

# Monkfrith Pupil Premium Strategy 2020-21

1. Summary information					
School	Monkfrith School				
Academic Year	2020/21	Total PP budget	50,650	Date of most recent PP Review	July 2020
Total number of pupils	424	Number of pupils eligible for PP	31 (+ 4 PP+)	Date for next internal review of this strategy	Dec 2020

2. Current attainment **data from 2019 due to COVID there is no data for 2020**		
	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

3. 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)	
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
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**External barriers** (issues which also require action outside school, such as low attendance rates)

D.	Lack of first hand experiences
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**4. Desired outcomes**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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.	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**

<b>Academic year</b>	<b>2020/21</b>
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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**

<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>
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.	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, Principles of Effective Instruction Metacognition and Self regulated learning – EEF)	Evidence from monitoring schedule.	Headteacher Subject Leaders	Half Termly

	Use teaching time to review previous learning				
To develop children's speaking and listening opportunities.	Talking Homework in Reception and KS1.  Question of the week – linked to topic with key 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.	Headteacher Assistant Headteacher Subject Leaders	December 2020.
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) High quality texts available as part of the curriculum offer.	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	English Subject Leader  Headteacher	Termly
	Whole Class Reading in Year 5 and 6 from September. From Year 4 from Spring Term.  Use of Literacy Shed+ for structured resources for whole class reading.	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
	Secure spelling strategies for all pupils from year 1 – 3.  Use of Wordshark as a tool for home and school spelling.	Evidence base for Wordshark.	Progress results on Wordshark.  Evidence from monitoring cycle	Headteacher SENCO.	Termly  £400

**Total budgeted cost**    £8000

**ii. 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

	Word Shark as a bespoke intervention for PP children in Key Stage 2 (with some additional adult support)	Builds children's confidence and independence for spelling in a motivating way.  Adult support helps to develop word attack strategies.	Progress assessments from Wordshark.	SENCO/ Literacy Intervention Teacher	Half termly  £100 yearly
To be create opportunities to use richer vocabulary when reading and writing across the curriculum	Writing Intervention for WA/GDS for Year 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	Half termly  £3000 yearly
<b>Total budgeted cost</b>					£26,500
<b>iii. Other approaches</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	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
Children with limited vocabulary in oral language skills to express feelings and emotions	Social skills groups  1:1 Emotions Coaching work using Zones of Regulation approach	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 £1500
Lack of first hand experiences	Provide support funding trips Musical instrument tuition Pay for additional extracurricular activities.  If unable to carry out trips due to Covid in Spring and Summer – consider alternative enrichment.	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
<b>Total budgeted cost</b>					£7,000

## 6. Review of expenditure

### i. 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	<p>Changes to the way subjects/topics are introduced to activate prior learning.</p> <p>Develop teachers' understanding of the how the curriculum 'fits together' to support children activating prior knowledge.</p>	We were starting to see an impact on this but not sufficient to meet the SC.	<p>We will continue to develop our whole school approach with further focus on metacognition and different ways to activate prior learning.</p> <p>BPSI will also be providing training on Rosenshine Principles in September 2020.</p>	£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	<p>In observations and learning walks there was evidence of developing vocabulary. We also introduced some topic vocabulary assessment.</p> <p>There is some evidence that this was starting to be successful.</p>	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	<p>Develop the use of modelled writing to raise expectations and make the process of writing at greater depth more explicit.</p> <p>Trial Whole Class Reading approach in Year 5 in Autumn and Spring Terms.</p>	<p>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.</p> <p>This was an effective approach to developing reading skills although we did not come to the end of our trial.</p>		

	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.	
<b>ii. Targeted support</b>				
<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>
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
<b>iii. Other approaches</b>				
<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>
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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## 7. 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.

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