

# Pupil premium strategy statement

1. Summary information					
School	Manor Farm Community Junior School				
Academic Year	16/17	Total PP budget	£44, 458	Date of most recent PP Review	Mar '17
Total number of pupils	29	Number of pupils eligible for PP	29	Date for next internal review of this strategy	Jul '17

2. Current attainment	
	<i>Pupils eligible for PP (your school)</i>
% achieving expected standard or above in reading, writing & maths (or	<b>64%</b>
Progress Score for Reading.	<b>1.2</b>
Progress Score for Writing.	<b>0.0</b>
Progress Score for Maths.	<b>0.7</b>
3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Outcome for identified pupils in receipt of PPG for Maths are not as strong as other groups.
B.	Attainment of identified pupils' eligible of PPG in Years 3 and 4 for grammar within writing are not as strong as other groups.
C.	Levels of resilience for some pupils (including those eligible for PPG) are not good; this leads to an over-reliance on adults and a detrimental effect on academic progress, with children displaying an "it's good enough" ethos, rather than "is this really my best work?"
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Parental communication and engagement with some groups of pupils needs to be strengthened to support pupils in the best possible way.
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>	
	<b>Success criteria</b>

<b>A.</b>	Higher rates of progress for pupils eligible for PPG in Maths.	Pupils eligible for PPG make accelerated progress in Maths, which will be monitored by Learning Tracks system.
<b>B.</b>	Improved outcome for identified Year 3 and 4 children in grammar that receive PPG.	Pupils eligible for PPG in Years 3 and 4 make accelerated progress in writing through a focus on grammar and punctuation, which will be monitored by Learning Tracks.
<b>C.</b>	Levels of resilience and independence are improved in eligible for PP	The resilience and motivation of pupils eligible for PP in learning situations will be improved.
<b>D.</b>	Improved school and parental engagement with targeted groups of pupils.	For targeted groups – an increased attendance at parents evenings and school events, and communicated expectations of homework and reading made clear.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2016-2017</b>			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Improved outcome for identified Year 3 and 4 children in grammar that receive PPG.	Targeted lessons at pupils level to support improvement in grammar.  Regular grammar focused homework to reinforce expectation and understanding.	Evidence of cold writing tasks has shown that groups of children within Years 3 and 4 find aspects of writing difficult, particularly with sentence structure and language.  Lessons to reinforce and focus on grammar and structure of sentences to ensure all children make progress.	Tracking evidence of data termly and provide opportunities for pupils to write independently to monitor progress.	Year 3 and 4 Class teachers, SLT and PP coordinator.	November 2016 March 2016 June 2016
Levels of resilience and independence are improved in eligible for PP	Changing children's mindset using 'Growth Mindset Model', particularly for those in Year 3 that are new to the school.  Use three before me, editing, Austin's butterfly, positive mindsets.	Children are given lots of opportunities to reflect, evaluate and talk about their learning so that they know their strengths; what they need to improve and most impact and have the strategies and resilience to do so.  Look at negative and positive mindsets, Austin's butterfly, trying challenges before giving in.	Use knowledge from Growth Mindset course to help children effectively. To use Growth Mindset display to help children to remember techniques. Reminders of possibilities and attitudes in lessons.	Class teachers.	January 2016
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Higher rates of progress for pupils eligible for PPG in Maths.	Regular supported Maths for group of children.  Interventions and focus groups for targeted children where needed before school.	Some pupils need targeted support to lessen the differences and to have individual support matched to their needs. The data for PP pupils must show that they are making better than expected levels of progress to increase attainment.	Group will be tracked termly and assessment information will be analysed. SLT will be informed of progress of group. Staff will be informed.  Support given to pupils will be measured to assess its effectiveness.	PP coordinator to assess and organise focus groups.  Class teachers to monitor groups in class.	March 2017  June 2017
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iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increase parental engagement in school life and home learning.	Year teams to follow up on absence and be proactive in contacting parents before events.	If parents get personalised reminders and encouragement to attend, we are hoping we will see results in their attendance.	Communication between staff and management. Supervision of attendance and engagement.	SLT and class teachers.	Ongoing.