



# Pupil Premium Strategy Statement

## Monkton Church of England Primary School 2016 - 2017

1. Summary information					
School	Monkton Church of England Primary School				
Academic Year	2016/17	Total PP budget	£22,320	Date of most recent PP Review	5.1.2017
Total number of pupils	107	Number of pupils eligible for PP	20	Date for next internal review of this strategy	March 2017
2. Attainment End of Year 2015 - 2016					
% KS2 pupils achieving expected or above in Reading, Writing and Maths			Pupils eligible for PP (school)	Pupils not eligible for PP (National average)	
Reading expected +			0	53	
Writing expected +			33	66	
GPS expected +			67	74	
Maths expected +			0	72	
% KS1 achieving expected or above					
Reading +			67	74	
Writing +			67	65	
Maths +			100	73	
% EYFS pupils achieving GLD					
KS1 Phonics screening			100	66	
				81	

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b>		
1.	Reading fluency and enjoyment	
2.	Complex learning difficulties	
3.	% of PP pupils making expected combined attainment and progress at KS2 need to rise in line with non PP	
4.	% of PP pupils in upper KS2 class is higher than across the school, so high quality teaching and the effective deployment of staff is vital to raise attainment	
5.	% PP attendance below that of children who are not PP	
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>		
6.	School readiness	
7.	Mental health/self-esteem issues	
<b>4. Desired outcomes</b>		
		<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 homework club where appropriate Children are supported 1-1 regularly by a TA in a mentor role Conversations with children reveal their enthusiasm for learning and resilience to failure Work scrutiny reveals pride in their work Attendance is in line with non PP pupils
B.	PP children to be making progress AT LEAST in line with their peers	On-going data tracking supports planning for PP children Children make progress in line with their peers nationally, from their starting points
C.	The provision and progress of PP focus groups is tracked and reviewed termly to address underperformance	Pupils eligible for PP make as much progress as 'other' pupils across Key Stage 2 in maths, reading, writing and GPS Barriers to learning will be identified earlier Support through the provision map will be evident PP children achieve in line with non-PP children Invest in resources to support identification of barriers to learning

D.	Providing access to extra-curricular clubs for PP children	The number of PP children attending clubs will increase
<b>Impact will be reported at the end of the 2016 - 2017 academic year</b>		

<b>5. Planned expenditure</b>			
<b>Academic Year 2016-17</b>			
<b>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</b>			
<b>Quality teaching for all</b>			
<b>Desired Outcome</b>	<b>Action/approach</b>	<b>How</b>	<b>Led by</b>
Reading	<ul style="list-style-type: none"> <li>• Online reading scheme enables increased reading fluency and comprehension</li> <li>• enhanced social skills</li> <li>• improved self-esteem</li> <li>• Pupil progress meetings</li> <li>• reading records</li> <li>• reading assessments</li> <li>• pupil tracking data</li> </ul>	English Lead SENCo	HT
SENCo support	<ul style="list-style-type: none"> <li>• support learning and progress, particularly in English and Mathematics</li> <li>• specific TA training</li> <li>• provide timely interventions</li> <li>• accelerate progress to diminish the difference</li> <li>• improvement in provision for SEN and other vulnerable groups</li> <li>• lesson observation</li> <li>• work scrutiny</li> <li>• pupil data</li> <li>• evaluation of impact of interventions</li> <li>• support for specific families</li> </ul>	HT SENCo	SENCo
Homework club	<ul style="list-style-type: none"> <li>• improved health and well-being</li> <li>• readiness for learning</li> <li>• positive attitudes to school</li> </ul>	TA hourly rate	HT

	<ul style="list-style-type: none"> <li>• attendance records</li> <li>• conversations with pupils</li> </ul>		
<b>Targeted support</b>			
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"> <li>• In school Mother and Sons course</li> <li>• In school Incredible Years workshops for parents</li> <li>• Removing Barriers to Learning (Growth Mindset)</li> <li>• Boxhall Profile</li> <li>• access to in-house counsellor</li> <li>• various enrichment opportunities funded for PP pupils such as after school clubs, school trips and equipment as identified by the HT and SENCO</li> <li>• 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</li> <li>• Extra staff support for playtimes</li> </ul>	Early Years Specialist Teacher SENCo HT	SENCo
Improved outcomes	<ul style="list-style-type: none"> <li>• reinforcement of phonics in preparation for the phonics screening</li> <li>• focus on those PP pupils retaking the phonics screening</li> <li>• preparation for SAT's for PP pupils</li> <li>• 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</li> <li>• 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</li> </ul>	HT SENCo	SENCo

**The Pupil Premium Grant (PPG) per pupil for 2016 to 2017 is as follows:**

<b>Disadvantaged pupils</b>	<b>PPG per pupil</b>
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 11 recorded as 'Ever 5 Service Child' or in receipt of a child pension from the Ministry of Defence	£300

<b>PPG for Monkton Church of England Primary School</b>	
Total number of pupils on roll (April 16)	106
Total number of disadvantaged pupils (January 15 census)	20
<b>Total Amount of PPG funding allocated</b>	<b>£22,320</b>

*To avoid individual identification of pupils and protect anonymity there is no breakdown of amounts*

## **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
- poor 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
- 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. 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. E.g. The AHT/SENCo role has been changed to a non-classroom based role; this allows 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

## **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.