



Pupil premium report for Monksmoor Park CE Primary School

Coronavirus: flexibility in reporting requirements

The DfE understands that due to coronavirus and school closures, it won't be possible to evaluate the impact of pupil premium for all of the 2019/20 academic year.

Instead, they say schools should monitor and report on the grant's impact at the end of the 2020/21 financial year.

Pupil premium spending 2020/21

SUMMARY INFORMATION			
Date of most recent pupil premium review:	November 2019	Date of next pupil premium review:	Dec 2020
Total number of pupils:	75 (Excluding 17 in nursery)	Total pupil premium budget:	£10,070
Number of pupils eligible for pupil premium:	4 PP 2 PLAC Total: 8%	Amount of premium received per child:	4 @ £1345 2 @ £2345

STRATEGY STATEMENT

The overall aim of our Pupil Premium strategy is to support a whole school focus on the achievement of children from disadvantaged backgrounds as it is an important element of our school ethos of 'Nurturing all to flourish and aspire'. We aim to close, or keep closed the attainment gap between disadvantaged children and their peers by ensuring great teaching and careful planning impacts positively on the childrens' outcomes. This includes those disadvantaged children who are currently at age related expectations, as we must not limit their potential.

Assessment information

Due to coronavirus, the school doesn't have assessment data available for the 2019/20 academic year, so won't be able to benchmark progress against other schools. Instead, we will use our internal data from the period between September and March.

EYFS*		
On track	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP
Writing	100%	92%
CAL	100%	96%
PSED	100%	96%
Good Level of Development	100%	92%

**Data accurate as of March 2020*

YEAR 2 PHONICS SCREENING CHECK*		
Pupils eligible for PP	Pupils not eligible for PP	National average
100% (4 children)	94% (15 children)	71% (pp) 84% (Non-PP) 2019

* Year 1 pupils who missed the summer 2020 check because of coronavirus will take the check during the second half of the autumn term in year 2. Predictions are listed above and will be updated once the results are confirmed.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers	
A	Lower levels of phonic skills
B	Low listening and attention skills
C	Low self-esteem and confidence

ADDITIONAL BARRIERS	
External barriers	

D	Access to online learning
E	Engagement with a broad range of experiences outside of the classroom

INTENDED OUTCOMES		
Specific outcomes		Success criteria
A	Close gap between disadvantaged children and their peers in phonics	100% pass PSC If pass mark not reached, evidence of significant progress
B	Quality first teaching to support children's engagement, with a knowledgeable staff to identify additional concerns at the earliest opportunity	Children engaged in learning. Additional support in place following early identification

C	All staff aware of signs and indicators for low self-esteem so early intervention is in place and positive behaviors for learning are seen.	1:1 or small group intervention as appropriate in place Opportunities for whole class teaching identified Positive behaviors for learning observed
D	Children access online learning to support at least expected or accelerated progress	All children have access to online learning at home
E	All children accessing a broad range of additional activities outside of the classroom	Disadvantaged children attend at least one additional opportunity per term (if available)

Planned expenditure for current academic year

ACADEMIC YEAR 2020/21					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

Implement Zones of regulation across the school	Children able to self-regulate and display positive behaviours for learning	<p>Advice from Educational Psychologist and Targeted Mental Health Services in Northamptonshire</p> <p>EEF: Metacognition and self-regulated learning guidance report</p> <p>EEF: Improving social and emotional learning in primary schools guidance report</p> <p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p>	<p>Provide CPD for ALL school staff</p> <p>Provide parent workshop</p> <p>Link with behaviour policy</p> <p>Monitor implementation</p> <p>Review with staff</p>	Headteacher	Half termly
Engagement with TaMHs project	Staff have the knowledge to identify early indicators of low self-esteem	<p><i>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</i></p>	<p>Action plan in place with regular evaluations with lead professional</p> <p>Consultation and review with Staff</p>	Headteacher	Termly

Emotion coaching CPD	Staff support children to self-regulate/manage attachment	<p>Advice from Educational Psychologist and Targeted Mental Health Services in Northamptonshire</p> <p>Link with HYD steering group (Daventry)</p> <p>EEF: Improving social and emotional learning in primary schools guidance report</p> <p><i>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</i></p>	<p>Quality training provider used</p> <p>Linked to behaviour policy</p> <p>Consultation and review with Staff</p>	Headteacher	Following initial input and then 1 term later
Phonics training for all staff involved in the delivery or support of phonics	Staff have the skills, knowledge and understanding to support children and to meet their individual needs	<p>DfE: Supporting the attainment of disadvantaged pupils 2015</p> <p>McArthur et al., 2012</p> <p><i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</i></p>	<p>Monitor engagement with training</p> <p>Observe teaching of phonics</p> <p>PSC outcomes</p>	Literacy Lead	Termly
Total budgeted cost:					£971

Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
1:1 intervention	Gap is closed between disadvantaged children and their peers in phonics and maths	EEF guide to pupil Premium EEF: Making best use of Teaching assistants guidance report <i>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average</i>	Monitor progress of children through PPM	Headteacher	Termly
Additional resources to support learning in school and at home, in addition to quality first teaching	Gap remains closed and disadvantaged children reach their full potential	EEF guide to pupil Premium: Key Principle 5 – support middle and high attainers too Macaruso and Rodman, 2009, 2011	Evidence based approached used	Headteacher/SENCo	Half termly

Small group intervention	Addressing particular SEMH needs through nurture approach	EEF: Making best use of Teaching assistants guidance report	Children identified with class teacher Plan in place with suitably qualified and experienced member of staff Regular review and liaison with class teachers	Headteacher	Half termly
Total budgeted cost:					£7848

Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

Provide Chrome book to disadvantaged children is no means of accessing online learning	Enable all children to access online learning at home	<i>EEF: There is some evidence that when homework is used as a short and focused intervention it can be effective in improving students' attainment</i>	Survey parents to establish need 1:1 follow up conversations Links with IT support team Follow up with parents (technical) Monitoring of engagement with home learning (Class teachers)	SBM	Ongoing
Engage parents with additional opportunities and outline financial support as appropriate	Children attend additional opportunities	<i>EEF: '...enriching education has intrinsic... We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.'</i>	Monitor engagement of disadvantaged children in extracurricular provision Regular contact with parents	SBM	Termly
Total budgeted cost:					£1251

ADDITIONAL INFORMATION

Our approach has been formed following careful evaluation of what has worked for our children in previous years. We have also taking into account relevant research and guidance documents from EEF, OFSTED, DfE, NFER. We have also consulted with local outstanding schools and our local authority.

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR				
Total amount: £8560				
Quality of teaching for all				
Action	Intended outcome	Impact	Evaluation	Cost
High quality training for all staff (Phonics and Maths)	Staff have the skills, knowledge and understanding to support children and to meet their individual needs	Phonic training did not take place as planned for the Summer term. Maths training is ongoing (2 year programme). Impact in the first year has been production of subject specific policy, CPD for all teaching staff, parental workshops, well resources, progressive curriculum. Although COVID-19 had a significant impact of attainment, 62% made above expected progress in the Summer term	Clear impact of maths training already but further evaluation needed once the project is complete. Action plan has been updated for 2020/21.	£3400
TaMHS project	Improved emotional health and wellbeing of staff and pupils	Staff wellbeing survey completed ahead of lockdown which enabled specific support to be in place. Positive, supportive school community throughout lockdown School in a better position to support children throughout lockdown.	Action was a little slow due to reliance on outside agencies. Tried to fit training into twilight sessions but may be better to use training days where possible.	£0

Targeted support				
Action	Intended outcome	Impact	Evaluation	Cost
1:1 phonics intervention	Ensure children pass phonic screening check	100% on track to reach 32 or above.	Intervention was a success due to effective deployment of staff. This intervention was also prioritised and continued throughout lockdown where possible.	£5210
Other approaches				
Action	Intended outcome	Impact	Evaluation	Cost
Engage parents with additional opportunities and outline financial support as appropriate	Children attend additional opportunities	All children feel part of the school community. Positive feedback from children and parents	Did not include in 2019/20 plan but should be included in 2020/21 Important to name as an action as children who not have participated in activities without funding.	-£202