

# Monkfrith Pupil Premium Strategy

1. Summary information					
School	Monkfrith School				
Academic Year	2019/20	Total PP budget	48600	Date of most recent PP Review	Jan 2020
Total number of pupils	392	Number of pupils eligible for PP	36	Date for next internal review of this strategy	June 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school) (Greater Depth)</i>	<i>Pupils not eligible for PP (School)</i>
% achieving in reading, writing and maths	79%	81%
% achieving in reading	88.9% (44%)	81% (54%)
% achieving in writing	100% (22%)	90% (27%)
% achieving in maths	97.8% (33%)	90 (22%)
% making progress in reading	+2.95	+3.84
% making progress in writing	+2.30	+1.63
% making progress in maths	+1.55	+2.30

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Children with limited vocabulary in written and oral language skills
B.	Progress of middle attaining children (including getting children to Greater Depth)
C.	Resilient attitude towards learning
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Lack of first hand experiences

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Accelerate progress of PP pupils	To achieve GLD or meet or exceed expected levels of attainment by the end of Foundation Stage, KS1 or KS2 Pupils identified from specific cohorts to make progress and meet or exceed expected
<b>B.</b>	To be create opportunities to use richer vocabulary when reading and writing across the curriculum	Evidence recorded in books and lesson observations. KS1 and KS2 reading and writing outcomes.

5. Planned expenditure					
Academic year		2019/20			
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 strengthen and build on children's prior learning	Changes to the way subjects/topics are introduced to activate prior learning.  Develop teachers' understanding of the how the curriculum 'fits together' to support children activating prior knowledge.  Use teaching time to review previous learning	Learning is more likely to be remembered if it fits into previous knowledge.  The limitations of working memory mean that children need to have opportunities to revisit knowledge and have extensive opportunities to practice.  (Rosenshine, Principes of Effective Instruction Metacognition and Self regulated learning – EEF)	Evidence from monitoring schedule.	Headteacher Subject Leaders	Half Termly
To be create opportunities to use richer vocabulary when reading and writing across the curriculum	Specific whole class teaching for vocabulary development, including subject/topic specific vocabulary	Specific teaching of vocabulary to ensure children have a deeper understanding of topic specific words (Alex Quigley – Closing the Vocabulary Gap Rosenshine, Principes of Effective Instruction)	Evidence from monitoring schedule.  Tracking and analysis of data and attainment.  Part of SIP	Headteacher	Half Termly

Accelerate progress of PP pupils	Develop the use of modelled writing to raise expectations and make the process of writing at greater depth more explicit.  Review opportunities given to encourage writing at	Sutton Trust	Evidence from monitoring schedule.  Tracking and analysis of data and attainment.  Part of SIP		
	Trial Whole Class Reading approach in Year 5 in Autumn and Spring Terms.	EEF – Improving Literacy in Key Stage 2	Part of SIP	Deputy Headteacher	Termly
	Ensure reading material available leads to improved outcomes.	Children need to have a greater range of fiction for guided readings to expose them to different language to develop reading comprehension and then use in their own writing.	Feedback from teachers Tracking and analysis of data and attainment.	English Subject Leader	Half Termly
<b>Total budgeted cost</b>					<b>£8000</b>
<b>ii. Targeted support</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>
Accelerate progress of PP pupils	Year 1, 2 and 3  1:1 sessions Literacy Specialist Teacher	Focused teaching to improve phonic skills to enable identified children to be more confident readers.  (Sutton Trust, Marc Rowland The Pupil Premium)	Baseline carried out at the end of Reception. Review half termly.	SENCO/ Literacy Intervention Teacher	Half termly.  £5000 yearly
	Individual maths tuition  (Catch Up Numeracy, Maths Support)	Regular opportunities for consolidation of key mathematical concepts	Baseline assessment carried out. Review half termly Feedback from class teacher about whether the impact of intervention is being seen in class.	SENCO Headteacher	Half termly  £3600 yearly

	Individual Reading Comprehension Support	Regular opportunities for consolidation of comprehension skills	Baseline assessment carried out. Review half termly Feedback from class teacher about whether the impact of intervention is being seen in class.	SENCO Headteacher	Half termly  £2000 yearly
	Teachers to be released for 1:1 feedback to PP writers.	(Marc Rowland, The Pupil Premium)	Reviewed as part of pupil progress meetings Feedback from class teacher evidence in books	Headteacher	Half termly  £2000 yearly
To be create opportunities to use richer vocabulary when reading and writing across the curriculum	Writing Intervention for WA/GDS for Year 5 and 6	Opportunities for feedback on writing with teacher Focused writing support.  (Sutton Trust , Marc Rowland The Pupil Premium)	Evidence from monitoring schedule. Feedback from teachers Tracking and analysis of data and attainment.	English Subject Leader Headteacher Deputy Headteacher	Half termly  £5000 yearly
<b>Total budgeted cost</b>					£26,500

### iii. Other approaches

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?
Accelerate progress of PP pupils	1:1 support for specific child	To enable children to access whole class teaching	Reviewed with SENCo half termly Advisory Service teachers	SENCo	Half Termly £1300
Support children's social and emotional needs	Training for all staff in dealing with children who have suffered emotional trauma  Support children with social skills at lunchtime	Attachment Theory PACS-UK	Follow up with SENCo and Headteacher	Headteacher	Termly review  £2000
Children with limited vocabulary in oral language skills to express feelings and emotions	Social skills groups	Teach children skills to interact and have meaning conversations in arrange of situations.  (Sutton Trust, Educational Psychologist advice, ASC Advisory Teacher)	Reviewed by SENCo	SENCo	Half Termly  £950
Lack of first hand experiences	Provide support funding trips Musical instrument tuition	To enable children to take part in a wide range of activities	Reviewed by School Business Manager termly	Headteacher School Business Manager	Half termly  £4000

	Pay for additional extracurricular activities.				
<b>Total budgeted cost</b>					£12,000

**6. Review of expenditure**

**Previous Academic Year**

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

**7. Additional detail**

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