



## Monkton Academy

### 3 Year Pupil Premium Strategy Plan

#### SUMMARY INFORMATION

Pupil Premium Strategy Plan	Monkton Academy
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#### CURRENT PUPIL INFORMATION: 2019-2020

Total number of pupils:	180	Total pupil premium budget:	£133,920
Number of pupils eligible for pupil premium:	85	Amount of pupil premium received per child:	£1,575

#### COHORT INFORMATION

CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	52	61%
Girls	33	39%
SEN support	15	18%
EHC plan	1	2%
LAC/CP/CIN/Early Help	6	7%

END OF KS2 (2018-2019)

	Pupils eligible for PP	Pupils not eligible for PP		Pupil Premium data – 3 years		
		School average	National average	2019-2020	2020-2021	2021-2022
% achieving expected standard or above in reading, writing and maths	41	75	71			
% making expected progress in reading	47	81	78			
% making expected progress in writing	65	88	83			
% making expected progress in maths	65	75	84			

## LONG-TERM PLAN (3 YEAR TIMESCALE):

The three key priorities for our school moving forward, with specific links to those pupils who benefit from Pupil Premium are:

### **Improving the quality of teaching and learning for all.**

We are clear that Pupil Premium is about children's needs and the quality of teaching and learning in the classroom. Ideally, Pupil Premium is used with the priority aim of raising attainment for those who benefit from it, however at Monkton Academy we are clear that there are times when it can be used to support those pupils who are not eligible for this, in addition to those who are. We aim to use the premium to extend a culture of excellence for all through high quality first teaching, so all pupils are equally challenged and supported, thus motivating one another to achieve to the best of their abilities. This priority clearly links to our School Improvement Plan sections 'Teaching, Learning and Assessment' and 'Outcomes for Pupils'

### **Improving the targeted support available for specific groups of learners.**

We know that many of our disadvantaged pupils have additional learning needs. When investigating barriers to learning for those children eligible for the Pupil Premium, teaching staff identified the most significant barrier for 18% of pupils from Y3-Y6 was an additional special educational need. This statistic was confirmed by our SENCo. It is therefore pivotal, moving forward, that the Pupil Premium Champion and SENCo work together to establish the most effective means to close gaps for these pupils. A range of intervention strategies must clearly be planned according to needs. Effective and regular analysis of data is recognised as being crucial as part of this with regular reporting to our SLT and linked Governors. This priority clearly links to our School Improvement Plan section 'Leadership and Management'

### **Supporting the 'whole child' through targeted social and emotional support, increasing opportunities for extended learning and instilling secure life skills which in turn promote high aspirations.**

It is clear that many of our disadvantaged pupils have significant barriers to learning which fall within this priority area. During discussions with staff, they identified the following as being significant issues for those pupils who benefit from the Pupil Premium:

- 23% of pupils having difficulties broadly in line with the category of social, emotional and mental health difficulties, including specific difficulties in their home lives.
- 10% of pupils with low aspirations and 9% being low in confidence/self assurance
- 7% of pupils having a limited life experience beyond the local community
- 27% with issues around attendance and punctuality

It is therefore clear that supporting the whole child is a significant priority moving forward. This priority clearly links to our School Improvement Plan sections 'Leadership and Management' and 'Personal development, behavior and welfare of pupils'.

These priorities are based around the tiered approach outlined within our Pupil Premium strategy statement as we understand that this is most effective in narrowing the gaps often evidenced between disadvantaged and non-disadvantaged learners.

## PRIORITY 1

### Improving the quality of teaching and learning for all.

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
To ensure consistency in the teaching of reading across school.	<p>Investment in CPD for all.</p> <p>Develop a clear school policy for teaching reading which all staff understand and use effectively.</p> <p>Investment in a new school library and reading scheme to</p>	<p>Principal</p> <p>English lead</p>	<p>Consistent approach for all by September 2020</p> <p>Improvement in EXS evident in SATs 2021</p>	<p>Inset time</p> <p>Leadership time and appropriate CPD (English lead)</p> <p>Investment in funds for new library/books.</p>	<p>Feedback from SIA visits</p> <p>Results of pupil/parent/staff questionnaires</p> <p>Steady progress evident across all year groups</p>	<p>By Year 6, pupils achieving EXS falls in line with national averages.</p> <p>Clear, consistent approach to teaching reading with all staff adhering to policy.</p>

	improve the range of texts available to pupils.					Reading results and progress measures improve at EXS and GDS over three years.
For progress points to be at least 3 points in each year group over the course of an academic year.	Data tracking half termly (Y6) and termly (Y3-Y6) to analyse the performance of groups of pupils  Use data effectively to inform how best to ensure pupil progress.	Principal	Review in line with 2019-2020 SDP and review of PP strategy (September 2020)	Assessment tracker (OTrack) and ongoing staff training and development linked to this.  Effective and reliable assessment tools (NFER, Testbase, previous SATs papers)	More secure, well informed teacher assessments  Steady increase in progress scores	Pupils make steady progress from Y3-Y6  Any dips in progress are recognised at an early stage and quickly investigated with appropriate interventions deployed.
To ensure improved use of problem solving and reasoning tasks to improve mathematical application.	Investment into training and resources to support previous work into maths mastery.  Ensure a consistent approach to the teaching of maths across school with 'maths principals'	Principal  Maths lead	Review in line with 2019-2020 SDP and review of PP strategy (September 2020)	Inset time  Leadership time and appropriate CPD (Maths lead)  Investment in established maths schemes and resources.	Clear learning sequences evident in books including effective use of reasoning skills.  Maths principals understood and followed by all staff	Average score in reasoning papers improve.  Calculation policy applied consistently so pupils are secure in methodologies by Y6

	Ensure consistency in application of teaching of calculation with calculation policy.		Improvement in EXS and GDS evident in SATs 2021	Subscriptions to suitable sites to support (e.g. testbase)	Pupils use mathematical tools effectively to assist with learning	Maths results and progress measures improve at EXS and GDS over three years.
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## PRIORITY 2

### Improving the targeted support available for specific groups of learners.

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
To ensure improved outcomes for pupils with SEND.	<p>Ensure the writing of clear support plans which link to quality first teaching.</p> <p>Continued investment in EP provision across school</p>	SENCo	Review in line with 2019-2020 SDP and review of PP strategy	Specific SENCo release time to target SEN provision and support	<p>Quality first teaching observed in all classrooms</p> <p>Well targeted support for pupils on SEND register</p>	<p>Progress measures for pupils with SEND are</p> <p>Pupils on the SEND register to be achieving in line with national averages for SEND pupils by 2023</p>
To provide support for pupils who are not meeting age related expectations	Investment into intervention packages for English (phonics) and mathematics	SENCo Principal	Review in line with 2019-2020 SDP and	Intervention packages	Effectively timetabled support – all TAs and HLTAs time used well.	Progress measures for those pupils involved in interventions is positive.

through well-focused intervention groups.	Review periodically to ensure effectiveness		review of PP strategy	HLTA timetabled support across school.  TA support timetabled across school		Entry and exit data shows improvement and ongoing assessments show that this improvement is maintained
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### PRIORITY 3

**Supporting the ‘whole child’ through targeted social and emotional support, increasing opportunities for extended learning and instilling secure life skills which in turn promote high aspirations.**

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
To improve pupils’ emotional wellbeing and ability to achieve well in school.	Investment in Place 2 Be  Specific and ongoing training for staff around key and current issues pupils may be facing  Mental health champion to keep up to date with relevant training/resources and	SENCo  Mental Health Champion/ Place2 Be lead  Principal	Review in line with 2019-2020 SDP and review of PP strategy	Secure and private space for Place2Be sessions to take place  Specific CPD where necessary	School staff are better able to identify those pupils who require support.  Culture of emotional wellbeing and an emphasis on promoting the importance of mental health evident in school.	Pupils are well supported.  Emotional needs are addressed in school as readily as academic needs.

	how best they can be used to support in our school.					
To provide pupils with a range of extended learning opportunities.	<p>Each year group to have a termly visit/visitor.</p> <p>Use of specific annual budget to support Pupil Premium pupils where needs are clear over the course of the year (e.g. reduced residential and educational visit costs)</p>	<p>Principal</p> <p>Vice Principal</p>	<p>Review in line with 2019-2020 SDP and review of PP strategy</p>	<p>Annual budget for school visits for each year group.</p> <p>Access to alternative learning: forest schools?</p>	<p>Wider learning is evidenced within learning journeys in curriculum and writing books.</p>	<p>All pupils have equal access to extended learning, school visits and residential (without family finances being an issue)</p> <p>Close the gap between non-disadvantaged and disadvantaged pupils in writing.</p>
To ensure lateness reduces and attendance improves.	<p>Invest in ongoing SLA with LA</p> <p>Close communication with office staff</p> <p>Effective use of Early Help or other support packages available where this is deemed necessary</p> <p>Invest in rewarding pupils with good attendance: attendance shop.</p>	<p>Vice Principal</p>	<p>Review in line with 2019-2020 SDP and review of PP strategy</p>	<p>Leadership time – attendance matters</p> <p>Budget for attendance rewards</p>	<p>Attendance improves steadily as a result of intervention.</p> <p>Persistent absence and lateness reduces.</p>	<p>Absence to be no greater than 4% by July 2020.</p> <p>This continues to decrease into 2021 and onwards.</p> <p>Persistent absence rates fall in line with LA averages</p>



To provide appropriate technology to support pupils' learning.	Investment in new computing suite: PCs and laptops	Principal	Spring term 2020	Budget for new computing equipment. Development of computing suite.	Up to date and relevant technology available to support pupils in school	All pupils (non-disadvantaged and disadvantaged) have access to appropriate technology to support learning at home and at school, securing good future study habits.
	Investigate barriers to learning for Pupil Premium children at school and at home – is access to appropriate technology a factor?	Vice Principal	Summer term 2020	Parental/pupil/ staff questionnaires and or meetings	School has a better understanding of how best to support parents in home learning.	
	Investigate purchase of additional technology to support home learning where appropriate.		Autumn term 2020-2021	Use of specific pupil premium budget where appropriate		

## **Review (April 2020) and actions to follow.**

### **Priority 1: Improving the quality of teaching and learning for all**

Our school English lead has secured a good level of CPD for staff and the method of 'In the moment of reading' is used to teach guided reading across school. Parental workshops have taken place to ensure an understanding of the techniques used. CPD needs to continue to ensure that training is refreshed and refocused periodically. The teaching of reading is on an ever-improving journey, something recently validated by School Improvement Adviser support (February 2020). The policy needs to now be taught consistently across school, monitored in terms of its effectiveness and assessment data from across the 2019-2020 academic year needs to be analysed carefully to assess initial impact. A school library area is in the process of being developed. A suitable space is now secured and has been made into a room which will in turn be developed into a library. Quotes and research into new books/schemes now needs to lead into the purchase of suitable reading materials which will undoubtedly increase reading interest, support and provision across school.

**Main actions moving forward into 2020-21:** continue with appropriate CPD (internal and external as necessary) to ensure the effective teaching of guided reading according to policy and principles; analyse impact of new reading policy; invest in new books for library/reading scheme.

School effectively uses the OTrack assessment system to track and monitor the progress of all groups of pupils. Pupil Progress meetings took place with all teachers and the Principal in February 2020, where staff identified key groups of pupils who were performing well, or required additional support. This was as specific as targeted groups such as 'Pupil Premium girls' in some instances. Teaching staff worked together in year group teams to plan effective support (whether that be adapting teaching methodologies, timetables or planning suitable interventions) to impact upon areas where progress was not as secure.

**Main actions moving forward into 2020-21:** embedded this process a little more securely to ensure it becomes an effective part of quality first teaching for all members of teaching staff.

Our school maths lead has worked with school staff to build maths principals and secure effective and progressive strategies for the teaching of mathematics across school. A clear calculation policy has now been developed, validated by staff, and now needs to be used effectively across school to see an impact upon the consistency of teaching mathematics and in particular, calculation. Staff worked together to discuss most appropriate and relevant resources (concrete, pictorial and abstract) which will support the teaching of maths. These have been purchased and now need to be used effectively across school to ensure they support learning, in line with the mastery methodologies. Relevant CPD needs to continue to ensure teaching continues to improve.

**Main actions moving forward into 2020-21:** continue with appropriate CPD (internal and external as necessary) to ensure the effective teaching of maths according to policy and principles; analyse impact of new policies; monitor impact and use of effective mathematical resources

## Priority 2: Improving the targeted support available for specific groups of learners

Our school SENCo has recently completed the national accreditation (NASENCo) and we now offer a vastly improved program of support for learners with SEND, starting with much more focussed, specific support plans, which in turn support quality first teaching in the classroom. Teaching staff have been upskilled in the writing of these, supported effectively by our SENCo. Outcomes for these pupils is now at the heart of SEND support, through regular reviews, assessments and analysis of relevant data. SENCo runarounds ensure teaching staff, support staff and our school SENCo work together effectively to best support the needs of these pupils.

**Main actions moving forward into 2020-21:** Quality first teaching now needs to be consistent throughout school, with the needs of all pupils at the heart of learning to in turn see an impact upon progress measures and achievements for SEND/PP pupils.

Specific intervention packages (Rapid Phonics and Rapid Maths) have been purchased and HLTA /teaching assistant time is effectively timetabled by our school SENCo to support pupils who require such intervention across school. Our SENCo monitors these closely and we are in the process of assessing the impact of these. They will continue to be used to effectively support quality first teaching across school.

**Main actions moving forward into 2020-21:** Assessing and addressing the level of trained personnel in delivering the support available and investigating increasing capacity where needed.

## Priority 3: Supporting the 'whole child' through targeted social and emotional support, increasing opportunities for extended learning and instilling secure life skills which in turn promote high aspirations

We currently benefit from a day per week of support from Place 2 Be. This work sees targeted emotional wellbeing support for pupils identified across school. Our Place2 Be counsellor works alongside our SENCo to ensure the best provision for our pupils. Staff and parents are also supported in terms of identifying need and are provided with strategies to help. Work also takes place with classes around understanding mental health – something our Year 5 pupils have recently benefited from. At the time of evaluation, we are in the middle of the Covid-19 outbreak – proving to be a challenging time for many of our pupils and families who may not be working, may not be at school and may be affected or directly impacted by the outbreak of the virus. More than ever we need to support the emotional wellbeing of our school community. Place 2 Be continues to operate during this time, with phonecalls and targeted advice still available for those families in need. Furthermore, teaching staff have contacted every family across school to check in and where necessary, signpost families to relevant support to help. Our mental health champion also recently secured support from an Emotional Mental Health Practitioner, which will even further improve our capacity to offer relevant and timely support.

**Main actions moving forward into 2020-21:** Extending this level of pastoral support and building robust assessments for understanding the effectiveness of such support.

So far this academic year, all year groups have had the opportunity for an out of school visitor and/or relevant school visit to support learning across the wider curriculum. Additional visits have been postponed due to current circumstance, however this has become such a focus for teaching staff within their planning, that they will most certainly be rearranged where possible to ensure pupils do not miss out. All pupils access the visits with voluntary contributions welcomed. Year 5 and 6 pupils were given the opportunity to take part in a residential visit to Thurston Outdoor Adventure Centre in September 2019. Pupil Premium children were offered the visit at a reduced cost.

**Main actions moving forward into 2020-21:** Subsidized costs will be reviewed for the next visit to Thurston (planned October 2020) to ensure that the visit is managed for all pupils, should they wish to take part.

We continue to work with the Attendance and Monitoring team to target issues with attendance and lateness across school. Since January 2020, persistent absenteeism has reduced from 20.5% to 13.9% as a result of targeted input with families where needs arise. Communication regarding attendance between school and parents has greatly improved and families are much more aware of the importance of keeping school informed of reasons behind absences. Our office staff are finely tuned to spotting potential patterns and concerns and communicate these to the attendance lead to subsequently investigate. We continue to actively discourage term time holidays and work closely to our attendance policy to ensure fairness for all. Moving forward, we will develop systems to effectively monitor the attendance of key groups of pupils (disadvantaged being a priority) to effectively address any 'trends' in the data. A termly 'attendance shop' now operates to promote good attendance for all. For each full week a pupil attends school, they earn a star. These stars can then be traded for prizes at the shop, with better items available to buy for more stars.

**Main actions moving forward into 2020-21:** To work more closely with our pupils to ascertain what they would like to see in terms of attendance rewards. Pupils with 100% attendance for instance, may be invited out of school for an afternoon's 'shopping trip' to help stock the shop, giving them a sense of ownership over this.

Our school computing suite has been refurbished and stocked with a brand new set of PCs and laptops to fully support learning. While this will not only help us in the delivery of more effective computing sessions, it will undoubtedly support learning in other areas of the curriculum too. For instance, the skills for the Year 4 multiplication check can be rehearsed much more readily, especially for those pupils whose computer skills may be less developed due to lack of suitable technology which may be available at home. Again, at the time of evaluating this document, we are in the middle of the Covid-19 outbreak and thus school is closed for the vast majority of pupils, meaning many of our children are working at home, supported by their parents. This further highlights the need for research into how best we can support home learning. As much of the home learning we are offering is digitally based, it is likely that we need to offer better support for some of our pupils, who again may not have access to appropriate and relevant technology.

**Main actions moving forward into 2020-21:** Parent questionnaires will be sent to ascertain how best we can offer this support, but discussions are already underway regarding potential purchase of a set of laptops/tablets which can be loaned out to families to support home learning moving forward. This may also lead into more specific parent workshops, tailored to the needs of families, needs which will have really been highlighted in recent weeks.

