



# Monk Fryston CE Primary School: Pupil premium strategy statement

1. Summary information					
School	Monk Fryston CE Primary				
Academic Year	2016-17	Total PP budget	£12,720	Date of most recent PP Review	16/9/16
Total number of pupils	197	Number of pupils eligible for PP	7	Date for next internal review of this strategy	8/2017

2. Current attainment		
Achievement at the end of Key Stage 2:	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	0%	83% (53%)
Attendance of children in receipt of Pupil Premium	95.3%	96%
Progress in attendance of a targeted Pupil Premium pupil	Attendance 2014-15: 82%	Attendance 2015-16: <b>98%</b>
Progress in reading age Dec 2015 – Jun 2016	Y6 pupils mean +15 months (ratio gain <b>+2.5</b> )	KS2 PP mean +10.7 months (ratio gain <b>+1.79</b> )
Progress in happiness and emotional wellbeing	Net gains for 2 pupils: <b>+2</b> on emotional wellbeing questionnaire scores	

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b>	
A.	Poor self-esteem, negative self-image and emotional resilience affect learning behaviours in lessons
B.	Multiple and combined learning difficulties inhibit progress
C.	Low levels of literacy with limited home support limit learning progress

External barriers		
D.	Liaison with families can be limited, increasing the influence of family and social barriers upon learning	
4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
A.	<p><i>Emotional resilience improved, ensuring children are learning effectively within lessons:</i></p> <p>Children frequently experience social and emotional issues that affect learning. These can be brought from home, spill over from incidents on the playground, or arise as ongoing worries. These issues reduce the capacity for sustained concentration and present as a barrier to effective learning. By supporting the development of positive self-image and self-esteem, children are in a calmer emotional state more conducive to learning. We will measure this using questionnaires and analysis against criteria on emotional and wellbeing scales.</p>	<ul style="list-style-type: none"> <li>- Pupils learning is less affected by issues occurring at breaktimes</li> <li>- Pupils report increased happiness in school</li> <li>- Fewer reported behavioural incidents</li> <li>- Improved scores on wellbeing scales</li> </ul>
B.	<p><i>Improved progress in literacy (reading and writing):</i></p> <p>Low reading skills inhibit access to all areas of the curriculum. Increasing fluency and accuracy of comprehension will promote effective learning. This will be done through in-class support and interventions delivered by trained and skilled staff, as well as regular sessions of reading to adults both within and outside lessons. Progress will be measured against age-related expectations and using standardised testing.</p>	<ul style="list-style-type: none"> <li>- Progress scores in in-school data indicate progress is higher than expected</li> <li>- Reading ages improve</li> <li>- Higher % pupils attain ARE at each stage</li> </ul>
C.	<p><i>Increased family engagement leading to improved attendance and support for learning at home:</i></p> <p>Family circumstances often produce barriers to learning. There are often issues in the home that affect children, over which we have no control. By co-ordinating with other services and releasing staff to form a cohesive team around the child we can address these barriers in a co-ordinated way, ensuring appropriate support is delivered at family level. The impact will be measured by analysis of attendance, home-school communication, and progress in learning.</p>	<ul style="list-style-type: none"> <li>- Increased % engagement in CAF process</li> <li>- Improved attendance</li> <li>- Higher engagement in home-school activities from families</li> <li>- Closer working with PSAs</li> </ul>

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2016-17</b>				
<b>Number of pupils eligible for PP</b>	<b>7</b>	<b>Total PP budget</b>		<b>£12,720</b>	
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved progress in literacy	Mixture of teacher and TA in-class support. More effective marking and feedback. Release staff to deliver structured phonics interventions. (TA1, £5,141)	Use of skills and expertise; ratio gains of successful interventions. High impact according to Sutton Trust.	Pupil Premium champion to review IPMs and discreetly track achievement of targets and progress on the Sheffield STAT scale.	LS	October 2016, Feb 2017, May 2017

Improved progress in maths	Purchase of new interventions (Numicon) Delivery of Wave 1 teaching by teacher, and TA support in class. (TA2, £6,577) Training for teacher & TA in Success@Arithmetic (£2009)	Knowledge of success in raising pupil progress; following guidance from Maths Hub & LA	Monitoring pupil progress and review by Pupil Premium champion.	LS	October 2016, Feb 2017, May 2017
<b>Total budgeted cost</b>					£13,727 (includes contribution from revenue budget)
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Access to emotional and social interventions	Targeted support driven by analysis of need; TA delivery in 1:1 or small groups	Effective progress made in previous year; outcomes of research from the TSA indicating the success of this approach.	Monitoring attendance and behaviour; analysis of pupil questionnaires	HA	October 2016, Feb 2017, May 2017
<b>Total budgeted cost</b>					£1753

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Access to activities and resources	Funded places on trips and residential; uniform and PE kit	Successful inclusion in previous years	High levels of attendance and participation	RW	July 2017
<b>Total budgeted cost</b>					£200

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2015 - 16</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Accelerate progress in English	Employ a trained teaching assistant for 12.5 h/w (mornings only) to deliver targeted interventions in addition to Wave 1 teaching	(Pupil progress was difficult to measure due to the removal of levels and the introduction of new assessment and tracking systems. The validity of this assessment was only secured during the summer term.)  57% targeted pupils made expected in-year progress in reading and 70% in writing. This was lower than expected. However, progress for each cohort was good and pupils attained highly at the end of KS2.	TA deployment has been reviewed and amended for the next academic year. Time allocation between teacher, TA and pupil has also been reviewed to ensure appropriate access to Wave 1 teaching for all.  All PP children to have IPMs with discreet short-term measurable targets so that progress can be measured more accurately in 2016.	£3994
Accelerate progress in maths	Employ a trained teaching assistant 25 h/w to deliver targeted interventions in addition to Wave 1 teaching	66% targeted pupils made expected in-year progress. This slowed because staff trained to deliver specific interventions (Success@Arithmetic) left mid-year.	Staff to access new training in 2016.  Additional interventions (Numicon) introduced to accelerate progress.  Redeployment of staff to achieve better value for money.	£7,989
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Improved attendance	Supply release for teachers to attend CAF meetings to access family support and establish a TAC (18 half day supply cover)	Attendance of one persistent absentee rose from 82% to 99% for the year. This led to accelerated in-year progress being made due to greater access to the curriculum, although it was not enough to compensate for low progress over time. Family engagement increased significantly and a better partnership between home & school established. Attendance of siblings was good.	The cost of releasing staff to attend TAC meetings together ensured good communication was maintained and impacted significantly upon the child. This was a highly effective strategy for support, and will be explored further in future to help address barriers beyond the school.	£1620
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### iii. Other approaches

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)	Cost
Improve strategies to develop emotional resilience	Timetabled delivery of new interventions and 1:1 sessions	<p>Results on the wellbeing and happiness questionnaire improved, indicating that pupils were better equipped emotionally for learning.</p> <p>Fewer behaviour incidents were recorded, particularly at breaktimes, resulting in pupils having more focus in lessons.</p> <p>Pupils report that they are happy and safe in school; behaviour is good. This is improved from previous years.</p>	These strategies were very effective in supporting learning. Outcomes were evident in pupil responses, although achievement was slow to respond. We believe that this will improve with time, and the strategies will be extended and offered to more children.	£110

<p>Ensure access for all pupils for all aspects of school life</p>	<p>Funded places on trips and residential visit, PE kit and uniform as necessary</p>	<p>All children were able to participate equally. The commonality amongst peers ensured that including remained strong and this impacted positively upon overall wellbeing and happiness.</p>	<p>This will be repeated as it is important that all children remain equal.</p>	
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