

Pupil Premium Strategy 2020-21

Number of pupils eligible	
Total PP received	£ 67,560 Service funding £1860 Post looked after £2000

Identified barriers to education achievement

Access to language

Lack of experiences and opportunities to assist with ideas

Access to visits and other educational experiences

Poor Vocabulary, Receptive and Expressive language

Speech and Language issues

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

Time out of school due to Coronavirus pandemic

Rational for Expenditure:

We have seen an improvement, over time in the success of our PP pupils in terms of progress. In 2019-20, we have progress data available from September to April, which indicated that PP progress was broadly in line with the non-PP children in both Reading (-0.19) and Maths (-0.13). The gap in attainment was a little wider in Writing (-0.52).

A key area for the pupils is ensuring that their emotional wellbeing is catered for and we have invested in training one TA in delivering an Emotional Literacy programme. Time to release this TA will need to be given in order for the programme to have the desired impact.

A further point is ensuring that these children have access to devices that will enable them to access remote learning as this will be crucial as the school gets back on track from the Coronavirus pandemic. Devices will also be made available to these children within school to help to diminish the difference between their progress and attainment when compared to their peers.

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.

How the allocation will be spent:

Amount (£) allocated to the action:	Pupil Premium used for:	Summary of the action including details of year groups and timescale	Specific intended outcomes: How will this action improve achievement for pupils eligible for the pupil premium?	How will the action be monitored, when and by whom? How will the success be evidenced?
3,784	Social/Communication skills/Talk time - TA1 x 5 hours (JW/LS/JM/TS)	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
6,740	Social/Communication skills – 4 hours a week. Emotional well-being support. FRIENDS (AS) Social/Emotional support. -4 hours a week Emotional Literacy (ME)	FRIENDS in both KS1 and 2. Solution focussed resolution across school Small group activities across year groups Organisation of ME timetable. Children to be identified early in September Y1-6	To improve social skills, self-esteem and confidence.	Simple assessment Pupil well-being questionnaire Feedback from reports Interviews with parents and pupils
17,605	Scooping - 22 hours per week 1TA per KS (delivered in class) (LS/JM/RC/HM)	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	Teacher assessment and marking PPMs termly (SLT + Standards Govs + Pupil Premium Governor) Pupil Interviews (SLT) Intervention impact tracking sheets Liaison teachers/TAs

			Children can take ownership and ask to be scooped if they are unsure	
28,205 (allocated from Covid funding – not pupil premium funding).	Additional Catch-Up support – allocated time throughout the week. (Year 2 upwards)	Organise timetables of JS/HT/AS to ensure coverage of support. AS –YR HT – Y3 and 4 JS – Y5 and 6	Any issues arising in the mornings addressed immediately in the afternoon so pupils able to more easily access subsequent lessons. Focus on children not making progress, struggling with misconceptions etc	Teacher assessment and marking PPMs termly (SLT + Standards Govs + Pupil Premium Governor) Pupil Interviews (SLT) Intervention impact tracking sheets Liaison teachers/TAs
1,369	Additional speech and language support for Reception (2 hours a week JS)	To provide pupils with focussed S&L support to develop communication skills	Pupils able to contribute/participate fully in sessions. Language development	PPMs/Observations/Assessments
No additional funding required as training day time is used.	Speech and Language training within school Nursery/Reception and KS1 Jo Sandhu 3 x afternoons/week	Organise time for JS to train specified adults to deepen their skills set. Training Day	Adults to then use their expertise to effect in the classrooms	PPMs/assessment (SLT/teacher) Standards s/c and PP governor Observations of TAs delivering sessions.
£10,109	Pre-teach/Talk time sessions - 12 hours TA 2 (in class)	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
£12,243	Focussed skills sessions - 15minute sessions on specific area e.g. fine motor skills – (8.45 – 9.00 or 9.00 – 9.15) 17.5 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)

£2000	Subsidising school visits, including residential visits If the current COVID situation continues, this money will go to offering the children in-school experiences in the Summer Term.	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 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	Pupil Interviews (HT and Pupil premium Governor) Work scrutiny Termly PPMs (SLT + Standards Gobs + Pupil Premium Governor)
£9866	Verbal feedback time for children - 8 hours a week KS1 and KS2 in class TA support.	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)
£2099	1:1 support for specified pupil with learning difficulties (3 hours JY) – Forces Child	Provision of 3 hours focussed in class support	Child is able to access more learning and quality and quantity of work improves	Class teacher/SENDCO PPMs
£1000	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
£5000 Based on the purchase of 10 x laptops	Purchasing of devices to enable all children to access remote learning.	Agree on and purchase devices to be used for remote learning.	Children will have access to same resources and remote input/support as their peers.	Pupil Progress meetings Discussions with children/parents.
£700	Purchasing of kindles	Purchase Kindles for PP in KS2 Y3-6	Organisation of Kindle Club	Pupil Progress Meetings

Based on the purchase of 10 x Kindles		JS to run a lunch time Kindle Club (LKS2 andUKS2) ensuring children are heard read/ accessing quality texts.	Children will have additional opportunities to be heard read. Improved reading skills	
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Total:

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 scrutiny.

Designated member of staff responsible for PP – Mr J Slater (Deputy Head Teacher)

Designated Governor – Mr A Main (Chair of Governors)