

Monkton Park Primary School: Pupil Premium Strategy Statement 17/18

1. Summary information					
School	Monkton Park Primary School				
Academic Year	18/19	Total PP budget	£62900	Date of most recent PP Review	Jul 2018
Total number of pupils	243 (Jan 18)	Number of pupils eligible for PP	49	Date for next internal review of this strategy	Dec 2018

2. Current attainment (July 2018)									
		Y1- Y6 MPS Pupils Non- PPG				Y1- Y6 MPS Pupils eligible for PP (difference)			
	KS2 national average 2017	Previous A3 17/18	A1 18/19	A2 18/19	A3 18/19	Previous A3 17/18	A1 18/19	A2 18/19	A3 18/19
% achieving expected in reading, writing and maths	61%	68%				58% (-10%)			
% achieving expected in reading	71%	82%				71% (-11%)			
% achieving expected in writing	76%	71%				65% (-6%)			
% achieving expected in maths	75%	85%				71% (-14%)			

3. Barriers to future attainment (for pupils eligible for PP, including high attainers)	
In-school barriers (issues to be addressed in school, such as poor oral language skills) Please note that this is very cohort specific.	
A.	Limited vocabulary and sentence structure use - both verbal and written (with associated lower spelling accuracy and skills). Some PP children speak English as an additional language (5 children across the school)
B.	As highlighted in Y6 results in 17/18, as many PP children are achieving EXS in individual subjects. However a larger proportion of PP children do not achieve EXS in all three subjects. Why this occurs still needs to be unpicked further.
C.	Far less PP children achieve GDS than non pp children.
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Parental knowledge of how to support and aspirations for some pupils

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Clear progress and higher attainment in writing for PP children	<ol style="list-style-type: none"> 1. All PP children achieve phonics screening (Y1 & Y2) 2. All PP children show good progress from baseline in writing in EYFS 3. No PP gap for end of Y2 or Y6 results (EXS or GDS)
B.	There are a number of children eligible for pupil premium in this years EYFS cohort. Our aim is to ensure all of these children achieve a good level of development by the end of YR.	<ol style="list-style-type: none"> 1. Clear plans for support in place for those children new to the school in YR 2. PPG prioritised first for baseline assessment in EYFS 3. For those children who start below age related expectations, end of year data shows accelerated progress with some achieving a good level of development. 4. No PP gap for those children who achieve a good level of development
B.	Y6 & Y2 have wide pupil premium gaps compared to the other year groups. Our aspiration is to ensure every pupil premium child reaches at least age related expectation at the end of every year. We want to our statutory data at EYFS, Y1 phonics, Y2 & Y6 to show no gaps in any subject.	<ol style="list-style-type: none"> 1. PPG children clearly identified on all cohort action plans across the school. 2. Interventions quickly in place for PPG children who are at risk at not achieving ARE. 3. Standardised scores in Pira and Puma show an upward trend in the scores achieved throughout the year. 4. More children achieve age related expectations at the end of the year than at the end of the previous year
C.	In every year group, more children who are not eligible for pupil premium achieve Greater Depth. We want to close this gap and ensure more pupil premium children attain Greater Depth in all core subjects.	<ol style="list-style-type: none"> 1. Teachers identify and plan for children who are eligible for pupil premium to achieve Greater Depth in reading, writing and maths. 2. Whole school data shows an increase in the number of children who are achieving Greater Depth by the end of the year.
D	<ol style="list-style-type: none"> i) Increased attendance & punctuality for PP pupils ii) To fully meet the social and emotional needs of eligible PP children (especially those who are also SEND) iii) Increased engagement with parents of PP pupils iv) Raise the aspirations of PP children 	<ol style="list-style-type: none"> 1. Further close the gap between PP and non PP children's attendance 2. Close the gap for persistent absentees among pupils eligible for PP 3. PP children show improved confidence and engagement in the classroom (qualitative evidence through questionnaires with staff and pupil) 4. Close the gap for the number of PP children vs non PP parents that attend parents' evening

5. Planned expenditure

Academic year

18/19

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 implementation ?
Clear progress and higher attainment in writing for PP children	PP children identified on every plan in the school for writing. Teachers ensure PP chn progress is evaluated regularly.	Ofsted target is to ensure assessment is used to inform planning. We aim to ensure that all teachers are consciously thinking about	Review of planning and sharing of good practise in Professional Learning Meetings	SLT	Pupil progress reviews (3 x a year)
	Year of writing ensures that writing is high profile. As part of this we will run vocabulary training across the whole school. This will be delivered by the Literacy Lead who will attend regular disadvantaged learner networks	EEF recommends activities that extend pupils' spoken and receptive vocabulary (approaches that explicitly aim to develop vocabulary work best when they are related to current topics in the curriculum and there are opportunities to practise using new vocabulary).	Discussions with pupils about their writing and books	Writing Leader	End of T2, T4 and T6
	Whole school talk for writing training will change the approach to writing across the whole school	There is an extensive evidence base on the impact of oral language interventions, including a substantial number of meta-analyses and systematic reviews. The evidence is relatively consistent, suggesting that oral language interventions can be successful in a variety of environments. Although the majority of the evidence relates to younger children, there is also clear evidence that older learners, and particularly disadvantaged pupils, can benefit.	Observations of talk for writing lessons following the training and review of planning	Writing Leader	End of T2, T4 and T6

<p>There are a number of children eligible for pupil premium in this year's EYFS cohort. Our aim is to ensure all of these children achieve a good level of development by the end of YR</p>	<p>Redevelopment of EYFS classrooms to ensure children in mixed reception class have equality of provision in foundation years. This will enable objective led planning.</p>	<p>We are utilising evidence from EEF with regards to Early Years interventions. Whilst initially much of this is a change in the physical environment, we believe that this is part of a broader approach in enhancing and improving our approach to learning in the early years. For example, once training has been delivered we aim to change our approach to objective led planning.</p>	<ol style="list-style-type: none"> 1. Learning walks to understand the full potential of the continuous provision areas 2. Discussions with pupils about the work they have completed on a regular basis 3. Appraisal target reviews 4. Review by Local Authority Early Years Advisor 5. Professional learning for all staff involved in early years 	<p>EYFS Leader and SLT</p>	<p>Every term</p>
<p>Y6 & Y2 have wide pupil premium gaps compared to the other year groups. Our aspiration is to ensure every pupil premium child reaches at least age related expectation at the end of every year. We want to our statutory data at EYFS, Y1 phonics, Y2 & Y6 to show no gaps in any subject.</p>	<p>Use of standardised assessments to provide robust assessments across the school. QLA of PP children using Rising Stars Mark system to ensure in depth of analysis of any gaps in learning. Those who do not reach the required level are provided with additional tuition, peer support, small group discussions, or homework, so that they can reach the expected level.</p>	<p>This is our part of our approach to mastery learning. Mastery learning appears to be a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy than high-attaining students. Teachers need to plan carefully for how to manage the time of pupils who make progress more quickly.</p>	<ol style="list-style-type: none"> 1. Standardised scores analysed using Insight Tracking System 2. Prompt QLA using Rising Stars Mark system 3. Training to ensure information from QLA informs planning 	<p>SLT & Assessment Lead</p>	<p>3 x year</p>
<p>In every year group, more children who are not eligible for pupil premium achieve Greater Depth. We want to close this gap and ensure more pupil premium children attain Greater Depth in all core subjects.</p>	<p>Teachers to identify specific PP chn to target for achieving GDS. Using this information teachers focus on providing accurate, timely feedback to learners.</p> <p>Use small group tuition to enable more children to achieve Greater Depth across the curriculum.</p>	<p>Educational (rather than psychological or theoretical) studies tend to identify positive benefits where the aim of feedback is to improve learning outcomes in reading or mathematics or in recall of information</p>	<ol style="list-style-type: none"> 1. Specific focus of GDS for PP children in lesson observations, learning walks and monitoring 2. Ongoing training and reflection as part of professional learning meetings for PP chn achieving GDS 3. Regular learning conversations with PP children who are targeted for GDS 	<p>SLT</p>	<p>Termly</p>
Total budgeted cost					<p>£33000</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 ?
Clear progress and higher attainment in writing for PP children	Beat Dyslexia Speech & Language Therapy for identified children Phonics Boosters Letter Join & renewed handwriting policy Pre-teaching	Pupils who are eligible for PP are prioritised for the interventions listed. All are delivered in afternoons by staff who have been specifically trained for that intervention. Evidence from previous years has shown a positive impact on the attainment and progress of pupils in the school.	Progress reviews enable all the interventions to be reviewed. The progress of children taking part in interventions are included in TA appraisals.	SLT	Termly
There are a number of children eligible for pupil premium in this year's EYFS cohort. Our aim is to ensure all of these children achieve a good level of development by the end of YR	Objective led planning (targeted support of PP children) Speech & Language Therapy for identified children Small group support PSA support Parent workshops				
Y6 & Y2 have wide pupil premium gaps compared to the other year groups. Our aspiration is to ensure every pupil premium child reaches at least age related expectation at the end of every year. We want to our statutory data at EYFS, Y1 phonics, Y2 & Y6 to show no gaps in any subject.	Numicon interventions Pre-teaching Talk Boost Phonics Boosters Parent workshops Letter Join & renewed handwriting policy – targeted handwriting intervention Beat Dyslexia ELS Nessy				
Total budgeted cost					£20000

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 ?
Increased attendance for PP pupils	Provision of breakfast club in school to encourage children to get in earlier. PP Attendance specifically analysed and early conversations held if any patterns become apparent.	Increasing amount of evidence around the effect that breakfast clubs can have on children in school.	Regular analysis of attendance (specifically of PP children).	SLT	3 x a year
Meeting the social and emotional needs of eligible PP children (especially those who are also SEND)	Forest Schools to be delivered by fully trained teacher ELSA including the delivery of the FELT programme & lunchtime support Additional SENCO hours	The school has used forest schools to support children for a number of years and has prioritised its use for PP children following evidence around 'nature deficit'. A significant number of children eligible for PP are also on the SEN register and so specific provision for these pupils has to be carefully thought out. A trained ELSA will enable focused interventions around social and emotional needs.	Forest school leader reviews ELSA reviews SENCO monitoring	SLT	3 x a year
D iii) Increased engagement with parents of PP pupils D iv) Raise the aspirations of PP children	SENCO @ parent meetings Buddy scheme for EYFS children Wiltshire Family Learning support Online Parents Evening Booking & analysis of attendance	Some parents have expressed a lack of confidence in supporting children with their learning.	Attendance of parents		Varies
Total budgeted cost					£9000

6. Review of expenditure

Previous Academic Year 17/18				
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
This is a new format for recording our pupil premium effectiveness. Previously a range of interventions were used with an overall aim of narrowing the pupil premium attainment gap. Please see below for estimated impact.				£
To narrow the pupil premium attainment gap across the school.	A range of interventions were used to boost attainment of PP children	<p>EYFS: Data not statistically relevant</p> <p>Y1 phonics: 50% PP chn achieved standard compared to 85% of all chn</p> <p>Y2: Reading 7% gap, Writing 10% gap. Maths: 7% gap & combined 10% gap</p> <p>Y6: Reading +9% gap, Writing 1.3% gap. Maths:9% gap & combined 12% gap</p>	<p>Y6 results were very positive for those children who were eligible for pupil premium. Although there were some gaps present, attainment was above national levels.</p> <p>Y1 phonics results demonstrated that we could make changes to phonics groups more quickly in response to assessments. Some PP children missed the pass mark very narrowly.</p>	