

Monksdown Primary School Pupil Premium Strategy Statement 2018-19

1. Summary information					
School	Monksdown Primary School				
Academic Year	2018-19	Total PP budget	£294,620	Percentage of PP	32%
Total number of pupils	553	Number of pupils eligible for PP	171	Number of pupils eligible for PP in EYFS	5 (3.6%)
Date of most recent Pupil Premium Review			Sep 2018	Date for next internal review of this strategy	Sep 2019

The priorities for use of the Pupil Premium for 2018-19 are as follows:

1. Children eligible for FSM who are achieving well and deserve to be extended and challenged to reach their academic potential
2. 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.)
3. To 'diminish the difference' on progress and achievement of all learners across all years for both PP and others , in RWM combined.

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	2017: 37%	2018: 52 %	2019:	2017: 63%	2018: 76%	2017: 60%	2018: %	2017: 70.6%	2018: 71.6%
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	2017: 72%	2018: 77%	2019:	2017: 73%	2018: 86%	2019:	2017: 81%	2018: 82.6 %	2019:
Passing Year 2	2017: 89%	2018: 89%	2019:	2017: 85%	2018: 96%	2019:	2017: 91%	2018: NA%	2019:

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>		
% achieving in reading, writing and maths	2017: 47%	2018: 54%		2017: 59%	2018: 64%	2019	2017: 49%	2018: 60.2 %		2017: 60%	2018: 65%	
% achieving in reading	2017: 57%	2018: 73%		2017: 72%	2018: 76%		2017: 63%	2018: 69.9%		2017: 74%	2018: 75%	
% achieving in writing	2017: 50%	2018: 54 %		2017: 59%	2018: 68%		2017: 54%	2018: 64.5%		2017: 65%	2018: 70%	
% achieving in maths	2017: 60%	2018: 65%		2017: 82%	2018: 72%		2017: 63%	2018: 72 %		2017: 73%	2018: 76%	

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>		
% achieving in reading writing maths	2017: 52%	2018: 57%		2017: 33%	2018: 64%		2017: 46%	2018: 60.8%		2017 53%	2018: 64%	
% achieving in reading	2017: 75%	2018: 80%		2017: 57%	2018: 76%		2017: 61%	2018: 71.7%		2017 66%	2018 75 %	
% achieving in writing	2017: 69%	2018: 80%		2017: 57%	2018: 68%		2017: 63%	2018: 74.4%		2017 74%	2018: 78%	
% achieving in maths	2017: 77%	2018: 78%		2017: 100%	2018: 72%		2017: 65%	2018: 74.5%		2017 70%	2018: 76 %	

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, limited aspirations
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 combined for PP eligible pupils.</p> <p>PP eligible pupils will achieve levels of progress in line above those of similar pupils both locally and nationally.</p> <p>To be measured by regular monitoring and review of ARE 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>

<p>C.</p>	<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 through a positive mind set, improved learning skills and high aspirations, 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. 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>
<p>D.</p>	<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. The above will be measured by increased numbers attending parental support sessions. 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. There will be increased levels of pupil engagement and aspiration.</p>
<p>E.</p>	<p>Improvements in pupils' attendance and punctuality leading to improved levels of progress.</p> <p>Measured by attendance figures and data analysis.</p>	<p>An increase in the number of pupils attending school regularly and on time. Improved attainment and progress for targeted pupils.</p>

5. Planned expenditure					
Academic year	2018/2019				
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 action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead / Cost	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. EYFS KS1	Research analysis of Early Years data. Low starting points Outside influences Analysis of pupils' needs.	Close monitoring Observations Pupil tracking data	SLT PP Champion £4,500 £15,000 £15,000	Formal review each term. Termly data analysis

<p>To improve quality of teaching to develop further improvements in pupil progress</p> <p>Barriers A, B & C</p>	<p>To implement staff training regarding Outstanding Teaching: Mathematics Mastery Talk4Writing.</p> <p>To use management time to implement a rigorous monitoring programme.</p> <p>Additional teaching staff for SEN ch in Y1,2 &3</p>	<p>Discussions with staff and external advisors.</p> <p>CPD for identified needs following lesson observations.</p>	<p>Through lesson observations and learning walks.</p> <p>Data analysis of pupil progress</p> <p>Pupil feedback</p> <p>Book Scrutinies</p>	<p>SLT PP Champion MM £3780</p> <p>£28 000</p>	<p>A formal review will take place each term</p>
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Total budgeted cost					£66 280
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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 / Cost	When will you review implementation?
<p>To improve levels of basic skills in English and Maths for PP pupils to diminish the difference between PP and others nationally</p>	<p>Continue to implement and embed MM and TFW</p> <p>Targeted interventions for English and maths to include:-</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>Book scrutinies</p> <p>Targeted staff training</p> <p>Continue to employ extra LSAs in EYFS, Teachers to facilitate teacher led immediate</p>	<p>SLT English and Maths leaders PP Champion</p> <p>£5000</p>	<p>Data will be formally reviewed each term.</p> <p>Individual pupil monitoring.</p>

<p>To improve levels of PP learners achieving ARE in WRM combined</p>	<p>After school booster classes for Yrs 2 Letters and sounds Better Reading Partners Reading Recovery MM interventions Immediate Maths Intervention Rapid Maths</p> <p>Employ additional staff in EYFS Employ non teaching SENCO Employ EAL support teacher 0.5 Employ specialist staff in ICT, Music, French to enable teachers to deliver Interventions.</p> <p>To restock Home Reading books for KS1</p> <p>To employ 2 xTAs for targeted intervention with vulnerable pupils. (2 terms)</p> <p>To provide 1 pads, headsets and charging units so that children</p>		<p>interventions, Support for EAL pupils</p>	<p>Booster</p> <p>£10,000 RR</p> <p>£52,000</p> <p>£19,000</p> <p>£15,000</p> <p>£15,000</p> <p>£4000</p> <p>£25000</p> <p>£30,000</p>	
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	can access audible texts.				
Total budgeted cost					£175,000
ii 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 / Cost	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 £14,000	Formal review each term.
To develop self esteem, resilience and positive aspirations through growth mindset	Identify baseline metacognitive skills and target PP children through mentoring to develop metacognitive skills	Sutton Trust research	Half termly monitoring of opportunities / progress in identified areas .	PP champion Mentors	Formal review each term.
To provide enrichment opportunities for pupils through events learning Barriers B & C	Targeted involvement for PP children with identified barriers to learning Fund enrichment activities including	Research and review of systems	Weekly monitoring of levels of home support triggering targeted opportunities for involvement in afterschool clubs.	PP Champion SLT	Formal review each term.

	“Wow” events, family fun events, food tech teacher ,specialist instructors and a rich after school programme.			£30,000	
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 Using mini bus to staff& transport children to cultural venues	Poor attendance levels linked with low levels of progress and pupil engagement	Weekly monitoring of attendance.	PP champion P.Daly Alan Wilson £ 5000 £2000 £4000 £2000	
To increase the level of Parental Engagement in the pupil’s learning	Host a regular programme parent meetings both	Low achievement due to lack of parental skills and engagement.	Weekly monitoring of homework Attendance at Parent sessions	HG All staff £2,000	

Barrier D	formally and informally. Develop a new approach to homework. Weekly phonics / spelling/ maths (MM) parent workshops.		Surveys both parental and pupil.		
				£59 000	£ 300 280
				Total budgeted cost	
				Grand total	£300 280

6.Review of expenditure	
Previous Academic Year 2017-2018	

i Quality of teaching for all

Desired outcome		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>Impact:</p> <ul style="list-style-type: none"> • GLD increased for PP pupils by 15% although still significantly below NA <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> • Additional staff delivered extra phonics lessons. Enhance Learning Environment and Resources both indoors/outdoors. • Phonics data: Less Year 1 PP pupils passing Phonics Screening test than non-PP, however an increase of 5%. Still below NA. Reasons: High % SEND. Year 2 PP pupils 5% less than non-PP, however, now above last year's NA. • KS1 PP pupils: Reading 16% increase. Writing 4% increase. Maths 5% increase, with similar numbers achieving GD, although still below others nationally in all areas. Combined RWM 10% gap. Reasons: High % SEND. • KS2 PP pupils: RWM combined 18% increase, Reading 25% increase. Writing 5% increase. Maths 15% increase. Standards in line with other pupils nationally 	<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 3 and Maths Meetings throughout the school.</p> <p>Additional support needed in the form of extra teacher and focused teaching groups in class,</p> <p>in Year 3 for high % SEND .</p>

	<p>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 86% Year, 96% 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. Phonic teaching will be taught by class teachers with smaller focus group to be taught by designated TA.</p> <p>Immediate Intervention in Maths delivered by teachers ensured pupils were ready for the next day's learning and will continue 2018-2019.</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:</p> <p>EYFS Lead analysed data and was able to ensure pupils were targeted for early intervention.</p> <p>English and Maths Leads ensured quality of teaching was at least good with a percentage being outstanding.</p>	<p>Lessons learned</p> <p>In order to fully analyse impact of interventions, a lead teacher should support SLT.</p> <p>Continued bespoke CPD for individual teachers.</p>
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<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.</p> <p>There was some improvement in spelling test marks but not a marked improvement</p> <p>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</p> <p>Demand is high and additional clubs benefit pupils.</p> <p>KS2 2 clubs with more adults now teach independent study skills has proved successful and will continue in 2018 - 2019.</p> <p>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.</p> <p>An invitation for parents to read with their child was offered in Y2, but was not taken up by parents. This will be offered in 2018 – 2019.</p> <p>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>A workshop and information will be offered to all parents to explain the process of learning spellings using read phonic sounds and syllables, cover, write, check technique.</p> <p>MM workshops will be available for parents to be delivered by MM lead JB, LC and HG.</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.</p> <p>There have been many enrichment activities including: visits and visitors to school, Chess Tournament, Attendance Trip to Water Sports Centre, Scooter Day,</p>	<p>Lessons Learned All enrichment activities to be continued 2018-2019 .</p>

	<p>Jeff Rich visiting drummer, theatre trips to everyman and Epstein. The choir performed at Liverpool Hope for a graduation ceremony.</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 0.5%</p>	<p>Breakfast club is a success and will be continued to be offered 2018-2019.</p> <p>Information on the total hours lost through lateness was given to parents of children with poor punctuality, highlighting the hours of learning time missed. Parents were surprised of the cumulative effect of persistent lateness. Punctuality for those pupils will be monitored.</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>