



Pupil Premium Strategy Statement

Monkton Church of England Primary School 2020 - 2021

1. Summary information					
School	Monkton C of E Primary School				
Academic Year	2020/21	Total PP budget	£32,555	Date of most recent PP Review	16.09.2020
Total number of pupils	101	Number of pupils eligible for PP	25 (25%)	Date for next internal review of this strategy	April 2021

2. Attainment End of Year 2018 - 2019		
Data is from 2018-19 as this is the most recent data	Pupils eligible for PP (School)	Pupils not eligible for PP (National average)
% KS2 pupils achieving expected or above in Reading, Writing and Maths	50% (1/2)	71%
Reading expected +	(50% with SEN EHCP) 100% other	78%
Writing expected +	(50% with SEN EHCP) 100% other	83%
GPS expected +	(50% with SEN EHCP) 100% other	83%
Maths expected +	(50% with SEN EHCP) 100% other	84%
KS2 Percentage of pupils with SEND + PP	50% (FSM E6)	-
% KS1 achieving expected or above		Kent data
Reading +	66% (2/3)	58%
Writing +	66%	56%
Maths +	66%	64%
KS1 Percentage of pupils with SEND + PP	0%	-

% EYFS pupils achieving GLD	50% (2/4)	56%
Year 1 Phonics screening	50% (2/4)	66%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers


1.	Lack of parental engagement and support.
2.	Complex learning difficulties in Upper KS2 class.
3.	% of PP pupils meeting Expected Standard in Year 1 phonics needs to increase to be in line with non PP. (Based on 2018-19 data)
4.	% of PP pupils meeting Expected Standard in Reading at KS2 needs to increase to be at least in line with national (Based on 2018-19 data)
5.	% PP pupils' attendance is marginally below that of children who are not PP. (Based on 2018-19 data) (Currently 96.3% non FSM/96.4% FSM - Oct 2020)
6.	Some PP pupils have limited life experience and enrichment outside of home and school. The Covid-19 pandemic has exacerbated this.
7.	There is a significant number of PP pupils who are also Young Carers this impacts significantly on how they present in school on a daily basis.
8.	Significant number of PP children require sustained and regular access to emotional support, in addition to the regular school offer, especially in the light of Covid-19.


External barriers (issues which also require action outside school, such as low attendance rates)

9.	School readiness, particularly after an extended absence from education due to Co-vid 19.
10.	Mental health/self-esteem issues. A significant proportion of our PP children are dealing with complex family circumstances on a daily basis. The need and level of support for these children is growing year on year. Post Lockdown these difficulties have been exacerbated.
11.	Parents can view fines for unauthorised absences worth the pain or the 'odd day off won't matter'. This impacts on attendance figures and continuity of education. Worries about Covid - 19 have increased caution when pupils may just have a cold.
12.	Long term family circumstances that impact on punctuality, support given and pupil well being. Housing problems, the need to resettle away from the family home reduce extended family support leading to a feeling of isolation.
13.	Recent increase in job losses and reduced income due to furlough, redundancy and self employment have brought this about a lack of stability in families. Reliance on food banks has risen.

14.	During school closure pupils may have experienced access problems as they had no home computer or access to the internet for online curriculum and learning.
15.	A rise in Op Encompass notifications during Co-vid 19 Lockdown, children more likely to be present during these incidents due to being away from school. The emotional impact of this is just becoming evident in school.
4. Desired outcomes	
	Success criteria
A.	<p>All PP children given support for their well-being, those who require more are able to receive enhanced support. Children are ready to learn, engaged and have a positive attitude to learning.</p> <ul style="list-style-type: none"> • PP children attend Breakfast Club regularly. Thus raising attainment, attendance and punctuality. • There is well established and effective pupil access and positive engagement with outside agency support-Counselling and Young Carers – if appropriate. • Rock Steady – music lessons, Pets as Therapy (when able to reinstate) -will ensure pupils receive support from those who are skilled, experienced and qualified to carry this work out and pupils will receive enrichment in their curriculum.
B.	<p>PP children to be making progress AT LEAST in line with their peers</p> <ul style="list-style-type: none"> • 1:1 Learning Review meetings evidence shows steady or better progress term on term • In school learning mentor/Catch Up work – including those supported who are working at/border Greater Depth/mastery level will ensure that all pupils make their predicted progress or better. This will bring pupils inline progress wise with their non PP peers.
C.	<p>Attendance and punctuality rates for PP children to at least in line with their peers.</p> <ul style="list-style-type: none"> • PP children attend Breakfast Club regularly. Thus raising attainment, attendance and punctuality • These children will not be classed as persistent absentees • Overall PP attendance raises from 96.2% to 96.9% (2018/19 data) and will be at least in line with their non PP peers.
D.	<p>Pupils will be offered a curriculum that affords opportunities to widen a pupil's vocabulary and first hand experiences on which they may draw upon in every day life.</p> <ul style="list-style-type: none"> • Pupils will show enthusiasm and motivation in their learning • Use of more ambitious vocabulary and content will be evident in their work and in class contributions.

		<ul style="list-style-type: none"> • Family hardship will not be incurred when trips and visitors to the school require a contribution.
E.	<p>Increased parental engagement and an understanding of the value of strong home school partnerships. through workshops, library use, meet and greets, curriculum afternoons and parent consultations. (Covid safe arrangements)</p>	<ul style="list-style-type: none"> • Parents in school and working collaboratively through workshops, meet and greets, curriculum afternoons and other parent body invitations. (Covid -19 permitting) Teams will be accessible for families for virtual meetings with school professionals, both teaching and visiting support workers. • A sense of purpose and value will be perceived by all when considering home learning and home school partnerships. • Increased value for school attendance and punctuality, leading to less term time holidays and subsequent fines. • Use of the online school library for families to support and engage all in home reading and to have a shared value for this. This in turn should impact on PP attainment in reading and phonics.
F.	<p>All pupils to have access to home learning either online or paper based to ensure equity of access for all.</p>	<ul style="list-style-type: none"> • School will have explored a tablet loan scheme • Training will have been given to families in MS Teams • School will have taken part in the Government initiative for laptops for the disadvantaged if they enter Lockdown • Paper based activities and text book work will have been provided for those pupils that have access problems

5. Planned expenditure				
Academic year 2020-21				
Monkton CEP School planned strategies to demonstrate how the Pupil Premium is used to improve classroom pedagogy, provide targeted support and support whole school strategies				
Quality teaching for all				
Desired Outcome	Action/approach	Rationale/Evidence	How	Led by
<p>SIP-Priority 1 Reading for PP children to show evidence of Catch up progress and close the gap with their non PP peers in reading. <i>(SEN to be deducted)</i></p> <p><i>86% Reading non PP 2019 KS2 81% Reading non PP 2019 KS1 No data for 2019/2020</i></p>	<ul style="list-style-type: none"> • Learning Review meetings-to monitor reading progress specifically • Reading records/home reading records kept • Pupil tracking data-Arbor • Parent/carer guidance and encouragement given to ensure support for home reading given out at Parent/carer's Evening • Subject Co Ordinator to hear a sample of pupils read termly to check for accuracy and appropriateness of reading book 	<p>Research shows that access to a language rich curriculum through reading enables children to learn and utilize the language gained through the reading in their own learning and conversations.</p> <p>Evidence across our school shows that many disadvantaged pupils do not read regularly each week to an adult.</p> <p>Scrutiny of reading books in school shows that some children are not reading the correct book for their reading ability. I.e: too easy or too hard. It is important to maintain the correct level of book. That fosters an appropriate level of challenge versus fluency.</p>	<p>English Lead – release time Exec H/HoS/SENCo – Monitor at Learning Review meetings Whole school approach</p>	<p>HoS/LW</p> 

<p>SIP Priority 3 SENCo support to raise achievement and self esteem in SEND pupils.</p>	<ul style="list-style-type: none"> • Support learning and progress, particularly in English – reading and Mathematics for identified pupils • Specific TA training and monitoring of interventions and their impact • Provide timely interventions – based on Learning Reviews meetings • To accelerate progress and to diminish the difference and close the gap if identified • Improvement in provision for SEN and other vulnerable groups • Coaching and mentoring offered to vulnerable pupils -Teaching staff training through SWAN Framework • Work scrutiny - termly • Pupil data from Learning Reviews • Evaluation of impact of interventions includes pupil voice • Support for specific families as required • Transition support for vulnerable pupils • Referral to Young Carers/Counselling/Pets as Therapy /Rock Steady 	<p>Evidence gathered from initial induction weeks suggest that pupils have returned to school worried and anxious about the time they have missed due to Covid – 19.</p> <p>The Recovery Curriculum here at Monkton will support children through this difficult time. Rebuilding from firm foundations.</p>	<ul style="list-style-type: none"> • KW coaching and monitoring in Reading • Coaching and mentoring in Maths • KW to sign post Support staff to the relevant training opportunities • Termly work scrutiny and follow up planned from this by Subject Leaders. Informs training and future staff meetings. • Scrutiny and moderation cross school if possible • KW to attend transition meetings and set up opportunities for familiarisation visits • Outside Counsellor Therapist JC • Young Carers AK • Rocksteady • Pets as Therapy 	<p>HoS/SEN Co</p> 
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<p>SIP Priority 3 Homework Support/ Nurture/Mindfulness/Counselling. To raise pupil levels of well being and achievement.</p>	<ul style="list-style-type: none"> Improved health and well-being as children are well supported Readiness for learning as misconceptions can be rectified Positive attitudes to school – pupils approach learning with a Growth Mindset, Performance Virtues Attendance records show that pupils feel well supported and are keen to attend school Conversations with pupils – pupils feel valued and heard. Their worries are taken seriously and help is offered in a timely fashion Support for home learning – by supporting families and children in home learning we are relieving stress for some of our most vulnerable families and empowering parents to help their children Time out for individuals who require this-Use of the Sensory space can provide a sanctuary and place to reflect and refocus Cornerstones Hooks used at the beginning of each topic to kick start and foster interest and engagement EYFS use of Leuven scale on Tapestry 	<p>School attendance regularly and on time gives pupils the best possible environment and circumstances in which to learn.</p> <p>Time to talk and be heard aids and promotes good mental health.</p> <p>First hand experience and engagement is essential for effective and meaningful learning.</p> <p>Pupils need to be in a good place in their head to be able to learn. Time to reflect when needed can give that space to assimilate learning and calm ready to reengage.</p>	<ul style="list-style-type: none"> TA/CT – Use of Boxall Profiling <ul style="list-style-type: none"> Counsellor JC Consider purchase of tablets for families to use Sensory space set up costs decorating and equipping Cornerstones Curriculum format for launch of a new topic. 	<p>HoS/CTs</p> <p>FW/KW</p> <p>CTs</p>
Targeted support				
Desired Outcome	Action/approach		How	Led by
<p>SIP – Priority 1, 2 and 3 Improve resilience and well-being of individual pupils, resulting in accelerated progress</p>	<ul style="list-style-type: none"> Boxhall Profile for all identified pupils. TWINKL screening for wellbeing for all pupils in school – these to be revisited 3x per year and progress/areas for 	<p>The Boxall profile for vulnerable pupils and the TWINKL screen for wellbeing highlighted that some vulnerable pupils have really</p>	<p>SENCo HoS RH FISS Outreach collaboration</p>	<p>SENCo/H oS RH FISS</p>

	<p>development identified next steps planned</p> <ul style="list-style-type: none"> • Access to in-house and external Counsellor – upped to 2 hrs per week • Various enrichment opportunities funded for PP pupils such as after school clubs, school trips (when appropriate), music lessons and equipment as identified by the HoS/SENCo • SENCo support to prepare vulnerable PP pupils for transition. Supported attendance at ‘transition days’ at designated secondary schools to facilitate a smooth transition process and minimise emotional stress • Extra staff support for playtimes Time in the Acorn Room • Mindfulness training and experiences for identified children 	suffered with a decrease in good mental health. By supporting families and children we can help rebuild this wellbeing and resilience		
Sip - Priority 1 and 3 Improved outcomes	<ul style="list-style-type: none"> • Preparation and familiarisation, for SAT’s for PP pupils • To provide targeted intervention groups across all year groups for identified PP pupils to accelerate progress and raise attainment following reviews at pupil progress meetings. Targeting both able and the less able. • Improved outcomes in line or better than their peers for all PP/Disadvantaged children at the end of each Key Stage. 	Small group tuition is evidenced by the EEF to make +4/5 months extra progress.	HoS/SENCo RH LR	SENCo
SIP Priority 3 Breakfast Club to be provided free for all FSM children.	<ul style="list-style-type: none"> • Free breakfast Club for all FSM children 	Improved nutrition and daily school readiness to learn Punctuality and attendance improved as Breakfast Club is fun	KW to co ordinate Warburton’s sponsorship TA to staff each day.	FW/KW

		Support for working parents on a low income- Breakfast Club is free for FSM children		
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The Pupil Premium Grant (PPG) per pupil for 2020 to 2021 is as follows:

Disadvantaged pupils	PPG per pupil
Pupils in year groups Reception to year 6 recorded as disadvantaged (FSM and FSM Ever 6)	£1,345
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangement order or a residence order	£2,345
Pupils in year groups reception to Year 6 recorded as 'Ever 6 Service Child' or in receipt of a child pension from the Ministry of Defence	£310
PPG for Monkton Church of England Primary School	
Total number of pupils on roll (January 20)	102
Total Amount of PPG funding allocated	£32,555
<i>To avoid individual identification of pupils and protect anonymity there is no breakdown of amounts</i>	

**Review of Previous Academic Year-
2019-2020**

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>Reading for PP children to be at least in line with their non PP peers</p>	<ul style="list-style-type: none"> • Pupil progress meetings-to monitor reading progress specifically • Reading records/home reading records kept • Pupil tracking data-Classroom Monitor • Parent/carer guidance and encouragement given to ensure support for home reading given out at Parent/carer Evening 	<p>Ongoing see 2020/2021 plan</p> <p>Pupil Premium Plan 2019/2020 was monitored up to March 2020 when the Co-vid 19 Lockdown was implemented. After this point the number of pupils in school was greatly reduced and thus the impact was not as planned. Our focus then shifted to providing FSM vouchers for those at home, referral and vouchers for Food Banks if required Home Learning Support and check ins for welfare and wellbeing on a regular basis.</p>	<p><i>*The 2020/2020 plan is largely the same as 2019-2020 plan in order for the 'outcomes' to have a full year's focus. All 'outcomes' are still relevant to the school and link to this year's School Improvement Plan (SIP)</i></p>

<p>SENCo/Boost support - To support all children to make their expected progress. Be this Catch up, Accelerated or steady expected progress.</p>	<ul style="list-style-type: none"> • Support learning and progress, particularly in English – reading and Mathematics for identified pupils • Specific TA training and monitoring of interventions and their impact • Provide timely interventions • Accelerate progress to diminish the difference • Improvement in provision for SEN and other vulnerable groups • Coaching and mentoring for all staff- Teaching staff training through M7V SENCo group • Work scrutiny • Pupil data • Evaluation of impact of interventions/pupil voice • Support for specific families • Transition for vulnerable pupils • Referral to Young Carers/counselling/Pets as Therapy when appropriate 	<p>Ongoing see 2020/2021 plan</p>	<p><i>*The 2020/2020 plan is largely the same as 2019-2020 plan in order for the 'outcomes' to have a full year's focus. All 'outcomes' are still relevant to the school and link to this year's School Improvement Plan (SIP)</i></p>
<p>Homework club/Nurture/ Mindfulness – To aid our children to just 'be' to have time to think, reflect and assimilate their day. Thus, being more resilient in their everyday lives.</p>	<ul style="list-style-type: none"> • Improved health and well-being as children are well supported • Readiness for learning as misconceptions can be rectified • Positive attitudes to school – pupils approach learning with a Growth Mindset • Attendance records show that pupils feel well supported and are keen to attend school • Conversations with pupils – pupils feel valued and heard. Their 	<p>The use of Nurture has now been embedded and pupils are now seeking this independently as well as being recommended by class teachers to attend. Parent/carers are aware of this facility and they too ask for support for their children at times of emotional upset, crisis or upheaval.</p>	<p><i>*The 2020/2020 plan is largely the same as 2019-2020 plan in order for the 'outcomes' to have a full year's focus. All 'outcomes' are still relevant to the school and link to this year's School Improvement Plan (SIP)</i></p>

	worries are taken seriously and help is offered in a timely fashion.	Ongoing see 2020/2021 plan	
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Improve resilience and well-being of individual pupils, resulting in accelerated progress	<ul style="list-style-type: none"> • Boxhall Profile • Access to in-house and external counsellor • Various enrichment opportunities funded for PP pupils such as after school clubs, school trips, music lessons and equipment as identified by the HoS/SENCo • M7V training in managing pupil's anxiety-whole school • SENCo support to prepare vulnerable PP pupils for transition. Supported attendance at 'transition days' at designated secondary schools to facilitate a smooth transition process and minimise emotional stress • Extra staff support for playtimes • Mindfulness training and experiences for identified children • Time in Sensory Space 	Ongoing see 2020/2021 plan	<i>*The 2020/2020 plan is largely the same as 2019-2020 plan in order for the 'outcomes' to have a full year's focus. All 'outcomes' are still relevant to the school and link to this year's School Improvement Plan (SIP)</i>

Improved outcomes	<ul style="list-style-type: none"> • Preparation and familiarisation, for SAT's for PP pupils • To provide targeted intervention groups across all year groups for identified PP pupils to accelerate progress and raise attainment following reviews at pupil progress meetings • Improved outcomes in line or better than their peers for all PP/Disadvantaged children at the end of each Key Stage. 	Ongoing see 2020/2021 plan	*The 2020/2020 plan is largely the same as 2019-2020 plan in order for the 'outcomes' to have a full year's focus. All 'outcomes' are still relevant to the school and link to this year's School Improvement Plan (SIP)
Breakfast Club to be provided free for all FSM children	<ul style="list-style-type: none"> • Improved nutrition and daily school readiness • Punctuality and attendance improved as Breakfast Club is fun • Support for working parents on a low income- Breakfast Club is free for FSM children 	Ongoing see 2020/2021 plan	*The 2020/2020 plan is largely the same as 2019-2020 plan in order for the 'outcomes' to have a full year's focus. All 'outcomes' are still relevant to the school and link to this year's School Improvement Plan (SIP)

• Additional detail

Barriers to learning and to future attainment (for our pupils eligible for PP)

We have identified the following as main barriers to learning and to future attainment for our PP pupils:

- Poor parental engagement in the child's learning
- Low attainment on entry – both into Reception year and for our mobile pupils
- Lower attendance / punctuality
- Lack of exposure to high quality language, both spoken and written
- Low parental aspirations and expectations of attainment
- Narrow experience of life outside school and limited opportunities
- Poor levels of emotional wellbeing and resilience
- A significant number of disadvantaged pupils also have specific educational needs and these needs are a barrier to their learning

How strategies are identified

When making decisions on how to use our pupil premium funding grant effectively we have made use of a range of research on the most effective use of Pupil Premium conducted by the Sutton Trust-Education Endowment Foundation Toolkit (EEF Toolkit). In addition we work collaboratively to investigate practice in other schools and evaluate the effectiveness of our own. Our strategies aim to deploy staff effectively to meet individual learning needs and are, where possible, data driven in response to evidence.

Effective strategies used include:

- Access to quality first teaching
- Effective deployment of staff.
- Greater focus on vulnerable groups and their families and an improved management structure.
- Mastery learning
- One to one tuition
- Oral language interventions
- Parental involvement
- Reading comprehension strategies
- Small group tuition
- Social and emotional support
- Counselling
- Forest School/Music lessons
- Access to Nurture and Mindfulness
- Keeping a Termly PP Matrix of Need: reviewing, gauging impact and tweaking the provision according to findings.

How need is identified and outcomes evaluated

We have embedded a robust system of assessment and monitoring based on termly pupil progress meetings that include all members of teaching to ensure that all pupils achieve at least expected progress. Pupils identified as not making expected progress are rapidly identified and appropriate strategies are put in place; a Provision Plan supports this. All disadvantaged pupils are highlighted in each pupil progress meeting, even if they are on-track in their learning, to ensure that they remain a constant focus.

