

## Monksdown Primary School Pupil Premium Strategy Statement 2016-17

1. Summary information						
<b>School</b>	Monksdown Primary School					
<b>Academic Year</b>	2016-17	<b>Total PP budget</b>	£308,559	<b>Percentage of PP</b>	78%	
<b>Total number of pupils</b>	483	<b>Number of pupils eligible for PP</b>	377	<b>Number of pupils eligible for PP in EYFS</b>	50	
<b>Date of most recent Pupil Premium Review</b>	Dec 2016		<b>Date for next internal review of this strategy</b>	Feb 2017		

Children for whom we receive Pupil Premium for are referred to as ‘disadvantaged’ by the government and this funding is provided to close the achievement gap between this group and other children. At Monksdown, we have embraced the challenge of closing the gap and we are committed to ensuring that the funding is spent on activities that ensure these children benefit fully from our school values.

The priorities for use of the Pupil Premium for 2016-17 are as follows:

1. Children eligible for FSM who are under-achieving or in danger of under-achieving
2. Children eligible for FSM who are achieving well and deserve to be extended and challenged to reach their academic potential
3. Children eligible for FSM who are at further risk of underachievement because of other vulnerabilities (e.g. Special Educational Needs and Disability, family circumstances, unemployment, etc.)
5. To ‘diminish the difference’ on progress and achievement of all learners across all years for both PP and NON PP

2. Current attainment						
<b>EYFS</b>	<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP (school)</i>		<i>Pupils not eligible for PP (LA average)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>Good Level of Development</b>	<b>15/16: 25%</b>	<b>16/17: 37%</b>	<b>15/16: 53%</b>	<b>16/17: 63%</b>	60%	15/16: 72% 16/17: 70.6%
<b>Phonics Check</b>	<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP (school)</i>		<i>Pupils not eligible for PP (national average)</i>	
<b>Passing Year 1</b>	<b>15/16: 83%</b>	<b>16/17: 72%</b>	<b>15/16: 86.2%</b>	<b>16/17: 73%</b>	15/16: 83%	16/17: 81.4%
<b>Passing Year 2</b>	<b>15/16: 94%</b>	<b>16/17: 89.2%</b>	<b>15/16: 96%</b>	<b>16/17: 85%</b>	15/16: 93%	16/17: 91%

<b>Key Stage 1</b>	<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP (school)</i>		<i>Pupils not eligible for PP (LA average)</i>	<i>Pupils not eligible for PP (national average)</i>	
<b>% achieving in reading, writing and maths</b>	<b>16/17: 47%</b>		<b>16/17: 59%</b>		<b>16/17: 49%</b>	<b>16/17: 60%</b>	
<b>% achieving in reading</b>	<b>15/16: 54%</b>	<b>16/17: 57%</b>	<b>15/16: 77%</b>	<b>16/17: 72%</b>	<b>16/17: 63%</b>	<b>15/16: 78%</b>	<b>16/17: 74%</b>
<b>% achieving in writing</b>	<b>15/16: 23%</b>	<b>16/17: 50%</b>	<b>15/16: 69%</b>	<b>16/17: 59%</b>	<b>16/17: 54%</b>	<b>15/16: 70%</b>	<b>16/17: 65%</b>
<b>% achieving in maths</b>	<b>15/16: 37%</b>	<b>16/17: 60%</b>	<b>15/16: 73%</b>	<b>16/17: 81.8%</b>	<b>16/17: 63%</b>	<b>15/16: 77%</b>	<b>16/17: 73%</b>

<b>Key Stage 2</b>	<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP (school)</i>		<i>Pupils not eligible for PP (LA average)</i>	<i>Pupils not eligible for PP (national average)</i>	
<b>% achieving in reading, writing and maths</b>	<b>15/16: 40%</b>	<b>16/17: 52%</b>	<b>15/16: 58%</b>	<b>16/17: 33%</b>	<b>16/17: 46%</b>	<b>15/16: 60%</b>	<b>16/17: 53%</b>
<b>% achieving in reading</b>	<b>15/16: 50%</b>	<b>16/17: 75%</b>	<b>15/16: 58%</b>	<b>16/17: 57%</b>	<b>16/17: 61%</b>	<b>15/16: 72%</b>	<b>16/17: 66%</b>
<b>% achieving in writing</b>	<b>15/16: 64%</b>	<b>16/17: 69%</b>	<b>15/16: 92%</b>	<b>16/17: 57%</b>	<b>16/17: 63%</b>	<b>15/16: 79%</b>	<b>16/17: 74%</b>
<b>% achieving in maths</b>	<b>15/16: 62%</b>	<b>16/17: 77%</b>	<b>15/16: 83%</b>	<b>16/17: 100%</b>	<b>16/17: 65%</b>	<b>15/16: 76%</b>	<b>16/17: 70%</b>

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-school barriers</b>	
<b>A.</b>	Poor levels of oral communication.
<b>B.</b>	Lower levels of attainment in basic skills – reading-writing-mathematics.
<b>C.</b>	Lower levels of life experiences, no access to sports, technology, clubs etc.
<b>External barriers</b>	
<b>D.</b>	Lower levels of parental expectations and involvement in their children’s learning.
<b>E.</b>	Low attendance rates.

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved speaking and communication skills for PP eligible pupils in Early Years. Measured by regular monitoring and review of 'good level of development' data. To significantly improve levels of speaking and communication.	PP pupils will achieve % 'good level of development' inline or above that for other pupils locally and nationally and achieve 'good level of development' % in line with non PP pupils at Monksdown which diminishes the difference.
<b>B.</b>	To significantly improve levels of Reading, Writing and Mathematics. To be measured by regular monitoring and review of progress against prior attainment.	Pupils will make above average progress in relation to other pupils locally and nationally in order to diminish the difference.
<b>C.</b>	To provide a variety of enriching experiences, enabling children to take part in activities they may not usually experience.	Surveys and feedback will indicate high levels of pupil involvement and enjoyment in a range of enriching activities and after school clubs.
<b>D.</b>	Increased levels of PP eligible pupils, completing homework and reading tasks . Improvements in pupils reading, spelling and maths skills over time.	There will be a significant increase in the number of children completing homework tasks, who were not previously (due to lack of support at home), leading to positive attitude to school and improved outcomes for pupils.
<b>E.</b>	Improvements in pupils' attendance leading to improved levels of progress.	An increase in the number of pupils attending school regularly.



To improve quality first teaching to develop further improvements in pupil progress Barriers A and B	To implement staff training regarding Outstanding Teaching: Mathematics Mastery Talk4Writing. CPD for all staff	Discussions with staff and external advisors.  Perceived need following lesson observations.	Through lesson observations and learning walks. Data analysis of pupil progress Pupil feedback Book scrutiny Pupil progress meetings.	SLT PP Champion  £18,500	A formal review will take place each term
<b>Total budgeted cost</b>					<b>£175,450</b>
<b>ii. Targeted interventions</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Individual children supported to make appropriate levels of progress in English and Maths  Barrier B	Additional individual and small group immediate interventions from teachers and small group interventions by support SENCO release time to support staff and pupils	Research Previous experience. Analysis of prior progress data. Analysis of pupils needs	Progress data analysis Pupil feedback Staff training PM Meetings Intervention Reports Pupil Progress Meetings Learning Walks Provision Maps  Intervention	SLT PP Champion SENCO  £30,000	Formal review each term.
<b>Total budgeted cost</b>					<b>£30,000</b>
<b>lii .Other strategies</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>To improve close monitoring of pupil progress to ensure timely interventions.</p> <p><b>BARRIER A and B</b></p>	<p>Regular pupil progress meetings to monitor pupils' progress and impact of interventions. Management time to monitor pupil progress</p>	<p>Research locally and nationally</p>	<p>Close monitoring of pupil progress. Analysis of progress data. Analysis of Provision Mapping and Intervention data.</p>	<p>HT SLT</p>	<p>Formal review each term.</p>
<p>To provide enrichment opportunities for pupils through events learning</p> <p><b>BARRIER C</b></p>	<p>Targeted involvement for PP children with identified barriers to learning. Provide funding for "Wow" events, educational visits, visitors to school and high quality specialist teaching in after school clubs. Implement Empiribox Science Scheme</p>	<p>Research and review of systems</p>	<p>Weekly monitoring of levels of home support triggering targeted opportunities for involvement in afterschool clubs.</p>	<p>SLT AW  £50,000</p>	<p>Termly</p>
<p>Increased level of PP pupils completing homework, and reading tasks.</p> <p><b>BARRIER D</b></p>	<p>Close monitoring of barriers to learning eg. Poor home support with homework and reading activities . Close monitoring of frequency of home reading. Close monitoring of reading levels.</p>	<p>Low levels of home support linked to low levels of progress.</p>	<p>Weekly monitoring of barriers to learning linked to home support. Analysis of pupil progress for pupils identified triggering timely action to invite children to homework club/ revision booster classes. Improvements in pupil's Reading, Spelling and Maths skills over time.</p>	<p>PP champion JB  £23,109</p>	<p>Monitor uptake termly</p>

Improved attendance  BARRIER E	<ul style="list-style-type: none"> <li>• Support from EWO</li> <li>• Funding for morning pickup service on school minibus for targeted families</li> <li>• Provide extra staff in breakfast club</li> </ul>	Poor attendance levels linked with low levels of progress and pupil engagement.	Weekly monitoring of attendance.	PP Champion P.Daly AW  £30,000	Half termly
<b>Total budgeted cost</b> <b>IMPACT for 2016-2017 spending can be found on 2017-2018 Statement</b> <b>Grand total</b>					<b>£308,559</b>