



# Pupil Premium Strategy Statement: Monkton Infants

1. Summary information					
School	Monkton Infant School				
Academic Year	2018-19	Total PP budget	£81,100	Date of most recent PP Review	n/a
Total number of pupils	137	Number of pupils eligible for PP	61	Date for next internal review of this strategy	Jan 2020

2. Current attainment				
Attainment for: 2017-2018 at end of KS1: 39 pupils 49% eligible for Pupil Premium (19 children)	School		National	
	Pupil Premium Pupils	Non Pupil Premium	Pupil Premium Pupils	Non Pupil Premium
% achieving expected standard or above in reading, writing and maths <small>(LA Data 2018)</small>	74%	75%		
% achieving expected standard or above in reading <small>(Analysing School Performance 2018)</small>	84%	85%	79%	79%
% achieving expected standard or above in writing <small>(Analysing School Performance 2018)</small>	74%	75%	74%	74%
% achieving expected standard or above in maths <small>(Analysing School Performance 2018)</small>	89%	90%	80%	80%

3. Barriers to future attainment: (for pupils eligible for PP, including high ability)	
<b>In-school barriers:</b>	
i	Poor oral language skills on entry to school
ii	Poor reading skills (phonics)
iii	Parental engagement of Pupil Premium pupils is low, including attendance at curriculum-related Parent Workshop events.
<b>External barriers:</b>	
i	Low attendance/ punctuality concerns for specific Pupil Premium children
ii	Lack of routine (bedtimes, food, homework)

4. Desired outcomes:		Success Criteria:
<b>i</b>	Improvement in the oral skills for pupils eligible for Pupil Premium in the EYFS	<ul style="list-style-type: none"> <li>• Pupils eligible for Pupil Premium in the EYFS make consistent progress by the end of the year and meet age related expectations.</li> </ul>
<b>ii</b>	Improvement in Pupil Premium children's reading in line with non-Pupil Premium children	<ul style="list-style-type: none"> <li>• Pupil Premium children make better progress in reading so that their writing is influenced by this</li> <li>• Pupil Premium children achieve well in spelling</li> <li>• Children enjoy reading and can talk enthusiastically about a book they are enjoying</li> <li>• Pupil Premium children achieve in line with non-PP children.</li> </ul>
<b>iii</b>	Improvement in the attendance of Pupil Premium children	<ul style="list-style-type: none"> <li>• Reduction in the number of persistent absentees among pupils eligible for Pupil Premium</li> <li>• Attendance Monitoring Officer involvement no longer required</li> <li>• Attendance for all Pupil Premium children is in line with national expectation at 95+%</li> </ul>
<b>iv</b>	Improvement in parental engagement with school	<ul style="list-style-type: none"> <li>• Increased attendance at all school events, including curriculum-related workshops/ family learning events</li> <li>• Increased support for children in homework activities</li> </ul>

## 5. Planned expenditure: 2018 - 19

The three headings below demonstrate how the Pupil Premium is being used to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improvement in the oral skills for pupils eligible for Pupil Premium in the EYFS	<ul style="list-style-type: none"> <li>Staff training on developing oracy in EYFS children</li> <li>Teaching approaches and strategies which encourage discussion and expression of feelings/ opinions</li> </ul>	<ul style="list-style-type: none"> <li>Education Endowment Foundation (EEF) report shows oral language interventions which focus on spoken language and verbal interaction in the classroom benefit all pupils.</li> <li>EEF Teaching &amp; Learning Toolkit states that a focus on oral language skills will have benefits for both reading and writing.</li> <li>EEF Guidance Report (2016) – states developing essential language skills is important as it will contribute to language knowledge, comprehension skills and the expressive language capabilities that support writing.</li> </ul>	<ul style="list-style-type: none"> <li>Drop ins to lessons will show the class ethos</li> <li>Use of In-service time for training/ feedback</li> <li>Moderation meetings in school</li> <li>Progress tracking</li> </ul>	EY Lead	Half termly
Improvement in Pupil Premium children's reading in line with non-Pupil Premium children	<ul style="list-style-type: none"> <li>Focus on the delivery of high quality Phonics lessons</li> <li>Half termly Phonics tracking sheets</li> <li>'Streamed' groupings for Phonics lessons</li> <li>High quality reading comprehension resources purchased and used regularly across KS1.</li> <li>'Library' session timetabled each week for all classes</li> <li>'Lexia' reading intervention for targeted pupils</li> <li>'Catch Up' reading intervention</li> </ul>	<ul style="list-style-type: none"> <li>NFER Report (2015) identified new reading/ new reading comprehension programme as an effective strategy in raising the attainment of disadvantaged pupils</li> <li>EEF Guidance Report (2016) - states that both decoding and comprehension skills are necessary for confident and competent reading.</li> <li>EEF Teaching &amp; Learning Toolkit states that the teaching of Phonics has been consistently found to be effective in supporting younger pupils to learn to read. While reading comprehension approaches which focus on learners' understanding of the text have positive impacts.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observations</li> <li>Moderation meetings in school</li> <li>Progress tracking sheets</li> <li>Work scrutinies</li> <li>Termly assessments</li> <li>Performance Management targets</li> </ul>	Deputy Head	Half termly

Improvement in the attendance of Pupil Premium children	<ul style="list-style-type: none"> <li>Stringent attendance monitoring procedures established</li> <li>First day phone calls</li> <li>Reward system for termly attendance</li> <li>Weekly attendance chart maintained in central corridor</li> <li>Support of LA attendance Monitoring Officer</li> </ul>	<ul style="list-style-type: none"> <li>Children need to be in school in order to learn</li> <li>NfER identified addressing attendance as a key step to raising attainment for children</li> </ul>	<ul style="list-style-type: none"> <li>Weekly review of attendance figures</li> <li>Analysis of attendance data</li> <li>Termly report to Governors</li> <li>Liaison with LA Attendance Monitoring Officer</li> </ul>	Headteacher	Half termly
Improvement in parental engagement with school	<ul style="list-style-type: none"> <li>Termly newsletters</li> <li>Use of website</li> <li>'Class Dojo' app</li> <li>Curriculum workshops</li> <li>Themed evenings for parents &amp; pupils: <ul style="list-style-type: none"> <li>✓ Rec: Christmas</li> <li>✓ Yr1: Easter</li> <li>✓ Yr2: Summer</li> </ul> </li> <li>Encouraging parents to support their children's learning</li> </ul>	<ul style="list-style-type: none"> <li>EEF Teaching &amp; Learning Toolkit stated that the association between parental involvement and a child's academic success is well established</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring attendance at events/ workshops</li> <li>Bi-annual parent questionnaires to gauge opinions</li> <li>Number of parents enrolled on 'Class Dojo'</li> </ul>	Headteacher	Termly

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improvement in the oral skills for pupils eligible for Pupil Premium in the EYFS	<ul style="list-style-type: none"> <li>• Circle time</li> <li>• 'Time to Talk'</li> <li>• Small group work</li> <li>• 1:1 work</li> </ul>	<ul style="list-style-type: none"> <li>• DfE Research Report (2015) identified paired or small group teaching as an effective strategy for raising the attainment of disadvantaged pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Drop ins to lessons will show the class ethos</li> <li>• Moderation meetings in school</li> <li>• Progress tracking</li> </ul>	EY Lead	Half termly
Improvement in Pupil Premium children's reading in line with non-Pupil Premium children	<ul style="list-style-type: none"> <li>• 'Lexia'</li> <li>• Differentiated Phonics sessions</li> <li>• Small reading groups</li> <li>• High quality comprehension resources</li> <li>• 1:1 work</li> <li>• 'Catch Up' reading intervention</li> </ul>	<ul style="list-style-type: none"> <li>• DfE Research Report (2015) identified paired or small group teaching as an effective strategy for raising the attainment of disadvantaged pupils</li> <li>• EEF Teaching &amp; Learning Toolkit recognised that as pupils pick up literacy skills at different rates, the strategic use of small group and 1:1 tuition can be useful in preventing pupils from falling too far behind.</li> <li>• EEF Teaching &amp; Learning Toolkit stated that Phonics approaches are effective in supporting younger readers to master the basics of reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Moderation meetings in school</li> <li>• Progress tracking</li> </ul>	Deputy Head	Half termly
Improvement in the attendance of Pupil Premium children	<ul style="list-style-type: none"> <li>• Referral to Attendance Monitoring Officer for persistent absentees</li> </ul>	<ul style="list-style-type: none"> <li>• Children need to be in school in order to learn</li> <li>• NfER identified addressing attendance as a key step to raising attainment for children</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly review of attendance figures</li> <li>• Analysis of attendance data</li> <li>• Termly report to Governors</li> </ul>	Headteacher	Half termly
Improvement in parental engagement	<ul style="list-style-type: none"> <li>• Termly newsletters</li> <li>• Use of website</li> <li>• 'Class Dojo' app</li> <li>• Curriculum workshops</li> <li>• Themed evenings for parents &amp; pupils: <ul style="list-style-type: none"> <li>✓ Rec: Christmas</li> <li>✓ Yr1: Easter</li> <li>✓ Yr2: Summer</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• EEF Teaching &amp; Learning Toolkit stated that the association between parental involvement and a child's academic success is well established</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring attendance at events/ workshops</li> <li>• Bi-annual parent questionnaires to gauge opinions</li> <li>• Number of parents enrolled on 'Class Dojo'</li> </ul>	Headteacher	Termly

iii Other Approaches:					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Narrow the gap between the attainment of Pupil Premium pupils and other pupils in school	<ul style="list-style-type: none"> <li>Additional classteacher</li> <li>Additional teaching assistant</li> <li>1:1 tuition</li> </ul>	<ul style="list-style-type: none"> <li>EEF Teaching &amp; Learning Toolkit states that reducing the number of pupils in a class will increase the range of approaches which a teacher can utilise and the amount of attention each student will receive is also increased</li> <li>EEF Teaching &amp; Learning Toolkit also recognised that TAs can have a positive impact on academic achievement – where TAs support individual pupils or small groups positive benefits are also seen</li> </ul>	<ul style="list-style-type: none"> <li>High quality staff recruited/ retained</li> <li>CPD training</li> <li>Performance Management targets</li> </ul>	Headteacher Deputy Head	Termly
Ensure all pupils have full and equal access to an enriched curriculum, quality teaching and extra-curricular experiences.	<ul style="list-style-type: none"> <li>Range of after school clubs</li> <li>Visits/ visitors to enhance learning experiences</li> <li>Breakfast Club – starting January 2019</li> <li>Healthy school agenda – ‘Change 4 Life’</li> </ul>	<ul style="list-style-type: none"> <li>EEF report recognised the link between the improvement of pupil engagement and academic attainment</li> </ul>	<ul style="list-style-type: none"> <li>Monitor attendance at after-school clubs</li> <li>Levels of pupil interest and engagement</li> <li>Annual pupil questionnaire (KS1)</li> </ul>	Headteacher	Termly

## 6. Review of expenditure

Previous Academic Year: 2017-18

Pupil Premium allocation: £79,200

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost																																				
Narrow the gap between the attainment of Pupil Premium pupils and other pupils in school	<ul style="list-style-type: none"> <li>Additional classteacher</li> <li>Additional teaching assistant</li> <li>1:1 tuition</li> <li>New resources purchased – Phonics/ Reading / Digital Technology</li> </ul>	<ul style="list-style-type: none"> <li><b>Year 1 Phonics Screening - % attaining expected standard:</b></li> </ul> <table border="1"> <thead> <tr> <th></th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td><b>Pupil Premium</b></td> <td>94%</td> <td>70%</td> </tr> <tr> <td><b>Other Pupils</b></td> <td>76%</td> <td>84%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Pupil Premium pupils performed at a higher level than similar pupils nationally</li> <li>Pupil Premium pupils in school attained better than other pupils nationally and other pupils in school</li> </ul> <ul style="list-style-type: none"> <li><b>Attainment at end of Key Stage 1: % attaining expected standard or above:</b></li> </ul> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td><b>Pupil Premium</b></td> <td>84%</td> <td>79%</td> <td>74%</td> <td>74%</td> <td>89%</td> <td>80%</td> </tr> <tr> <td><b>Other Pupils</b></td> <td>85%</td> <td>79%</td> <td>75%</td> <td>74%</td> <td>90%</td> <td>80%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Pupil Premium pupils performed at a higher level than similar pupils nationally</li> <li>Pupil Premium pupils in school performed at a higher level than 'other pupils' nationally.</li> </ul>		School	National	<b>Pupil Premium</b>	94%	70%	<b>Other Pupils</b>	76%	84%		Reading		Writing		Maths		Sch	Nat	Sch	Nat	Sch	Nat	<b>Pupil Premium</b>	84%	79%	74%	74%	89%	80%	<b>Other Pupils</b>	85%	79%	75%	74%	90%	80%	<ul style="list-style-type: none"> <li>Smaller class sizes with increased staff : pupil ratio increased the attainment of all children</li> <li>TAs used effectively to support Phonics streamed sessions each week</li> <li>Attainment of Pupil Premium pupils will be rigorously tracked to identify any gaps between these pupils and other children in school</li> <li>Interventions will be used to address any identified gaps in attainment</li> </ul>	<p>£61,616 staffing</p> <p>£3,500 resources</p>
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iii Other Approaches:															
Ensure all pupils have equal access to an enriched curriculum, quality teaching and extra-curricular experiences	<ul style="list-style-type: none"> <li>'Wake Up, Shake Up' each morning/After-school clubs</li> <li>Breakfast Club</li> <li>Visits/ visitors</li> <li>Family Workshops</li> </ul>	<ul style="list-style-type: none"> <li>Children are given an energetic start each day</li> <li>Learning is extended after school</li> <li>Enrichment activities enhance curriculum provision</li> <li>Parents/ carers actively support children's learning</li> </ul>	<ul style="list-style-type: none"> <li>Breakfast Club each morning - accessible by all children; children are given a healthy breakfast prior to lessons starting</li> <li>'Wake Up, Shake Up' each morning – children are in school on time and ready to start lessons</li> <li>Classroom learning is enhanced by appropriate experiences</li> </ul>	£2,500 extending school time & parental involvement  £2,203 visits/ visitors											