders	Weekly meeting - year groups and phase leaders.  Weekly meetings for inclusion team
	There will be a consistently sharper focus by teachers on the attendance and punctuality of disadvantaged pupils. Attendance and punctuality of targeted pupils will improve there will be no persistent absentees in this vulnerable group.	<ul style="list-style-type: none"> <li>➤ Deputy will monitor PPPs attendance figures and feedback to PP coordinator</li> <li>➤ Strategies will be put in place to impact and improve attendance as appropriate. <ul style="list-style-type: none"> <li>• External support agencies</li> <li>• Attendance officer</li> </ul> </li> </ul>	Deputy headteacher  External support agencies	
	There will be a more systematic approach to organisation and	<ul style="list-style-type: none"> <li>➤ Vulnerable children meetings will form part of safeguarding Strategy</li> </ul>	All staff LSAs	

	planning of interventions with stronger focus upon impact (on-going outcomes and provision) disadvantaged pupils will make at least sufficient progress as a result of targeted provision.	<ul style="list-style-type: none"> <li>➤ meetings on a fortnightly basis.</li> <li>➤ Target tracker updated regularly</li> <li>➤ Systematic approach to case studying of those pupils who are SEND and PP pupils to track progress.</li> </ul>	Inclusion team	
	Support from external agencies will be systematically targeted to support the most vulnerable pupils.	<ul style="list-style-type: none"> <li>➤ External agencies will be engaged throughout the year identifying vulnerable pupil needs</li> <li>➤ Support and guidance to inform classroom practice.</li> </ul>	All staff Inclusion team	

<b>Planned sending of allocation</b>		<b>Objectives to improve outcomes for PPG Pupils</b>
<b>Support provided/ item/project</b>	<b>Cost</b>	<b>Proposed Impact</b>
Additional teaching staff for literacy and numeracy groups <ul style="list-style-type: none"> <li>• Support staff to help targeted groups within the classes</li> <li>• Focused targets to address gaps in children's learning</li> </ul>	£60,000	<ul style="list-style-type: none"> <li>✓ Individualised support and teaching provided to help targeted children to progress at least in line with national expectations and their peers.</li> <li>✓ To fill knowledge gaps in the children's learning.</li> <li>✓ To challenge children to make better than expected progress.</li> </ul>
Targeted support by learning support assistants and intervention teachers <ul style="list-style-type: none"> <li>• Targeted phonics, reading and numeracy interventions provided</li> <li>• Social skills group to support children</li> </ul>	£30,000	<ul style="list-style-type: none"> <li>✓ Children will learn the basic skills needed to be successful in lessons.</li> <li>✓ Reading levels and ages to improve which in turn will have a positive impact on writing attainment and progress.</li> <li>✓ Social skills group will provide students with the necessary qualities to interact with their peers.</li> </ul>
Pastoral care <ul style="list-style-type: none"> <li>• Learning Mentor</li> <li>• Directed lunchtime activities</li> <li>• Additional adult supervision (where needed)</li> <li>• Homework club</li> </ul>	£20,000	<ul style="list-style-type: none"> <li>✓ To promote emotional well-being and to support children to recognise and combat their insecurities.</li> <li>✓ Children will be able to focus on their learning and therefore progress further.</li> <li>✓ Children will be more successful in their homework and this will help to consolidate their learning.</li> </ul>
Extra-curricular activities and resources to support <ul style="list-style-type: none"> <li>• After school clubs</li> <li>• Educational trips</li> </ul>	£10,000	<ul style="list-style-type: none"> <li>✓ Children to gain additional skills / experiences outside of the classroom</li> <li>✓ Develop vocabulary which will reflect in their writing in class.</li> </ul>
Purchase of additional support materials/Practical resources <ul style="list-style-type: none"> <li>• Revision books</li> </ul>	£3000	<ul style="list-style-type: none"> <li>✓ Children will have access to educational support resources both at school and home.</li> </ul>

<ul style="list-style-type: none"> <li>• Reading materials</li> <li>• Numeracy resources</li> </ul>		<ul style="list-style-type: none"> <li>✓ Access to resources will allow children to further their learning.</li> <li>✓ Additional learning and support will have a positive impact on attainment and progress.</li> </ul>
Enrichment activities <ul style="list-style-type: none"> <li>• Educational workshops</li> <li>• Vocabulary groups</li> <li>• Opportunities for the more able students</li> </ul>	£10,000	<ul style="list-style-type: none"> <li>✓ Children to gain additional skills / experiences and vocabulary which will reflect in their writing in class.</li> <li>✓ Different learning styles catered for to increase children's learning opportunities</li> <li>✓ Development in literacy and numeracy skills.</li> </ul>
External agency support	£280	<ul style="list-style-type: none"> <li>✓ To support staff to deal with specific needs</li> </ul>
Professional development opportunities		<ul style="list-style-type: none"> <li>✓ Quality first teaching</li> <li>✓ effective use of LSAs in maths (4 teachers course to feedback</li> </ul>
<p><b>End of year evaluation.</b>            At the end of the academic year the school governors, leadership team and Pupil Premium Co-ordinator will discuss the effectiveness of the interventions and outcomes analysis. Following which, decisions will be made about future Pupil Premium spending.            NB: - Interventions will be reviewed throughout the year by the Pupil Premium Co-ordinator and reports made will be analysed by the Senior Leadership Team.</p>		

<b>Last Year's sending of allocation</b>	<b>Cost</b>	<b>Impact</b>
<b>Support provided</b> Additional teaching staff for literacy and numeracy groups <ul style="list-style-type: none"> <li>• Support staff to help targeted groups within the classes</li> <li>• Focused targets to address gaps in children's learning</li> </ul>	£58,964	<ul style="list-style-type: none"> <li>✓ In Reading <b>PP Pupils achieved 75.9% working at</b> the expected standard, compared to 66 % of all children nationally.</li> <li>✓ In Maths PP Pupils achieved <b>69% working at</b> the expected standard, compared to 70% of all pupils nationally</li> <li>✓ In Writing <b>PP Pupils achieved 69% working at</b> the expected standard <b>with another 3.4 % working above</b> the expected standard at greater depth. Despite the national here being a teacher assessed 74% this was still a great achievement.</li> </ul>
Additional learning support staff allocation <ul style="list-style-type: none"> <li>• Targeted phonics, reading, writing and numeracy interventions provided</li> </ul>	£21,045	<ul style="list-style-type: none"> <li>✓ Children will learn the basic skills needed to be successful in lessons.</li> <li>✓ Reading levels of engagement improved as well as their reading ages and skills which in turn had a positive impact on writing attainment and progress (see above).</li> </ul>
Pastoral care <ul style="list-style-type: none"> <li>• Learning Mentor</li> </ul>	£17,390	<ul style="list-style-type: none"> <li>✓ Learning mentor provision in Year 5 and Year 6 <b>reduced the number of pupils requiring intervention by 50%</b> meaning</li> </ul>

<ul style="list-style-type: none"> <li>Directed lunchtime activities</li> <li>Additional adult supervision (where needed)</li> <li>Homework club</li> <li>Social skills group to support children</li> </ul>		<p>Children are now able to focus on their learning and therefore <b>progress further</b>, behave better in the playground and are generally <b>happier at school</b></p> <ul style="list-style-type: none"> <li>✓ Children were more successful in their homework and this helped to consolidate their learning and relieve pressure for parents at home. This provision continues to be popular and oversubscribed.</li> </ul>
<p>Extra-curricular activities and resources to support</p> <ul style="list-style-type: none"> <li>After school clubs</li> <li>Educational trips</li> </ul>	£8,258	<ul style="list-style-type: none"> <li>✓ In <b>Year 3</b>, the percentage of Pupil Premium Pupils partaking in OOSHs activities has <b>increased by 36%</b> from 8 % in the Autumn term to 44 % in the Spring term.</li> <li>✓ In <b>Year 4</b>, the percentage has <b>increased by 29%</b> from 4%-33% in the Spring term.</li> <li>✓ In <b>Year 5</b>, the <b>increase has been 27%</b> from 8%-35% in the Spring term.</li> <li>✓ And in <b>Year 6</b>, <b>33% more pupils are partaking in OOSHs activities</b> taking our percentage from 7% in the Autumn term to 40% in the Spring term.</li> <li>✓ All pupils who attended clubs were noted to enjoy the opportunities and therefore were more engaged in school life.</li> </ul>
<p>Practical resources</p> <ul style="list-style-type: none"> <li>Revision books</li> <li>Reading materials</li> <li>Numeracy resources</li> </ul>	£20,000	<ul style="list-style-type: none"> <li>✓ Children had access to educational support resources both at school and home which helped with results (see above)</li> <li>✓ Access to resources enabled children to further their learning.</li> </ul>
<p>Enrichment activities</p> <ul style="list-style-type: none"> <li>Educational workshops</li> <li>Vocabulary groups</li> <li>Opportunities for the more able students</li> </ul>	£9,098	<ul style="list-style-type: none"> <li>✓ Children gained additional skills / experiences and vocabulary which were reflected in their writing in class.</li> <li>✓ Different learning styles were catered for to increase children's learning opportunities</li> <li>✓ Drama workshops enabled children to access play scripts by shakes pear and grow in confidence.</li> </ul>
<p><b>End of year evaluation.</b></p> <p>At the end of the academic year the school governors, leadership team and Pupil Premium Co-ordinator will discuss the effectiveness of the interventions and outcomes analysis. Following which, decisions will be made about future Pupil Premium spending.</p> <p>NB: - Interventions will be reviewed throughout the year by the Pupil Premium Co-ordinator and reports made will be analysed by the Senior Leadership Team.</p>		

## 2016/17 Headlines

A few pupils, particularly in Year 4 and Year 5, have attendance and punctuality issues. This has impacted greatly on them missing out on intervention small group support.

In Reading **PP Pupils achieved 75.9% working at** the expected standard, **compared to 66 % of *all* children nationally**. In Maths, PP Pupils achieved **69% working at** the expected standard, compared to 70% of all pupils nationally. In Writing **PP Pupils achieved 69% working at** the expected standard **with another 3.4 % working above** the expected standard at greater depth. Despite the national here being a teacher assessed 74% this was still a great achievement.

## Next steps

Increase rigour in tracking and acting on needs of disadvantaged pupils as soon as possible to maximise progress and further reduce the gap.



Y3 (14 pupils)	Teacher Assessment							Test Scaled Scores			
Subject	Other	Below	Foundations	Towards	At	Greater	At or Greater	Other	<100	100+	Average
Reading				3 (21.4%)	8 (57.1%)	3 (21.4%)	11 (78.6%)	2 (14.3%)*	4 (28.6%)	8 (57.1%)	94.8
Writing				4 (28.6%)	9 (64.3%)	1 (7.1%)	10 (71.4%)	2 (14.3%)*	2 (14.3%)	10 (71.4%)	103.1
Mathematics				4 (28.6%)	8 (57.1%)	2 (14.3%)	10 (71.4%)	2 (14.3%)*	4 (28.6%)	8 (57.1%)	101.8
Science	3 (21.4%)*						11 (78.6%)				-

**Below** - Includes any P Scale assessments.

**Other** - Includes any assessment codes such as A (absent) and Has Not Met for Science.

\* in Other indicates missing data or, for tests, that the scaled score conversion has not yet been released.

Y7 (29 pupils)	Teacher Assessment									Test Scaled Scores			
Subject	Other	Below	Foundations	Early	Growing	Has Not Met	Towards	At	Greater	Other	<100	100+	Average
Reading					2 (6.9%)	5 (17.2%)		22 (75.9%)		2 (6.9%)*	5 (17.2%)	22 (75.9%)	103.9
Writing					2 (6.9%)		6 (20.7%)	20 (69.0%)	1 (3.4%)		4 (13.8%)	25 (86.2%)	107.1
Mathematics					2 (6.9%)	7 (24.1%)		20 (69.0%)			6 (20.7%)	23 (79.3%)	104.4
Science						4 (13.8%)		25 (86.2%)					

**Writing** - Teacher Assessment against the TA Framework and Test Scaled Score for the GPS test

**Below** - Includes any P Scale assessments.

**Other** - Includes any assessment codes such as A (absent).

\* in Other indicates missing data or, for tests, that the scaled score conversion has not yet been released.

Y7 (29 pupils)	Expected Standard	Higher Standard
All Pupils	18 (62.1%)	0 (0%)

**Expected Standard** - a pupil must have a scaled score of 100 or more in reading and mathematics; and have been teacher assessed in writing as 'working at the expected standard' or 'working at greater depth in the expected standard'.

**Higher Standard** - a pupil must have a high scaled score in reading and a high scaled score in mathematics; and have been teacher assessed in writing as 'working at a greater depth'. The high scaled score value in mathematics and reading is released by the DfE, after the key stage 2 tests have been sat in the summer term. This value will remain 'Pending' until that time.

