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**Monkwick Junior School Pupil Premium Impact Report 2017-2018:**

How does Monkwick Junior School spend their Pupil Premium? The Pupil Premium is funding that is based on the number of pupils receiving free school meals. Historically, pupils receiving FSM make slower progress and achieve lower results than those children who do not receive FSM. This is a national issue. The purpose of the Pupil Premium is to target support to diminish the difference (in attainment and progress) between pupils who receive pupil premium and those that do not receive Pupil Premium funding. . “It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.”

Source – DfE website

**Where does the money come from?**

• At the time of writing (September 2017) 42% of pupils at Monkwick Junior School receive (or have received during their time at this school) free school meals.

• The pupil premium received in the 2016/17 (September – August) was £141,834, and in 2017/2018 is estimated at £134,649

**Barriers to learning:**

Common barriers for Pupil Premium children at Monkwick Junior School can be:

* Poverty and hunger
* Attendance/punctuality
* Behaviour/Attitudes towards learning (Meta-cognition)
* Parental engagement and understanding of the new heightened expectations in the curriculum and how they can help, as well as support with behaviour.
* Weak language and communication skills
* Lack of confidence/low self esteem – Social and Emotional needs
* Complex family situations

Pupil Premium Spending Plan for 2017/2018

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| Expected Outcome: | Action: | Budget/Outcomes: |
| To ensure quality first teaching across the school improves outcomes for Pupil Premium children so that the difference between pupil premium children and other groups diminishes. | High quality CPD training for all staff:Teachers to attend ITP courseLSAs to attend OTAP courses.SLT members to attend NPQSL – projects linked to PPG / disadvantaged. | £20000All teaching staff except NQT attended OTP course. 2 LSAs per term attending LSA training. 2 members of staff started NPQSL and 1 attending NPQMLStaff CPD - resulted in staff setting targets linked to Teaching and Learning – lesson dips and discussions indicated that targets were being addressed. The School is moving towards a clearer autonomy on T& L with aligned thinking. Induction pack introduced.In school data indicates that the attainment gap between PP and NPP is diminishing. Year 6 2018 data:* 2018 progress improved in reading for PPG from 2017 from -4.6% to – 3.0
* PPG combined attainment in 2018 43% compared to 19% in 2017 (Improved by 24%)
* Combined Gap between Disadvantaged & whole cohort reduced from -37% in 2017 to -3 % 2018.

See end of KS2 progress data across 3 years. |
| **To diminish the difference in progress and attainment for Pupil Premium Pupils.**  | Targeted revision groups in Year 6 to be run by SLT and Subject Leader (Spring Term) | £9000HT, DHT and SENCO led Booster sessions – Pupils identified through the use of data linked to Progress and PAG group scores compared to ongoing test data.  Year 6 2018 data:* 2018 progress improved in reading for PPG from 2017 from -4.6% to - 3
* PPG combined attainment in 2018 43% compared to 19% in 2017 (Improved by 26%)
* Combined Gap between Disadvantaged & whole cohort reduced from -37% in 2017 to - 3% 2018.
* Improving picture in Year 6 progress see table at the end of document.

See end of KS2 progress data across 3 years. |
| **To improve learning behaviours and language of learning for pupils across the school (Meta-cognition)** | Reflected program – National Project | £70008.2.18 Reflected course attended by Reflected lead and HT. Staff meeting launching project 6.2.18 1.3.18 All classes began Reflected input.Review in summer term indicated an improvement in pupils learning behaviours. See Reflected report |
| **To provide a good start to the day both nutritionally and ensuring pupils are on time for the start of the school day.** | To support **Breakfast Club** and allow for Pupil Premium children to attend free of charge  | £1649July 2018 – PPG pupils attending breakfast club for free. 22/48 of pupils whom attend breakfast club are Pupil premium pupils. Therefore 45.9% of pupils attending breakfast club attend without charge. Supporting families and vulnerable pupils.  |
| **To ensure whole school attendance improves form 96% (2016 – 2017) to 97% (2017-2018)****To increase PP attendance from 94.91% (2016 – 2017) to 97% (2017-2018)** | **Attendance officer** to monitor attendance and directly tackle and improve poor attendance of Pupil Premium children through:* Attendance meetings with parents
* Home visits
* To arrange all SAM’s meetings including those with the EWO.
* Positive interventions at school such as termly attendance certificates, cabinet of wonder – linked to full week of no late arrival at school, free tuck Wednesday for the best class attendance
 | £9000Whole school 17/18 - 96%PPG 95%(D and S bug affected this) |
| **To accelerate progress in Mathematics across the school closing the gap in pupils’ knowledge.**  | Target support and embed the use of **Maths Whizz** across the school.  | £11, 000Little evidence that Maths Whizz was having an impact and therefore subscription discontinued Sept 2018. |
| **Expected Outcome:** | **Action:** | **Budget** |
| **To support parents to manage behaviour and routines in the home.** | Individual Family Support Worker to support parents 1:1 and through workshops. Supporting children in school through workshops. Provide access to other services including family breakdown and crisis.  | £80005 pupils supportedImpact: 1 pupil is now very settled in school and behaviour is better managed at home.2 pupils more settled in class. 1 pupil now ARE in reading and settled in class.1 pupil now on time for school rather than late.  |
| **To ensure pupils experiencing difficulties at home which are impacting on their learning are supported with a therapy/counselling that best meets their needs.**  | **Therapist / Counselling Support** available within the school day. | £90004 pupils received play therapyImpact: 2 pupils (50%) who received play therapy engaged in learning following the therapy. |
| **To ensure that educational visits give Pupil Premium children experiences that they wouldn’t otherwise have access to – supporting learning.**  | To **support educational visits** 2017/18 so that a percentage of the cost of each visit is met by the school. | £5000July 2018Year 3 = 1 tripYear 4 =1 tripYear 5 = 2 tripsYear 6 = 2 trips (1 x residential) All PPG pupils subsidised for trips.  |
| **To support pupils with social and emotional needs, as well as their families to break down barriers to learning – with the support of a Well-being mentor.** | * **Well-being Mentor** to continue to work with a case load of children with social and emotional needs as well as their families.
* To liaise with staff tobest support these pupils within the classroom.
* To liaise with HT and SENCO.
* Budget to support work with children.
 | £15000July 2018 See report from SENCO – pastoral team success stories 19 pupils outcomes celebrated (Case studies and improved Boxall data)   |
| **To support reading by early intervention and support** | * Lexia Reading programme
 | £10000Impact shown through improved reading outcomes across the school. Reading ARE:* Year 6 All pupil: 2016 = 40%, 2017 = 45%, 2018 = 65%
* 2018 progress improved in reading for PPG from 2017 from -4.6% to - 3
* PPG combined attainment in 2018 43% compared to 19% in 2017 (Improved by 24%)
* Combined Gap between Disadvantaged & whole cohort reduced from -37% in 2017 to - 3% 2018.
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| **To increase the number of children engaged in active play on the playground at playtime and lunchtime.** | * Play equipment to be purchased and allocated to 2 playgrounds.
* Assemblies linked to the use of play equipment.
* Regular monitoring
* Adults engaged in play and groups to support PPG pupils
 | £5000Monitoring has shown improved behaviour of pupils on the playground.  |
| **To develop learning behaviours of most venerable PPG children who need additional support.**  | * To provide additional classroom support for most venerable PPG children.
 | £25000LSA support for vulnerable pupils ensuring pupils are able to access the curriculum. In school data indicates that the attainment gap between PP and NPP is diminishing.  |

**End of KS2 Progress data 3 Years**

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|  | **Reading 2016** | **Reading 2017** | **Reading 2018** | **Writing****2016** | **Writing 2017** | **Writing 2018** | **Maths 2016** | **Maths 2017** | **Maths 2018** |
| **All Pupils** | -5.2 | -3.6 | -2.2 | 2.2 | -5.5 | -0.20 | -1.82 | -1.8 | -4.2 |
| **PPG** | -5.7 | -4.6 | -3.0 | 1.6 | -6.3 | -1.7 | -2.4 | -2.1 | -4.9 |

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