

Monkton Park Primary School: Pupil Premium Strategy 18/19

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) 253 (Jan 19)	Number of pupils eligible for PP	39	Date for next internal review of this strategy	Sep 2019

2. Barriers to future attainment (for pupils eligible for PP, including high attainers)	
In-school barriers	
A.	Communication skills, especially the development of early language, slows progress in subsequent years
B.	Complex SEN needs of many of our pupil premium learners
C.	Reduced reading comprehension due to limited receptive vocabulary and experiences
D.	Lack of confidence and writing skills due to limited language and real-life experiences
E.	Reduced resilience to challenge themselves and be aspirational
F.	Reduced reasoning skills, due to lower language acquisitions, resulting in lower Maths attainment compared to others
External barriers	
G.	Parental support and aspirations for some pupils
H.	Average attendance rates are lower for PP children than for other pupils, and this affects their progress

	Target	Actions	Estimated Costs	Intended Impact
	Access Education			
1.	<ul style="list-style-type: none"> To ensure that attendance for pupils eligible for pupil premium is at least in line with that for all pupils nationally (96%) To ensure that pupils eligible for pupil premium have basic needs met to allow them to fully concentrate in lessons To ensure pupils eligible for pupil premium have additional emotional and wellbeing support when appropriate to allow them to access the curriculum 	<ul style="list-style-type: none"> £50 uniform voucher for PP pupils starting in reception (G, H) 	£315	Increased engagement with families and pupils
<ul style="list-style-type: none"> Provide additional individual items of uniform on request (G, H) 		£200		
<ul style="list-style-type: none"> Provide spaces at breakfast club to support families in ensuring regular attendance and being punctual (G, H) 		£500	Improvement in attendance and punctuality for those pupils going to breakfast club	
<ul style="list-style-type: none"> Weekly forest school sessions (30 x weeks per year). PP children selected as priority. (E, G, H) 		£2100	We expect pupils who have been individually selected by teachers to show increased concentration, resilience and engagement in their learning in the classroom.	
<ul style="list-style-type: none"> Whole school outdoor learning sessions (each class (E, G, H) 		£3000	Pupil premium pupils have increased opportunities to develop vocabulary, social skills and emotional wellbeing outside. We expect to see higher concentration levels, resilience and engagement in learning in the classroom.	
<ul style="list-style-type: none"> Trained ELSA to deliver FELT and social/emotional sessions. PP children selected as a priority. (A, D, E) 		£2800	Pupils are able to self regulate behaviour well and develop a range of strategies to cope with different situations. We expect this to lead to higher engagement, motivation and more effective learning in the classroom.	

	Target	Actions	Estimated Costs	Intended Impact
	Academic Achievement & Quality First teaching			
2.	<ul style="list-style-type: none"> To ensure that pupils eligible for pupil premium make progress at least in line with other pupils nationally To ensure that higher attaining pupils (or those with the potential to) are provided with breadth and challenge appropriate to their needs To ensure each subject plays an important part in developing pupil knowledge so that they reach their full potential (vital for many pupils eligible for pupil premium) 	<p>Planning, monitoring and review</p> <ul style="list-style-type: none"> PP children identified on every plan in the school. Teachers ensure PP chn progress is evaluated regularly and is reviewed 6 x per year at pupil progress meetings. Pupil premium is focus at each meeting. (C, D, E, F) Redevelopment of EYFS classrooms to ensure children in mixed reception class have equality of provision in foundation years. (A, D) Use of standardised assessments to provide robust assessments across the school. No more marking is used for writing (comparative judgement). 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, so that they can reach the expected level. (B,C,D,F) 	<p>£1500</p> <p>£7000</p> <p>£2000</p>	<p>Higher awareness of teachers as to who the pupil premium learners are will allow more focused interventions to take place. This will support our commitment to ensure we diminish the difference.</p> <p>The refurbished EYFS classrooms will ensure consistency in provision so that children have a wealth of play learning based activities during their first year at school. We are aiming for children eligible pupil premium to make progress at least in line with other pupils nationally</p> <p>Robust assessments will support teachers in identifying personalised next steps so that appropriate interventions, teaching strategies or content can be delivered. We expect this to lead to slow progress being quickly identified and ultimately leading to better progress for all.</p>

Writing		
<ul style="list-style-type: none"> 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 (D) 	£500	Disadvantaged pupils to enjoy writing more and to be motivated to try their best.
<ul style="list-style-type: none"> Whole school talk for writing training and ongoing support from external consultant (D) Whole school training in Kinetic Letters handwriting scheme. Catch up teaching for those who need further intervention (D) 	£3000 per year £1500	Improved writing outcomes for all PP eligible learners. Books show improved content (quality and quantity) New handwriting scheme leads to improved presentation for PP eligible learners Pupil premium groups making progress at least in line with their peers
<ul style="list-style-type: none"> Phonics leader training and follow up (including data analysis of assessments & resulting interventions) (D, G) 	£1000	Slow progress quickly identified and interventions put in place. PP learners make progress at least in line with non-PP.
Maths		
<ul style="list-style-type: none"> Provide access to Times Table Rock Stars and set specific targets (F) Range of concrete resources purchased and numicon for each class. (F) 	£160 £2000	Improved scores on related assessments Proportion of PP-eligible pupils meeting Y4 standards on multiplication check is similar to non-PP Pupil premium groups making progress at least in line with their peers
Reading		

	<ul style="list-style-type: none"> Annual purchasing of books for class reading and library to provide structured access to rich texts and vocabulary (C) 	£2000	<p>Increased proportion of PP pupils achieving GDS</p> <p>Pupil premium groups making progress at least in line with their peers</p>
Targeted Support			
	<ul style="list-style-type: none"> Teaching assistants and teachers provide additional support and intervention programmes to diminish the difference. (All) All children in reception assessed using Welcomm S&L. Interventions put in place following with PP eligible pupils as priority. (A) 	<p>£28000</p> <p>£3000</p>	<p>Specific targeted interventions show impact on standardised scores or improvement in intervention specific assessment e.g. Beat Dyslexia.</p> <p>Welcomm Assessment shows improved progress from starting point</p> <p>Phonics assessments show good progress for PP-eligible children</p>
Knowledge			
	<ul style="list-style-type: none"> Purchase of schemes of work for history, geography, PHSE which can support the needs of a knowledge based curriculum and meet the needs of our most disadvantaged learners best. <p>(C,D)</p>	£1000	<p>New approach to curriculum from September 2019 ensures PP-eligible children secure depth of knowledge in foundation subjects.</p> <p>Improvement in reading comprehension scores for PP-eligible children.</p>

	Target	Actions	Estimated Costs	Intended Impact
	Rich Curriculum			
3.	To ensure that pupils eligible for pupil premium funding are able to access a full and broad curriculum, including a range of extra-curricular activities	<ul style="list-style-type: none"> • Provide trip subsidies for those children who are eligible for pupil premium • Provide subsidies for residential for Y4 and Y6 children • Subsidise AGAT courses run by Braeside (C, D, G) 	<p>£100</p> <p>£750</p> <p>£150</p>	<p>All disadvantaged pupils are able to access full provision of educational visits</p> <p>All disadvantaged pupils are able to go on residential in both Y4 and Y6</p> <p>PP-eligible pupils participate in AGAT courses in similar proportions to non-PP.</p>

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>	