Monkton Park Primary School

3 year Pupil Premium Statement

School Overview

Metric	Data
School Name	Monkton Park Primary School
Pupils in school	258
Proportion of disadvantaged pupils	15% (39)
Pupil Premium Allocation this academic year	£62900
Academic year or years covered by statement	2019-22
Publish date	December 2019
Review date	November 2020
Statement authorised by	Steve Rafferty
Pupil premium lead	Andrew Prosser
Governor lead	Chris Dutton

Disadvantaged progress scores for last academic year

Measure	Progress measure
Reading	-2.1
Writing	-0.7
Maths	+1.1

Disadvantaged attainment levels for last academic year

Measure	Attainment
Meeting expected standard at KS2	66.7%
Achieving high standard of KS2	0%

Strategy aims for disadvantaged pupils

Key Priority (SDP)	Milestones	Target date
To improve the quality of teaching and learning to enable all pupils to make consistently good progress (Ofsted target 2015)	- Disadvantaged pupils to achieve national average progress scores in reading, writing & maths each year - Rosenshine's principles embedded to ensure carefully tailored provision for disadvantaged pupils - Summative assessments for disadvantaged pupils i.e Pira, Puma and no more marking scores indicate pupils are making excellent progress - Accelerated progress by targeted pupils means that gaps for different groups are starting to close where they exist	September 2022
Implementation of new knowledge rich curriculum	- Disadvantaged pupils can confidently use knowledge organisers to retain knowledge - Quizzes (end of unit, across term & end of year) show improving scores for all pupils - Evidence that disadvantaged pupils have taken part in a range of activities & experiences to support development of cultural capital - Disadvantaged pupils able to articulate the learning from foundation subjects (pupil voice by subject leaders)	September 2022
Improve the proportions of disadvantaged children achieving Greater Depth in core subjects	- GLD, end of KS1 & end of KS2 data exceeds national GDS or Exceeding - Clear, shared understanding between staff of what GDS looks like at different points in the school (and at different points in the year)	September 2022
Develop skills of curriculum leaders to have a positive impact on quality of provision for disadvantaged learners	- All curriculum leaders have a clear focus on supporting high outcomes for disadvantaged learners - Curriculum leaders routinely report to governors on outcomes for disadvantaged learners - As part of evaluation cycle governors have clear focus on outcomes of disadvantaged leaders throughout the whole curriculum	September 2022
Improve attendance for disadvantaged learners	Attendance for disadvantaged learners is improved and at least in line with national attendance levels	September 2022

Teaching priorities for current academic year

Priority	Actions
Priority 1	Ensure all relevant staff (including new staff) have received paid-for training to deliver the Talk4Writing & Kinetic Letters scheme effectively
Priority 2	Investment in books, approach to teaching reading and training for teachers
Barriers	Ensure staff use evidence based approaches to improve outcomes for disadvantaged learners
Projected spending	£26000

Targeted academic support for current academic year

Priority	Actions
Priority 1	Establish small group interventions for disadvantaged pupils falling behind age-related expectations
Priority 2	Introduction of new wave 2 and wave 3 interventions as part of graduated response to barriers for learning
Barriers	Providing catch up for disadvantaged pupils in core subjects starting from YR
Projected spending	£15000

Wider priorities for current academic year

Priority	Actions
Priority 1	Employ family link worker 5 x mornings a week
Priority 2	Appointment of new PP lead with TLR. Oversee systems to ensure monitoring of disadvantaged pupils and champion strategies
Barriers	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£21000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time if given for professional development	Use of twilights and TD days throughout the year. Strategic approach in PLMs
Targeted Support	Ensuring barriers are accurately identified for individual PP pupils	Focused discussions in pupil progress meetings Clear document provided to staff to help track PP children support

Wider Support	Engaging families facing the most challenges	Employment of family link worker and full training provided to new employee

Review: Last year's aims and outcomes

Aim	Outcome
Attendance	Attendance for children eligible for pupil premium was lower than that for non-pupil premium children. New focus/approach required through employment of family link worker
Progress of PP children	At the end of KS2 there was a positive progress score for PP children in maths and so a real success. In writing progress for PP children was roughly in line. In reading the progress score was -2.1. Whilst disappointing it must be noted that all PP children made good progress in terms of grades e.g. all level 2s achieved EXS.
Targeted Support	All key actions were completed and this ensured key interventions were put into place.
Overall	A pupil premium review was commissioned for the September 2019. This provided a range of actions to support the effectiveness of the pupil premium strategy. These actions will feed into this 3 year strategic plan.