

**Monkwick Junior School Pupil Premium Action Plan 2019 - 2020:**

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 2019) 37.82% of pupils at Monkwick Junior School receive (or have received during their time at this school) free school meals.

∙ The pupil premium received in 2019/20 is £145,000.

**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 2019/2020**

**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** | **Impact and 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 member to attend NPQSL  Middle Leader to attend NPQSL  – projects linked to PPG / disadvantaged.  2 staff members to attend and implement research from the Essex Reading Project at Lyon’s Hall | £20,000 | Further CPD led around the Essex Reading Project and the new Sigma reading policy. The teaching of reading is now more consistent across the school and within the trust. The teaching of reading follows a clear structure. The impact of this was shown in spring 1 year 6 PPG reading data:  56.5% Expected Standard +  21.7% Higher Standard  Two staff members started the NPQSL programme. This is due to be completed in the spring term. Both courses link to improving behaviour and outcomes for PPG children.  Increased number of positive lesson observations in the spring term compared to the summer of the previous academic year. |
| **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)  CGP books/resources to support KS2 outcomes  Targeted support for pupils who are not making expected progress or on track to meet end of KS2 expectations. | £10,000 | Pupils bought 3x CGP 10 minute books to support test technique.  **Predicted 2020 Data**  PPG combined 50%  Non combined 63.8%  *(When in KS1, 52.2% combined at KS1 for PPG – 67.5% for Non (excluding pupils with no data) )*  **Year 6 boosters led by SLT**  Booster groups include 75% of the PPG pupils (18/24) |
| **To improve learning behaviours and language of learning for pupils across the school (Meta-cognition)** | Continuation of the ReflectEd program – National Project.  Use of the Seesaw online platform to reflect on learning and work.  Introduce the Do Be Mindful program across the school.  CPD on speech and language support and resources. | £2,000 | Teaching staff undertake the Do Be Mindful online training program.  PSHE curriculum updated for the new academic year to include this. |
| **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.  Provide a range of breakfast options for pupils.  Resources for breakfast club. | £5,000 | Breakfast club had a high attendance from PPG children. 62.5% (35/56) of pupils who regularly attend breakfast club (September to February) were PPG. |
| **To ensure that the whole school attendance improves form 96% (2017-2018) to 97%**  **To increase PP attendance from 95% (2017-2018) to 97%**  **mmmmmmmmmmmmmmmmm** | Attendance officerto monitor attendance and directly tackle and improve poor attendance of Pupil Premium children through:  Attendance meetings with parents.  Home visits.  To arrange all SAMs meetings including those with the EWO.  Positive interventions at school such as termly attendance certificates, linked to full week of no late arrival at school, free tuck Wednesday for the best class attendance.  Weekly ‘Cabinet of Wonder’ prizes for 100% attendance. Prizes for improved attendance. | £15,000 | Attendance and the monitoring of this was undertaken by our attendance officer and the support of Mel Rowlands from Attendance Solutions.  Attendance for PPG was 95.43%, Non 97.04% (2.9.19 - 28.2.20).  6 SAMs meetings were undertaken. 5 of these led to an improvement in attendance. 1 did not improve due to other factors. |
| **To support parents to manage behaviour and routines in the home.** | Individual Family Support Worker to support parents 1:1 and through workshops.  Provide access to other services including family breakdown and crisis. | £9,000 | 3 PPG families were supported by the Family Support Worker.  2 children showed improved behaviour and had a reduction in parental support needed.  1 child had a reduction is behavioural incidents and was reported to be more engaged in learning.  Phone calls made by staff during school closure to support vulnerable PPG children and families.  Office staff also assisted with accessing the meal vouchers.  Kindle Fires and CGP resources given to families to support home learning. |
| **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.  Play therapy sessions available.  Access to sensory sessions and resources to use in class. | £12,000 | 5 PPG pupils received play therapy sessions.  1 child showed an improvement in behaviour.  2 children improved their self-regulation techniques.  2 children showed an improvement in articulating emotions.  New sensory resources allocated to children throughout the year. Reduction in children leaving the classroom to seek support and being able to regulate themselves. |
| **To support pupils with social and emotional needs, as well as their families to break down barriers to learning – with the support of a learning mentor.** | Learning Mentorsto continue to work with a caseload 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.  Allocated time for pastoral staff to support children. Additional sensory resources. | £25,000 | 73.3% of pupils on a regular caseload for Pastoral team are PPG pupils. A total of 33 PP children received pastoral support (Sep – Mar)  Reduction in children leaving the classroom to seek support and being able to regulate themselves. |
| **To support reading by early intervention and support** | Lexia Reading programme (Core 5) for all year 3 and 4 pupils.  Lexia used to support less fluent readers in year 5 and 6. Invest in age-appropriate books at lower levels (ZPD) for all classes. Targeted pre-reading sessions for less confident readers. | £10,000 | Year 3: 12/21 PPG children are now accessing age-related content on Lexia. Up from 7 at the start of the year. Out of these 12, 5 children have exceeded year group level outcomes.  Year 4: 6/20 PPG children are now accessing age-related content on Lexia. Up from 4 at the start of the year. Out of these 6, 3 children have exceeded year group level outcomes.  Over 500 new books were bought for the school. Many of these are in the ZPD range 1.0-3.0  Phonic phase books bought to support early reading and link to intervention teaching.  1:1 reading support for target children  AR reading age increase over 2 months  **Year 6**  1 child +6 months  1 child +8 months  1 child + 9 months  1 child +12 months  **Year 5**  1 child + 3 months  1 child + 4 months  1 child + 5 months  **Year 4**  1 child + 6 months  1 child + 10 months  **Year 3**  2 children + 3 months  2 children + 5 months  1 child + 9 months |
| **To motivate and encourage pupils to read good quality children’s books.** | Invest in high quality books, at a range of reading levels, for class libraries.  To invest in high quality children’s books for whole class reading (50 copies per year group).  To invest in non-fiction books to meet changes in the school foundation curriculum.  Book author visits and workshops. | £5,000 | Over 500 new books were bought for the school. Many of these are in the ZPD range 1.0-3.0 suitable for less confident readers. Old book stock has been replaced.  All classes now have individual libraries with baskets of labelled books.  3 sets of phonic phase books have been bought to support early reading and link to intervention teaching. These have been used with the support of an adult.  All pupils were surveyed across the school:  68% of pupils stated that they enjoyed reading. 22% didn’t mind it.  72% thought that their class library had a good selection of books.  A visit and workshop from children’s author Lisa Thompson was booked for April but had to be cancelled. |
| **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 | £2,000 | New playground equipment bought for break and lunch time. New wet break/lunch games bought.  Lunch time adults lead games with children.  Target children invited to adult led lunchtime club and chill out club. Additional craft resources and games bought for use in the club.  Reduction in playtime and lunchtime incidents. |
| **To develop cultural capital and breath of experiences for disadvantaged children.** | Creation of a program of events, trips and experiences that are additional to the curriculum content. Provide opportunities for creative and community projects. Additional school trips and visitors. | £20,000 | The school contributed towards several experiences:  Cavemen Experience in year 3 and 5  Planting project: year 5  Hollytrees: year 4 (December)  Dance Workshop: year 3 (February)  Kidzania: year 6 (February)  Duxford trip: year 3 (cancelled due to COVID19)  Musketeers workshop: year 4 (cancelled due to COVID19)  Poetry day: year 6 (cancelled due to COVID19)  Author visit by Lisa Thompson: whole school (cancelled due to COVID19)  All other future trips and visitors scheduled were not booked due to COVID 19 restrictions and guidance. |
| **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 2019/20 so that a percentage of the cost of each visit is met by the school.  Fund part of the year 6 residential trip to enable more PPG pupils to attend. | £10,000 | 5 day residential trip booked with YHA to Wye Valley, Herefordshire with the school making a contribution for each child (cancelled due to COVID19).  . |