

**Monkwick Junior School Pupil Premium Action Plan 2018 - 2019:**

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 (October 2018) 39.9% of pupils at Monkwick Junior School receive (or have received during their time at this school) free school meals.

∙ The pupil premium received in 2017/2018 was £134,649 and is estimated to be £135, 246 for the academic year 2018/2019.

**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 2018/2019**

**NB – all amounts listed are not all total costs but the contribution taken from PP funding towards these costs.**

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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 all children is diminished.** | High quality CPD training for all staff:  Teachers to attend OTP course  LSAs to attend OTAP courses.  SLT members to attend NPQSL – projects linked to PPG / disadvantaged.  Middle Leader to attend NPQML | £20000  7.11.18  1 Teachers attending OTP this term  2 LSAs attending OTAP  2 members of SLT on NPQSL  I middle leader on NPQML  June 2019 2 SLT members pass the NPQSL course  Focus on improving writing for PPG children  Focus on improving metacognition for PPG children 1 middle leader passes the NPQML course  Focus on improving Maths for PPG children  CPD Training:  Sigma Training - Mary Myatt: Curriculum Focus Do Be Mindful Training -supporting the mental wellbeing of children through the practice of mindfulness |
| **To diminish the difference in progress and attainment for Pupil Premium Pupils against all children Nationally.** | Targeted revision groups in Year 6 to be run by SLT and Subject Leader (Spring Term) | £11296  Year 6 2019 data (unvalidated):  RWM combined: Disadvantaged 40% Whole Cohort 35.8% National 66% National DA 51%  RWM combined for GD - Disadvantaged 5% National DA 5%  Reading Expected Standard:  Disadvantaged 55% Whole Cohort 47.2% National 74.5% National DA 62%  Writing Expected Standard:  Disadvantaged 85% Whole Cohort 69.8% National 79.85% National DA 68%  Maths Expected Standard:  Disadvantaged 50% Whole Cohort 52.8% National 79.5% National 67%  Disadvantaged progress in writing was +1.3 compared to National (0.7 compared to -0.6)  Intervention Support:  Year 3 78% of PPG children received additional intervention support  Year 4 78% of PPG children received additional intervention support  Year 5 100% of PPG children received additional intervention support  Year 6 80% of PPG children received additional intervention support |
| **To improve learning behaviours and language of learning for pupils across the school (Meta-cognition)** | ReflectEd program – National Project | £7000  Reflections are occurring on reflected sheets – see curriculum books.  The language of reflection has been observed in a number of lessons.  Reflected Displays apparent in classrooms.  Teachers have begun training on the Do Be Mindful course - supporting the mental wellbeing of children through the practice of mindfulness |
| **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 | £2000  Breakfast Club  56% of pupils attending Breakfast club are PPG and receiving this service free of charge. This starts at 8am and supports these pupils to make a healthy and punctual start to the day. |
| **To ensure whole school attendance improves form 96% (2017-2018) to 97% (2018-2019).**  **To increase PP attendance from 95% (2017-2018) to 97% (2018 – 2019)** | **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 | £9000  Cabinet of Wonder prizes given out weekly as well as free tuck to the class with the best attendance.  Non PPG attendance 2018-2019: 96.9%  PPG attendance 2018-2019: 95.1%  Home visits made to support PPG children to attend school |
| **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. | £8000  60 % of pupils receiving home school support are PPG.    PPG Home support average attendance 2018-2019 - 91.8% |
| **To ensure pupils experiencing difficulties at home, which are affecting their learning, are supported with a therapy/counselling that best meets their needs.** | **Therapist / Counselling Support** available within the school day. | £9000  100% of pupils receiving play therapy are PPG (6 pupils)  One child made good progress (more than expected) in Maths  One child made good progress in Reading  One child made good progress in Writing |
| **To ensure that educational visits give Pupil Premium children experiences that they would not otherwise have access to – supporting learning.** | To **support educational visits** and/or **visitors** 2018/19 so that a percentage of the cost of each visit is met by the school. | £5000  Year 6 Residential: £320 per child. Reduced all pupils to £220 per child.  74% PPG Children attended the school trip in July 2019.  78.8% of non disadvantaged pupils attended |
| **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 Mentors** 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 PPG Champion and SENCO. * Nurture Budget to support work with children. | £21000  2018-2019  62.5% of pupils on a regular caseload for Pastoral team are PPG pupils. |
| **To support reading by early intervention and support** | * Lexia Reading programme | £10000  22 year 3 pupils started the Lexia program early - 10 of whom were PPG to support with improving early reading.  All year 5 and 6 children used Lexia.  Fluency specific lessons taught as part of the Lyon’s Hall Essex Reading Project attended by the English Lead.  Strategies such as echo and choral reading as well as pre reading are used to support reading fluency. This has improved pupil engagement when answering questions. |
| **To motivate and encourage pupils to read good quality children’s books.** | * To invest in high quality children’s books for whole class reading. * To invest in non-fiction books to meet changes in the school foundation curriculum. | £500  30 copies of each class text have been purchased for each year group for each half term.  Three book fairs held during the 18-19 academic year  ‘Book Week’ focus centred around ‘Alice’s Adventures in Wonderland’ to coincide with World Book Day.  Old book stock given to pupils for free.  Books given as gifts at the end of the Autumn term.  New books purchased for class libraries.  Pupil perceptions show an enthusiasm for reading and enjoyment in the books selected. |
| **To further support children to engage in active play on the playground at playtime and lunchtime.** | * Further play equipment to be purchased/replaced and allocated. * Assemblies linked to the use of play equipment. * PSHE session (Year 3) – learning to play with playground equipment * Regular monitoring * Adults engaged in play and groups to support PPG pupils | £5000  Sports coach and class teachers worked with Year 3 at the start of the year to deliver PSHE sessions on how to play with play equipment.  Adults supporting pupils in play – monitoring carried out.  Sports coach led football and other sports during lunchtimes to reduce incidents of poor behaviour. |
| **To develop learning behaviours of most vulnerable PPG children who need additional support.** | * To provide additional classroom support for most vulnerable PPG children. * Sensory resources Adult support in a classroom base. | £25000  New ‘Bloom’ room used to support pupils who need additional support.  Resources purchased to develop learning behaviours and support emotional wellbeing. |
| **To develop the curriculum beyond English and Maths.** | * To remodel the foundation curriculum to meet the needs of pupils at MJS. * To develop assessment strategies for the foundation subjects to enable tracking of groups of children including PPG. * To resource subject areas in line with curriculum changes. | £2450  Remodelling of curriculum to meet the needs of pupils at MJS – pupil perception surveys, staff and parent surveys.  Curriculum Intent:  Aim and purpose of each subject area created by subject leads.  Curriculum Impact: New assessment model allows PPG pupils to be tracked in curriculum subject areas. |

**End of KS2 Progress Data 3 Years**

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|  | **Reading 2017** | **Reading 2018** | **Reading**  **2019** | **Writing 2017** | **Writing 2018** | **Writing 2019** | **Maths 2017** | **Maths 2018** | **Maths 2019** |
| **All Pupils** | **-3.6** | **-2.2** | **-3.7** | **-5.5** | **-0.20** | **-1.1** | **-1.8** | **-4.2** | **-2.2** |
| **PPG** | **-4.6** | **-3.0** | **-4.5** | **-6.3** | **-1.7** | **0.7** | **-2.1** | **-4.9** | **-3.6** |