

Monksdown Primary School Pupil Premium Strategy Statement 2017-18

1. Summary information					
School	Monksdown Primary School				
Academic Year	2017-18	Total PP budget	£301,720	Percentage of PP	40.2%
Total number of pupils	512	Number of pupils eligible for PP	206	Number of pupils eligible for PP in EYFS	16
Date of most recent Pupil Premium Review			Sep 2017	Date for next internal review of this strategy	Feb 2018

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 2017-18 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								
EYFS	<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>	
Good Level of Development	16/17: 37%	17/18: %	16/17: 63%	17/18: %	16/17: 60%	17/18: %	16/17: 70.6%	17/18: %
Phonics Check	<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP (school)</i>		<i>Pupils not eligible for PP (national average)</i>			
Passing Year 1	16/17: 72%	17/18: %	16/17: 73%	17/18: %	16/17: 81.4%	17/18: %		
Passing Year 2	16/17: 89.2%	17/18: %	16/17: 85%	17/18: %	16/17: 91%	17/18: %		

Key Stage 1	<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>	
	16/17: %	17/18: %	16/17: %	17/18: %	16/17: %	17/18: %	16/17: %	17/18: %
% achieving in reading, writing and maths	47%	%	59%	%	49%	%	60%	%
% achieving in reading	57%	%	72%	%	63%	%	74%	%
% achieving in writing	50%	%	59%	%	54%	%	65%	%
% achieving in maths	60%	%	82%	%	63%	%	73%	%

Key Stage 2	<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>	
	16/17: %	17/18: %	16/17: %	17/18: %	16/17: %	17/18: %	16/17: %	17/18: %
% achieving in reading, writing and maths	52%	%	33%	%	46%	%	53%	%
% achieving in reading	75%	%	57%	%	61%	%	66%	%
% achieving in writing	69%	%	57%	%	63%	%	74%	%
% achieving in maths	77%	%	100%	%	65%	%	70%	%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Poor levels of oral communication.
B.	Lower levels of attainment in basic skills – Reading-Writing-Mathematics.
C.	Lower levels of life experiences, limited access to sports, technology, expressive arts etc..
External barriers	
D.	Lower levels of parental expectations and involvement in their children’s learning.
E.	Low attendance/punctuality rates.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Significantly improved speaking, listening and communication skills for PP eligible pupils in Early Years.</p> <p>To be measured by regular monitoring and review of 'good level of development' data.</p>	<p>PP pupils will achieve % 'good level of development' inline or above that for other pupils locally and nationally. They will achieve 'good level of development' % in line with non PP pupils at Monksdown which diminishes the difference.</p>
B.	<p>Significantly improved levels of Reading, Writing and Mathematics for PP eligible pupils. PP eligible pupils will achieve levels of progress above those of similar pupils both locally and nationally.</p> <p>To be measured by regular monitoring and review of 'good level of development' data Monitoring particularly the high achievers in all areas.</p>	<p>PP pupils will achieve % above levels of progress or against that for other pupils locally and nationally and achieve 'good level of progress' % in line with non PP pupils at Monksdown which diminishes the difference.</p> <p>Pupils will transfer skills in other curriculum areas.</p>
C.	<p>Improvements in pupils' enjoyment of wider life experiences, enabling children to take part in enriching activities that they may not ordinarily be able to be involved in. Pupils will gain confidence, become more self-regulated, engaged learners and fully access all aspects of the curriculum.</p> <p>Pupils will develop positive learning skills and dispositions, and show progress from established starting points in terms of both key skills and learning attitudes.</p> <p>These will be measured by data analysis of progress from starting points but also by parental and pupil surveys, questionnaires and feedback.</p>	<p>Measured improvements in pupil engagement, self-expectations, learning skills and cognitive developments.</p> <p>Pupils make above average progress compared to other pupils locally and nationally.</p> <p>Pupils will achieve levels of progress in line with non PP pupils at Monksdown which diminishes the difference.</p>
D.	<p>Increased levels of parental involvement, engagement in their children's learning. Parents gaining greater range of learning skills to assist with language development at home.</p> <p>Increased number of parents coming in to school to develop skills in Reading, Writing and Maths.</p> <p>Raised parental expectations.</p> <p>Improvements in pupils' language, Reading, Maths and Writing skills over time.</p> <p>The above will be measured by increased numbers attending parental support sessions.</p> <p>Improvements in pupils oral language, Reading, Writing and Maths over time</p> <p>By parental surveys, questionnaires, interviews and feedback.</p>	<p>A significant increase in the number of parents involved and engaged in their children's learning and progress.</p> <p>There will be increased levels of pupil engagement and aspiration.</p>
E.	<p>Improvements in pupils' attendance and punctuality leading to improved levels of progress.</p>	<p>An increase in the number of pupils attending school regularly and on time. Improved attainment and progress for targeted pupils.</p>

Measured by attendance figures and data analysis.

5. Planned expenditure					
Academic year	2017-2018				
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved speech, language and communication in EYFS Barrier A & B	Employ TA to deliver bespoke speech and language sessions in Early Years. Provide relevant training and resources. Develop a learning environment , both indoors and outdoors, that is rich in language.	Research analysis of Early Years data. Low starting points Outside influences Analysis of pupils' needs.	Close monitoring Observations Pupil tracking data	SLT PP Champion	Formal review each term. Termly data analysis
To improve quality of teaching to develop further improvements in pupil progress Barriers A, B & C	To implement staff training regarding Outstanding Teaching: Mathematics Mastery Talk4Writing. To use management time to implement a rigorous monitoring programme. Additional teaching staff in Yrs 2 and 6	Discussions with staff and external advisors. Perceived need following lesson observations.	Through lesson observations and learning walks. Data analysis of pupil progress Pupil feedback Work Scrutiny	SLT PP Champion	A formal review will take place each term

Total budgeted cost £114,000					
ii. Targeted interventions					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To improve levels of basic skills in English and Maths for PP pupils to diminish the difference between others nationally</p> <p>Barrier B</p>	<p>Continue to implement and embed MM and TFW</p> <p>Targeted interventions for English and maths to include:-</p> <p>After school booster classes Yrs 2 and 6</p> <p>Letters and sounds</p> <p>Better Reading Partners</p> <p>Reading Recovery</p> <p>MM interventions</p> <p>Immediate Maths Intervention</p> <p>Rapid Maths</p> <p>Employ additional staff in EY.</p> <p>Employ non teaching SENCO</p> <p>Employ EAL support teacher 0.5</p> <p>Employ specialist staff in ICT, Music, French to enable</p>	<p>Research - locally and nationally</p> <p>Previous experience.</p> <p>Review of PP Awards site</p>	<p>Pupil progress will be closely monitored against national starting points.</p> <p>Lesson observations</p> <p>Learning walks</p> <p>Work scrutiny</p> <p>Targeted staff training</p> <p>Continue to employ extra LSAs in EYFS, Teachers to facilitate teacher led immediate interventions,</p> <p>Support for EAL pupils</p>	<p>SLT</p> <p>English and Maths leaders</p> <p>PP Champion</p>	<p>Data will be formally reviewed each term.</p> <p>Individual pupil monitoring.</p>

	teachers to deliver Maths Intervention.				
Total budgeted cost					£146,000
iii Other strategies					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve close monitoring of pupil progress to ensure timely interventions. Barriers A & B	Regular pupil progress meetings to monitor children's progress and impact of interventions Management time to monitor interventions and impact	Research locally and nationally Discussions with staff and external advisors	Close monitoring of pupil progress. Analysis of progress data.	HT SLT	Formal review each term.
To provide enrichment opportunities for pupils through events learning	Targeted involvement for PP children with identified barriers to learning. Implement new science curriculum into KS1 and continue to embed in KS2. Provide training and resources for staff. Fund enrichment activities including "Wow" events, family fun events , food tech	Research and review of systems	Weekly monitoring of levels of home support triggering targeted opportunities for involvement in afterschool clubs.	PP ChampionSLT	Formal review each term.

Barriers B & C	teacher ,specialist instructors and a rich after school programme.				
Improved attendance / punctuality Barrier E	Weekly monitoring of attendance. Targeted invitations to breakfast club. Weekly rewards system Termly certificates and prizes Engagement with EWO Regular Punctuality Initiatives	Poor attendance levels linked with low levels of progress and pupil engagement	Weekly monitoring of attendance.	PP champion P.Daly Alan Wilson	Half termly review
To increase the level of Parental Engagement in the pupil's learning Barrier D	Host a regular programme parent meetings both formally and informally. Develop a new approach to homework	Low achievement due to lack of parental skills and engagement	Weekly monitoring of homework Attendance at Parent sessions Surveys both parental and pupil	HG All staff	Termly Review
				Cost	£41,720

The IMPACT of the Strategy will be reported in September 2018

Total budgeted cost
 £114,000
 £146,000
 £41,720

Grand total
 £301,720

6. Review of expenditure

Previous Academic Year 2016-2017

i Quality of teaching for all

Desired outcome	Impact:	Lessons learned
<p>To improve levels of basic skills in English and Maths above similar pupils nationally.</p> <p>To improve the good level of development in EYFS</p> <p>To improve quality first teaching to develop further improvements in pupil progress.</p>	<p>• GLD increased for PP pupils by 12% although still significantly below NA</p> <p><i>The extra adult per class in Reception for Pupil Premium children enabled the pupil to be taught in smaller groups and often 1:1. Activities including speaking and listening, engaging in play with small groups to develop friendships and sharing (PSE), Knowledge and understanding of the world and imaginative play, guided and individual reading and writing groups, Maths groups to help with number recognition and counting skills.</i></p> <p><i>Additional staff delivered extra phonics lessons. Enhance Learning Environment and Resources both indoors/outdoors.</i></p> <p>• Phonics data: Year 1 PP pupils similar to non-PP, however 7% below NA. Year 2 PP pupils higher than non-PP, however, 6% below NA. Reasons: High % of SEND.</p> <p>• KS1 PP pupils: Reading 3% increase. Writing 27% increase. Maths 23% increase, although still below others nationally in all areas.</p> <p>• KS2 PP pupils: RWM combined 18% increase, Reading 25% increase. Writing 5% increase. Maths 15%</p>	<p>T4W and MM have had an impact on raising expectations for oral communication and Y1 children will continue with T4W and MM as the whole school curriculum, which will further develop oral communication skills. However, the impact in Writing was not as effective as we estimated.</p> <p>We will be implementing bespoke language interventions in foundation stage to be delivered by a specialist teaching assistant.</p> <p>Teachers now have high expectations for oral communication which is a requisite of MM and T4W. We expect a longer term effect as the children experience a curriculum rich in language. MM to be implemented in Year 2 and Maths Meetings throughout the school.</p> <p>Additional support needed in Year 2.</p>

	<p>increase. Standards in line with other pupils nationally in RWM combined, above by 9% in Reading and 7% in Maths.</p> <p><i>Pupils benefitted from the use of additional teachers. In Year 5 and 6 pupils were taught in small targeted groups, thereby ensuring bespoke lessons were delivered.</i></p>	
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ii Targeted Interventions

<p>Desired outcome Individual pupils supported to make appropriate levels of progress in English and Maths.</p>	<p>Impact: Daily immediate intervention in Maths has been delivered across KS1 and KS2. Sessions were delivered by the class teacher and have proved highly successful. This is evidenced in end of Key Stage SATs and tracking data for each year group. All pupils have made sufficient progress in Maths with the majority of pupils in Years 4, 5 + 6 making accelerated progress. In KS1 Maths has increased by 16% since 2016 and RWM combined by 5%. In KS2, Maths is 5% higher than national and increased by 13% since 2016</p> <p>Pupils received appropriate early intervention. Analysis shows all intervention had a positive impact on pupils progress. Phonics screening 79% Year , 88% Year 2.</p>	<p>Lessons learned</p> <p>Pupil achievement has improved and we are realistic, expecting a longer term impact as skills are embedded as the pupils progress through KS1 and 2. Monitoring showed some interventions were not as successful and won't be continued.</p> <p>Immediate Intervention in Maths delivered by teachers ensured pupils were ready for the next day's learning and will continue 2017-2018. This strategy will be introduced in Reception.</p>
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iii Other strategies

<p>Desired outcome To improve close monitoring of pupil progress to ensure timely interventions</p>	<p>Impact: EYFS Lead analysed data and was able to ensure pupils were targeted for early intervention.</p>	<p>Lessons learned</p> <p>In order to fully analyse impact of interventions , a lead teacher should support SLT.</p> <p>Bespoke CPD for individual teachers.</p>
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	English and Maths Leads ensured quality of teaching was at least good with a percentage being outstanding.	
<p>Desired outcome Increase in the numbers of children completing homework tasks</p>	<p>Impact: The homework club was very successful and was well attended by KS2 pupils. There was some improvement in spelling test marks but not a marked improvement There was no effect on pupils levels of achievement, however previously disengaged pupils in the club developed a positive attitude to independent study.</p>	<p>Lessons learned Demand was high and additional clubs would benefit pupils. KS2 worked less independently so we will be setting up 2 clubs with more adults to teach independent study skills. There needs to be an opportunity for children to read every night in a more peaceful environment, so that a separate reading club should be set up for pupils not reading regularly at home rather than in homework club. Spellings need to be practised more than once, so this club had minimal effect except that pupils learned independent study skills. There is a need for a spelling club possibly based in each year group.</p>
<p>Desired outcome To provide enrichment opportunities for pupils through events learning</p>	<p>Impact: Pupils from Reception to Year 6 have received high quality food tech lessons. Two parent courses have improved communication between home and school for 20 families. Feedback on parent surveys has been positive. There have been many enrichment activities including: visits and visitors to school, Chess Tournament, Attendance Trip to the Water Park, Scooter Day, Jeff Rich visiting drummer, theatre trips to everyman and Epstein, Travelling by Tuba workshop.</p>	<p>Lessons Learned All enrichment activities to be continued 2017-2018.</p>

	<p>These carefully planned experiences have enhanced the wider curriculum and broadened their limited experiences, and increased their engagement in their own learning journey.</p> <p>The teaching of Science has improved across KS1 and KS2. Staff are trained to deliver exciting, engaging and informative lessons. The children enjoy the new scheme as there is an emphasis on practical investigations which has a greater appeal to our pupils.</p>	
<p>Desired outcome Improvements in children's attendance</p>	<p>Impact: The pupils who attended breakfast club arrived in class early and ready to learn. They also were much happier as they had time to socialise before coming into class. Attendance figures improved by 0.2%</p>	<p>Breakfast club is a success and will be continued to be offered 2017-2018.</p> <p>Families became too reliant on mini bus pick up. The service will be offered for pupils with genuine needs for a fixed period of time.</p>