

Monkhouse Pupil Premium Strategy 2019 -20

In 2019, across all Key Stages at transition points, our disadvantaged pupils achieved results in Good Level of Development (Reception), reading (yr 2) and reading, writing, maths and GPS (KS2) that are higher than the National non disadvantaged Average. Disadvantaged pupils across KS2 also made better progress than national in reading and significantly better progress in writing and maths than national.

What is the Pupil Premium?

The Pupil Premium Grant is paid to schools for pupils in Reception to Year 6 who:

- Are entitled to or are in receipt of free school meals, or have been in the last six years
- Are children of service personnel, or have been in the last three years
- Are in care or have ever been in care
- Have been adopted from care or left care under a residential order, a special guardianship order
- or a child arrangements order

The Government has also recently introduced a new Early Years Pupil Premium Grant that is payable to schools for 3 and 4 year olds whose parents are in receipt of:

- Income Support
- Income based Job Seekers Allowance
- Income related Employment and Support Allowance
- Support under part 6 of the Immigration and Asylum Act 1999
- Working together to meet individual needs
- The guaranteed element of State Pension Credit
- Child Tax Credit (provided they're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after they stop qualifying for Working Tax Credit
- Universal Credit

School Accountability

The Pupil Premium is paid to schools as they are best placed to assess what additional provision children need. OFSTED inspections report on how schools use the funding to affect the outcomes for disadvantaged pupils. Performance Tables also hold schools accountable, with data on the attainment of pupils who attract the funding, the progress made by these pupils, the gap in attainment between disadvantaged pupils and their peers. Schools whose use of Pupil Premium has significantly improved the attainment of disadvantaged pupils are recognised annually through the National Pupil Premium Awards.

For more information please see Department for Education:

<https://www.gov.uk/guidance/pupil-premium-information-for-schools-andalternative-provision-settings>

The amount allocated to schools for an academic year is:

£1323 – per FSM Pupils

£1900 – Looked After Children

£300 – Service Children

£300 – 3 and 4 year old children (New Early Years Pupil Premium)

How do we select effective strategies for narrowing the gap and raising attainment?

The Education Endowment Fund (EEF) Teaching and Learning Toolkit provides a summary of educational research, which gives guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged students. At Monkhouse Primary School, we use this guidance, alongside other research-based evidence and knowledge of our students' individual requirements, to select appropriate strategies to support learning. For example one of the top EEF recommendations is the provision of extra teachers throughout KS1 and KS2 to support teaching and learning. This is a measure which works successfully at Monkhouse Primary School.

For more information please see:

<https://educationendowmentfoundation.org.uk/toolkit/>

At Monkhouse Primary School we believe:

That teaching and learning opportunities should meet the needs of all of the pupils. That appropriate provision should be made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. That in making provision for socially disadvantaged pupils we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils, who the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Monkhouse Primary School – Pupil Premium Principles

Overall, pupil premium children achieve exceptionally well at Monkhouse Primary School. It is vital that we continue to think of new, innovative and cost effective ways to maximise the impact of pupil premium funding.

We believe in:

- Using data to analyse progress and the causes of under-achievement/ under attainment
- Using research evidence to inform decisions
- Allocating teachers and appropriate support to intervention groups
- Giving regular, systematic feedback to pupils
- Ensuring class teachers, set teachers and teaching assistants know their pupil premium pupils and are responsible for accelerating progress
- Regularly monitoring and evaluating the impact of the Pupil Premium Grant on pupil achievement and attainment; and involving governors in planning and evaluating

Summary of actions taken in 2018 -19

- Fund a TA to deliver first class @ numbers in KS1 where it's needed.
- Fund a TA to deliver success @ arithmetic in upper KS2 where it is needed.
- Fund TA's to target small groups in Read Write Inc in KS1 and catch up in KS2 where it is needed.
- Provide additional support for Yr 2 and Y6 pupils in Autumn and Spring term.
- Fund TA's to enable targeted EYFS/KS1 & KS2 pupils to receive intervention in phonics, reading, writing and maths.
- Provide targeted TA/teacher support to increase the number of FSM pupils attaining better than expected at KS1 and KS2 where appropriate for the cohort.
- Fund Accelerated Reader to increase the attainment in reading across KS2.
- Purchase ipads for FSM pupils to use in school.
- Support the cost of non-residential school trips for PP children.

Impact of Pupil Premium 2018-19

Current KS2 Attainment July 2019				Current KS1 Attainment July 2019		Yr 1 Phonic results 2019	EYFS –Good level of development
	Pupils eligible for PP school (National non PP Average)	Pupils not eligible for PP school (National Average)	Progress of Pupils eligible for PP in school	Pupils eligible for PP school (National non PP Average)	Pupils not eligible for PP school (National non Average)	Pupils eligible for PP school (National non Average)	Pupils eligible for PP in school (school non PP and national non PP)
% achieving expected standard in reading, writing and maths (combined)	86% (70%)	80% (70%)	NA	50% (69%)	77% (69%)	75% (84%)	100% (school non PP -79.3% National non PP – 77%)
% achieving expected standard in reading	86% (78%)	78% (78%)	+4.44	100% (72%)	84% (72%)	Pupils not eligible for PP (National Average)	
% achieving expected standard in writing	100% (83%)	91% (83%)	+5.06	50% (73%)	88% (73%)	74% (84%)	
% achieving expected standard in maths	100% (83%)	96% (83%)	+7.14	67% (79%)	92% (79%)		
% achieving expected standard in grammar, punctuation	100% (83%)	91% (83%)	NA	NA	NA		

Data Summary 2019

As evidenced in Key Stage 2 school data, since 2016, there isn't a gap between the numbers of disadvantaged pupils achieving expected or above in Reading, writing and maths combined and that of their national non disadvantaged peers. 86% of pupil premium children in school achieved the expected level which was higher than national non pupil premium children.

At KS1, 100% of disadvantaged children achieved the expected level in reading which was higher than national non disadvantaged pupils. The performance of disadvantaged pupils in writing and maths is in line with those nationally.

In yr 1, three of four disadvantaged children achieved the expected standard in the phonics screener and is line with those disadvantaged children nationally..

In EYFS, 100% of disadvantaged pupils achieved a good level of development.

Notable successes include:

- Disadvantaged children made good progress across KS2 and their progress score was higher than national non disadvantaged children in all areas. Progress measures for pupil premium children in reading were 4.44, writing 5.06 and maths 7.14.
- 86% of disadvantaged pupils attained expected or above in the KS2 reading test which was 8% higher than national non disadvantaged children.
- All pupil premium children achieved the expected level at KS1 in Reading.
- 60% of pupil premium children exceeded the expectations at the end of KS2 for reading and writing and 40% in maths.
- Attendance absence for PP children is below the National rate.
- Persistent absence rates for PP children in school has reduced considerably this year and is well below the rates nationally.

Monkhouse Primary School Pupil Premium Spending Form 2019 - 2020

Pupil Premium allocated: **£45,700** Children in receipt of Pupil Premium in school : **37children = 17%** Total Number of Children in school : **217** (not including 26 FTE nursery)

Current Attainment

	Pupils eligible for Pupil Premium (PP)		Pupils NOT eligible for Pupil Premium (PP)	
	school	National non PP	school	National non pp
Year 6 % achieving expected standard in reading, writing and maths (combined)	86%	70%	80%	70%
Year 6 % achieving expected standard in reading	86%	78%	78%	78%
Year 6 % achieving expected standard in writing	100%	83%	91%	83%
Year 6 % achieving expected standard in Spelling Punctuation and Grammar (SPaG)	100%	83%	96%	83%
Year 6 % achieving expected standard in maths	100%	83%	91%	83%
Year 2 % achieving expected standard in reading, writing and maths (combined)	50%	69%	77%	69%
Year 2 % achieving expected standard in reading	100%	63%	87%	75%
Year 2 % achieving expected standard in writing	50%	73%	81%	69%
Year 2 % achieving expected standard in maths	67%	79%	87%	76%
Year One % achieving expected standard in Phonics	75%	84%	74%	84%
Reception % achieving a Good Level of Development (EYFS)	100%	77%	88.9%	77%

Barriers to Future Attainment (for pupils eligible for PP)

SEND	Currently the percentage of pupils across the school (Rec – Yr 6) with identified SEND is 13% compared the NA of 14.6% 19% (N=6) of our SEND pupils are also eligible for pupil premium. SEN pupils eligible for PP are divided between those pupils with Social, Emotional and Mental Health Needs, and those with Language and Communication Needs. Some pupils with SEMH have low self-esteem and resulting anger issues which impact on readiness to learn and their resilience for learning. Where pupils have a diagnosis of ADHD, this
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	impacts on their ability to focus on a task. 50% of SEN pupils eligible for pupil premium have language and communication needs which impact on both social communication and classroom learning.	
Attendance	<p>Our overall absence for 2018-19 all children was 3.4% compared to NT 3.9% or National 2018 4.2%. Pupils eligible for PP was 4.2% compared to NA 5.7%.</p> <p>Persistent absence for 2018-19 for all children was 3.2% compared to NA 8.7%. Pupils eligible for PP was 3.3% compared to NA 16.5%.</p> <p>The school has worked hard to increase overall attendance over the last three years. Poor attendance rates for PP pupils reduces their school hours and causes them to fall behind on attainment, often a result of confidence / self-esteem issues or gaps in learning.</p>	
Social care needs	Our school has a small number of families supported historically or currently by outside agencies, including social care and family support workers. Some of our families need support from school to address their needs and support their children's learning. Some of our pupils do not receive frequent parental support with reading and homework and school activities. A group also present with other vulnerabilities and require additional emotional support.	
Desired Outcomes		Success Criteria
Vulnerable families and pupils are identified on entry into EYFS. This will provide immediate support and intervention with the aim of closing the language and communication gaps between PP pupils and their peers.		<p>Early identification of vulnerable children in Nursery and Reception and immediate support for children is provided.</p> <p>Accurate baseline assessments undertaken.</p> <p>Improve the attainment for FSM and Non FSM achieving GLD from their baseline status and narrow the gap at the end of EYFS.</p>
Continue to increase engagement between school and vulnerable families. To support the wellbeing of pupils, identify issues and address them in a swift and timely manner.		<p>Families participate in parent workshops, books looks, parents' evenings, TAF meetings etc and this will have a positive impact on both learning and behaviour at home and school. School will have a good understanding of family circumstances and be able to offer early support and intervention.</p> <p>Early Help Assessments are undertaken with a clear programme of support which is monitored and reviewed regularly (usually every 6 weeks).</p>
<p>To improve the phonic knowledge and attainment of yr 2 children who failed the phonic screener in yr 1</p> <p>Identify PP children, in yr 1, who may require further support to make phonic progress to achieve the screener in June.</p> <p>Maintain the high rates of achievement and progress for PP at the end of KS2 in reading, writing and maths.</p> <p>Improve the % of children achieving expected level of attainment in writing and maths at KS1 whilst maintaining the high attainment in reading.</p> <p>reading, writing and maths across the school for pupils eligible for PP,</p> <p>Maintain the high % of children reaching GLD in EYFS.</p> <p>So the results of PP are favourable to national</p>		<p>Teaching and Learning Across school will continue to be consistently good and outstanding over time ensuring that most eligible pupil premium pupils across the school will meet the Age Related Expectations at Key Benchmarks, and all make at least good progress from their starting points.</p> <p>Of the current Yr 6 cohort 7/30 children are eligible for PP = 23%</p>

SEND lead to ensure that all PP children, who are on SEND register, receive the correct support through masterclasses and tailored targets set out in the SEND files.	SEND pupils who are eligible for PP will make progress based on their personal targets and from their own starting point.
To embed the use of the health and wellbeing hub to support vulnerable children emotionally, socially and academically. Support children and families to access out of school clubs and ensure pupil premium children are not at a disadvantage, ensuring access to all opportunities.	Pupils are well supported emotionally, socially and academically. A variety of clubs and opportunities are offered throughout the year to a range of year groups. Pupil premium children are not excluded from opportunities/clubs due to financial reasons.
Increase attendance rates for pupils eligible for PP across school ensuring that the number of pupils eligible for PP who are persistent absentees (PA) decreases.	Over all attendance rates for pupils eligible for PP will improve and be better than the national and comparable with other pupil groups. There will be a decrease in the number of Persistent absentees among pupils eligible for PP.
Provide opportunities for children to experience life skills and promote a culture of aspirations, resilience, self-confidence and high expectations for themselves.	Educational visits and welcoming more visitors in to school for children to increase their awareness of future aspirations. Children fully engage in their learning.

Planned Expenditure and Actions to take in 2019-20 (Please note that all staffing costs include on-costs)

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all				
Desired Outcome	Chosen approach	What is the evidence and rationale for this choice? Sutton Trust / EEF Research on likely impact of strategies	How will you ensure it is implemented well?	How will this be monitored?
To improve the proportion of disadvantaged children achieving the expected standard in phonics at yr 1.	Small group phonic masterclasses Rec – Yr 2	Our yr 1 phonics data continues to be strong, despite a dip in 2019. Evidence: EEF toolkit suggests that phonics is particularly beneficial for younger learners as they begin to read. Teaching phonics is more effective on average than other approaches to early reading, though it should be emphasised that effective phonics techniques are	RWInc lead will oversee phonic delivery of all staff, with an increased focus on phonic Interventions in Year 1. Trained teachers and highly skilled support staff to focus on phonic intervention KS1. Groupings will be reviewed regularly.	Half Termly Phonic milestone check Data analysis SLT

		usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.		
To improve the proportion of disadvantaged children achieving expected and exceeding standard in RWM at the end of KS1& KS2.	Releasing key members of staff to provide targeted support. Providing additional teaching and teaching assistant support.	Smaller teaching group allows children of similar abilities to be targeted appropriately – enabling teachers to target children at expected level and greater depth. TA's to support with interventions in specific areas	Monitoring of teaching & interventions – HT/DHT Inclusion Leader monitors effectiveness & impact of interventions. Regular review of data and pupil progress meetings. Staff Appraisal meetings. Headteacher, Deputy Head & Inclusion Leader.	KS2 Staff Ongoing monitoring, evaluation, pupil progress meetings & professional dialogue – Final review Summer 2020
To reduce the gap between disadvantaged and non-disadvantaged children in KS1. Headteacher & SLT. KS1 Staff	Provision of appropriate in class support and interventions for children's needs.	Knowledge of class teacher, Inclusion Leader and evaluation of data gives evidence for the most suitable next steps for this group of children.	Monitored regularly by HT, AHT & Inclusion Leader. Assessment File Reviews. Pupil Progress Meetings. Data Tracking.	Ongoing monitoring and evaluation, pupil progress meetings & professional dialogue – Final review Summer 2020

Budgeted costs | £33,151

ii. Targeted Support

Desired Outcome	Chosen approach	What is the evidence and rationale for this choice? Sutton Trust / EEF Research on likely impact of strategies	How will you ensure it is implemented well?	How will this be monitored?
Vulnerable families and pupils are identified on entry into EYFS. This will provide immediate support and intervention with the aim of closing the language and communication gaps between PP pupils and their peers.	Providing early intervention through targeted support programmes across EYFS/KS1 NELI & ABRA	Evidence: Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress.	Half termly miles stones are monitored by EYFS and English/Maths lead	Half termly EYFS co-ord & SLT Data analysis and Pupil progress meetings
To further develop and support children's social &	Revisit & update Staff Training–mental health & learning	Children are finding learning difficult due to worries/issues and increased number of children being referred for SEMH. The	Staff training to be attended by all and reviewed in staff meetings. Senior Leaders	Headteacher, Deputy Head & Inclusion Leader. All Staff Ongoing monitoring and

emotional development and attitudes to learning.	approaches. PSHE curriculum focus on mental health, behaviour, friendship and emotional support.	reviewed PSHE curriculum need greater emphasis than before Increased engagement and independent access to the curriculum. Improved self-esteem, attitude and engagement will increase the children's self-confidence	and Class Teachers regularly monitor and track progress of children to ensure Thrive and support is having an impact leading to improved pupil outcomes. PSHE curriculum reviewed through improved attitudes to learning/engagement.	evaluation – final review Summer 2020
Increase attendance rates for pupils eligible for PP across school ensuring that the number of pupils eligible for PP who are persistent absentees (PA) continues to decrease.	Attendance Leader to support families in Challenging circumstances and monitor attendance of PP pupils.	Families with complex circumstances can have a negative impact on aspirations. We have seen a slight rise in the attendance rates of our PP pupils compared to non PP pupils .In school individual case studies also Provide strong positive evidence for the impact of this role.	First day response to Absence. Attendance meetings with parents provides support and challenge when needed. Families to receive support quickly. Early Help Assessments carried out. Child protection issues followed up swiftly and barriers to learning addressed where possible with behaviour and emotional support programmes and social skills groups.	Daily, weekly and half termly data analysis

Budgeted Costs | £5,824

iii. Other approaches

Desired Outcome	Chosen approach	What is the evidence and rationale for this choice? Sutton Trust / EEF Research on likely impact of strategies	How will you ensure it is implemented well?	How will this be monitored?
To ensure PP & PP+ children can access opportunities and experiences.	Disadvantaged families are offered financial support to enable children to access enrichment activities.	Families often struggle to ensure their child(ren) can access all opportunities. Children do not attend clubs or events due to financial constraints. Evidence: Disadvantaged pupils do not have access to additional clubs. Research shows that children	Ensure disadvantaged pupils are not missing out on opportunities for trips, clubs or residential visits because of financial reasons.	Range of free extra-curricular clubs provided. Headteacher & SLT All Staff

		from low income families have a Lack of enrichment opportunities such as dance, music and sport etc. This can lead to low aspirations.			
				Budgeted Costs	£6,735
				Total Budgeted Costs	£45,700