

Pupil premium strategy statement

Summary information					
School	Monks Orchard Primary				
Academic Year	2019/20	Total PP budget	£219,120	Date of most recent PP Review	
Total number of pupils	364	Number of pupils eligible for PP	110	Date for next internal review of this strategy	March 2020

Current attainment		
Key Stage 2 87 pupils (21 Pupils PPG)	Pupils eligible for PP (your school)	(national average- non disadvantaged)
% achieving expected standard + in reading, writing and maths	57%	70%
% achieving higher standard in reading, writing and maths	5%	12%
Attainment: Average scaled score reading	103.6	106
Attainment: Average scaled score maths	104.8	105
Progress in reading (score, description and confidence intervals)		0.3, Average (0.0 to 0.0)
Progress in maths (score, description and confidence intervals)		0.3, Average (0.0 to 0.0)
Progress in writing (score, description and confidence intervals)		0.2, Average (0.0 to 0.0)

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.	Oral language skills in Nursery/Reception are lower for pupils eligible for PP than for other pupils. Without support this impacts on reading progress in subsequent years and on number of PP children achieving a good level of development
B.	Accelerate progress of pupils working 1 point below Age Related Expectations (ARE) so that a greater proportion are working at or above Age Related Expectations for Pupil Premium, diminishing the difference in attainment between PP and Non-PP pupils across the school
C.	Participation in trips and events where cost could be a barrier
D.	Performance of year 6 PP children in Reading, which impacts on combined figure for group
External barriers (issues which also require action outside school, such as low attendance rates)	

E.	Attendance rates for PP children is below other pupils – impacting on attainment and progress	
Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills and early phonics knowledge for pupils eligible for PP in Early Years	GLD figure for PPG pupils in 2019 was 80%, target figure for 2020 is 90 % (in line with non PPG students)
B.	Improve phonics acquisition in Year One for pupils eligible for PP	In 2019 53% of PPG pupils passed test, (7 out of 13 children) target figure for 2020 is 75%
C.	Improved writing in Reception for GDS	0% in 2019 target for pupils in 2020 is 10%
D.	Improve reading attainment for year 6 PP children (and combined)	In 2019 54% of PP children were expected standard in reading 22% GD (60% school total) Target for 2020 is 70% at ES and 25% at GD
E.	Improve attendance for PP children – reaching expected 96%	Target figure of 96% for year 2019-20, with % of PA pupils at 12%

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?
Improve oral language skills and early phonics knowledge for pupils eligible for PP in Early Years	<p>Early Years co-ord and HT monitor progress of PP pupils across year.</p> <p>All staff have further training on language /questioning skills as well as specific support from communication team</p> <p>Establish effective cross-trust working to ensure best practice, resources and strategies are shared between schools</p> <p>Identify and purchase suitable resources to support development of oracy across EYFS</p> <p>Speech and Language EYE deployed to deliver specific oracy and speech and language groups ad well has support for whole cohort</p> <p>EYPP children identified on planning where necessary</p>	<p>The RWI programme we deliver has been effective in previous years and we need to ensure pupils continue to benefit.</p> <p>Acquisition of language skills impacts on early writing in Reception classes and reading confidence.</p> <p>Students from low baselines need to be initial focus for targeted support and development.</p> <p>Speech and Language EYE to lead and develop language skills and lead interventions for PPG students</p> <p>More able children have additional phonics with year one after Spring term.</p>	<p>Training updates for staff and new staff receive full training to implement RWI programme</p> <p>SLT monitor teaching and impact – half termly assessments of pupil progress in this area</p>	KS1/EYFS Lead	Half termly

<p>Improve phonics acquisition in Year One For pupils eligible for PP</p>	<p>Targeting known children who are entering with low results and identifying the areas of weakness will improve development in Year 1 – identification is the key to the improvement.</p> <p>All staff receive further phonics training at start of academic year.</p> <p>Phonics groupings: teaching staff deployed specifically to work with PPG groups not yet on track to pass Y1 PSC</p> <p>1:1 and small group additional phonics support and interventions, targeted at PPG, delivered by highly trained and effective support staff</p> <p>Small group teaching and support for pupils who did not pass the test at year 1 from Phonics Leader (6 pupils) so at end of year 2 all PPG children have passed PSC</p>	<p>Whole school phonics needs to improve at accelerated rate and this includes PP children.</p> <p>PPG target figure for 2020 is 75%</p> <p>We need to raise expectations and close gap for pupils. Greater initial support will help but PP children in year one to be monitored closely half –termly assessments, Year 1 strategy meeting with SLT Phonics leader to meet with SLT to discuss phonics in separate meeting</p> <p>EYFS/KS1 leader teaching in year group 2 days per week.</p> <p>Phonics leader to take PPG resit group</p> <p>Increasing the number of staff trained in RWI to be able to increase the groups therefore reducing the amount of children per group, including a PPG focus group (8 children)</p>	<p>Half-termly assessments of pupils and re-organising groups where necessary.</p> <p>Additional phonics support if pupils not making necessary progress.</p> <p>Half-termly feedback to SLT</p>	<p>SLT Phonics lead</p>	<p>Half termly across year</p>
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<p>Improve writing attainment pupils at end of EYFS (reception).</p>	<p>Support/training from LA consultant to review teaching of writing at EYFS and agree revised pedagogy</p> <p>Establish effective cross-trust working to ensure best practice, resources and strategies are shared between schools</p> <p>Targeted writing groups run by teachers in pm sessions – focus on moving significant number of pupils to ES and increasing GD attainment</p>	<p>Teachers and QFT to move pupils forward</p> <p>Focused teaching time on moving EXS to GDS</p> <p>Time limited interventions for pupils with impact evaluated. Planned change of pupils to receive support – monitoring cycle to continue.</p>	<p>Monitoring of delivery of sessions and impact on pupils</p> <p>Greater scrutiny on GDS in Reception</p>	<p>KS1 Lead</p> <p>AHT</p>	<p>Half Termly from Autumn 2</p>
<p>Improve reading attainment for year 6 PP children (and combined)</p>	<p>Booster sessions for pupils in afternoon looking at both SPAG and reading comprehension.</p> <p>DH to run these groups to support the reading and writing</p>	<p>Small group intervention was successful last year using all available staff however this year focus needs to be on the teaching of the skills so they can translate back to the results. This is will improve writing and reading results and therefore the combined score.</p> <p>Small group focus/discussion and feedback has proved to have high impact</p>	<p>Half termly strategy meetings with year 6 team</p> <p>DH groups to start during Spring term</p>	<p>DH Additional teacher</p>	<p>Half termly</p>
Total budgeted cost					<p>£165 000</p>

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?
<p>Improve attendance for PP children – reaching expected 96%</p> <p>Also, reduce the number of persistent absentees among pupils eligible for PP to 12% or below.</p>	<p>Attendance co-ordinator monitors pupils with quick follow up/phone calls. First day response.</p> <p>Attendance rewards in place. Mentors support families/children where needed</p> <p>SLT targeted phone calls to pupils between 90-95% attendance</p> <p>Contact Rec children in category as soon as 5.</p> <p>EWO to contact parents of PP children whose attendance drops below 95%, immediately</p> <p>EWO caseload to prioritise PP children, particularly those with, or heading towards, PA</p> <p>Mentor to support families and individuals identifying barriers to attend school on time</p>	<p>Need to improve attendance in order for pupils to benefit from additional support to impact on attainment.</p> <p>Also need to ensure pupils are supported for emotional well-being to maximise impact</p> <p>Target figure of 96% for year 2019/20, with % of PA pupils at 12%</p>	<p>Attendance co-ordinator Mentors/Pastoral team Implementation of attendance policy procedures to monitor attendance EWO – analysis termly of figures – meetings with parents where needed</p>	<p>AHT Attendance Co-ord</p>	<p>Termly</p>
Total budgeted cost					£45 000

iii. Other approaches				
Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Participation in trips and events where cost could be a barrier (not residential)	Costs involving trips sometimes means pupils will either not attend or will not come to school that day Anecdotal evidence is that PPG are away from school on trip days leading to persistent absences, this is often brought up in EWO meetings with parents as reasons for absences.	Families who want to attend trips but cost is a barrier EWO to work with Inclusion leader to identify parents and make offer if required Inclusion leader to review payments for trips and check PPG students have paid. Office staff to alert Inclusion leader of any parents who have expressed hardship financially for trips.	AHT for Inclusion Office Staff EWO	Half Termly
Increase confidence in swimming skills across the school with focus at KS2	Swimming is only taught for 1 term in our current PE system. This will allow all children with a PPG focus to gain further lessons and skills from a local private school	AHT will be taking group. Target children identified by staff. First round open to all, staff have identified other pupils to attend further sessions.	AHT PE	Autumn 1
Total budgeted cost				£ 2000

1. Review of expenditure: 2018 - 2019

Attendance support for pupils & families	£30 000	Continued	Whole school- targeted vulnerable children with poor attendance, poor punctuality, and a particular focus on Persistent Absentees.	Improved levels of attendance, punctuality, and a decrease in Persistent Absentees – aimed at supporting all families, and targeted support for approx.35 -60 families across the year.	SBM DHT EWO FLO AHT - IN	Who school attendance was above the national expected levels last year. Persistent late children reduced. A number of fines were issued to families who took time off within school time. 95.6% yearly attendance
Rise and Shine Breakfast club serving approx. 50 children with enhanced provision for vulnerable children	£10 000	Continued	Whole school	Improved attendance, punctuality wellbeing and readiness to learn targeted at PP children, other vulnerable children and children with poor attendance	SLT SBM	Some children benefitted from the extra supported placed into breakfast club. Parents who this was offered to did not take up the opportunities. This will no longer be a priority for the school moving forward
School Mini Bus to support trips and access to sporting events	£ 5 000	Continued	Whole School	Improved wider participation in competitions and experiences on school trips.	SLT SBM	The school bus has supported many trips to events and allowed children to attend when transport may have been an issue. It also helps decrease the cost so it is more cost effective for parents
Art Show To develop community cohesion and allow student from disadvantaged backgrounds a chance to experience an art experience	£5 000		All school and the wider community	Address self-worth and achievement in a different experience	Parental leader Art teacher	All PPG children completed work for the show. Unfortunately, the show did not go ahead in the year as planned but a separate art group was created for the children. This will no longer be a priority for the school moving forward
Total	£ 50 000					
Targeted strategies for underperforming pupils and other pupils						
Additional Teaching Assistant Upper KS2 boosting Year 5/6 Reading, Writing and Maths.	£20 000	Continued	Year 5/6	Accelerated learning for targeted children throughout the year to narrow the gap between PP pupils and Other Pupils (approx. 36 children per week across the year groups)	SLT	Children in Year 6 had the gap closed by having the additional support in class full time. Children from disadvantage backgrounds made the less progress as non-disadvantaged however when looking at attainment they have scored similar to children who are not PPG. See appendix 1 and 2
Inclusion leader release time to work with NtoE/Arrivals	£4000	Continued	Whole School New Arrivals	Small group teaching for NtoE/New Arrivals with teacher or TA to ensure effective induction into school and accelerate acquisition of English.	SLT AHT -IN	As a school we have had under 10 new arrivals in the last year. This will no longer be a priority for the school moving forward
Speech and Language Therapist employed to work regularly with individual children. Teaching Assistant to attend these sessions and then continue follow up sessions.	£ 25 000 (therapist half day per week and Speech Teaching Assistant 0.6)	Continued	Whole School	Regular discussion with Speech and Language therapist and Teaching Assistants. Organising timetables so staff delivering sessions have enough time for planning, evaluating and discussion with speech and language therapist	SLT SBM	As we moved to an academy chain changes were made to resources within the school. We reduced the Therapists time in school to NHS only. Our Speech and Language TA worked 3 days per week. Unfortunately, she was off sick Autumn term and we found it hard to replace her with someone with the right skills and training.
Full time Early Years Practitioner	£25 000	Continued	EYFS	Address the low baseline on entry data though additional adult support, particularly focussing upon Physical development & speaking strands.	AHT for EYFS	With the needs of children entering school from a low starting point the EYE has been able to help in Nursery and Reception settle and run intervention groups for speaking (chatterbox), fine motor skills and gross motor skills.

Booster classes – four Teachers teaching after school 1hour booster sessions (12 weeks)	£10 000	Continued	Year 6 Accelerating learning & progress in Y6	Accelerating learning & Progress in Y6 Raise self-esteem, promoting confidence, social skills and increasing motivation. (approx. 40 - 50 children)	AHT for UKS2	The children benefitted having additional support in before school clubs. The progress from the children in the club was faster in Maths than others who did not attend. Which impacted on better attainment in the SATS tests.
Total	£ 84 000					
Targeted strategies for Pupil Premium pupils						
Staff release time to support the leadership and management of pupil premium strategies.	£10 000	New	Whole School	Relevant leaders and staff across school are released for ½ day to ensure pupil premium provision is monitored and evaluated half termly, including the support for families.	SLT Governors	Staff who were released we able to focus in on the group and be able to make changes to interventions for the targeted groups. It also allowed teachers to speak with Subject leaders about the children. This will no longer be a priority for the school moving forward
Additional 3 Teaching Assistants	£54 000	Continued	Whole school	Accelerated learning for targeted children to narrow the gap PP pupils and Other Pupils (Working with approx. 24 PP children)	SLT Governors Education Committee	Staff working in targeted year groups were able to close the gap between the groups.
Subsidising educational trips and visitors.	£15 000	Continued	Targeted PP children across school	Raised self-esteem, promoting confidence and increased motivation. Behaviour, social skills and attitudes to learning improved	SLT Governors Education Committee	Students who would not normally benefit from trips were able to access all Long stay trips as well as day trips at a subsidised rate. This will no longer be a priority for the school moving forward
TOTAL	£ 79 000					