



Pupil Premium Strategy Statement 2020-21



| 1. Summary information | | | | | |
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| School | Manor Park Academy | | | | |
| Academic Year | 2020-21 | Total PP budget | £220, 440 | Date of most recent PP Review | September 2020 |
| Total number of pupils | 361 | Number of pupils eligible for PP | 167 (46%) | Date for next internal review of this strategy | September 2021 |

| 2. Current attainment Year 6 outcomes 2018/19 - based on 32 children out of a cohort of 59 (No official 2019-20 data due to Covid-19) | | |
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| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving in reading, writing and maths | 41% | 63% |
| % achieving in reading | 53% | 70% |
| % achieving in writing | 59% | 81% |
| % achieving in maths | 59% | 81% |

| 3. Current progress: Year 6 outcomes 2018/19 - based on 32 children out of a cohort of 59 (No official 2019-20 data due to Covid-19) | | |
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| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % making progress in reading and scaled score | +3.8 | +3.0 |
| % making progress in writing and scaled score | +3.9 | +6.4 |
| % making progress in maths and scaled score | +4.3 | +3.6 |

| 4. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers (issues to be addressed in school, such as poor oral language skills) | |
| A. | Additional SEND requirements. |
| B. | Social/emotional needs. |
| C. | EAL and poor oral/language skills. |

| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
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| D. | A significant minority of PP children with persistent absence. Gaps in learning due to lost learning time and low attendance rates due to Covid-19 | |
| E. | School serves an area of very high social deprivation. | |
| F. | When children start school in EYFS and joining mid-year, they are often not school ready in terms of their physical and emotional needs being met. | |
| G. | Low aspiration among significant numbers of families. | |
| H. | Pupil mobility. | |
| 5. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Disadvantaged pupils to make strong progress and narrow/remove attainment gaps so that they attain in line with their peers. Targeted support for pupils - provision map to show additional support and impact via entry/exit data. | Strong progress on school's assessment system for target pupils. Individual class and year group-based targets for start and end of year attainment levels for disadvantaged pupils. |
| B. | Pupil voice to show strong PSHE and wellbeing curriculum. Targeted support to develop social and emotional wellbeing of pupils. Extra-curricular clubs/activities/trips/visits for pupils including music tuition which enables children to learn a new skill and increase participation and enjoyment. | Disadvantaged children attainment in line with their peers for PSED ELG. Improved well-being of children and enabling them to participate/experience new opportunities – 11before11. Pupil voice to show children are happy/healthy at school. |
| C. | Inclusion support – speech/language development allowing disadvantaged EAL and SALT pupils to make strong progress and narrow/remove attainment gaps. Targeted support for pupils - provision map to show additional support and impact via entry/exit data. Ensure accelerated language development in early phase of the school enables identified PP children working at below expected levels accelerate their learning through implementation of 'Talk Boost' and 'Talking Success' projects. | Disadvantaged pupils with EAL/SALT to make strong progress and narrow/remove attainment gaps. Baseline of identified children evidenced on Otrack using Pira/puma Children meet targets for speaking and listening, writing and reading in YR and Y1. Progress towards targets evaluated through Pupil Progress meetings and SLT reports at end of Terms 2, 4 and 6. |
| D. | A rise in attendance and drop in persistent absence for identified children. Attendance support and Early Help support for disadvantaged pupils. Catch up funding, targeted support and home learning strategy to enable pupils to continue learning and make strong progress during Covid-19. | School attendance to be in line with national. Reduction in persistent absence. Attendance and punctuality figures to be in line with that of non-disadvantaged peers. Disadvantaged pupils to make strong progress and narrow/remove attainment gaps. |

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| E. | Remove barriers to learning based around BESD through ensuring individual and group support is in place to impact positively, removing barriers to learning. | Baseline of identified children evidenced Pira/ Puma. Support programmes and strategies planned, delivered and assessed for impact. Regular evaluation in Pupil Progress meetings, SLT Inclusion and through Pira/ Puma to assess impact of identified children succeeding in lessons through regular engagement, leading to progress in line with, or exceeding, expected levels. |
| F. | Ensure accelerated language development in early phase of the school enables identified PP children working at below expected levels accelerate their learning through implementation of 'Talk Boost' and 'Talking Success' projects. | Baseline of identified children evidenced on Otrack using Pira/ puma Children meet targets for speaking and listening, writing and reading in YR and Y1. Progress towards targets evaluated through Pupil Progress meetings and SLT reports at end of Terms 2, 4 and 6. |
| G. | Ensure that all PP children have access to all clubs, school visits and residential in Year 3/4 and Year 5/6. | All children attend all trips. No children are prevented from taking part in any residentials, trips or clubs due to financial hardship. |

| 6. Planned expenditure | | | | | |
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| Academic year | | 2020-21 | | | |
| 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 implementation? |
| Ensure all teaching throughout school is good, with a significant proportion of outstanding teaching, leading to accelerated progress for disadvantaged children. | PP actions plans for each class with clear actions on what support will be given to each child. Progress of PP children high profile for all teachers and support staff. | Ethos of high priority of disadvantaged children, additional support and provision for PP children needs to be shared and understood by all staff. 6 Pupil Progress meetings each year enables regular checks to be made on progress of children, with class teachers targets being focussed on progress of children in their class. | Monitoring of these PP children progress through regular monitoring cycle: book scrutiny, pupil interview and lesson observation. Planning, delivery and evaluation of individual and group support programmes for identified PP children, according to identified need. | RD/KD | Half termly Pupil Progress meetings. 4 data harvests each academic year. Reviewed through Core governors. |

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| | <p>Provision in classes for individual children discussed x6 Pupil Progress meetings across school year.</p> <p>Mentoring meetings with individual children and parents to discuss provision.</p> <p>Progress of PP children part of PM targets 2020-21</p> <p>£4,000</p> | <p>All T&L across the school needs to be consistently 'good' or 'outstanding' in order for children to make accelerated progress and continue to close gaps with their peers.</p> | <p>Ensure the quality of teaching is a minimum good/outstanding through learning walks.</p> <p>Phase leaders highlight progress in pupil progress meetings; inclusion meetings and through SLT reports and reporting to governors.</p> | | |
| <p>All children to make good or better progress from their relative starting points.</p> | <p>Extra TA support to target individual groups.</p> <p>£43,000</p> | <p>Smaller group work and additional support to target children and accelerate progress on a daily basis.</p> | <p>Staff timetable and effective monitoring of learning.</p> | <p>RD/KD</p> | <p>Half termly pupil progress meetings</p> |
| Total budgeted cost | | | | | £ 47,000 |
| 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 implementation? |
| <p>Ensuring barriers to learning are removed through range of pastoral programmes - both small group and individual</p> | <p>Developing early language acquisition through 'Talk boost'.</p> <p>£3,000</p> | <p>Children need to feel secure and confident if they are to success in class.</p> <p>Evidence has shown that early language acquisition and a grasp of core early literacy and numeracy skills are key to future success.</p> | <p>Pupil voice demonstrates pupils feels safe, happy and supported in school.</p> <p>Regular analysis on pupil data with staff and phase leaders. Regular monitoring of effectiveness of small group and individual sessions by</p> | <p>KD/JG</p> | <p>3 monitoring of effectiveness of support programmes</p> |

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| | | | Phase leaders and Inclusion Manager. | | |
| All children to make good or better progress from their relative starting points. | <p>Targeted interventions with entry/exit data. School structures in place to ensure a constant cycle of planning, delivery and evaluation of impact of targeted support.</p> <p>£33,000</p> | <p>Smaller group work and additional support to target children and accelerate progress by having extra input and time to understand key concepts.</p> <p>In school attainment analysis of last year's data shows disparity in terms of progress of disadvantaged children across the school.</p> <p>Evidence both from within school and nationally shows impact of individual and small group support in previous years has led to positive outcomes.</p> | <p>Provision map and staff timetable to provide targeted intervention times.</p> <p>Regular analysis on pupil data with staff and phase leaders.</p> <p>Regular monitoring of effectiveness of small group and individual sessions by Phase leaders and Inclusion Manager.</p> <p>Review of after/before school provision at least every six weeks.</p> <p>SLT reports to governors 3 times each year.</p> | KD | <p>Half termly Pupil Progress meetings.</p> <p>3 monitoring of effectiveness of support programmes.</p> <p>4 data harvests each academic year.</p> <p>Reviewed through Core governors.</p> |
| No child's attainment to be hampered by poor attendance or punctuality. | <p>Highly skilled Pastoral Team to provide inclusion support to improving attendance, punctuality.</p> <p>£37,000</p> | <p>Attendance and punctuality figures to be in line with that of non-disadvantaged peers so that attendance cannot be attributed to attainment gap.</p> <p>Pupil voice to show children are happy/healthy at school.</p> | Attendance figures Pupil Voice | JG | Half termly |
| No child's attainment to be hampered by poor attendance or punctuality. | <p>Provision of free breakfast club provision for disadvantaged pupils</p> <p>£12,000</p> | <p>Over 80 children accessed this provision regularly during 2019-20 with improved attendance rates.</p> <p>Attendance and punctuality figures to be in line with that of non-disadvantaged peers so that</p> | Attendance figures Pupil Voice | JG | Half termly |

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| | | attendance cannot be attributed to attainment gap. Pupil voice to show children are happy/healthy at school. | | | |
| No child's attainment to be hampered by poor wellbeing. | Highly skilled Pastoral Team to provide inclusion support to improving social/emotional wellbeing of pupils. Social/emotional/wellbeing programme. £20,000 | PSHE taught from Reception, with its foundation built around developing social/emotional intelligence and resilience. Skills for good mental health are covered, including a focus on the practice of mindfulness which is particularly useful for pupils to stay calm and focused. Mental Health First Aid Training delivered as part of PSHE which is built around developing emotional intelligence and resilience. Protective Behaviours approach embedded across school to develop language of safety in the school community and help pupils and adults spot the early warning signs and put support measures in place quickly. | Pupil voice demonstrates pupils feels safe, happy and supported in school. | JG | Half termly |
| All children to make good or better progress from their relative starting points. | Provision of extra teacher in UKS2. Targeted interventions with entry/exit data. £31,740 | Smaller group work and additional support to target children and accelerate progress by having extra input and time to understand key concepts. | Provision map and staff timetable to provide targeted intervention times. | RD/KD | Half termly |
| Total budgeted cost | | | | | £136,740 |

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 implementation? |
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| Ensure equality of access to all PP children, specifically clubs, music and equipment. | Use of a Pupil premium voucher system in which parents use £100 on a range of products and school services. £16,700 | Parental feedback regarding this system has been very positive. Project has led to increased parental engagement and a rise in aspiration in terms of activities in the town that are available. | Monitoring of expenditure by School Business Manager. Monitoring of attendance by Attendance Lead (Pastoral Lead/Head Teacher). | DH/JG/RD | Reviewed twice through Core governors |
| Ensure equality of access to all PP children, specifically clubs, music and equipment. | Ensure involvement at local school sports events with project including local secondary. £15,000 | Engagement with, and enjoyment of extracurricular activities provide incentive for children who may disengage with school. Attendance of PP children has improved and there has been an increase in the number of pupils attending extra-curricular clubs. | Monitoring of attendance at different clubs and targeting specific child for participation. | MM | Half termly |
| Ensure equality of access to all PP children, specifically clubs, music and equipment. | Ensure disadvantaged children are able to access extra-curricular activities they would otherwise not be able to, such as swimming lessons, gymnastics. £5,000 | Engagement with, and enjoyment of extracurricular activities provide incentive for children who may disengage with school. Attendance of PP children has improved and there has been an increase in the number of pupils attending extra-curricular clubs. | Monitoring of attendance at different clubs and targeting specific child for participation. | MM | Half termly |
| Total budgeted cost | | | | | £36,700 |

| 7. Review of Expenditure | | | | |
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| Previous Academic Year | | 2019-20 | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Ensure all teaching throughout school is good, with a significant proportion of outstanding teaching, leading to accelerated progress for disadvantaged children. | <p>PP actions plans for each class with clear actions on what support will be given to each child.</p> <p>Progress of PP children high profile for all teachers and support staff.</p> <p>Provision in classes for individual children discussed x5 Pupil Progress meetings across school year.</p> <p>Mentoring meetings with individual children and parents to discuss provision.</p> <p>Progress of PP children part of PM targets 2019-20.</p> | <p>PP pupils progress scores of R: +3.8, W: +3.9 and M: +4.3.</p> <p>All pupils progress scores of R: +3.0, W: +6.4 and M: +3.6.</p> <p>ELG baseline R: 26%, W: 26% and M: 26% and EoY R: 54%, W: 54% and M: 56% despite lockdown for Covid-19.</p> <p>Disadvantaged pupils performed in line with non-disadvantaged pupils. ELG baseline R: 0%, W: 0% and M: 0% and EoY R: 50%, W: 50% and M: 50% despite lockdown for Covid-19.</p> | <p>Even stronger progress/attainment was projected, but Covid-19 and school closure during lockdown hampered this despite robust home learning plan.</p> <p>Continue approach, but more robust monitoring needed to ensure impact across whole school.</p> | £75,600 |

| | Full time TA provision in all classes. | | | |
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| ii. Targeted support | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| <p>Pupil premium funding to impact on accelerating progress for all disadvantaged children - progress on school's assessment system for target pupils.</p> <p>To accelerate progress for PP children in specific year groups identified in July 2019 tracking, with a significant gap between PP children and rest of cohort.</p> | <p>School structures in place to ensure a constant cycle of planning, delivery and evaluation of impact of targeted support in key areas of:</p> <ul style="list-style-type: none"> -Developing early language acquisition through 'Talk boost' -Ensuring barriers to learning are removed through range of pastoral programmes - both small group and individual. | <p>PP pupils progress scores of R: +3.8, W: +3.9 and M: +4.3.</p> <p>All pupils progress scores of R: +3.0, W: +6.4 and M: +3.6.</p> <p>ELG baseline R: 26%, W: 26% and M: 26% and EoY R: 54%, W: 54% and M: 56% despite lockdown for Covid-19.</p> <p>Disadvantaged pupils performed in line with non-disadvantaged pupils. ELG baseline R: 0%, W: 0% and M: 0% and EoY R: 50%, W: 50% and M: 50% despite lockdown for Covid-19.</p> | <p>Even stronger progress/attainment was projected, but Covid-19 and school closure during lockdown hampered this despite robust home learning plan.</p> <p>Continue approach, but more robust monitoring needed to ensure impact across whole school.</p> | £80,720 |
| iii. Other approaches | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Ensure equality of access to all PP children, specifically clubs, music and equipment. | Use of a Pupil premium voucher system in which parents use £100 on a range of | Significant impact on participation in extra-curricular activities and motivation of participating children. | Establish baseline to judge success of project with greater accuracy and rigour. | £18,600 |

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| | <p>products and school services.</p> <p>Ensure involvement at local school sports events with project including local secondary.</p> <p>Ensure disadvantaged children are able to access extra-curricular activities they would otherwise not be able to, such as swimming lessons, gymnastics.</p> | <p>Positive feedback from parents on questionnaire.</p> | | |
| <p>Ensure equality of access to all PP children, specifically clubs, music and equipment.</p> | <p>Playing for Success 'Aston Villa Centre' Year 5 project for the Spring term.</p> | <p>All PP children in Y5 attended session</p> <p>Significant impact on attendance and motivation of participating children</p> | <p>Continue approach, but more robust monitoring needed to ensure impact across whole school.</p> | <p>£3,000</p> |
| <p>Ensure accelerated language development in early phase of the school enables identified PP children working at below expected levels accelerate their learning.</p> | <p>Train teachers and support staff in Y1 and KS1 in Talk Boost Success' projects Implement after PP review meetings</p> <p>Evaluate regularly during PP meetings each term</p> | <p>ELG baseline R: 26%, W: 26% and M: 26% and EoY R: 54%, W: 54% and M: 56% despite lockdown for Covid-19.</p> | <p>Continue with provision.</p> | <p>£7,800</p> |

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| <p>A rise in attendance and drop in persistent absence for identified children</p> | <p>Employ pastoral team of: -Pastoral Lead; -Inclusion Leader Focussed on- -Running of breakfast club; -Delivery of effective pastoral programmes designed to remove barriers to learning.</p> | <p>Whole school attendance was maintained from 95.8%- (2018/19) to 96.2% (2019/20). Persistent absence reduction over the year and maintained at 8% in line with 2018/19.</p> | <p>Continue approach, but more robust monitoring needed to ensure impact across different groups.</p> | <p>£33,400</p> |
| Total cost | | | | £219,120 |