

## Pupil Premium Strategy 2017-18

Number of pupils eligible	54 + 3 (Service children)
Total PP received	£71,280 + £900

### Identified barriers to education achievement

Access to language

Lack of experiences and opportunities to assist with ideas

Access to visits and other educational experiences

36% on SEND register for poor Vocabulary, Receptive and Expressive language

Behaviour – pupils with specific social and emotional needs which affect their learning

### Rational for Expenditure:

We have seen an improvement, over time in the success of our PP pupils in terms of progress, leading to the last set of end of KS2 data showing Year 6 Pupil Premium pupils achieving 5.48 progress in reading, 2.4 in writing and 5.69 in maths between KS1 and KS2 (using last year's formula for calculation). A key area for the pupils is formulating ideas for their learning thus the provision of pre-teach and talk time. As improvement in CL in Foundation Stage is a key area on the School Improvement Plan this will also support achievement in that area. Pupils have benefitted greatly from the Reading Stars provision and this will continue across KS2. The 2017/18 Year 6 cohort has a large number of PP pupils (14) 50% of whom are SEND, so it has been deemed beneficial to put in-class support in place for literacy and numeracy activities. Additionally, the 2017/18 Year 3 cohort (11PP, 1 Service) will be given transitional support for the first two terms in KS2.

Scooping and verbal feedback have been identified as areas of great success with the children and this is reflected in outcomes so these will continue. Scooping, in particular, prevents any misconceptions developing. The homework club gives pupils the opportunity to complete homework fully supported by both adult assistance and resources. The extra TA time for pupils with issues will benefit both them and other children in the class. Some of the pupil premium pupils' parents are unable to afford to pay for school trips and residential visits. In order to support their learning the school has allocated funding to cover the cost of these.

A additional focus for 2017-18 will be provision of Social and Emotional Well-being support.

**How the allocation will be spent:**

<b>Amount (£) allocated to the action:</b>	<b>Pupil Premium used for:</b>	<b>Summary of the action including details of year groups and timescale</b>	<b>Specific intended outcomes: How will this action improve achievement for pupils eligible for the pupil premium?</b>	<b>How will the action be monitored, when and by whom? How will the success be evidenced?</b>
£4,533	Social/Communication skills/Talk time - TA1 x 8 hours	Employment of TA throughout the year for Reception Y1 and Y2	Pupils will make at least agreed progress due to increased self-esteem and confidence and more focussed and engaging learning opportunities. CL skills in Reception developed to assist with Reading and Writing and improved GLD	EYFS data PPMs termly (SLT + Standards Govs + Pupil Premium Governor) Pupil Interviews (SLT) Intervention impact tracking sheets Liaison teachers/TAs
£900	Social/Communication skills – 20/30 minutes. Emotional well-being support. FRIENDS	(Yrs 4-6) FRIENDS in KS1 Small group activities throughout the year groups	To improve social skills, self-esteem and confidence.	Simple assessment Pupil well-being questionnaire Feedback from reports Interviews with parents and pupils
£11,636	Scooping - 20 hours 1TA per KS	Short follow up sessions in the afternoons for children who have struggled with certain concepts in the mornings Y1 – Y6	Any issues arising in the mornings addressed immediately in the afternoon so pupils able to more easily access subsequent lessons. Misconceptions avoided. Assists future progress Children can take ownership and ask to be scooped if they are unsure	Teacher assessment and marking PPMs termly (SLT + Standards Govs + Pupil Premium Governor) Pupil Interviews (SLT) Intervention impact tracking sheets Liaison teachers/TAs
£1,500	Reading Stars - TA1 time to support Prizes for achievement	Development of Reading stars programme in KS2	Small group work enables pupils, with difficulties in reading, to engage with	Reading progress data PPMs SATs results Impact sheets.

			activities, raising enthusiasm for reading and improving reading skills. At least designated progress made.	Lit coordinator and governor
£7,790	Pre-teach/Talk time sessions - 14 hours TA 1	Time to prepare pupils for future learning so that they have a greater understanding and bank of ideas. Rec – Y6	Better quality of work produced due to input. Pupils gain confidence in their own abilities Agreed progress measures achieved	PPMs/assessment (SLT/teacher) Standards s/c and PP governor Improved behaviour due to increased engagement
14,141	TA Yr 6 (13 PP children) - 18.75 hours TA1 and teacher booster groups (1 x pm per week)	To provide additional in-class support for pupils	At least expected progress from agreed starting points Focussed group intervention for maths, reading and writing improves engagement Provision of challenge/mastery for MA.	Assessment/progress meetings Feedback to SLT and Gobs through HTs report.
£2,015	Additional TA support (10 hrs) for transition	To work with Year 3 pupils during their first 2 terms in KS2	Children cope better with the transfer between KS1 and KS2	Learning Walks Lesson Obs Outcomes Curr/Standards Sub Committee
£4,227	Focussed skills sessions - 15minute sessions on specific area e.g. fine motor skills – (8.45 – 9.00 or 9.00 – 9.15) 7.5 hours	Work with TA on improving specific skills in Rec/KS1/KS2	Pupils develop the specific skills needed to improve their learning and progress.	Teacher/TA meetings Impact sheets (TA)
£2,000	Subsidising school visits, including residential visits	All Pupil Premium pupils 3 topic enriching visits a year. Y6 residential visits	Learning brought to life and given greater context. Provision of exciting opportunities to stimulate writing. Pupils will be enthused and more interested in their	Pupil Interviews (HT and Pupil premium Governor) Work scrutiny Termly PPMs (SLT + Standards Gobs + Pupil Premium Governor)

			learning. Social skills, independence, perseverance and team work are developed through group work on residential visits PP pupils make at least the same progress as non PP	
£10,170	Verbal feedback time for children - 10 hours a week Teacher/HLTA cover	Teacher/HLTA to provide release time (all year) Y1-Y6 for class teachers to give verbal feedback.	Next steps and ways to improve made very clear to pupils. At least designated progress achieved	Pupil Interviews. PPMs (SLT + Standards Gobs + Pupil Premium Governor)
£8,365	1:1 support for specified children with behavioural, social and emotional issues	Provision of 15 hours support to be shared between the children, dependent on their specific need.	Children are able to access more learning and less disruptive to the education of others in the classes.	Through observation, reports and feedback from outside agencies involved.
£1,113	Homework club - 2 hrs a week	All year across the school. Provide homework club after school	PP pupils have opportunities and resources to complete homework and access resources to support their learning	Homework club register. PPMs – progress made due to homework being completed. (SLT + Standards Gobs + Pupil Premium Governor) Homework Club/teacher discussion termly
£1,000	BAFTA - Subsidy of the children, staffing, provision and equipment costs	Free breakfast provided for all PP pupils wishing to attend.	Promotes attendance and punctuality Pupils start the day off with a substantial breakfast, better preparing them for learning	Work scrutiny Behaviour obs from teachers PPMs (SLT + Standards Gobs + Pupil Premium Governor)
£500	Uniform Subsidy	Subsidy given to PP parents towards purchase of new uniform.	PP pupils proud of their school uniform and look smart like their peers. Raised self-esteem	Staff to monitor. Any concerns to SLT
£500	Organisation of G&T activity (interschool)	Wider opps available for MA, G&T children – whole school	G&T benefit from mixing with other G&T pupils and	Pupil Progress meetings G&T Coordinator records

			experiencing different types of activities and challenge Development of team work and social skills	
£395 – Literacy £395 - Numeracy	Catch Up Training and then targeted support	15 minute sessions x 2 (Yr 1 – Yr 6)	Structured intervention should improve achievement of learners who find literacy or numeracy difficult	Pupil Progress Meetings Curr/Standards sub committee Subject lead monitoring
£1,000	Purchase of resources to support provision	Look for additional resources Yr 1-6	Additional resources make activities more engaging	Lesson observations, planning & work scrutinies. Literacy and Numeracy lead to monitor. <sup>7</sup>

### **How will the school measure the impact of Pupil Premium?**

At Monkshouse School the usual cycle of data collection and the monitoring and tracking of the cohort's attainment will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Pupil progress meetings take place four times a year and involve the Headteacher, Key Stage Leader, SENCO and the teachers. A generic overview of progress is also undertaken by the Governors' Curriculum and Standards sub-committee and the Governor with responsibility for Pupil Premium.

At each meeting the school will review the impact of actions taken and will plan for the next phase. When selecting pupils for Pupil Premium target groups, the school will look at pupils across the school. There are some pupils, not eligible for PP who will benefit from these groups if their needs are similar.

Pupil Premium Pupils are always discussed at Curriculum and Standards sub-committee meetings and this is fed back to FGB meetings.

Additional information will be acquired from the monitoring procedures in school – lesson observations, pupil interviews and marking scrutinies.

Designated member of staff responsible for PP – Mrs S Goodsell (Headteacher)

Designated Governor – Mr A Main (Chair of Governors)