



Manor Green Pupil Premium – Three Year Plan

1. Summary information					
School	Manor Green				
Academic Year	2020/21	Total PP budget	£ 99184	Date of most recent PP Review	Oct 20
Total number of pupils	272	Number of pupils eligible for PP	74	Date for next internal review of this strategy	Oct 21

2. Current attainment		
	<i>Pupils eligible for PP (Manor Green)</i>	<i>Pupils not eligible for PP (Manor Green)</i>
% achieving above expected progress in English (2019/20)	23%	21%
% achieving expected progress in English (2019/20)	75%	75%
% achieving expected above progress in Maths (2019/20)	25%	25%
% achieving expected progress in Maths (2019/20)	73%	72%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Levels of attainment and rates of progress in numeracy and literacy are lower than those pupils not eligible for PP
B.	Pupils eligible for PP demonstrate a higher level of social and emotional well-being need and often lack age appropriate life skills
C.	Behavioural issues for some pupils eligible for PP are preventing them from engaging in effective learning
External barriers	
D.	Attendance rates for pupils eligible for PP are lower. This reduces their school hours and causes them to fall behind on average.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Good levels of progress in numeracy and literacy for pupils eligible for PP	Pupils eligible for PP will have made as much progress by the end of the academic year as those pupils not eligible for PP
B.	PP pupils are provided with targeted support for their social and emotional well-being needs and are fully supported to develop life skills	Pupils fully engage with the support they are offered and monitoring tools (e.g. Strength & Difficulty Questionnaires/Boxall Profiles) show an increase in social and emotional well being
C.	Behavioural issues addressed	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
D.	Increased attendance rates for pupils eligible for PP.	Overall attendance among pupils eligible for PP improves to 95% in line with 'other' pupils.

5. Planned expenditure					
Academic year		2020/21			
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice and how will we know it has made an impact?	Budgeted Cost	Staff lead	When will you review implementation ?
B, C, & D	Safeguarding and Well-being role	Continued whole school strategic and operational leadership for safeguarding, behavioural, emotional therapies, and attendance issues. This role should result in a reduction in behavioural issues and an increase in attendance across the school thus allowing better engagement in lessons (As of Oct 20, 21 pupils entitled to Pupil Premium are open cases to Social Care)	£32445	Warren Griffiths (Head of Wellbeing & Safeguarding)	Oct 21
B & C	Art/Play Therapy	This continues to be a well needed resource for our pupils which has helped our pupils work through and have a better understanding of their emotional difficulties. Impact will be shown in improved behaviour, engagement in learning and attendance. Case load is 15 pupils and is constantly full.	£4680	Warren Griffiths (Head of Wellbeing & Safeguarding)	Oct 21
B & C	Music Therapy	Given the significant learning needs for some of our pupils, more traditional emotional therapies will not be appropriate. Impact will be shown in improved behaviour, engagement in learning and attendance. A growing number of pupils are having Music Therapy listed as a need on their EHCP. Case load is 25 pupils and is constantly full	£10400	Warren Griffiths (Head of Wellbeing & Safeguarding)	Oct 21
B & C	Drama Therapy	Given the growing number of pupils requiring emotional support, which were exacerbated by the national lockdown, we have brought in a Drama Therapist to allow for even wider engagement in therapies. Case load is 15 and is already full.	£3000	Warren Griffiths (Head of Wellbeing & Safeguarding)	Oct 21
B&C	Riding for the Disabled	A social and emotional resource which supports pupils with better managing their emotional regulation and provides them with team work skills. Case load is 6 pupils and is constantly full.	£3900	Amelia King (Nurture Leader)	Oct 21

B & C	Family Adviser/Parenting Groups	Parents often have little or no support with managing their children outside of school and can find it difficult to access advice and advocacy. This role results in parents having access to a member of staff who can support them with a range of family problems and help them build relationships with other parents. Parents feeling supported and enabled will result in increased school attendance and progress made by pupils as they will have a supportive and balanced home life. This role has become essential given the increasing threshold for Social Care involvement	£5225	Warren Griffiths (Head of Wellbeing & Safeguarding)	Oct 21
B & C	Duke of Edinburgh Award	This qualification supports pupils to improve the confidence and life skills over a range of learning environments. The increase in self-esteem the pupils experience when completing the various stages of this award will have a positive impact on other areas of their learning	£3309	Sarah Fraser (Education Visits Coordinator)	Oct 21
B & C	Education Psychology	Provides the school with a resource to address emotional and behavioural issues linked to learning at a clinical level. Pupils supported via this resource will have improved access to learning.	£4500	Rhiannon Jones (Head of Independence)	Oct 21
A	Sensory Circuits	An Occupational Therapy based intervention that is carried out at the start of the day and supports the sensory and emotional needs of the pupils engaging in the circuits with a view to preparing them for the day ahead. Given Social Distancing requirements, these are now being delivered individually to clusters	£420	Warren Griffiths (Head of Wellbeing & Safeguarding)	Oct 21
B & C & D	Breakfast Club	Many of our classes provide breakfast clubs into their timetable which is helping to ensure that the pupils have a positive start to the school day and are in a positive frame of mind before they begin their academic learning	£5000	Amelia King (Nurture Leader)	Oct 21
A	EAL Tutor	Supporting students with English as an Additional Language to fully understand and access their curriculum	£8200	Amelia King (Nurture Leader)	Oct 21
A	Literacy Tutor	Employed to support improved reading/literacy skills across the school. Working with individuals, small groups and supported teaching staff. Pupils accessing this resource will have improved levels of literacy.	£8745	Amelia King (Nurture Leader)	Oct 21
A	Maths Tutor	Tutor for students who either falling behind in Maths and require support to catch up or for students that are working well above peer groups to improve their maths skills and equip them for a college course in the future. This support will result in improved levels of numeracy.	£9360	Amelia King (Nurture Leader)	Oct 21
		TOTAL COST:	£99184		

6. Planned expenditure					
Academic year		2021/2022			
These figures are based on the 2020/2021 Pupil Premium and will be updated once the figure for 2021/2022 is confirmed					
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		TOTAL COST:	£99184		

8. Review of expenditure				
Previous Academic Year		2019/2020		
Desired outcome	Chosen action/approach	Explanation	Estimated impact and Lessons learned	Cost
B, C, & D	Employment of Head of Wellbeing and Safeguarding	Full-time member of staff who takes the lead on Safeguarding, Behavioural Issues, and Attendance.	Having a designated non-teaching member of staff to lead on Safeguarding matters has clearly resulted in teaching members of staff having more time to focus on teaching time as they are no longer having to lead on safeguarding issues. The role of Head of Wellbeing and Safeguarding has also meant that Safeguarding training can be delivered in house.	£32445
B & C	Art/Play Therapy	One Therapist for a full day per week for students who have had or are going through traumatic childhood experiences. This support enables them to make sense of their feelings and give them an understanding of how to better cope emotionally.	This continues to be a successful intervention in that the pupils referred to this support fully engaged with their sessions and demonstrated an improved emotional well-being as a result of the intervention. Caseloads were constantly full	£4680
B & C	Music Therapy	One Therapist attends school two days a week for students who have had or are going through traumatic childhood experiences. This support enables them to make sense of their feelings and give them an understanding of how to better cope emotionally. Support is provided via 1-1 and group sessions.	As with the Art Therapist, this has been a valuable intervention and has given pupils the opportunity to engage in therapy which is different and perhaps more easily to access than the traditional face to face speaking therapy. Caseloads were constantly full	£10400
B & C	SEMH resources	Continued investment has been identified as a need in SEMH resources given the emotional and behavioural complexities of our pupil cohort	Not addressing SEMH can have a significant impact on students being able to access learning so these resources were key in giving class staff tools to address the individual needs of the students.	£3000

B & C	Family Adviser and Parenting Groups	Parents often have little or no support with managing their children outside of school and can find it difficult to access advice and advocacy. This role results in parents having access to a member of staff who can support them with a range of family problems and help them build relationships with other parents. Parents feeling supported and enabled will result in increased school attendance and progress made by pupils as they will have a supportive and balanced home life.	The Family Adviser has consistently supported many parents throughout the year through a range of supports such as Triple P Parenting, Advocacy, signposting, and advice and guidance. Parents have fed back that they feel that the school provides them with holistic support.	£5225
B&C	Riding for the Disabled	To help improve their emotional regulation and wellbeing which will result in them being better able to engage with education.	This continues to be a successful intervention in that the pupils referred to this support fully engaged with their sessions and demonstrated an improved emotional well-being as a result of the intervention. Caseloads were constantly full	£3900
B & C	Duke of Edinburgh Award	This qualification supports pupils to improve the confidence and life skills over a range of learning environments. The increase in self-esteem the pupils experience when completing the various stages of this award will have a positive impact on other areas of their learning	Unfortunately, due to the restrictions imposed due to COVID 19, the majority of the off-site activities were unable to take place and instead were placed on hold to carry over to this academic year.	£3829
B&C	Education Psychology	Provides the school with a resource to address emotional and behavioural issues linked to learning at a clinical level. Pupils supported via this resource will have improved access to learning.	The learning needs of some of our pupils can be extremely complex given their additional needs and disability. This resource allows us to draw on a niche knowledge and support that can help our more complex pupils with accessing education.	£4500
A	Sensory Circuits	An Occupational Therapy based intervention that is carried out at the start of the day and supports the sensory and emotional needs of the pupils engaging in the circuits with a view to preparing them for the day ahead	This has proved a valuable intervention in that around 40 pupils on a daily basis attend Sensory Circuits and we have seen this help to improve their focus on learning	£420
B & C & D	Breakfast Club	Many of our classes introduced breakfast clubs into their timetable to ensure that the pupils have a positive start to the school day and are in a positive frame of mind before they begin their academic learning	This has been usual in ensuring that some of our pupils' basic needs are met as well as providing an inclusive environment that allows the class to join together and prepare for the day of learning ahead.	£5000

A	Literacy Tutor	Employed to support improved reading/literacy skills across the school. Working with individuals, small groups and supported teaching staff. Pupils accessing this resource will have improved levels of literacy.	Achieving above expected progress in English for Pupil Premium Pupils is higher than those of none Pupil Premium Pupils which evidences that the literacy resource is having a tangible impact with the pupils being supported	£8745
A	Maths Tutor	Tutor for students who were either falling behind in Maths and required support to catch up or for students that were working well above peer groups to improve their maths skills and equip them for a college course in the future. This support will result in improved levels of numeracy.	Achieving above expected progress in Maths for our Pupil Premium pupils is still below their peers that are not entitled to Pupil Premium. Therefore this is an area that we need to improve on and will be continuing to invest in	£9360
A	EAL Tutor	Supporting students with English as an Additional Language to fully understand and access their curriculum	Given our growing number of pupils and families with EAL, this post is essential in providing additional support to allow specific pupils to fully access the curriculum	£8200
			Total Cost:	£99704