

Monksdown Primary School Pupil Premium Strategy Statement 2020-21

1. Summary information					
School	Monksdown Primary School				
Academic Year	2020 -21	Total PP budget	£287,760	Percentage of PP	38.5%
Total number of pupils	566	Number of pupils eligible for PP	218	Number of pupils eligible for PP in EYFS	8 (8.9%)
Date of most recent Pupil Premium Review	Oct 2020		Date for next internal review of this strategy	Dec 2020	

The priorities for use of the Pupil Premium for 2020-21 are as follows:

1. To improve levels of progressions for PP children.
2. To improve levels of attendance of PP children.
3. To develop children's social, emotional and mental health.
4. To ensure PP children who are also SEND, EAL, LAC or A+T are getting the support they need.
5. To develop communication skills, spoken language and verbal reasoning skills, especially within EYFS and KS1.

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	2018: 52%	2019: 54	2020: 29%	2018: 76% 2019: 70%	2020 – 41%	2019: 66%	2020:	2018: 71.6% 2019: 72%	2020:
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	2018: 77%	2019: 68.4%	2020: 78%	2018: 86%	2019: 89%	2020: 79%	2018: 82.6%	2019: 82%	2020:
Passing Year 2	2018: 89%	2019: 60%	2020: 43%	2018: 96%	2019: 45%	2020: 43%	2018: NA	2019: 91%	2020:

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>		
	2018:	2019:	2020:	2018:	2019:	2020:	2018:	2019:	2020:	2018:	2019:	2020:
% achieving in reading, writing and maths	54%	37%	42%	64%	59%	61%	60.2%	64%		65%	65%	
% achieving in reading	73%	45%	63%	76%	72%	78%	69.9%	74%	%	75%	75%	%
% achieving in writing	54%	41%	42%	68%	63%	64%	64.5%	69%	%	70%	69%	%
% achieving in maths	65%	49%	57%	72%	66%	71%	72%%	71%	%	76%	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	57%	40%	46%	64%	45%	49%	60.8%	68%	%	64%	65%	%
% achieving in reading	80%	58%	67%	76%	65%	72%	71.7%	76%	%	75%	78%	%
% achieving in writing	80%	50%	56%	68%	54%	57%	74.4%	80%		78%	83%	
% achieving in maths	78%	53%	59%	72%	60%	54%	74.5%	82%		76%	84%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Low Level Basic Skills in Reading, Writing and Maths
B.	Poor communication and Language skills
C.	Time missed due to Covid-19 closures leading to catch up requirements
D.	Poor levels of attendance preventing certain individuals making necessary progress
External barriers	
E.	Low level of parental involvement
F.	Mental health issues of both children and families due to recent lockdown

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>To achieve higher rates of progress across KS1 & 2 for pupils (incl. those eligible for PP) across all aspects of the curriculum. To raise attainment and accelerate pupil progress in English (Reading and Writing) and Maths</p> <p>Children identified as PP, EAL, LAC, A+T to receive relevant intervention and support.</p>	<p>The gap between PP and None PP children will decrease.</p> <p>There will be an improvement in attainment in English & Maths.</p> <p>In Y1-6 the proportion of disadvantaged pupils achieving ARE will be</p> <ul style="list-style-type: none"> • Maths >65% • Reading >70%, • Writing >60%, <p>With an improved percentage being at Greater Depth.</p>
B.	<p>To develop communication, spoken language and verbal reasoning skills(especially in the EYFS setting).</p>	<p>To improve language skills so that PP children make at least expected progress across the curriculum.</p> <p>Improvements in the % of PP children achieving GLD in 2021 to >65%</p>

		To enable pupils to more fully access appropriate curriculum opportunities through improved language skills. Lower attaining pupils more willing to talk and articulate their thinking
C.	<p>The effects of time off will be identified and a catch-up curriculum, with necessary interventions will be implemented to ensure the effects are minimal.</p> <p>New maths scheme with integrated catch-up curriculum will be successfully implemented across school.</p> <p>New whole class reading scheme implemented to ensure LA, and those who may have slipped, will be receiving high level texts on a daily basis.</p>	<p>No dip in performance scores between this year and previous years.</p> <p>Reviews into new schemes will be positive, with monitoring and feedback providing evidence of child development.</p>
D.	<p>Increased attendance evident for the vast majority of targeted pupils.</p> <p>The difference between attendance data for disadvantaged and other pupils continues to diminish over time.</p> <p>Middle Leader to take responsibility for attendance</p>	<p>Attendance \geq 96% and reduced persistence absences for PP.</p> <p>Pastoral support for pupils and families.</p>
E.	<p>Parents to be more involved in and supportive of their child's education and understand how they can enhance their child's learning.</p> <p>If lockdown measures allow, parents will be offered a range of sessions that will enable them to support their child more at home and understand the impact that this can have on their child. (Phonics, English and Maths) <i>If lockdown measures are still in place leading up to the end of Autumn 2 then information packs for each subject will be sent to parents with key information and skills.</i></p> <p>Website to provide hints and tips for how a parents can support their child at home. Opportunities for parents to come into school will be offered if lockdown allows.</p> <p>Parents of vulnerable children will be invited to online meetings, when necessary, if lockdown measures fail to ease.</p>	<p>Parents to understand what their child is learning and how they can support them with this.</p> <p>Significant increase in parental attendance at all meetings and school events (either online, or in person)</p>
F.	<p>Issues of child, and parental, mental health to be addressed, with relevant teaching/support given where necessary.</p>	<p>Both parents and Children who are identified as having mental health issues to be sign posted to relevant agencies.</p>

Implementation of Jigsaw PSHE scheme will help whole school addressing of mental health issues.

Growing pastoral team to monitor and address children who flag any potential mental health issues.

Pastoral team to work closely with class teachers and identified children / families, to ensure the child is both attending school and participating in lessons to receive the highest level of education.

5. Planned expenditure					
Academic year	2020/2021				
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	When will you review implementation?
To improve quality of teaching to develop further improvements in pupil progress in English and Maths Barrier A, C	To implement staff training regarding Outstanding Teaching: White Rose Maths and Vipers Reading. To use management time to implement a rigorous monitoring programme.	Discussions with staff and external advisors. CPD for identified needs following lesson observations	Through lesson observations and learning walks. Data analysis of pupil progress Pupil feedback Book Looks	SLT Subject Leads £1500 (Cover for teacher support)	Formal review each term. Termly data analysis
To develop communication, spoken language and verbal reasoning skills Barrier B	Speech & language therapist, support starting with early intervention in EYFS.	Speech and language therapists play an important role in supporting schools to meet the needs of children with SLCN and in supporting good practice across universal, targeted and specialist approaches.	Regular monitoring, observations and pupil progress reviews.	EYFS Lead SENCO SLT £5,850 (SALT)	Formal review summer 2021 Termly data review

Continue to foster an ethos of high attainment across all subject areas Barrier A and C	Release teachers to monitor their subjects through book looks, data analysis, pupil voice and teacher observations	Regular Monitoring of teaching will ensure high quality teaching across the curriculum and inform subject leaders what CPD is needed across the school	Regular monitoring across the curriculum	SLT Subject Leads £3000 (Supply Cover)	Formal review summer 2021 Termly data review
Improve rate of progress and attainment made by targeted PP pupils across the school. Barrier D	Pupil Premium Champion given TLR and time away from class to oversee Pupil Premium across the school.	To ensure the PP Champion is given appropriate time to make an impact across the school due to being class based.	Intelligent analysis of hard and soft data through the school's robust school monitoring cycle, provision will be continuously evaluated	PP Champion Class Teachers TA Staff £2796 (TLR)	Summer 2021
Diminish the differences in attainment between PP and all pupils across the school. Barrier A	To enhance CPD to ensure high quality first teaching. Ongoing/virtual due to lockdown	Leaders in more successful schools ensure their staff have the skills and training to take on more specialist roles (Supporting the attainment of disadvantaged pupils - Briefing for school leaders, 2015)	Half termly progress meetings. Progress data analysis, reports from leaders. Develop a strategic plan for high-quality Staff INSET.	SLT Subject Leads Class Teachers £25,000 (CPD)	Formal review summer 2021 Termly data review
Total budgeted cost					£38,146
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 PP and others nationally</p> <p>Barriers A and C</p>	<p>Targeted interventions for English and maths to include: -</p> <p>After school booster classes for Years 2 and 6</p> <p>Letters and sounds</p> <p>Better Reading Partners</p> <p>Reading Recovery</p> <p>Maths Interventions</p> <p>Immediate Maths Intervention</p> <p>Rapid Maths</p> <p>Lexia</p> <p>Online Tutoring</p>	<p>Research - locally and nationally</p> <p>Previous experience.</p> <p>Review of PP Awards site</p> <p>Successful schools ensure that teaching assistants (TAs) are well trained in supporting pupils' learning as well as in specific learning interventions, so TAs can provide effective support to individual pupils or small groups.</p>	<p>Half Termly intervention sheets to be completed monitoring progress</p> <p>Pupil progress will be closely monitored against national starting points.</p> <p>Lesson observations</p> <p>Learning walks</p> <p>Book Looks</p> <p>Targeted staff training</p>	<p>SLT</p> <p>Subject Leads</p> <p>PP Champion</p> <p>SENCO</p> <p>£1500 (Boosters)</p> <p>£1000 (Lexia)</p> <p>£30000 (TA Hours for interventions)</p> <p>£32,500</p>	<p>Termly Review of Interventions</p> <p>Review of Spending summer 2021</p>
<p>To improve levels of PP learners achieving ARE in WRM combined</p> <p>Barriers A and C</p>	<p>Provide Tutors for Identified PP children (online during lockdown)</p> <p>Employ additional staff in EYFS</p> <p>Employ non-teaching SENCO</p> <p>Employ EAL support teacher 0.1</p> <p>Employ specialist staff in ICT, Music, French to enable teachers to deliver</p>	<p>Research - locally and nationally</p> <p>Previous experience.</p> <p>Review of PP Awards site</p>	<p>Half Termly intervention sheets to be completed monitoring progress</p> <p>Pupil progress will be closely monitored against national starting points.</p> <p>Lesson observations</p> <p>Learning walks</p> <p>Book Looks</p> <p>Targeted staff training</p>	<p>SLT</p> <p>EAL Champion</p> <p>SENCO</p> <p>PP Champion</p> <p>£10, 246 (French Teacher)</p> <p>£7, 392.20 (EAL Support)</p> <p>£18, 480 (Music/ICT)</p>	<p>Termly Review of Interventions</p> <p>Review of Spending Summer 2021</p>

	and plan for interventions			Specialist Teacher) £36,118.20	
To aid transitions between lessons Barriers A and C	Create a PP transition 'Pot'.	To allow teachers the opportunity to identify times that individuals may struggle with transitions e.g. wet play and to properly resource these times to aid with pupil behaviour.	Monitor spending and impact of resources purchased.	SLT Finance Officer £10,000 (£500/class)	Summer 2021
Total Budgeted Cost					£78,618.20
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 / Cost	When will you review implementation?
To support the mental health and wellbeing of our children and families Barrier F	Strong Pastoral Team to support Pupil Premium children identified as being in need of pastoral care and to conduct welfare checks on vulnerable families.	A strong pastoral team can provide individual and group interventions to monitor and improve the well-being and behaviour of children within our school, and will conduct welfare checks on families in need of support. Family support (especially post-Covid) will need to be strong.	Members of SLT, the Pastoral team and other relevant staff will conduct pastoral checks on each child, identifying the individual needs.	SLT PP Champion Mentors £22,320 £27,900 <u>£27,900</u> £78,120	Termly review of pastoral care Full Review Summer 2021
To support the mental health and wellbeing of our children and families Barrier F	Children's councillor to work 4 mornings a week.	To provide counselling for pupils affected by bereavement, friendship issues, domestic violence and marital breakdown.	Review pupils progress regularly and gather pupil voice.	SLT School Councillor PP Champion £11,160	Termly review of pastoral care Full Review Summer 2021

<p>To improve attendance Across school</p> <p>Barrier D</p>	<p>Weekly monitoring of attendance. Targeted invitations to breakfast club. Weekly rewards system Termly certificates and prizes Engagement with EWO Regular Punctuality Initiatives</p>	<p>Poor attendance levels linked with low levels of progress and pupil engagement</p>	<p>EWO and Attendance Champion to monitor attendance Weekly</p> <p>Mentors to conduct attendance checks daily</p>	<p>Attendance Champion</p> <p>Learning Mentors</p> <p>£9009 (EWO) £2000 (Prizes) £11,009</p>	<p>Full review Summer 2021</p>
<p>To increase the level of Parental Communication and engagement in the pupil's learning</p> <p>Barrier E</p>	<p>Host a regular programme of parent meetings both formally and informally.</p> <p>Parental Welfare Checks</p> <p>Update Parent section of school website regularly.</p> <p>Parent App</p> <p>Parent questionnaires/parent consultations and workshop evaluations.</p>	<p>Low achievement due to lack of parental skills and engagement.</p> <p>Higher levels of communication with parents leads to greater involvement within school.</p>	<p>Covid Permitting meetings will be timetabled to take place to ensure parents are up to date with current teaching styles in order to work with children.</p> <p>Parent APP and text service ensures parents are up to date with all elements of school.</p>	<p>SLT PP Champion Parent and Community Champion School Admin</p> <p>£1500 (Parent App)</p>	<p>Termly Review of Parental involvement to assess changes linked to Covid</p>

<p>Ensure the curriculum (and beyond) provides opportunities for pupil engagement in arts projects, residential trips and after school clubs.</p> <p>Barriers A, C and F</p>	<p>Using specialist provision to improve key areas (e.g. the provision of music across the school)</p> <p>Provide memorable opportunities and experiences which would normally be 'out of reach'. Target disadvantaged pupils to partake in enrichment/cultural visits.</p> <p>Specialist Dance Tuition</p> <p>Debating Society</p> <p>Chess Club</p>	<p>Recent studies have clearly indicated that musical training physically develops the part of the left side of the brain known to be involved with processing language, and can actually wire the brain's circuits in specific ways.</p> <p>School trips provide unique opportunities for kinaesthetic learning and encourage students to engage with people, places and buildings in new ways.</p> <p>Review of previous expenditure - PP pupils have enriched experience in school/extra adults provide extra-curricular opportunities. Participation in these activities can develop more positive opinions and attitudes to school. This can also impact on confidence and relationships in school. Increased effects of self-confidence, self-efficiency and motivation.</p>	<p>Gather pupil and staff voice via surveys.</p> <p>Look at parental feedback via twitter etc.</p> <p>Monitoring levels of uptake.</p>	<p>SLT Subject Leads</p> <p>£30,000 (School Trips - Based on last year's figures)</p> <p>£4, 000 (Resonates instrumental tuition)</p> <p>£4, 212 (Dance Teacher)</p> <p>£500 (Debating Society Cover)</p> <p>(Chess Club)</p>	<p>Summer 2021</p>
<p>To improve PP monitoring and assessment</p> <p>All Barriers</p>	<p>PP champion to work with PP consultant to ensure highest quality provision for PP children</p>	<p>Working with leading consultants can build an implementation plan and ensure that all barriers are recognised and met.</p>		<p>PP Champion</p> <p>£1, 620 (Consultancy Fee)</p>	<p>Summer 2021</p>
<p>Total budgeted cost</p> <p>Grand total</p>					<p>£142,121</p> <p>£258,885.20</p>

