

# Pupil premium strategy statement

1. Summary information					
<b>School</b>	Manor Farm Community Junior School				
<b>Academic Year</b>	18/19	<b>Total PP budget</b>	£35,640	<b>Date of most recent PP Review</b>	Sept '18
<b>Total number of pupils</b>	242	<b>Number of pupils eligible for PP</b>	27	<b>Date for next internal review of this strategy</b>	Jan '19

2. Current attainment (2017-2018 SATs Attainment and Progress)	
	<i>Pupils eligible for PP (your school)</i>
<b>% achieving expected standard or above in Reading.</b>	57%
<b>% achieving expected standard or above in Writing.</b>	57%
<b>% achieving expected standard or above in Maths.</b>	71%

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Attainment of some identified pupils eligible for PP for writing and spelling are not as strong as other groups.
<b>B.</b>	Attainment of some identified pupils eligible for PP for reading are not as strong as other groups.
<b>C.</b>	Levels of resilience for pupils (including those eligible for PP) and some attitudes to work are not as good as they could be; 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?” This is apparent, especially as children enter Year 3.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	

<b>D.</b>	Outcome and efforts with homework (including reading regularly) for identified pupils could be improved.  Lower level of parental support for some PP pupils, home situation.	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Improved outcome in writing and spelling for a group of pupils that receive PPG.	Pupils eligible for PPG make accelerated progress in writing and spelling through a change in spelling lessons and delivery and a change in how writing is assessed.
<b>B.</b>	Improved outcome in reading for a group of pupils that receive PPG.	Pupils eligible for PPG make accelerated progress in reading through a focus on comprehension, decoding and fluency which will be monitored by Rising Stars.
<b>C.</b>	Levels of resilience and independence are improved in eligible for PP pupils.	The resilience and motivation of pupils eligible for PP in learning situations will be improved using growth mind-set strategies and pupil and teacher relationships and ethos within classroom.
<b>D.</b>	Outcome and efforts with homework for identified pupils will be improved.  Communication with parents about pupils progress will be improved.	For targeted groups – an increased effort in the quality and promptness of homework through communication with parents and opportunities for in school support.

<b>5. Planned expenditure</b>	
<b>Academic year</b>	<b>2018-2019</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>	

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improved outcome in writing and spelling for a group of pupils that receive PPG.</p>	<p>Targeted lessons at pupil's level to support improvement in spelling (Change in spelling lesson delivery introduced during INSET for all staff to do).</p> <p>To have higher expectations of writing with regards to sentence structure and content.</p>	<p>Evidence of writing output and spelling, both within written work and in spelling lessons, has shown that groups of children find these areas difficult.</p> <p>Staff feel that attitude to writing needs to be targeted for particular individuals.</p> <p>Staff also feel that a new approach to spelling is necessary to ensure an improvement in spelling for all pupils.</p>	<p>Tracking evidence of data termly.</p> <p>Ensure planning of writing is engaging in order to change attitudes to writing for particular group of pupils.</p> <p>All staff have now had training on what 'expected' looks like for each year group. Staff have also been provided with a new writing assessment grid so that they can monitor the progress of each individual more carefully. English co-ordinator to check that these are being implemented regularly and correctly in order to monitor progress.</p> <p>A new spelling approach has been introduced to staff in order to improve attitudes to spelling and to encourage recognition of rules. Tracking of spelling results and observations of spelling within writing need to be tracked by staff.</p>	<p>All staff.</p> <p>English co-ordinator</p> <p>PP co-ordinator.</p> <p>SLT.</p>	<p>Once a term when writing data and progress needs to be submitted to SLT.</p>

Improved outcome in reading for a group of pupils that receive PPG.	<p>Targeted lessons at pupils level to support improvement in reading (both fluency and comprehension).</p> <p>Regular reading to be monitored weekly and encouraged at home and in school.</p>	<p>Evidence of reading comprehension baseline tests has shown that groups of children find aspects of reading difficult, particularly when comprehending a text.</p> <p>Guided reading lessons need to focus not only on fluency of reading, but on learning how to answer a question and use the text as evidence to support ideas. Staff should be focusing on using Reciprocal Reading, an approach that was introduced in January 2018 (focusing on understanding of the meaning of words and content).</p>	<p>Tracking evidence of data termly.</p> <p>Ensure teachers are aware of the books that children are reading, both in school and at home.</p> <p>To provide opportunities for pupils to hear a range of challenging texts (e.g. through teaching in English lessons and whole class story which should be part of weekly timetable).</p> <p>To ensure Guided Reading (Reciprocal Reading) texts are challenging enough and meeting the needs of the particular individuals.</p>	<p>Class teachers.</p> <p>SLT.</p> <p>PP co-ordinator.</p>	<p>September 2018</p> <p>December 2018</p> <p>March 2019</p> <p>June 2019</p>
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**ii. Targeted support**

<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>
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<p>Levels of resilience and independence are improved in eligible for PP pupils.</p>	<p>Changing children's mind-set using 'Growth Mind-set Model', particularly for those in Year 3 that are new to the school and a group where attitudes to learning differs depending on topic and subject.</p> <p>Use three before me, editing, Austin's butterfly, positive mind-sets.</p> <p>Understanding the individual needs of pupils, e.g. what engages them.</p>	<p>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 have the strategies and resilience to do so.</p> <p>Look at negative and positive mind-sets, Austin's butterfly, trying challenges before giving in.</p>	<p>Use knowledge from Growth Mind-set course to help children effectively. To use Growth Mind-set display to help children to remember techniques.</p> <p>Reminders of possibilities and attitudes in lessons.</p>	<p>Class teachers.</p>	<p>Regular checks from teachers, particularly through observations of when pupils complete work and how their attitudes improve/change when critiqued and encouraged to edit.</p>
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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>
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<p>Outcome and efforts with homework for identified pupils will be improved.</p> <p>Communication with parents about pupil's progress will be improved.</p>	<p>Homework clubs to continue in school to allow children an environment where homework can be completed with support from an adult if necessary.</p> <p>Parental communication about expectations of homework to be increased and monitored.</p> <p>Communication with parents about reading records and the books that are being read.</p>	<p>Some identified children lack motivation or focus due to varying environments, so homework clubs should provide a way of ensuring homework is completed on time and to a good standard (if pupils attend).</p> <p>Teachers in charge of the clubs can support when needed and remind children to be prompt when handing in their homework.</p> <p>Communication with parents about progress, homework and behaviour will enable parents to have a better picture of their child's learning at school.</p>	<p>Communication between staff and management. Supervision of homework clubs and communication with parents.</p>	<p>Class teachers and club leaders.</p>	<p>December 2017 March 2019 July 2019</p>
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