**Monkfrith Pupil Premium Strategy**

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| 1. **Summary information** | | | | | |
| **School** | Monkfrith School | | | | |
| **Academic Year** | 2019/20 | **Total PP budget** | 49650 | **Date of most recent PP Review** | Jan 2020 |
| **Total number of pupils** | 392 | **Number of pupils eligible for PP** | 29 (+ 5 PP+) | **Date for next internal review of this strategy** | June 2020 |

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| 1. **Current attainment** | | |
|  | *Pupils eligible for PP (your school)*  *(Greater Depth)* | *Pupils not eligible for PP (School)* |
| **% 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 |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | Children with limited vocabulary in written and oral language skills | | |
|  | | Progress of middle attaining children (including getting children to Greater Depth) | | |
| **C.** | | Resilient attitude towards learning | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | Lack of first hand experiences | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | 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 |
|  | 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. |

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| 1. **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. | | | | | |
| 1. **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  Accelerate progress of PP pupils | 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, Principles of Effective Instruction) | Evidence from monitoring schedule.  Tracking and analysis of data and attainment.  Part of SIP | Headteacher | Half Termly |
| 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 greater depth. | 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 |
| **Total budgeted cost** | | | | | £8000 |
| 1. **Targeted support** | | | | | |
| **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 | 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 |
| **Total budgeted cost** | | | | | £26,500 |
| 1. **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  Pay for additional extracurricular activities. | To enable children to take part in a wide range of activities | Reviewed by School Business Manager terrmly | Headteacher  School Business Manager | Half termly  £4000 |
| **Total budgeted cost** | | | | | £12,000 |

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| 1. **Review of expenditure** | | | | |
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| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| 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 | We were starting to see an impact on this but not sufficient to meet the SC. | We will continue to develop our whole school approach with further focus on metacognition and different ways to activate prior learning.  BPSI will also be providing training on Rosenshine Principles in September 2020. | £8000 |
| 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 | In observations and learning walks there was evidence of developing vocabulary. We also introduced some topic vocabulary assessment.  There is some evidence that this was starting to be successful. | This needs to continue in order that teachers and children can build on the foundations of this year. There also needs to be some further focus about the choice of language that teachers are developing to ensure that it is both challenging but also broad (Tier 2 vocab.) |
| 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 greater depth. | There was evidence in books of richer language being although because of COVID we are not able to see the impact in end of year outcomes. |
| Trial Whole Class Reading approach in Year 5 in Autumn and Spring Terms. | This was an effective approach to developing reading skills although we did not come to the end of our trial. | We will develop this approach in Year 5 and 6 in the Autumn Term and then apply to Year 4 in Spring Term if appropriate. |
| Ensure reading material available leads to improved outcomes. | We have improved the quality of texts in all classrooms and the library in both fiction and non-fiction, however most of these books arrived just before March and therefore we have not seen the impact yet.. | We need to continue to develop the choice of class texts to ensure that children are being exposed to challenging narratives. |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Accelerate progress of PP pupils | Year 1, 2 and 3  1:1 sessions Literacy Specialist Teacher | The phonics support was effective for children in Year 1 and we would have estimated that the PP children (except one) would have passed the phonics screening check in 2020.  The support provided for children in other year groups developed all the children ability to read at their level. She continued to offer these sessions during school closure where possible..  Our Literacy Specialist Teacher also provided support for teachers to differentiate. | This will continue. | £6000 |
| Individual maths tuition  (Catch Up Numeracy, Maths Support) | This was effective for the children that took part and all made progress. It was more effective for the children in year 2 and 4. | This will continue although we will try to focus on children in KS1 and LSK2 as this is where we can close the gap more effectively. | £3600 |
| Individual Reading Comprehension Support | This | This will continue for children in Year 6. We will also be trialling a new group approach for children in Year 4 to develop inference in September.. | £2000 |
| Teachers to be released for 1:1 feedback to PP writers. | This showed minimal impact for the PP children and also reduced the amount of Quality First Teaching. | It is highly unlikely that this will continue as a strategy. | £2000 |
| 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 | This worked effectively in Year 6 and made a big impact in their writing structure and use of language.  It was less successful in Year 5 as it was focused on editing existing work rather than supporting the writing process from planning to writing. | We will be continuing this strategy with our Year 6 children in 2020/21. | £5500 |
| 1. **Other approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Accelerate progress of PP pupils | 1:1 support for specific child | This support enabled this child to remain in class to access learning or to return to learning when he was dysregulated. | This child left the school in April 2020. | £1350 |
| 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 | This approach has been really effective for all staff. We have also taken up some additional training for a specific child via PACS and purchase some materials to support this approach following the training. | We will continue with this approach in line with our Zones of Regulation teaching. | £2700 |
| Children with limited vocabulary in oral language skills to express feelings and emotions | Social skills groups | Social skills groups were working effectively in developing language and creating relationships with peers although they did not meet SC due to COVID. | We will continue with this when we restart interventions. | £2000 |

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| 1. **Additional detail** |
| This year the impact of many of the measures we put in place were impacted by COVID 19 and the partial closure of school. Where possible we continued to provide support for our PP children however this was not as effective as we would have been able to deliver in school. |