

Regis Manor Pupil Premium Strategy Statement

1. Summary information					
School	Regis Manor Primary School				
Academic Year	2019-20	Total PP budget	£151 800	Date of most recent PP Review	July 2019
Total number of pupils	426	Number of pupils eligible for PP	115 (27.1%)	Date for next internal review of this strategy	January 2020

2. Current attainment – End of Key Stage 2 2018-2019			
	<i>All children</i>	<i>All pupils eligible for pupil premium</i>	<i>National average for all pupils</i>
Percentage achieving expected or above in reading, writing and maths combined	71%	53%	65%
Percentage achieving expected or above in reading	78%	68%	73%
Percentage achieving expected or above in writing	83%	74%	78%
Percentage achieving expected or above in maths	83%	74%	79%
Progress between KS1 and KS2 in Reading	0	-0.7	0
Progress between KS1 and KS2 in Writing	-1.5	-0.4	0
Progress between KS1 and KS2 in Maths	-0.5	-0.3	0

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
Internal barriers		
A.	Speech and language barriers	
B.	Low levels of core skills (including reading, writing and maths)	
C.	High levels of SEN (25% in the school and 40% of Pupil Premium) – relating to both learning difficulties and SEMH (51% of disadvantaged children with SEN have SEMH difficulties)	
External barriers		
D.	Low levels of attendance (disadvantaged pupils attendance 2018/19 - 91.8%) and high levels of persistent absence (disadvantaged pupils persistent absence 2018/19 - 25.5%)	
E.	Low levels of parental engagement	
4. Desired outcomes		
	<i>Desired outcomes discussed at Pupil premium meetings termly</i>	<i>Success criteria (Reported to LGB Term 3/6)</i>
A.	Speech and language and phonics results show improvements in specific groups and will be highlighted at pupil progress meetings	Targeted groups make good progress from their starting points as identified on provision maps School targets for the phonics screening check are met (set in October 2019)
B.	The percentage of children achieving the expected level or above in reading, writing and maths in KS2 increases, especially for specific groups	Targeted groups make good progress from their starting points as identified on provision maps School targets for the phonics screening check are met at each check point in the year.
C.	Attendance figures show a positive improvement and persistent absence decreases	Attendance for PP children raises to at least 94% and persistent absence reduces below 17%
D.	Children's emotional development and well-being is supported so that they are better able to access their learning	Wellbeing surveys and the pupil voice show an improvement in self-esteem and wellbeing
E.	Termly parental engagement feedback shows that parental engagement is high	Parents are now more engaged, relationships with school are more positive and parents recognise the importance of school

5. Planned expenditure

Academic year

2019-2020

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?
Speech and language and phonics results show improvements in specific groups	<p>Increase the number of pupils reading regularly at home through use of rewards based on number of books read – including badges for bears</p> <p>Refresher RWInc training provided for staff as needed</p> <p>Resources purchased to ensure all children have access to and can use resources individually or in small groups</p> <p>Workshops for parents are run regularly so parents know how they can best support their children</p> <p>Increased adult to pupil ratios in class with focus PP children targeted</p> <p>Phonics lead monitors and provides in depth feedback and support as necessary for staff and pupils</p>	<p>Research shows the numbers of words children know at 5 has a direct correlation to future success in exams. RMPS Baseline shows that children entering our school have below average speech and language and reading.</p> <p>Parents have feedback from previous workshops that they find it useful to know how children are taught to read so they can help their children.</p> <p>Children using their own resources and manipulatives have been shown to be more engaged and actively learning</p>	<p>Learning walks and regular monitoring by SLT and phonics lead</p> <p>Pupil progress meetings are held termly</p> <p>Place around the school all phonic sounds and use every opportunity to ask reception children their phonic sounds.</p> <p>All staff to model the love of reading in staffroom on classroom doors, in assemblies.</p>	SLT / Phonics Lead	January 2020 and report on track data to governors twice a year
The percentage of children achieving the expected level or above in reading, writing and maths in KS2 increases, especially for specific groups	<p>Resources and training are in place to ensure staff are confident using the new maths scheme and using RMPS sequence of learning in writing</p> <p>Mathletics and associated weekly rewards and certificates</p> <p>Workshops for parents are run regularly so parents know how they can best support their children</p> <p>Increased adult to pupil ratios in class with focus PP children targeted</p>	<p>Children using their own resources and manipulatives have been shown to be more engaged and actively learning</p> <p>Pupil voice has shown that pupils enjoy the challenge of Mathletics when it is targeted and competitive.</p> <p>Parents have feedback from previous workshops that they find it useful to know how children are taught at school so they can help their children at home.</p>	<p>Learning walks and regular monitoring by SLT and phonics lead</p> <p>Pupil progress meetings are held termly</p> <p>AHT monitors and targets use of Mathletics</p>	SLT	January 2020 and report on track data to governors 3 times a year

<p>Attendance figures show a positive improvement and persistent absence decreases</p>	<p>Incentives and initiatives to improve attendance, including: -Termly raffles for 96% attendance -FLO and SLT to meet with persistently absent families regularly -Persistently absent families invited to regular coffee shops and event -100% attendance rewards and incentives per term and year (including certificates, badges and events) -Attendance team including admin team, DHT and HoS liaise and review actions regularly</p>	<p><i>Pupil voice from previous years shows that the children are excited at the prospect of more regular termly 100% attendance rewards</i></p> <p><i>Enrolling the help of family liaison officer supports the school to ensure all children are attending regularly and parents understand the importance of being at school.</i></p>	<p>Termly certificates and incentives will be used and led by DHT to monitor the impact.</p> <p>Attendance action plan will set out milestones and review meetings will show progress.</p> <p>Attendance team meet to review and follow up actions</p> <p>Ensure that incentives are shared with pupils and parents in advance</p>	<p>DHT / SLT</p>	<p>January 2020 and report on track data to governors twice a year</p>
<p>Children's emotional development and well-being is supported so that they are better able to access their learning</p>	<p>The use of Thrive action plans for classes to provide an emotional curriculum that is aimed at the needs of pupils in a class and at their right time learning</p>	<p>A review of the school's curriculum and levels of SEMH need has identified the need for a targeted and bespoke emotional curriculum that sits alongside PSHE and RSE. Thrive is a resource that has been proven to have a positive impact on this in other schools nationally and in other schools within the Trust.</p>	<p>Termly action plans are created and reviewed by class teachers</p> <p>The Inclusion Team monitors termly action plans and ensures behaviour for learning is positive</p> <p>Learning walks and pupil progress meetings show an improvement in targeted children's wellbeing and ability to learn</p>	<p>DHT / SLT</p>	<p>January 2020 and report on track data to governors twice a year</p>
<p>Termly parental engagement feedback shows that parental engagement is high</p>	<p>Parental workshops happen monthly with focus decided by parents through parents' forum and questionnaires</p> <p>Termly drop-in sessions including open mornings/afternoons and work sharing</p> <p>Fortnightly coffee shops with outreach support run by FLO</p> <p>PP families targeted using APP to encourage attendance at school events</p>	<p>High levels of parental engagement has been seen to have a positive impact from support at home to improve attendance.</p>	<p>Parental questionnaires</p> <p>Senior staff/FLO being available on the playground and targeting families for feedback</p>	<p>SLT / FLO</p>	<p>January 2020 and report on track data to governors twice a year</p>
<p>Total budgeted cost</p>					<p>£96 000</p>

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?
The percentage of children achieving the expected level or above in reading, writing and maths in KS2 increases, especially for specific groups	Targeted groups to work with Sp and L teaching assistant weekly Identified time for feedback to ensure strategies are used in the classroom as well as intervention sessions	Speech and language support from the NHS in the local area is now largely not available for children. As such the level of need identified through assessment and baseline at the start of school has increased. Targeted support from specialist TAs has been shown to reduce the gap.	Provision maps created termly are reviewed by the class teacher and the inclusion team Monitoring by the Inclusion Team and SLT Pupil progress meeting	Inclusion team	January 2020 and report on track data to governors twice a year
Attendance figures show a positive improvement and persistent absence decreases	Targeted groups identified in upper KS2 to work with Third Space Learning and mental arithmetic groups Targeted support for reading in Year 2 is delivered by senior leaders	Previous use of these interventions has led to greater pupil confidence and therefore meeting the expected standard in maths. Internal data shows that there is a gap between PP and non-PP in maths in upper KS2. Internal data for Year 2 shows the percentage of PP meeting the expected standard is lower than in other years and needs intervention.	Provision maps created termly are reviewed by the class teacher and the inclusion team Monitoring by SLT Pupil progress meeting	SLT	January 2020 and report on track data to governors twice a year
Children's emotional development and well-being is supported so that they are better able to access their learning	Targeted support and meetings for persistent absent (or previously persistent absent) families takes place regularly with DHT/FLO/HoS Free spaces at breakfast club and afterschool club offered as needed Targeted rewards for families	Previous meetings with parents has shown that, at times, access to wrap around care makes getting their children into school more viable. Experience over previous years has shown that engagement with families on a personal level has a greater effect on persistently absent families than other less personal strategies	Attendance team meet to review and follow up actions Weekly/fortnightly checkin call Ensure that incentives are shared with pupils and parents in advance	DHT / SLT	January 2020 and report on track data to governors twice a year
To support children's emotional development and well- being so that they can better access their learning	Targeted Thrive work following individual or group assessment ELSA (emotional literacy support assistant) work with identified children Bespoke unstructured time support and activities for targeted children	A review of the school's curriculum and levels of SEMH need has identified the need for a targeted and bespoke emotional curriculum that sits alongside PSHE and RSE. Thrive is a resource that has been proven to have a positive impact on this in other schools nationally and in other schools within the Trust. Feedback from parents last year showed how ELSA was able to give children strategies to self-regulate their own	Parental/child questionnaires Provision maps created termly are reviewed by the class teacher and the inclusion team	Inclusion team	January 2020 and report on track data to governors twice a year

		feelings and emotions both within and outside of school was very positive.			
Total budgeted cost					£50 200
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?
Ensure all children have access to events and trips	FLO to identify where support may be needed and target families where children are not accessing events/trips	The school is aware that finances are limited for many families and we do not want this to be a barrier to access	FLO/HoS meetings to review events and any targeted support needed	FLO / DHT	January 2020 and report on track data to governors twice a year
Total budgeted cost					£5 000