



Pupil Premium Report 2018-19

National Guidelines

The Pupil Premium is a Government initiative designed to address the under-achievement of our most disadvantaged children, nominally those who are (or have been in any of the six previous years) eligible for free school meals (FSM), or have been looked after continuously for more than six months by the Local Authority. It also includes pupils with parents in the Armed Forces (known as ever 4 service child or child in receipt of a child pension from the ministry of defence. It is up to schools to decide how best to use this additional funding, however, they must report how it is used to parents in a transparent manner, and evaluate its impact on students eligible for free school meals. Specifically, at Monkwood Primary Academy, we will be tracking the 'narrowing of the gap' between all students and FSM students (see below). While the number of students receiving free school meals determines the funding for a specific school, this should be regarded as a 'proxy indicator', as schools are required to narrow any attainment gap by addressing the under-achievement of any cohort or group of students. We reserve the right to allocate the Pupil Premium funding to support groups of pupils the school has legitimately identified as being socially disadvantaged. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. The report by the Sutton Trust: The teaching and Learning Toolkit, was used to find the most cost effective way of spending of spending pupil Premium and this has been considered when deciding how the funding will be spent.

Impact of funding 2017-18

The school used this funding to raise standards by providing:

Quality First Teaching through the funding of additional FTE teachers and additional support staff

Impact: There has been accelerated progress across KS2. Gaps between school and national closed and pupils attain well compared to national peers. Targeted pupils make better than expected progress and tracking of other pupils within school indicates at least good progress. Pupils continue to receive effective teaching in Key Stage 1 and as a result of focused support teaching and progress improved in EYFS. 20% pupil increase in age expected across school and more able pupils consistently achieving targets. Deployment of staff mean that staff able to respond on half termly basis to ensure no child falls behind and any gaps in learning supported swiftly. Support staff are now deployed in a more targeted way and timetabled throughout school to optimise staff: pupil ratios

2017-18 outcomes

These figures have yet to be validated and do not take into account any papers which have been submitted for remarking

EYFS	Good level of development		Year 1	Phonics check	
	PP school	All National		PP school	All National
	75%	TBC		88%	TBC

Key Stage 1	Working at the Expected Standard		Working at Greater Depth within the Expected Standard	
	PP school	All National	PP school	All National
Reading	64%	TBC	18%	TBC
Writing	64%	TBC	13%	TBC
Mathematics	86%	TBC	20%	TBC
R, W & M				

Key Stage 2	Working at the Expected Standard		Working at Greater Depth within the Expected Standard		Average Scaled Score	
	PP school	Progress	PP school	Emerging all National	PP school	Emerging all National
Reading	60	5.06		TBC	101	
Writing	53	2,58		TBC		TBC
Mathematics	57	4.66		TBC	101	TBC
GPS				TBC		TBC
R, W & M	47			TBC		TBC

*Data not yet available

Additional Provision such as Breakfast Club, and weekly provision in music and creative subjects

Social and Emotional support for vulnerable children the classroom in groups and on an individual basis

Additional School Staff including a Early Help Lead Practitioner, SEMH team and music staff to give bespoke support

Impact: Progress identified via individual Learning Support Plans and reports prepared for work with other agencies. Lunchtime club continues to be well attended and pupils say they feel well supported and listened to by staff. Supported most vulnerable families. Noticeable improvement in confidence of targeted pupils and their growing trust within school. Targeted pupils receiving quality counselling support- noticeable increase in ability to cope Homework activities which are set online are also available to pupils at homework clubs throughout the week, and are also supported by a teacher. Pupils prepared for learning through breakfast club, after school clubs and lunchtime activities

Monitoring and Support of the progress and attendance of eligible children through the monitoring of learning and teaching analysis of reports and meetings with partners

IEPs meet the need of individual pupils and staff continue to be supported well in differentiating learning effectively. Significant increase in number of pupils attaining 100% term on term and by the end of the academic year.

Rewards Systems and Real Life experiences to increase the self-esteem and confidence of identified pupils from the Learning mentor and external partners

Impact: Continue to offer pupils the opportunity to have new experiences. Inclusion and enrichment opportunity for all. This has led to improved rates of progress especially in writing. Greater number of pupils now engaging in activities. Increased confidence and sense of achievement.

Enhanced Resources and provision for children in the group

Heavy investment in reading provision so that all pupils have access to quality literature at both home and school. Restructuring and improving provision at EYFS has already impacted positively on progress, expectations and quality of teaching

Financial Support for Educational Visits, including residential and school activities both in the curriculum and as enhanced provision

Quality visits are subsidised along with the residential visit to Kingswood for Year 5 pupils

Pupil Premium Funded Initiatives 2018-19

Number of pupils and Pupil Premium Grant (PPG) received	
Total number of pupils on roll	438
Total number of pupils eligible for PPG	159
Amount of PPG per pupil	£1,320
Total amount of PPG received	£209,140

Objectives in spending PPG

- To raise attainment of lower attaining pupils in year groups. Identification of groups with low attaining pupils in all classes. Mid year progress checks and evaluation.
- To identify pupils who are falling behind and initiate classroom strategies to support and close the gap. Implementation of specific interventions. Progress to be measured through APS progress reports and monitoring of Teaching and learning strategies.
- To increase the self esteem/ confidence of identified pupils through variety of nurture groups and interest groups led by staff.
- To accelerate the progress made in reading for Foundation Stage and Key Stage One pupils through implementation of Read Write Inc focusing on phonics acquisition. Support reading in Key Stage 2.
- To raise attainment in mathematics and to accelerate the progress of identified groups of pupils in numeracy through additional teaching staff
- Provide 1:1 tuition with identified groups
- To offer additional support to vulnerable children through high quality intervention and classroom support through high quality teaching and support staff.

Record of PPG spending by item/ initiate- 2017-18

Pupil Premium total grant:

Initiative	Costings Aug '18	Sept '17–	Objective
Continued additional hours for Sports Coach and Early Help lead practitioner to support pupils throughout the day. Appointment of Play Supervisors, Homework club leaders and Librarian at lunchtime as well as providing a range of after school ' Nurture ' activities	Costs: Lunchtime Support Staff : £ 4500 Nurture Staff, Inclusion Learning Support : £ 4500 Resources: £2000 10 hours Learning Support– £ 4500		To increase the self esteem/ confidence of identified pupils through variety of nurture groups and interest groups led by Learning Mentor and other staff.
To 'narrow the gap', especially in terms of attainment and progress, by introducing specialist ' Engagement ' programmes, targeting under-achieving students require additional support in all year groups. Non teaching Inclusion Manager to ensure all provision is planned, mapped and monitored	Costs: Support staff, 120 hours: £ 64,915 Teaching staff, M6 F/T: £ 41,941		To increase further support in the classroom for differentiation and quality first teaching through the appointment of additional teaching staff in both Foundation stage, Key stage 1 and Key Stage 2.
To 'narrow the gap', especially in terms of working at greater depth, in Writing, Reading and Numeracy across the Curriculum Programme, with extended focus on Key Stage 2 pupils. This includes one to one tuition and specialist teaching Staffing capacity at adequate level to ensure that individual needs can be met and ' accelerate progress '. Reduction class sizes, and increased staffing:pupil ratio, especially for our youngest pupils.	Costs: Intervention Salaries: £3000 Y6 Co-ordinator 7.5 Hours for 35 weeks £9921 Maths and Reading support at RCS 4 hours, 12 weeks £1270		To increase further support in the classroom for differentiation and quality first teaching through the appointment of additional teaching staff in both Foundation stage, Key Stage 1 and Key Stage 2. To identify pupils who are falling behind and initiate classroom strategies to support and close the gap. Implementation of specific interventions. Progress to be measured through progress reports and monitoring of Teaching and learning strategies.

To 'narrow the gap', especially in terms of attainment and progress, in Literacy . Resources, training costs and high staffing levels required for specific phonics based reading program- 'Read, Write Inc' for Foundation and Key Stage 1 pupils and 'Fresh Start' Intervention for Key Stage 2 pupils	Costs: Resources: £4000	To accelerate the progress made in reading for Foundation Stage and Key Stage One pupils through implementation of Read Write Inc focusing on phonics acquisition. Support reading in Key Stage 2 through implementation of Fresh start.
Learning Support Service teacher to provide assessments, advice and training for staff, bought in from LA	Costs: LSS Buyback hours support: £3444 Education Psychologist support: £2800	To raise attainment of lower attaining pupils in year groups. Identification of groups with low attaining pupils in all classes. Mid year progress checks and evaluation.
Liaising with and supporting families through engagement with Early Help. Subsidised breakfast club places	Costs: Breakfast Club Pupil Premium Student Places: £7125 Early Help Lead Practitioner (contribution to salary): £10,716	To improve the attendance of specific pupils. To ensure that all pupils are suitably nourished at the start and close of each day.S
Provision of uniform	Costs: £	To raise self esteem and confidence of pupils. To enable equity in terms of providing weather appropriate clothing.
Subsidising the cost of educational visits and residential	Cost: Whole school: £7350 Year 5 residential: £1500	To ensure that all pupils have access to a curriculum which is enriched by quality experiences yet does not burden families with significant costs
Subsidising and funding wider provision for pupils	Cost: After school clubs: £4233	To close the gap by ensuring all pupils have access to develop skills and talents outside of the curriculum. That they have the opportunity to play sport or take up a musical instrument. To discover and develop talents within.
Counselling support for most vulnerable pupils	Cost: ELSA support worker £2500 Teaching Support 1.5 Days per week £18,591	Closing the gap by ensuring that most emotionally vulnerable pupils receive professional access to counselling service

Total Cost.....£

Allocation.....£209,880

Contingency.....£