



Pupil Premium Strategy Statement

Monkton Church of England Primary School 2018 - 2019

1. Summary information					
School	Monkton C of E Primary School				
Academic Year	2018/19	Total PP budget	£27,900	Date of most recent PP Review	22.11.2018
Total number of pupils	100	Number of pupils eligible for PP	22	Date for next internal review of this strategy	April 2019

2. Attainment End of Year 2017 - 2018		
	<i>Pupils eligible for PP (School)</i>	<i>Pupils not eligible for PP (National average)</i>
% KS2 pupils achieving expected or above in Reading, Writing and Maths	33% (1/3)	70%
Reading expected +	0%	80%
Writing expected +	33%	83%
GPS expected +	33%	-
Maths expected +	0%	81%
KS2 Percentage of pupils with SEND + PP	66%	-
% KS1 achieving expected or above		
Reading +	66% (2/3)	79%
Writing +	33%	74%
Maths +	100%	81%
KS1 Percentage of pupils with SEND + PP	0%	-
% EYFS pupils achieving GLD	33% (1/3)	73%

Year 1 Phonics screening	100%	85%
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3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
1.	Reading fluency engagement and enjoyment.	
2.	Complex learning difficulties in Lower KS2 class.	
3.	% of PP pupils meeting Expected Standard in Year 1 phonics needs to be maintained in line with non PP.	
4.	% of PP pupils in KS1 class is higher than across the school, so high quality teaching and the effective deployment of staff is vital to raise attainment with current cohorts.	
5.	% PP attendance below that of children who are not PP.	
External barriers (issues which also require action outside school, such as low attendance rates)		
6.	School readiness	
7.	Mental health/self-esteem issues	
8.	Encouraging all parents and carers to support home learning and being instrumental and integral in their child's learning journey.	
4. Desired outcomes		
		<i>Success criteria</i>
A.	All PP children given support for their well-being. Children are ready to learn, engaged and have a positive attitude to learning	Children attend lunchtime homework club where appropriate Children are supported 1-1 regularly by a TA in a mentor role (nuture suite available at breaktimes)-pupils develop and demonstrate increased resilience on a day to day basis Conversations with children reveal their enthusiasm for learning and resilience to failure- Growth Mindset Access and positive engagement with outside agency support-Counselling, Young Carers, Rock Steady – music lessons, Pets as Therapy Work scrutiny reveals pride in their work

		<p>Attendance is in line with non PP pupils In school learning mentor/Booster work – including those supported who are working at/border Greater Depth/mastery level</p>
B.	PP children to be making progress AT LEAST in line with their peers	<p>On-going data tracking supports planning for PP children Children make progress in line with their peers nationally, from their starting points 1:1 Pupil Progress meetings evidence shows steady or better progress term on term</p>
C.	The provision and progress of PP focus groups is tracked and reviewed termly to address underperformance	<p>Pupils eligible for PP make as much progress as 'other' pupils at the end of Key Stage 2 in maths, reading, writing and GPS Pupil Premium children are routinely discussed and data examined during 1:1 Pupil Progress Meetings- SENCo and all other staff are present so that discussion and planning takes place immediately-reducing barriers to learning in a timely fashion Barriers to learning will be identified earlier, subsequent support through the Provision Mapping will be evident and documented and reviewed termly PP children achieve at least in line with non-PP children Investment in resources to support identification of barriers to learning will be documented and impact assessed, evaluated and recorded</p>
D.	Providing access to extra-curricular clubs for PP children	<p>The number of PP children attending clubs will increase in take up and attendance will be monitored. Children without correct equipment of clothing will be provided with this. If transport is an issue financial assistance this will also be considered.</p>

5. Planned expenditure			
Academic year 2018-19			
Monkton CEP School planned strategies to demonstrate how the Pupil Premium is used to improve classroom pedagogy, provide targeted support and support whole school strategies			
Quality teaching for all			
Desired Outcome	Action/approach	How	Led by
Reading	<ul style="list-style-type: none"> • New library area installed and systems in place for online management. Children will be encouraged to come librarians and access will be far more free flowing • Whole class chapter books will be shared throughout the school, these books will be chosen carefully to capture the interest of all children • Whole class reading will be introduced and positively promoted • Enhanced social skills • Improved self-esteem-librarians-pupil support and training to run the library themselves • Pupil progress meetings-to monitor reading progress specifically • Reading records/home reading records kept • Reading assessments-termly Rising Stars • Pupil tracking data-Classroom Monitor • Star reader awards and parental guidance and encouragement given to ensure support for home reading 	English Lead HoS/SENCo Exec H CTs	HoS/LW
SENCo support	<ul style="list-style-type: none"> • Support learning and progress, particularly in English – reading and Mathematics for identified pupils • Specific TA training and monitoring of interventions and their impact • Provide timely interventions • Accelerate progress to diminish the difference • Improvement in provision for SEN and other vulnerable groups • Coaching and mentoring for all staff-Teaching staff training through M7V SENCo group • Work scrutiny • Pupil data • Evaluation of impact of interventions/pupil voice • Support for specific families • Transition for vulnerable pupils 	HT SENCo KW coaching and monitoring in Reading LR coaching and monitoring in Maths	SENCo

	<ul style="list-style-type: none"> Referral to Young Carers when appropriate 		
Homework club/Nurture/Mindfulness	<ul style="list-style-type: none"> Improved health and well-being Readiness for learning Positive attitudes to school Attendance records Conversations with pupils Support for home learning Time out for individuals who require this Zones of regulation 	TA hourly rate RH	HoS/RH
Forest School	<ul style="list-style-type: none"> Outdoor learning Adventure learning Resilience, leadership and problem solving resourcefulness Increased confidence and self esteem Improved Health and Wellbeing First-hand experience 	JG/HoS to plan a Forest School 2 nd phase implementation-Action Plan Fund raising and plan of works-possible parental involvement	JG/HoS
Targeted support			
Desired Outcome	Action/approach	How	Led by
Improve resilience and well-being of individual pupils, resulting in accelerated progress	<ul style="list-style-type: none"> Removing Barriers to Learning (Growth Mindset) Boxhall Profile Access to in-house and external counsellor Various enrichment opportunities funded for PP pupils such as after school clubs, school trips, music lessons and equipment as identified by the HoS/SENCo SENCo support to prepare vulnerable PP pupils for transition. Supported attendance at 'transition days' at designated secondary schools to facilitate a smooth transition process and minimise emotional stress Extra staff support for playtimes Training of a second Autism and Wellbeing Champion Forest School-regular and opportunities to upskill all staff in outdoor learning Mindfulness training and experiences for identified children 	Teacher SENCo HoS RH External course RH JG to train to Level 3 Practitioner	SENCo/HoS Foreland Outreach Quex Forest School training.
Improved outcomes	<ul style="list-style-type: none"> Preparation and familiarisation, for SAT's for PP pupils To provide targeted intervention groups across all year groups for identified PP pupils to accelerate progress and raise attainment following reviews at pupil progress meetings 	HoS/SENCo RH	SENCo

	<ul style="list-style-type: none"> Improved outcomes for all PP/Disadvantaged children at the end of KS2 		
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The Pupil Premium Grant (PPG) per pupil for 2018 to 2019 is as follows:

Disadvantaged pupils	PPG per pupil
Pupils in year groups Reception to year 6 recorded as disadvantaged	£1,320
Children in care (CIC)	£1,900
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£1,900
Pupils in year groups reception to Year 6 recorded as 'Ever 5 Service Child' or in receipt of a child pension from the Ministry of Defence	£300
PPG for Monkton Church of England Primary School	
Total number of pupils on roll (April 18)	110
Total Amount of PPG funding allocated	£27, 900
<i>To avoid individual identification of pupils and protect anonymity there is no breakdown of amounts</i>	

6. Review of expenditure and Impact				
Previous Academic Year		2017/18		
<ul style="list-style-type: none"> Quality of teaching for all 				
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
Reading	<ul style="list-style-type: none"> On line reading scheme enables increased reading fluency and comprehension Enhanced social skills Improved self-esteem Pupil progress meetings Reading records Reading assessments Pupil tracking data 	<p>All pupils now using Reading Cloud resources and Pupil Premium children are encouraged and supported to use them during Homework Club/Library time.</p> <p>Reading attainment was lower for both KS1 and KS2 therefore the teaching and profile of reading has had a complete overhaul. The introduction of a formal library system which is pupil led has been introduced in 2018/19 to raise attainment in reading.</p>	The Bug Club intervention did not have the impact expected. Parent interest dropped and pupil engagement suffered. The new Library will facilitate growth, especially the new Reading Cloud resource.	£1700
SENCo Support	<ul style="list-style-type: none"> Support learning and progress, particularly in English and Mathematics Specific TA training Provide timely interventions Accelerate progress to diminish the difference Improvement in provision for SEN and other vulnerable groups Lesson observation Work scrutiny Pupil data Evaluation of impact of interventions Support for specific families 	<p>Feedback from STLS is that all of our SEND pupils are making steady and in some cases accelerated progress. Our two Year 6 pupils made good and in one case, very good progress during their final year at Monkton. This data is related to starting points of relevant pupils.</p> <p>Interventions are being monitored and impact monitored at data discussion meetings.</p> <p>Lesson observations and opportunities for Pupil Voice informed next steps. Interventions are judged to be effective and pupils view them as useful and enjoyable. Data shows that some children are closing the gap and in others progress is steady and attainment in line with their own individual expectations.</p>	Support is effective and interventions put in place are reviewed regularly. Systems will be put into place to link data discussion meetings and reviews of Provision Maps to make this even more effective.	£22,230 £100

Homework Club	<ul style="list-style-type: none"> Improved health and well-being Readiness for learning Positive attitudes to school Attendance records Conversations with pupils 	Homework club is providing pupils an opportunity for disadvantaged pupils to receive similar or better support with additional learning. They have access to support and resources similar to their peers. Their wellbeing is raised when it is time to hand in work because they know they have work to hand in and they are happy that it is the best work that they can produce.	We would like to extend Homework Club now to add an element of Nurture to what we offer. Many of the children that attend lunchtime Homework Club also need some respite and quiet time. This will be built into our provision for next year.	£1,900
<ul style="list-style-type: none"> Targeted support 				
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
Improve resilience and well-being of individual pupils, resulting in accelerated progress	<ul style="list-style-type: none"> In school Mother and Sons course In school Incredible Years workshops for parents Removing Barriers to Learning (Growth Mindset) Boxhall Profile Access to in-house counsellor Various enrichment opportunities funded for PP pupils such as after school clubs, school trips and music lessons Equipment as identified by the HT and SENCO SENCo support to prepare vulnerable PP pupils for transition. Supported attendance at 'transition days' at designated secondary schools to facilitate a smooth transition process and minimise emotional stress Extra staff support for playtimes 	<p>The parents felt that the Mothers and Sons were very helpful and informative. It helped them to understand their sons a little better and plan developmentally for their needs. Thus parents are showing a little more assertiveness and consistency with home boundaries. This is evident in the children's behaviour in school and the interactions we have with the parents.</p> <p>The in-house counsellor has been a great help to our children and they have settled into school life a little easier showing increased resilience and confidence. Data shows that for pupils at Key Stage 2 the trajectory for progress rose swiftly once resilience, emotional and staffing support was put into place.</p> <p>The deployment of more staff at lunchtimes and break times ensured that less time was lost at the start of lessons sorting problems out and pupils returned to the classroom ready to learn.</p>	<p>Growth Mindset continues to be a focus for us in school. This now needs to be embedded in all that the children do.</p> <p>Mindfulness will be added this year.</p>	<p>£30</p> <p>£580</p> <p>£2,478</p>

<p>Improved outcomes</p>	<ul style="list-style-type: none"> • Reinforcement of phonics in preparation for the phonics screening • Focus on those PP pupils retaking the phonics screening • Preparation for SAT's for PP pupils • To provide targeted intervention groups across all year groups for identified PP pupils to accelerate progress and raise attainment following reviews at pupil progress meetings • Funding for dedicated Leadership Team hours (including SENCo) to monitor and evaluate provision for Pupil Premium children, including book scrutinies, lesson observations and Leuven monitoring 	<p>All Year 2 pupils passed the phonics screening retest. In Year 1 100% of Pupil Premium Pupils met the required standard.</p> <p>Pupils received SATs preparation sessions and extra boost lessons.</p> <p>One Pupil Premium child did not get combined. This pupil had extensive support and missed both Reading and Maths by the smallest of margins. The other two children that did not get Expected also had SEND. These children made the expected progress for them given their starting points.</p> <p>The results in KS2 Reading were disappointing, this will be a focus this year with support for PP children, however it is to be remembered that this cohort had 66% (2/3) SEND/PP.</p>	<p>The increased input for Phonics retest group/Year 1 has paid dividends with pleasing results in Phonics this year.</p> <p>We will continue to support our Pupil Premium children throughout the year and on the run up to SATs so that they are well prepared and do the best that they possibly can. Some of our Key Stage 1 are border children so they will be a focus.</p> <p>KS2 Booster Groups will commence earlier in the academic year and will include Boosters in Reading.</p>	<p>£10,363</p>
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- **Additional detail**

Barriers to learning and to future attainment (for our pupils eligible for PP)

We have identified the following as main barriers to learning and to future attainment for our PP pupils:

- Poor parental engagement in the child's learning
- Low attainment on entry – both into Reception year and for our mobile pupils
- Lower attendance / punctuality
- Lack of exposure to high quality language, both spoken and written
- Low parental aspirations and expectations of attainment
- Narrow experience of life outside school and limited opportunities
- Poor emotional wellbeing and resilience
- A significant number of disadvantaged pupils also have specific educational needs and these needs are a barrier to their learning

How strategies are identified

When making decisions on how to use our pupil premium funding grant effectively we have made use of a range of research on the most effective use of Pupil Premium conducted by the Sutton Trust-Education Endowment Foundation Toolkit (EEF Toolkit). In addition we work collaboratively to investigate practice in other schools and evaluate the effectiveness of our own. Our strategies aim to deploy staff effectively to meet individual learning needs and are, where possible, data driven in response to evidence.

Effective strategies used include:

- Access to quality first teaching
- Effective deployment of staff. Greater focus on vulnerable groups and their families and an improved management structure.
- Mastery learning
- One to one tuition
- Oral language interventions
- Parental involvement
- Reading comprehension strategies
- Small group tuition
- Social and emotional support
- Counselling
- Forest School/Music lessons
- Nurture, Mindfulness and Homework club

How need is identified and outcomes evaluated

We have embedded a robust system of assessment and monitoring based on termly pupil progress meetings that include all members of teaching to ensure that all pupils achieve at least expected progress. Pupils identified as not making expected progress are rapidly identified and appropriate strategies are put in place; a Provision Plan supports this. All disadvantaged pupils are highlighted in each pupil progress meeting, even if they are on-track in their learning, to ensure that they remain a constant focus.