



Pupil Premium Strategy 2017-18

1. Summary information					
School	Leslie Manser Primary School				
Academic Year	17-18	Total PP budget	£115,092	Date of most recent PP Review	24.10.17
Total number of pupils	265	Number of pupils eligible for PP	88	Date for next internal review of this strategy	
2. Current attainment					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% of PP children achieving Expected Standard or above in Reading			53%	To be updated once information is made available.	
% of PP children achieving Expected Standard or above in Writing			40%	To be updated once information is made available.	
% of PP children achieving Expected Standard or above in GPaS			71%	To be updated once information is made available.	
% of PP children achieving Expected Standard or above in Maths			67%	To be updated once information is made available.	
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.	School is situated in an area of deprivation above the National average				
B.	Pupils start school below the age related expectation of more affluent peers.				
C.	Some PP pupils are also identified on our SEN register for a range of academic/social and emotional needs.				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D.	Evidence of poor home learning and some low/persistent absence attendance issues.				
E.	Engagement of some families.				
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)					Success criteria

A.	Improved progress scores at Y6 for PP pupils in Reading and Writing.	Progress in line or above National data
B.	Accelerated progress rates for pupils below age related expectations in all year groups.	Internal progress data improved from 16/17
C.	Identified pupils have improved confidence/self-esteem levels in accessing the curriculum.	Pupil interviews evidence
D.	PP pupils independence increased through the creative use of cross curricular IT.	Observations show high engagement/resilience

5. Planned expenditure

Academic year	2017-18
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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 of 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	When will you review?	Cost
Pupils have improved confidence/self-esteem levels in accessing the curriculum.	Theme books purchased to support PP pupils in accessing the topics.	Age appropriate texts will vastly improve pupils' independence and their ability to access the learning.	Observations of lessons and work within theme folders.	Mr McCann	April 2018	£3 411

ii. Targeted support

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?	Cost
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PP Pupils in the EYFS will have improved confidence levels in all areas of Mathematics, and make good or better progress.	Doodle Maths, individually tailored learning platform, to be purchased and used to support/teach pupils.	Research provided by the University of Bath 2016, showed the benefits of using Doodle Maths to prevent learning loss, which can occur over periods when pupils are not at school - such as school holiday. We believe the use of this app will allow the pupils to develop a love of Maths from a young age and support them in all areas of Mathematics, both at school and at home.	All class teachers will be able to monitor the time spent on this app, as well as the Doodle Maths mentors in school (Mr McCann & Miss Smith). The impact of Doodle maths will be evaluated by the leadership team on a termly basis.	Mr McCann – Assistant Headteacher Miss Smith – Deputy Head Miss Evans – Foundation Lead	Termly PP review meetings with Mr McCann	£500
PP Pupils in the EYFS will have improved reading fluency and make good or better progress.	Read Write Ink/Ruth Miskin - linked reading books will be purchased and used to teach pupils to read.	Research provided by EEF (Improving Literacy in Key Stage 1) states, 'Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships through an organised sequence.' The use of these phonics-based reading books, which are mapped to the school's phonics lessons, will allow the pupils to better use and apply the skills they acquire at school.	Foundation Stage Leader to monitor the impact of using the new resources. Progress reviewed through Pupil Progress meetings at the end of each of term.	Miss Evans – Foundation Lead	Termly PP review meetings with Mr McCann	£2 500
Low attaining PP pupils in Year 3 and Year 4 have improved confidence levels and make good or better progress.	Additional TA support in Y3 and Year 3 / 4 classes	Research provided by EEF. The additional TA in Y3 and Y3/4 will allow for further low attaining PP pupils to be supported.	Regular reviews through Senior Leadership Team meetings / Phase meetings every two weeks.	Miss Smith – Deputy Head	Termly PP review meetings with Mr McCann	£9 000 £12 612
Low attaining PP pupils in Year 5 and Year 6 have improved confidence levels and make good or better progress.	Allocated TA support in Y5 / 6 (Fresh Start interventions / Provision Map interventions)	Research provided by EEF. In Y5/6 this will allow for further low attaining PP pupils to be supported through group and 1:1 interventions.	Regular reviews through Senior Leadership Team meetings / Phase meetings every two weeks.	Mr McCann – Assistant Head	Termly PP review meetings with Mr McCann	£19 795

Low attaining PP pupils in Year 5 to have improved confidence levels and make good or better progress.	Allocated TA support in Y5 for intervention support, as identified by the provision map	Research provided by EEF. In Y5 it will allow for further low attaining PP pupils to be supported through group and 1:1 interventions.	Regular reviews through Senior Leadership Team meetings / Phase meetings every two weeks.	Mr McCann – Assistant Head	Termly PP review meetings with Mr McCann	£3 413
Pupils with behavioural issues will be supported academically, socially and emotionally, throughout the school day.	1:1 adults employed Additional Lunchtime supervisors to manage behaviours	The EEF Toolkit suggests that targeted support matched to specific students with particular needs or behavioural issues can be effective. We feel that this support will allow pupils to better integrate into the normal school routine.	Mr Jones / Mrs Lintin to liaise with relevant staff. Mrs Lintin to conduct reviews of Pastoral Support Plans	Mrs Lintin - SENCO	Termly PP review meetings with Mr McCann	£4 500
Year 2 and 6 pupils will be given interventions in Reading and Maths to support their academic development, prior to completing the SATS.	1:1 tuition sessions each week	We want to provide extra support to improve attainment in Year 2 and 6. 1:1 sessions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Progress reviewed through Pupil Progress meetings at the end of each of the 6 terms. Head to monitor quality through Performance Management process.	Mrs Holland / Mr Hicklin	Termly PP review meetings with Mr McCann	£14 105 £14 914
More able PP Pupils in Key Stage 1 and 2 will have improved confidence levels in all areas of Mathematics, and make good or better progress.	Doodle Maths, individually tailored learning platform, to be purchased and used to support/teach pupils.	Research provided by the University of Bath 2016, showed the benefits of using Doodle Maths to prevent learning loss, which can occur over periods when pupils are not at school - such as school holiday. We believe the use of this app will allow the pupils to develop a love of Maths from a young age and support them in all areas of Mathematics, both at school and at home.	All class teachers will be able to monitor the time spent on this app, as well as the Doodle Maths mentors in school (Mr McCann & Miss Smith). The impact of Doodle maths will be evaluated by the leadership team on a termly basis.	Mr McCann – Assistant Headteacher Miss Smith – Deputy Head	Termly PP review meetings with Mr McCann	£500

More able PP Pupils in Key Stage 2 will have read more books, including challenging texts (classics).	Purchased books to be added to the VIP Reading initiative to challenge more able PP pupils to read more frequently and to read more challenging texts.	School's internal analysis, of the previous year's impact, showed that more able PP pupils who fully participated in the VIP Reading initiative achieved higher scores and subsequently showed greater progress than those who did not participate as much. Pupil and parent questionnaires were also highly positive about this, noting a positive increase in the attitude towards reading.	All class teachers will be able to monitor the number of books read in the VIP Reading Scheme. Mr McCann & Miss Smith will also monitor the success of this initiative in LKS2 and UKS2.	Mr McCann – Assistant Headteacher UKS2 Lead Miss Smith – Deputy Head LKS2 Lead	Termly PP review meetings with Mr McCann	£500
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iii. Other approaches

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?	Cost
Monitored and evaluated use of PP grant.	Assistant Headteacher Allocated Time	EEF ' <i>better use of evidence can make a real difference by helping schools spend money more effectively to improve the teaching and learning of children from low-income families</i> '	Termly updated spreadsheet (tracker) to ensure accurate recording of all PP pupils and the impact of interventions and other forms of support. This will be fed back to SLT and rest of teachers.	Mr McCann	Termly PP review meetings with Mr McCann	£9 756
Pupils social and emotional support provided	SENCO Allocated Time	Nationwide evidence suggests that the number of pupils with social and emotional needs has increased rapidly and that targeted early intervention matched to students' needs can be effective.	Termly updated spreadsheet (tracker) to ensure accurate recording of all SEN pupils and the impact of interventions and other forms of support. This will be fed back to SLT and rest of teachers. Annual questionnaire to parents, to ensure good parental involvement.	Mrs Lintin	Termly PP review meetings with Mr McCann	£9 403
Improved attendance for PP pupils with persistent absence issues	Support from Education Welfare Officer	Improved attainment through increased attendance. NFER briefing for school leaders identifies addressing attendance as a key step.	Termly monitoring meetings with Mr Jones/Mrs Herrick (EWO). Pupils parents receive weekly Monitoring Report Cards	Mr Jones	Termly PP review meetings with Mr McCann	£3 000

Children with identified social/emotional issues to have safe and calm supervised area during lunchtimes.	Lunchtime lounge area to be used at lunchtimes and supervised by adults.	We feel that a safe and calm environment for pupils with social and emotional issues can greatly benefit these individuals and the pupils around them. It also provides them with a nurturing environment and caring adult support.	Mrs Lintin – SENCO – to regularly monitor and liaise with staff member	Mrs Lintin	Termly PP review meetings with Mr McCann	£2 242
Families to access the same opportunities as non-PP pupils.	30% reduced rate of school trips Discounted fees to attend after school clubs	We feel that by offering financial reductions to school trips and after school clubs, this improves our relationship with PP parents and encourages families to allow their children to gain valuable experiences. The EEF suggests a moderate positive impact for both outdoor learning and pupils who attend after school clubs.	Mr McCann to organise letters / parental information and communication	Mr McCann	Termly PP review meetings with Mr McCann	£2 000
PP Pupils to have the option of playing a musical instrument.	Substantially subsidised music tuition	Subsidising music tuition will improve participation in learning to play a musical instrument for PP children. Many experts believe that learning to play an instrument can improve pupils ability to learn: Lutz Jäncke, a psychologist at the University of Zurich, said: "Learning to play a musical instrument has definite benefits and can increase IQ by seven points, in both children and adults."	Mr McCann to monitor take up and progress.	Mr McCann	Termly PP review meetings with Mr McCann	£2 850
Total budgeted cost					£ 115,001	