



Pupil Premium 2018/2019

Since September 2012 all schools have been required to publish information on their Pupil Premium funding. The Department of Education issue the Pupil Premium allocation to schools based on 'Ever 6' as of the most recent census. This funding is available for us to support children in care, adopted children, children of parents serving in the armed forces and children known to be eligible for free school meals over a 6-year period. For the period 1st September 2018 to 31st August 2019 Manston St James CE Primary Academy received Pupil Premium funding of £163,719

Our Pupil Premium initiatives have included:

- Use of the post of Learning Mentor with a focus on attendance support and parenting advice. To ensure children are in school, ready to learn and able to progress appropriately. Support to remove barriers to effective learning.
- Use of the post of Behaviour Support Worker to deliver interventions to improve self-esteem and attitudes to learning and to offer in-class support to work alongside pupils to ensure behaviour for learning is improved.
- Two members of staff are now accredited Thrive practitioners. This has provided pupils with individualized programmes of therapeutic support to meet SEMH needs. All staff have accessed Thrive CPD supporting the development of a whole school approach.
- Use of Leading Practitioners to mentor and support improvement in planning, delivering and assessing lessons resulting in improved progress and over time sustainable learning for learners.
- The targeted and structured use of teaching assistants, placed and acting upon need, with a focus on developing English and Maths skills, especially those pupils who are High Attaining.
- Use of EEF research strategies (through Abbey MAT SFF project) to develop quality first teaching in English
- Targeted support working only with Pupil Premium children on a 1 to 1/small group basis to develop and improve reading, writing and maths.
- Support and training from external consultants to support pupils with attachment needs in developing secure attachments and enabling them to access learning more fully.
- Funding of trips, visits and visitors to school in promotion of inspirational events and experiences, including residential visits.
- Provision and opportunity tailored to individual needs, taken from pupil responses linked to aspiration and inspiration - including spiritual, moral, social and cultural learning.

Impact Summary

In the last academic year (September 2018 to August 2019) Manston St James CE Primary Academy used its Pupil Premium funding to provide both individual and group intervention to ensure progress and teaching academic achievement. This has focussed on English and Maths interventions and includes guided reading; handwriting intervention; Letters and



Sounds and Rapid Phonics; reading comprehension; times tables and using and applying mathematical knowledge, skills and understanding. Participation in the Abbey MAT SIFF Project has also resulted in improvement of quality first teaching through the implementation of EEF research based initiatives, for example the development of guided reading practices. Leading Practitioners have mentored and supported improvements in planning, delivering and assessing in lessons resulting in improved progress for Pupil Premium learners.

As well as academic interventions, the Home Partnership Team (learning mentor, pastoral lead and behaviour support worker) have worked with groups and individuals to provide pastoral interventions to build self-esteem and develop positive attitudes to learning. Children have received focused support to ensure they develop the necessary skills to build their self-esteem and resilience. All staff have been trained in the Thrive approach to support pupils social and emotional development. Furthermore, two members of the Home Partnership Team are now accredited Thrive practitioners resulting in pupils accessing individualized therapeutic support to meet SEMH needs.

Pupils with attachment needs have been supported to develop secure attachments and enable them to access learning more fully. The Home Partnership Team and teaching assistants have designed and implemented individual behaviour strategies for each pupil, provided increased adult support at breaks to develop appropriate social skills and build friendships and have supported pupils in accessing the unstructured time after eating their lunch.

Pupil Premium children continue to have trips and visits funded, additional resources purchased, alongside additional booster and intervention provision.

Attendance

PP attendance (average) is 92%, compared to national average of 94.3%. The role of Learning Mentor part funded through the grant allocation will continue to track, monitor and promote good attendance. A challenge is to still narrow this gap.

Next Steps

During the next academic year (September 2019 to August 2020) the school is estimated to receive

£150,000 and will continue to use the Pupil Premium grant to support individual and group intervention work alongside quality first teaching and Parent Support Working targeted attendance initiatives. Further plans include the continuing development of our nurture provision for the most vulnerable through THRIVE provision. The academy will continue to draw upon the expertise of the Abbey Multi Academy Trust central team and Teamworks Teaching school to ensure our actions are research informed. Funding will be used to continue to enhance the skills of teaching staff, in order to maximise the impact of teaching and learning to ensure Pupil Premium children reach their full potential.

2019 End of Key Stage 2 Results (Year 6 leavers)

	Reading	Writing	GP&S	Maths
Pupil Premium* (10)	10/16 (63%)	8/16 (50%)	8/16 (50%)	8/16 (56%)
Non Pupil-Premium (50)	29/38 (76%)	32/38 (84%)	32/38 (84%)	33/38(87%)
National Disadvantaged 2018	64%	67%	67%	64%

* the number of Pupil Premium children including Looked After Children, Adopted from Care or whose parents work in the Armed Services

Table above shows the number & percentage of pupils attaining at least the expected standard in the End of Key Stage 2 tests and teacher assessments (July 2018)

2019 End of Key Stage 1 Results

	Reading	Writing	Maths
Pupil Premium* (10)	8/13 (62%)	8/13 (62%)	9/13 (69%)
Non Pupil-Premium (50)	35/47 (74%)	32/50 (68%)	30/50 (62%)
National Disadvantaged 2018	60%	53%	61%

Table above shows the number & percentage of pupils attaining at least the expected standard in the End of Key Stage 1 teacher assessments (July 2018)

Early Years Foundation Stage

PP GLD at end of EYFS	5/10 (50%)
Non-PP GLD at end of EYFS	31/47 (66%)
National GLD 2018	71.5%