

## **Pupil Premium Report to Parents September 2016**

### **What is it?**

The pupil premium funding is allocated to schools for the specific purpose of boosting attainment of pupils from low-income families. Funding is based on any pupil who has registered for a free school meal at any point in the last six years, children that have been in care for more than six months and children whose parents are currently serving in the armed forces. The service premium is designed to address the social and emotional well-being of these pupils.

The Pupil Premium grant is additional to main school funding.

### **Objectives for Pupil Premium in Monkshouse School**

1. We will ensure that the additional funding reaches the Pupil Premium (PP) pupils and that it makes a significant impact on their education and lives.
2. The Pupil Premium funding will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.
3. The funding will be used to close the gap between the achievement of PP pupils and their peers.
4. Monkshouse School will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.

### **School Policy**

The Headteacher and Governing Body have agreed a policy for Pupil Premium to guide the use of funds and ensure that it represents value for money.

### **Accountability**

The Headteacher, Leadership Team, appointed Pupil Premium Governor and Standards sub-committee will regularly and rigorously monitor, evaluate and review the strategies put in place for Pupil Premium spend and report to the Governing Body on its progress and impact.

## **Pupil Premium Grant for 2015/16**

### **Statistics**

- In Monkshouse School 16% of pupils were in receipt of Pupil Premium funding – significantly lower than national.
- Each entitled pupil receives £1320 pa and services pupils receive £300
- In 2015-16 Monkshouse School received £ 74100 of additional funding.

## **Strategy for using the funding**

The school looked carefully at the needs of each pupil and decided to use the funding in the following ways:

1:1 Verbal feedback time  
1:1 Reading support/development  
Additional TA support for specific groups  
Additional teacher support to provide smaller groups  
Providing an after-school homework group  
Providing creative activities for EYFS/KS1 pupils to develop social and team-work skills and confidence  
Social and emotional mentoring  
Challenge activities and networking for Gifted and Talented pupils  
Subsidies for Breakfast clubs, uniform and visits  
Additional provision for Reading activities – Reading Stars  
Additional IT resources

## **A summary of evidence from the Evaluation of the Impact of the Funding**

The Y6 and Y2 figures show progress through the school system and attainment in SATs.

The other years show progress on the school system – 5 Scholar Pack points being expected progress for this year.

### **Y6 11 PP 36% SEN**

#### **SATs**

In reading 2 children were below expected, 9 at least expected and 7 exceeding  
In writing 2 children were below expected, 9 at least expected and 3 exceeding  
In maths all except 1 child (SEN) achieved at least expected and 5 achieved exceeding.

In terms of progress between KS1 and KS2 pupils in receipt of pupil premium made: Reading 7.4, Writing 5.2 and Maths 3.4. These scores were better than their peers' scores of 4.7, 3.6 and 1.6 respectively (0 = in line with national)

Individually all but one PP pupil achieved positive scores in reading, ranging from 4.4 – 14.2.

In writing again all but one achieved positive scores ranging from 1.86 – 10.4.

In maths all but 1 achieved positive scores ranging from 1.67 – 12.45

### **Y2 : 7 PP all boys 43% SEN 1 Services**

#### **SATs**

In reading all except 1 child achieved expected and 1 exceeding  
In writing all except 2 children achieved expected and 1 exceeding  
In maths all except 1 child achieved expected and 2 exceeding

#### **Progress during the year:**

Reading: 7 children made at least expected progress and 2 made accelerated (5.6 Scholar Pack points average) 1 below expected

Writing: 7 children made at least expected progress and 4 made accelerated progress. (5.6 Scholar Pack points average) 1 below expected

Maths: All children made at least expected progress and 5 made accelerated (6.4 Scholar Pack points average)  
The whole year group picture was 5.7, 6 and 6.2

#### **Y5: 2PP 1 Services 67% SEN**

Reading: 2 accelerated 1 below expected (7.3 Scholar Pack points average)

Writing: All expected, 2 accelerated (7.3 Scholar Pack points average)

Maths: All expected, 2 accelerated (7.3 Scholar Pack points average)

The whole year group picture was 5.56, 5.8, 5.71

One of the children is working at greater depth in all subjects within their year group, the other is working below where they should be, but has made expected progress in all areas.

#### **Y4: 12 PP 50% SEN**

Reading: 7 made at least expected, 4 accelerated, 5 were below, 4 of whom were SEN (4.6 Scholar Pack points average)

Writing: 8 made at least expected, 7 accelerated, 4 all of whom were SEN were below (5.0 Scholar Pack points average)

Maths: 10 at least expected, 4 accelerated, 2 below 1 of whom was SEN (5.3 Scholar Pack points average)

The whole year group picture was 5.13, 4.96, 5.4

In reading 6 children were at least at expected within their year group, with 2 working at greater depth. 2 were very close to expected (4.4) and 4, all SEN, were below their year group expectation, 1 having made accelerated progress.

In writing 5 children were at least at expected within their year group, with 3 working at greater depth. 1 was very close to expected (4.5) having made accelerated progress and 6, all SEN, were below their year group expectation, 2 having made accelerated progress.

In maths 4 children were at least at expected within their year group, with 2 working at greater depth. 3 were very close to expected (4.5) and 5, all SEN, were below their year group expectation.

#### **Y3: 7 PP 57% SEN**

Reading: 4 made at least expected, 3 accelerated and 3 below 2 of whom were SEN (4.7 Scholar Pack points average)

Writing: 4 made at least expected, 1 accelerated and 3 below all SEN (5.4 Scholar Pack points average)

Maths: All made at least expected, 3 accelerated (5.6 Scholar Pack points average)

The whole year group picture was 5.15, 5.04 and 5.3

In reading 2 children were at least at expected within their year group, both working at greater depth. 2 were very close to expected (3.4/5) and 3, all SEN, were below their year group expectation, 1 having made accelerated progress.

In writing 1 child was working at greater depth. 2 were very close to expected (3.5) and 4, all SEN (1 dyslexic), were below their year group expectation.

In maths 2 children were at least at expected within their year group, with 1 working at greater depth. 2 were very close to expected (3.4/5) and 3, 2 SEN, were below their year group expectation, but all had made at least expected and 2 accelerated progress.

#### **Y1: 6 PP 33%SEN (1 attached to S&L unit) 1 Services**

Reading: 3 made expected progress, 4 made below (4.3 Scholar Pack points average)

Writing: 2 made at least expected, 1 accelerated, 5 made below (4.0 Scholar Pack points average)

Maths: 4 made at least expected, 1 accelerated, 3 made below (4.4 Scholar Pack points average)

The whole year group picture was 4.4, 4.1 and 5.15

In reading 2 children were expected within their year group. 1 was close to expected (1.5) and 3, 2 SEN, were below their year group expectation.

In writing 2 children were at least at expected within their year group, with 1 working at greater depth. 2 were very close to expected (1.5) and 2 both SEN, were below their year group expectation.

In maths 3 children were at least at expected within their year group, with 1 working at greater depth. 1 was very close to expected (1.5) and 2, both SEN, were below their year group expectation.

### **Reception: 5 PP 20% SEN**

All pupils made at least expected progress in PD, PSED, CL, Reading, Writing and Maths and some made accelerated progress.

4 achieved GLD in PD, 4 in PSED, 3 in CL, 3 in Reading, 2 in Writing and 5 in Maths.

1 child has complex special needs, and whilst not achieving GLD, made accelerated progress in all areas.

### **NB Funding is based on children on roll January 2015. Progress measures based on academic year 2015-16.**

The enrichment activities relating to the after school clubs, outdoor learning activities, breakfast club and residential visits have enabled pupils to develop new skills, take part in team work activities and have provided meaningful opportunities for pupils to develop their self-confidence and give them a sense of personal achievement.

PP funding has enabled the school to provide cover to enable teacher-led focused feedback time in reading and writing. This has provided pupils with the opportunity to focus on aspects of the subjects which required either further teaching or consolidation and has been very positively commented on by pupils themselves at interviews. It has also enabled us to have smaller maths groups in Y3 and 4 and provide craft groups for the EYFS/ KS1 pupils to develop their social skills and ability to work in groups. Additionally the mentoring and 1:1 has given those children who can experience issues with their behaviour, the support and strategies required to improve it and remain successfully in the classroom.

### **Comments:**

Generally we have been pleased with the progress our PP pupils have made. Where there have been any issues they have tended to reflect issues across the school and not specific to PP pupils. We feel that the pupil premium funding is being wisely spent and is enabling the majority of PP pupils to achieve progress broadly in line with their peers, if not better. We review on an on-going basis to consider any new ideas for spending following pupil progress meetings.

## **Anticipated Pupil Premium Grant Allocation for 2016/17**

51 FSM pupils - £67320

3 Services pupils (£300 per child) - £900

Total - £68220

During 2016-17 the funding will be used for the following activities in order to close the gap between PP and non PP pupils:

- Increased amount of verbal feedback
- Pre-teach
- Talk time
- Focussed skills sessions each morning
- Reading Stars
- In-class support from TA
- AFL follow up in afternoons
- 1:1 Reading support
- Mentoring
- Subsidising visits, breakfast clubs and uniform
- Homework Club
- Additional i.pads
- G&T development
- Outdoor Learning