



Pupil Premium Strategy 2018 - 19

1. Summary information					
School	Leslie Manser Primary School				
Academic Year	18-19	Total PP budget	£102,960	Date of most recent PP Review	29.10.18
Total number of pupils	258	Number of pupils eligible for PP	78	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			71%	To be updated once information is made available.	
% of PP children achieving Expected Standard or above in Writing			64%	To be updated once information is made available.	
% of PP children achieving Expected Standard or above in GPaS			64%	To be updated once information is made available.	
% of PP children achieving Expected Standard or above in Maths			64%	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. Improved support and intervention for children in EYFS.	Progress in line or above National data
B.	Accelerated progress rates for pupils below age related expectations in all year groups. More-able PP pupils to be identified and make good or better progress.	Internal progress data improved from 16/17
C.	Identified pupils have improved confidence/self-esteem levels in accessing the curriculum. Improved progress scores at Y6 for PP pupils in Writing and Maths.	Pupil interviews evidence
D.	PP pupils independence increased through the creative use of cross curricular IT. Concerning PP pupils identified throughout the school will be identified and targeted with an intervention.	Observations show high engagement/resilience

5. Planned expenditure

Academic year

2018-19

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 2019	TBA

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
More able PP Pupils in 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 used to challenge pupils through a Doodle Maths morning break club.	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 continue to develop a love of Maths from a young age and support them in all areas of Mathematics, both at school and at home.	PP pupils to be reminded daily that the club is on and which room it will be in. 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 EYFS Lead – Miss Evans	Termly PP review meetings with Mr McCann	£0
Low attaining PP pupils in the EYFS have improved confidence levels and make good or better progress in Reading & Writing.	Allocated TA support in EYFS (Phonics / Writing interventions)	Research provided by EEF. In EYFS 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.	EYFS Lead - Miss Evans	Termly PP review meetings with Mr McCann	£2 000
Low attaining PP pupils in the EYFS have improved confidence levels and make good or better progress in Maths.	Allocated TA support in EYFS (Maths interventions)	Research provided by EEF. In EYFS this will allow for further low attaining PP pupils to be supported through group and 1:1 interventions. May involve the use of Doodle Maths.	Regular reviews through Senior Leadership Team meetings / Phase meetings every two weeks.	EYFS Lead - Miss Evans	Termly PP review meetings with Mr McCann	£2 000
More able PP Pupils in Key Stage 1 will have improved confidence levels in all areas of Mathematics, and make good or better progress.	Doodle Maths, individually tailored learning platform, to be used to challenge pupils through a Doodle Maths morning break club.	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	PP pupils to be reminded daily that the club is on and which room it will be in. 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).	Mr McCann – Assistant Headteacher KS1 Lead - Miss Newborn	Termly PP review meetings with Mr McCann	£0

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	£12 612
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	£5 000
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	£6 500 £18 644
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	£14 227 £18 253

More able PP Pupils in Key Stage 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 used to challenge pupils through a Doodle Maths lunchtime club.	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 continue to develop a love of Maths from a young age and support them in all areas of Mathematics, both at school and at home.	PP pupils to be reminded daily that the club is on and which room it will be in. 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	£0
More able PP Pupils in Key Stage 2 will make good or better progress in Reading and Writing.	Trainee TA to be used to target concerning PP pupils. VIP Reading initiative to challenge more able PP pupils to read more frequently and to read more challenging texts.	School's internal analysis, continues to show 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. There is also a strong correlation between reading ability and how this translates to better writing.	Mr McCann to liaise with the trainee TA on a weekly basis to ensure key pupils are identified and targeted with 1:1 reading, linked to the VIP Reading programme. All class teachers will be able to monitor the number of books read in the VIP Reading Scheme.	Mr McCann – Assistant Headteacher UKS2 Lead	Termly PP review meetings with Mr McCann	£0

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	£9 800
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	Main Budget

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	£10 173
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	£1 850
Families to access the same opportunities as non-PP pupils.	20% 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
Total budgeted cost						£ 103,059