

Pupil premium strategy statement

1. Summary information					
School	Manor Farm Community Junior School				
Academic Year	20/21	Total PP budget (Apr 20 - Apr 21)	£35,640	Date of most recent PP Review	September 2021
Total number of pupils	237	Number of pupils eligible for PP	27	Date for next internal review of this strategy	Summer - 2021

2. Current attainment Year 6 (2020 Year 6 cohort)	
	<i>Pupils eligible for PP (your school)</i>
% achieving expected standard or above in Reading.	COVID 19 – No Data
% achieving expected standard or above in Writing.	COVID 19 – No Data
% achieving expected standard or above in Maths.	COVID 19 – No Data
Progress Score for Reading.	COVID 19 – No Data
Progress Score for Writing.	COVID 19 – No Data
Progress Score for Maths.	COVID 19 – No Data
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.	Attainment of some identified pupils eligible for PP for reading, writing (including spelling) and maths are not as strong as non-PP pupils. COVID and prolonged absence would have impacted on this further.
B.	Progress of some identified pupils eligible for PP for reading, writing and maths are not as strong as non- PP pupils. COVID and prolonged absence would have impacted on this further.
C.	Behavioural issues for a group of pupils mostly eligible for PP having a detrimental effect on their academic progress. COVID and prolonged absence may have a bigger impact on behaviour.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Some PP pupils have a lack of regular structure and routine, which then impacts on reading, homework and being prepared for the school day. COVID and prolonged absence would have impacted on this further.
E.	Some PP pupils have additional needs and have other barriers to learning eg SEN, young carers, CP.
F.	Attendance rates and lateness for some pupils eligible for PP and need targeting.
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	
A. B.	<p><u>Improved outcome in reading, writing and maths for a group of pupils that receive PPG.</u></p> <p><u>Quality First Teaching and Engaging Curriculum</u></p> <p>To ensure classroom teaching is of the highest quality to meet the needs of all pupils, including disadvantaged pupils, so that they make the required progress.</p>
Success criteria	
<p>Pupils eligible for PPG make accelerated progress in reading, writing and maths, monitored by rising stars assessments.</p> <p>Teachers will use formative assessment and to adapt based on needs.</p>	

	<p>To include targeted teaching to enable all pupils to meet their potential, including the use of a range of teaching methods (kinaesthetic, auditory, etc.)</p> <p>To ensure that all pupils build on their existing knowledge in order to progress.</p>	<p>All teachers to implement new and existing whole school initiatives successfully with class, e.g. reciprocal reading, accelerated reading, Talk for Writing, Inspire Maths, Jigsaw.</p> <p>Additional interventions will take place, based on gaps identified in formative and summative assessments.</p>
C.	<p><u>Improved behaviour for a group of pupils mostly eligible for PP pupils.</u></p> <p><u>Engagement, Monitoring and Support</u></p> <p>It is important that all behaviour is dealt with consistently throughout the school in order to reduce behaviour incidences. It is also important that incidents are recorded for consistency between teachers who deal with behaviour.</p> <p>Pupils develop in self-esteem with praise and encouragement.</p> <p>Pupils will become enthusiastic and motivated participants in their own learning.</p> <p>Jigsaw PSHE and RSE Scheme will be introduced to target well-being, confidence, behaviour and understanding of our wider world.</p> <p>Pupils to have longer settling in period in September to build relationships with each other and teacher</p>	<p>Targeted pupils understand learning ethos and classroom rules. They communicate and play respectfully and inclusively on the playground with their peers.</p> <p>Use school CPOMS incident forms online to record behaviour and actions taken for each incident.</p> <p>Use of Jigsaw resources and celebration for different themes in the whole school.</p> <p>More settling in sessions in first two weeks with emphasis on wellbeing, getting to know classes, teachers and new routines at school.</p> <p>Book scrutinies used to see how work ethos has improved throughout the year.</p>
D. E. F.	<p><u>Personal, Social and Health</u></p> <p>All pupils will improve attendance and promptness to school. Parents will be informed of class attendance and personal attendance in end of year reports. Teachers will monitor and act on a decrease in attendance. Teachers will monitor and act on parents</p>	<p>Reduce the number of absent or persistently late pupils through monitoring and communication.</p>

	<p>evening attendance and will communicate with parents child's personal and social schooling, as well as academic.</p> <p>COVID 19 may affect attendance further due to self-isolation</p> <p>Morning or afternoon intervention clubs will be offered to target pupils once restrictions and guidance have changed.</p>	
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5. Planned expenditure

Academic year	<ul style="list-style-type: none"> ● 2020-2021
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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

i. Quality First Teaching for All

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
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<p>A. Improved attainment outcome for identified pupils in reading, writing and maths.</p> <p>B. Improved progress for identified pupils eligible for PP for reading, writing and maths.</p>	<p><u>Whole School Initiatives - NOT using PP funding but added to show steps to meet targets.</u></p> <ul style="list-style-type: none"> ● Reciprocal Reading to improve comprehension and understanding of a text. ● Accelerated Reader to further enhance the comprehension skills of pupils. ● Talk for Writing to improve understanding of writing genres in order to confidently create own piece of writing. ● Inspire Maths (Years 3/4/5), to improve deeper understanding of mathematical concepts using real-life, picture, abstract (mastery). ● No Nonsense Phonics and Nesy Intervention Group 	<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.</p> <p>Accelerated Reader needs to be monitored regularly by teachers in order to ensure all pupils are accessing books at the correct ZPD and are completing regular quizzes. Results of quizzes also need to be monitored closely and celebrated in class.</p> <p>Evidence of writing across the school has shown that groups of children find the flow of writing tricky, and therefore need a new approach in order to encourage and motivate all pupils.</p> <p>Inspire Maths encourages using objects and pictures before abstract, appealing to all groups of pupils and the styles in which they learn.</p>	<p>Data using Rising Stars - PUMA, PIRA and GAPS tests.</p>	<p>SLT</p> <p>Class Teachers</p>	
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		No Nonsense Phonics and Nessy group target pupils who need support in their spelling and phonics. These pupils are taken out of class as an extra intervention and are monitored regularly.			
	<p><u>Morning Booster Sessions</u></p> <ul style="list-style-type: none"> • Morning or Afternoon Maths, Reading and Writing sessions for group of targeted pupils to reinforce learning and to build on prior learning to close gaps. • To reduce lateness with PP Pupils. <p>COVID dependent (pupils may not be able to enter school early due to health and safety regulations).</p>	Evidence of baseline tests and rising stars assessments (Autumn Term) has shown that groups of children need support to build on learning. Rising Stars has identified specific areas that can be used as an indication of weaknesses within booster group.	<p>TAs who take groups to monitor attendance of pupils and to give feedback to teachers.</p> <p>Teachers to monitor progress using termly rising stars assessments.</p>	Class teachers, SLT and PP co-ordinator.	

	<p><u>Class Provision Maps</u></p> <ul style="list-style-type: none"> • All staff to create class provision maps to track progress of pupils in any areas of concern. • Staff to take ownership and responsibility of PP progress in class. • Maps to also show how teachers are supporting pupils in wider areas, such as behaviour, social skills. • Teachers to monitor all pupils and pick up any pupils that may need PP funding after COVID. 	<p>It is important that all staff are fully aware of PP pupils in class and the needs that they may have (academically, as well as other areas). Termly assessments can show weaknesses in learning and any gaps should be recorded for a purpose. Maps should also show pupils attendance and any concern for it.</p>	<p>Co-ordinator to ensure all teachers update provision maps termly with data and any changes made to pupils provisions for the following term.</p>	<p>Class Teachers SLT Co-ordinator</p>	
Engagement, Monitoring and Support					
<p>C. Improved behaviour for group of PP Pupils</p>	<p><u>Jigsaw PSHE and RSE Scheme</u></p> <ul style="list-style-type: none"> • Jigsaw to support pupils wellbeing, confidence and understanding of the world around them. • Jigsaw used to promote positive behaviour and to praise children for the positive choices and behaviours that they display. 	<p>It is important that, as a school, we acknowledge and celebrate children throughout the whole school for their positive behaviours and kindness to others. 'Calm Me' will enable children to learn how to calm ready for lessons and to provide strategies for how to mirror this around the school, e.g. on the playground. Assemblies and celebrations will enable all teachers to build relationships with the children across the school, emphasising</p>	<p>Staff INSETs to introduce Jigsaw. Weekly lessons within classes (1 hour) Weekly assemblies to celebrate children (may have to be done in class initially due to COVID).</p>	<p>PSHE Lead Class Teachers SLT Headteacher</p>	

		good behaviour around the school.			
	<p><u>Growth Mindset</u></p> <ul style="list-style-type: none"> • Changing children’s mind-set using ‘Growth Mind-set Model’. • Use three before me, editing, Austin’s butterfly, positive mind-sets. 	<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 most impact 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. Reminders of possibilities and attitudes in lessons.</p>	<p>Class teachers.</p>	

	<p><u>Expectations of Behaviour are Consistent</u></p> <ul style="list-style-type: none"> • Pupils understanding of school expectations and playground rules. • Targeted behaviour interventions for particular pupils. • Emphasis on Jigsaw Learning Charter - to remind children of school behaviour rules. 	<p>Targeted interventions that match the specific needs of pupils with particular behavioural needs can be effective.</p>	<p>Ensure identification of pupils is fair and monitored.</p> <p>All staff to engage and understand interventions, particularly those who work closely with children.</p> <p>Monitor behaviour and whether improvements have been made make a corresponding difference to attainment.</p>	<p>Class teachers to monitor particularly children.</p>	
	<p><u>C-POMS Software Whole School Initiatives - NOT using PP funding but added to show steps to meet targets.</u></p> <ul style="list-style-type: none"> • Effective communication of behavioural incidents(and other concerns) in school should be used to monitor and track pupils in an attempt to reduce and prevent further incidents. 	<p>SLT to have instant access to any behaviour incidents that have been reported and to act on if necessary.</p> <p>Patterns of behaviour can be spotted using CPOMS consistently, which can prompt staff members to act on and prevent future negative behaviours.</p>	<p>To improve behaviour ready for learning.</p> <p>To address any concerns of behaviour and safeguarding.</p>	<p>Class teachers.</p> <p>SLT</p>	

	<p><u>Peer Mentoring</u></p> <ul style="list-style-type: none"> • The National Trailblazer Mental Health Support Team train Year 6 pupils in order to support pupils with needs that they may have. • Pupils to support pupils across the school, including PP. <p>This is hoping to be continued once the COVID restrictions are eased.</p>	<p>Pupils may prefer to talk with a pupil rather than an adult initially, so opportunities will be given for pupils to do so within the school day.</p> <p>Pupils have been trained to support pupils using the MHST.</p>	<p>Communication between peer mentors, MHST, staff.</p>	<p>SEN Co-ordinator Staff MHST</p>	
	<p><u>Trailblazers</u></p> <ul style="list-style-type: none"> • The National Trailblazer Mental Health Support Team to support particular pupils with needs that they may have. 	<p>The mental wellbeing of pupils in school is important to us all and, for a small group of pupils, this service will help schools, families and pupils to deliver an approach to support these pupils.</p>	<p>Communication between MHST, staff and families.</p> <p>Asking pupil how they feel the support is going - what works and what doesn't (in order for them to progress).</p>	<p>Class Teachers MHST</p>	
Personal, Social, Health					
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>D. Outcome and efforts with homework, reading and organisation for identified pupils will be improved.</p> <p>E. To support pupils who have additional needs or barriers, e.g. SEN, young carers, CP.</p> <p>F. To monitor and improve attendance rates for pupils that are repeatedly late or absent.</p>	<p>Homework clubs to be introduced in school weekly to allow children an environment where homework can be completed with support if needed.</p> <p>Parental communication about expectations of homework to be increased and monitored.</p> <p>Reading afternoons with parents to be introduced to encourage parents to read with their child without interruption of home life (e.g. siblings). (To return once COVID restrictions have relaxed).</p> <p>Pupils that are not read with regularly should have regular opportunities to read to an adult 1:1 within the school setting.</p> <p>Reading to be monitored regularly in Home School Books, including the level of challenge. Teachers to regularly expose pupils to high quality and high level reading books to inspire a love of reading.</p>	<p>Some identified children lack motivation or focus due to varying environments, so homework clubs may provide a way of ensuring homework is completed on time and to a good standard.</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>Online Reading Logs indicated that pupils were not being challenged enough with their reading, so reading challenges, such as the Year 6 challenge, should expose pupils to more challenging texts. Regular teacher reading should also expose pupils to higher quality sentences, content and levels of challenge.</p> <p>Online Reading Logs and Accelerated Reader also indicated that some pupils were not reading enough at home.</p>	<p>Communication between staff and management.</p> <p>Supervision of homework clubs and communication with parents.</p> <p>Communications with parents regarding reading, homework and organisation in school.</p>	<p>Class teachers and club leaders.</p>	
	<p><u>Young Carers</u></p> <ul style="list-style-type: none"> • Small group of pupils highlighted that are young carers. 	<p>Young carers group to be run by trained TA working closely with Bucks young carers.</p>	<p>To remove barriers to learning.</p>	<p>Teachers YC Leader</p>	

			To increase self-esteem and mental health.		
	<p><u>NED Group</u></p> <ul style="list-style-type: none"> Once weekly session for children to discuss specific issues that are relevant to them. To develop and discuss strategies for resilience and for pupils to identify who they can talk to if they feel they need to. 	It is important for pupils to speak about things in a safe environment with someone who they feel comfortable with. With these sessions, pupils are able to use Lego, do drawings or colouring in order to encourage them to relax and talk if they feel that they would like to. They are asked how school is going and are encouraged to think about strategies to help them in school.	Communication with NED group leader and attitude and actions/behaviours from pupils in response to these sessions.	NED group leader. Teachers to monitor.	
	<p><u>Morning Interventions (When we are able to begin again)</u></p> <ul style="list-style-type: none"> Morning Maths, Reading and Writing sessions for group of targeted pupils to reinforce learning and to build on prior learning to close gaps. To reduce lateness with PP Pupils. 	To encourage pupils to attend school for smaller groups to boost confidence and, in some groups, to pre-teach. This should, in turn, improve promptness and attendance.	Attendance of pupils will be monitored throughout Spring and Summer term.	Class Teachers SLT Admin	
	<p><u>Residential, Trips, School clubs and Music Lessons</u></p> <ul style="list-style-type: none"> Support for PP pupils and their parents for the cost of residential and trips. Support the payment of one extra-curricular club. 	To enable pupils to take part in all aspects of the curriculum, including residential and trips. To encourage pupils to explore their extra-curricular skills by attending one club if they choose to, including Music.	Communicating with, both, parents and pupils about their options regarding trips, residential and clubs to ensure that pupils are	Admin Class Teachers	

			able to take part if they choose to.		
	<p><u>Aspirations</u></p> <ul style="list-style-type: none"> Year 6 Trip to Bucks New Uni in the Summer Term. 	To open pupils minds up to possible future opportunities within further education.	Staff and pupils attend trip and pupils to explain what they feel they 'got out of' the experience regarding aspirations for the future.	Year 6 Teachers.	