



PUPIL PREMIUM

Outcomes 2018-19 & Allocation 2019 / 2020

Impact of Pupil Premium funding in terms of outcomes for disadvantaged pupils in 2018-19

Please see previous strategy report for 2018-19

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	627
Total number of pupils eligible for PPG	109 (17%)

Planned Budget Allocation 2018-19	
Item	Allocated budget £
Academic/ Targetted Interventions	£171130

KS2 Performance of pupils eligible for Free School Meals in the last 6 years (Ever 6) or Local Authority Care (of cohort): 24 children			
	St Monica Primary	National (PP)	National (nonPP)
% of pupils achieving age related expectations in Reading	63%	62%	78%
% of pupils achieving age related expectations in Writing	54%	68%	83%
% of pupils achieving age related expectations in Maths	54%	67%	84%
% of pupils achieving age related expectations in GPS	67%	67%	83%
% of pupils achieving age related expectations in R/W/M combined	54%	51%	71%
<i>PN: Mododerated results - LA</i>			

KS1 Performance of pupils eligible for Free School Meals in the last 6 years (Ever 6) or Local Authority Care: 15 children

	St Monica Primary	National (PP)	National (non PP)
% of pupils achieving age related expectations + in Reading	0%	62%	78%
% of pupils achieving age related expectations + in Writing	0%	55%	73%
% of pupils achieving age related expectations + in Maths	0%	63%	79%
% of pupils achieving age related expectations + in RWM	0%	50%	69%

PN: Mododerated results – LA

EYFS Performance of pupils eligible for Free School Meals or Local Authority Care (of cohort):

	St Monica Primary	NA (pp)	National (non PP)
Good level of development (GLD)	67%	57%	74%
Prime Goals+	83%	67%	81%
English Expected+	67%	58%	76%
Maths Expected+	83%	65%	81%

PN: Mododerated results – LA

Summary of PPG spending and Evaluation for 2018-19

Objective	Evaluation
<p>Improve oral language skills for pupils eligible for PP in EYFS, Key Stage 1 and lower Key Stage 2 classes to support pupils in the development of reading and writing.</p> <ul style="list-style-type: none"> ● Screening for YR children ● Increased time allocation for SALSA 	<ul style="list-style-type: none"> ● In YR all 83% compared to 71% NA for communication, which is showing continued improvement.
<p>Higher rates of progress and attainment in KS1 for reading, writing and maths</p> <ul style="list-style-type: none"> ● Additional Teaching Assistants ● Booster teacher Y2 ● Tutoring ● Increased EP allocation 	<ul style="list-style-type: none"> ● This is an area for improvement for children in receipt of PP. End of KS1 scores are below NA ● A gap remains when comparing to national non pp in all areas.
<p>Higher rates of progress and attainment in KS2 reading, writing and maths</p> <ul style="list-style-type: none"> ● Tutoring / Booster Teacher ● 1:1 tuition in English and Maths ● Y6 Reading intervention 	<ul style="list-style-type: none"> ● End of KS2 scores are above NA in reading, GPS and combined, however below NA non disadvantaged in all areas ● Booster teacher / Tutors accelerated progress for PP children ● Largest gain in children achieving ARE+ is from 37% in 2018 to 63% in 2019 is in reading, with a 23% gain in GPS and a 21% gain in combined
<p>Increased attendance rates for pupils eligible for PP</p>	<ul style="list-style-type: none"> ● This is still an area for improvement for children in receipt of PP especially those children eligible for FSM with a gap of 0.7% from NA ● Improved tracking and referral processes in place have led to improved attendance for key families

Pupil Premium Allocation 2019-20

Total amount: £171300.00

Overview of Eligibility 2019-20

Total number of pupils on roll: 576

Service Children : 2

Total number of pupils eligible for PP: **79 pupils (14% of school population)**

Year Groups:

Year R x

Year 3 x 14

Year 1 x 6

Year 4 x 15

Year 2 x 16

Year 5 x 15

Year 6 x 20

Barriers to future attainment (for pupils eligible for PP)

In-School Barriers	
I.	Disadvantaged pupils achieve less well in KS1 in all subjects.(Reading = 62% below NA, Writing =55% below NA, Maths = 63% below NA & Combined RWM = 50% below NA).
II.	Disadvantaged pupils achieved less well in Writing & Maths. (Writing = 14% below NA & Maths = 13% below NA)
III.	Disadvantaged pupils achieved less well in Y1 Phonics (12% below NA)
External Barriers	
IV.	Attendance rate and punctuality reduces time spent in school and has a detrimental impact on learning and emotional/social needs. In 2019 the attendance for disadvantaged children was 6.4%, which was 0.7% below NA. Persistent absence was 20%, 3.7% below NA.

Desired Outcomes (Desired Outcomes and how they will be measured)

	Desired Outcome	Success Criteria
A	Higher rates of progress and attainment in KS1 for Reading, Writing and Maths – at least in line with NA non-PP for ARE (Reading 78%, Writing 73%, Maths 79% & Combined 69%)	Pupils eligible for PP identified make accelerated progress across Key Stage 1 in Reading, Writing, Maths & Combined . Measured in Y1 and 2 through robust teacher assessments and successful moderation practices established/embedded.
B	Higher rates of progress and attainment in KS2 for Writing and Maths – at least in line with NA non-PP for ARE (Reading 78%, Writing 83%, Maths 84%, GPS 83% & Combined 71%)	Pupils eligible for PP identified make accelerated progress across Key Stage 2 in Reading, Writing, Maths & Combined. Measured in Y3, Y4, Y5 and Y6 through robust teacher assessments and successful moderation practices established/embedded.
C	All disadvantaged pupils achieving the phonics pass rate in Y1	All disadvantaged children in Y1 to achieve at least above 71% (2019 NA)
D	Increased attendance rates for disadvantaged pupils. School to achieve above 2019 NA (Toatal Absence of 5.7% & Persistant Absence of 16.5%)	Children are motivated to be at school and enjoying their education. Reduce the gap in absence rates between disadvantaged pupils and other pupils. Increase the % of disadvantaged pupils to at least 96%+.

Planned Expenditure – 2019-20

Quality of teaching for all					
Outcome	Action/approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will implementation be reviewed
A EYFS intervention to support Y1 transition	Screening of PP children in YR to ensure that early intervention is put in place for those children with language delay	The 2014 SEND Code of Practice puts emphasis on the importance of early identification and schools' role within this: 'All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improve long-term outcomes for the child or young person.' (section 6.14 of the Code) http://www.thecommunicationtrust.org	Speech and Language to assess children using the BLAST in the term that they turn five and refer to appropriate agencies Ensure oral language activities are matched to learners' current stage of development so that it extends their learning and connects with the curriculum	SENCO Phase Leader (Speech Therapist Supporting)	July 2020
A/B Maths in Y6	3 rd Space Learning to ensure that mathematics gaps are closed	Both at KS1 and KS2 SATS we were below National Non Disadvantaged at GDS maths. According to the EEF intervention review, this approach (+5 months) has a moderate impact based on moderate evidence.	SLT member to work alongside Maths leads in order to monitor maths at GDS level. Maths team to have coaching to support them into the roles	Pete Grennan – Educational Consultant	July 2020
A, B, C, D PP/SEND	SENCO non-teaching role to oversee SEN/PP pupils, facilitate TA support and provision for increased PP who are also SEN, and provide professional development for teaching assistants and other support staff. Implement additional tracking of SEN children to demonstrate smaller steps of progress. Targeted interventions by specialist staff for MA PP pupils to exceed expected standard. Teachers use data to clearly identify	NFER report (2015) 'Deploying staff effectively'- using the best teachers to teach pupils that need the most support. NFER report (2015) 'Data driven and responding to evidence' - Progress data from pupils drives decisions regarding support strategies Research by Springwell Teaching Alliance Special School has demonstrated that the present assessment system used by the DfE does not accurately demonstrate progress made by SEN pupils NFER report (2015) indicates addressing individual needs.	Governor visits, lesson monitoring, Peer Reviews. Progress reviews, work scrutiny, lesson monitoring, Yr Gp moderation, regular monitoring of assessment Overseen by governors. Progress is measured in greater detail using a 'new SEN tracking system'. Raise awareness of classteachers to pupils who fit this category. Enhanced transition activities	DHT, SENCO, PP Lead & Phase Leaders	July 2020

	pupil's learning needs, review progress on a regular basis. Teachers use AfL to provide clear feedback for pupils. Teachers address underperformance quickly. Classteacher performance management target focus on PP children PP children focus in progress reviews. Group and individual interventions for PP children. Year 5 & 6 'Magic Maths' clubs. Determine approach of Yr 3 staff so that their expectations and quality of teaching are the same as Yr 2.	Teacher needs to know exactly where children are to plan the next steps in their learning.	between teaching staff (Yr 2 & Yr 3) Address baseline on entry.		
A/B/C Phonics Reading	Screening of PP children in Y1 using the Nesy programme so that early identification of literacy difficulties are identified and suitable intervention put into place if needed	A screening report can identify strengths and weaknesses so that adjustments can be made to support the child's learning.	Y1 teachers use LUCID COPS to assess children and analyse results to ensure that the provision suits the strengths of the individual children and that suitable interventions are in place if needed.	Y1 Team & SENCo	July 2020
A/B/C Assessment	Teachers use data to clearly identify pupil's learning needs, review progress on a regular basis. Teachers use feedback policy & AfL to provide clear feedback for pupils.	NFER report (2015) 'Data driven and responding to evidence' - Progress data from pupils drives decisions regarding support strategies.	Work scrutiny, lesson monitoring, regular monitoring of assessment	Head of Achievement / SLT	<i>Progress meetings for teachers and TAs with SLT (inc SENCo) to discuss individuals and group success.</i>
A/B/C Reading Spelling	Develop greater range of strategies to encourage parental engagement in reading and spelling. Participation of pupils in wider school life: <ul style="list-style-type: none"> • Harnessing technology to improve communication. • Reading/spelling/ Writing Writing workshops in small groups for parent and child. Making opportunities fun and sociable for parents rather than formal Children inviting their parents by written personal invite rather than school letters.	Parental Engagement (Internal Project, Texting Parents /emailing soecific parents - which aimed to engage parents using text messages about dates of upcoming tests, whether homework was submitted on time, and what their children were learning at school - found a small but significant impact on attainment) (Based on school's own evidence, parents of pupils eligible for pupil premium are less likely to attend parents evening/parent workshops/assemblies. Parents of pupils eligible for PP are less likely to return linked reading diaries/homework etc. PP pupils less likely to attend extended school	Linked reading diaries/ homework logs monitored and analysed according to groups. Monitoring	SLT Eng/maths leaders	Termly monitoring

	Homework and writing rewards that are valued by parents & staff Range of parent/child workshops focusing on language structure, punctuation and spelling. These will be pitched at EXP and GDS levels.	opportunities.)			
A/B/C Reading & Phonics	Whole school focus on improving reading fluency building on the improvements made in the last academic year-new staff in all year groups will need to be trained to ensure consistency. Need to improve outcomes for phonics across the school and rearing outcomes across the school	2019 phonics achievement data dipped at expected pass rate. 12% below the national average KS2 was our highest achieving area (ARE) in our Year 6 SATS where pupils understanding of specific vocabulary and their speed of reading impacted on the overall results. However, still 15% below non PP. KS1 Year 2 SATS results dipped in the amount of children achieving ARE & GDS at reading. Choice of texts and higher level questioning are areas that needed further developing Use of Lexia to support T & L of spellings, phonics and reading According to the EEF toolkit, Reading Comprehension Strategies (+6months) can have an extensive impact particularly on disadvantaged pupils.	Half termly progress reviews Reviews of evidence Monitoring of guided reading teaching and learning.	Phase Leaders	January 2020-monitored half termly
A/B/C/D Phonics Reading Writing Maths	Booster Teachers / Small Group Tuition for Y2, Y3 & Y6	Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. (EEF Toolkit)	Half termly progress reviews Consolidation of understanding. Increased progress of targeted children. Increased confidence and engagement in whole-class learning. Improvements in self-confidence. Monitor rate of progress at Pupil Progress surgeries	DHT / AHT / PG	July 2020
A/B/C/D Spelling	Spelling from the start of EYFS & Y1- Implement 'Spelling Programme – Letters & Sounds' and spelling books-	Spelling has been an inhibiting factor in enabling PP pupils to reach at least the expected standard in writing. (2019/20 KS1 &	Monitoring- where are PP pupils on Spelling Rocket and how many PP pupils have filled their spelling	EYFS/KS1 Phase Leader & Lead Practitioner	January 2020

	checked in school for PP pupils and opportunities to practise spelling at school in small group. (TAs to support on application of spelling strategies.) In KS1 & KS2-spelling displays in each class to motivate pupils to learn and apply focus words -reward system. PP pupils to have additional support on applying LSCWC	KS2 outcomes) . High pass rate in Y1 phonic screen (reading) doesn't translate to high standards in spelling. PP pupils less likely to complete tasks at home.	pockets? Progress data.		
A/B/C/D Coaching to support planning, delivery & outcomes	Improved progress to attain National Expected outcomes for the End of Year in all subject areas. All year groups assigned a coach to support them with planning, delivery and assessment of their curriculum.	Although the EEF shows that Feedback is highly effective for outcomes with evidence working with pupils. If the teachers are getting a high level of feedback on how to support their pupils this will also impact positively on their outcomes.	Coaches will meet regularly with teachers to discuss pupil's progress and discuss goals. Coaches will support with planning to ensure that lessons are individualised to all children's needs. Lessons will regularly be observed and books checked to ensure high quality of teaching and learning.	Peter Grennan (SLT) + Phase leaders + coaches.	July 2020
Total budget cost – Quality teaching for all			£		

Targetted Support					
outcome	Action/approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will implementation be reviewed
A/B/C/D	Maths and English HLTA Team to release teacher to work with key children / groups.	Education Endowment Fund: “Small group tuition is effective and, as a rule of thumb, the smaller the group the better.” https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/ Teacher has specific expertise in assessing children to establish gaps in understanding and bespoke teaching to address these.	Discussion with class teachers at pupil progress – What impact has X’s intervention had? Data analysis of children receiving additional intervention – looking for children moving from ‘below’ to ‘expected’ and more able disadvantaged children achieving ‘greater depth’.	SLT / English & Maths Teams -	July 2020
A / B Communication Reading Writing Phonics	Ongoing time for English leaders to embed work on speech, language and communication – supporting talking for writing (P Corbett)	There is anecdotal evidence that the way children speak at St Monica is inhibiting their spelling, but also that a lack of basic sentence structure, vocabulary, ‘turn of phrase’ etc is inhibiting many aspects of writing, e.g. punctuation, composition & effect. Limited language impacts on reading – e.g. children may be unaware of meanings of words etc. Teachers need a wide range of strategies both as whole class teaching, and bespoke intervention to support them in addressing this barrier.	Work sampling and reading with children shows progress in: - Spelling - Composition & Effect - Comprehension PP children on track to meet or exceed end of year expectations using school tracking system.	English Team	July 2020
A/B/C/D Reading	Reading Champion to promote a love of reading in the school and to provide reading opportunities for disadvantaged children (in turn supporting drive for improved writing outcomes)	Some of our children lack access to high quality texts and reading opportunities at home so do not get opportunities to read, develop fluency and comprehension skills. Reading is also not perceived as fun. A Reading Champion can provide these opportunities. The Report ‘Read on. Get on.’ Identifies barriers for disadvantaged children. “Getting children reading is a job for all of us.” “Enjoyment is a vital element of reading well.” http://www.literacytrust.org.uk/assets/0003/	Role to be overseen. Frequent reviews will take place of provision guided by most recent data and teacher judgement as to who needs intervention and why. Observations of sessions to take place.	LE & ET & English Team	July 2020

		6217/Read_On_Get_On_Strategy.pdf			
A/C Phonics	Phonics intervention including Rapid Phonics, Sound Foundations (as appropriate for the child).	The school needs phonics interventions for children who arrive with us without the phonics knowledge they require. Also, certain children need to be targeted to ensure progress, especially if in Y2 or 3 and below the Y1 pass rate. National Curriculum: “Note that by the beginning of year 3, children should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.”	Double ratio gains sought through Salford Reading Age tests. Reading age is in line with peers. Children reaching ‘Expected’ standard. Children achieving high pass marks and 100% pass rate at least by the ens of Y3	Phonics lead & KS1/EYFS Phase Leader	July 2020
B/D KS2 outcomes	Purchase of home study and revision support packs for Year 6 pupils. Parent workshops invite parents into school to learn how to use the materials effectively.	This resource was invaluable last year (see below). Books are tailored – e.g. ‘Greater Depth’ pitch for more able disadvantaged children. Parents work with their child at home, helping secure greater progress and raising attainment. Parents feel supported in their own ability to work with their child at home.	PP children reaching end of Key Stage 2 expectations, aided in part through utilising the packs.	Year 6 Team	July 2020
A/B/C/D Reading Phonics Attendance	Family cooking sessions provided by ELSAs Sessions to incorporate some work with parents on home learning – e.g. teaching paired reading through reading a recipe book together.	This is an informal mechanism to reach PP parents and provide them with the opportunity to come into school – seeing their children being independent and well behaved. Wider opportunities for parents are provided – e.g. navigating the school site and meeting school staff. These sessions also	All parents to complete evaluations at end of cooking sessions. Key questions: What have you learnt about your child from completing the sessions? What have you learnt about school life from completing the sessions?	HLTA – CM Attendance Lead	July 2020

		provide	In what other ways would you be		
A/B/C/D Wider Curriculum	To ensure all PP children have access to the wider curriculum opportunities that develop their confidence and allow first hand learning experience by decreasing / removing charges.	Increased engagement in school. Raising expectations. Widening horizons. Improved relationships and cooperation within the class	At least 60% of attendees of after school clubs are in receipt of the PP	PE Leader & DHT	July 2020
D Attendance	Improve attendance of pupils eligible for PP through work with parents and ELSA & Attendance Officer. Teachers / Attendance Officer / SLT / ELSA to make positive phone calls/ home visits/meetings at school with parents of disadvantaged pupils below 96% . Attendance officer to continue to investigate reasons and provide support at the earliest point, through action planning & meetings.	Attendance of this group is lower than other groups and was below the national average in 2019. We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. Parental involvement to help shape and define the project to ensure parental buy in and maximise engagement.	Absence/ attendance reports analysed weekly HT and ELSA –SOL attendance. Phone calls home / home visits to all parents of disadvantaged pupils below 96% Thorough briefing of attendance officer and EWO about existing absence and punctuality issues.	Attendance Officer / Head of Inclusion / ELSA	Weekly by Attendance Officer Half termly - Team July 2020 - School
A/B/C/D ELSA Support	To ensure that all pupils have the emotional support they need to focus on their learning.	Children are unlikely to take on new learning and close the gap, if they have social / emotional needs which are not being met. EEF show an impact of (+ 4 months) on moderate evidence that social and emotional interventions impact on learning.	ELSA trained in a range of different social and emotional interventions to support the pupils. ELSA's timetable is reviewed half termly to ensure that the children with the most need are having the correct intervention to support them.	SENCo	July 2020
A/B/C/D Attendance / ELSA Support	Support for families of children in receipt of PP to provide uniform, food bank vouchers and travel costs	Ensuring that children's basic physical needs are covered Some evidence that welfare funds can improve attendance (EEF Toolkit)	Increased engagement and readiness to learn	Welfare Officer	July 2020
Total budget cost – Targetted Support			£		

Budget – 2019-20

Who	What	Calculation	Total (£)
DHT	PP Champion (KS2)	0.5 days days per week x 39 weeks	
AHT	PP Champion (KS1 & EYFS)	0.5 days days per week x 39 weeks	
Phase Leader	Screening YR – Language delay	0.5 of a day	
Attendance Officer	Attendance reviews	5 hours per week x 39 weeks	
HLTA	Parents evening support (Overtime)	12 hours	
DHT	Homework Club	1 hour per week x (Spring & Summer Terms)	
AHT	Homework Club	1 hour per week x (Spring & Summer Terms)	
Kids Play	Breakfast / After School clubs		
ELSA	Breakfast club (KS2)	30 mins a week x 39 weeks	
ELSA	Breakfast club (KS1)	30 mins a week x 39 weeks	
N/A	Revision Guides (KS2)	DHT / AHT / Phase Leaders to allocate	
N/A	Paid after school sports clubs		
N/A	Paid peripatetic lessons		
AHT / Phase Leader	Speech & Language interventions		
SENCo	Additional intervention for PP/SEND children		
SENCo	Screening of PP children – Nessy Programme		
TA	PP interventions – KS1		
TA	PP interventions – KS2		
Teacher	Spelling interventions – Phonics		
Coaching Team	Assigned coach to support accelerated progress		
HLTA to release teachers	Teachers to work with key children to accelerate progress		
Reading Champion	To work with key families and children to promote love of learning		
ELSA	Family cooking sessions – KS1		
ELSA	Family cooking sessions – KS2		