



Monk Fryston CE Primary School: Pupil premium strategy statement

1. Summary information					
School	Monk Fryston CE Primary				
Academic Year	2017 - 18	Total PP budget	£8,250	Date of most recent PP Review	4/9/17
Total number of pupils	207	Number of pupils eligible for PP	5	Date for next internal review of this strategy	3/2018

2. Current attainment		
Achievement at the end of Key Stage 2:	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	0%	63% (61%)
Attendance of children in receipt of Pupil Premium	88.4%	96.8%
Progress in Reading	+0.47	+2.0
Progress in Writing	+2.58	+1.7
Progress in Maths	-0.52	+2.4
Progress in reading age Dec 2016 – Jun 2017	20 months (ratio gain +3.3)	mean +5.57 months (ratio gain +0.97)

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Issues relating to general level of emotional and personal / social maturity or self-esteem and negative self-image
B.	Multiple and combined learning difficulties inhibit progress
C.	Low levels of attainment, below age-related expectations, particularly in writing

External barriers		
D.	Participation in off-site and extra-curricular activities due to cost implications for families	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	<p><i>Issues relating to general level of emotional and personal / social maturity or self-esteem and negative self-image:</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"> - Pupils learning is less affected by issues occurring at breaktimes - Pupils report increased happiness in school - Fewer reported behavioural incidents - Improved scores on wellbeing scales
B.	<p><i>Multiple and combined learning difficulties inhibit progress:</i></p> <p>Low executive functioning skills inhibit access to all areas of the curriculum. Raising staff and pupil awareness of these issues, and developing strategies to overcome them including metacognition, self-regulation, peer collaboration and increased resilience will improve learning and progress. This will be measured in relation to age-related expectations and using standardised testing.</p>	<ul style="list-style-type: none"> - Progress scores in in-school data indicate progress is higher than expected - Reading ages improve - Higher % pupils attain ARE at each stage
C.	<p><i>Low levels of attainment, below age-related expectations:</i></p> <p>Essential learning in the basic skills in English and maths reduces access to the curriculum and inhibits progress generally. Ensuring that the ethos of achievement for all is promoted will be beneficial for all pupils. Providing targeted support and intervention such as Fresh Start will improve achievement and diminish the difference between vulnerable pupils and the broader cohort. Individualised teaching will also help to ensure that higher attaining PP children make good progress.</p>	<ul style="list-style-type: none"> - High ratio gains from interventions - Progress scores in writing are higher than expected - Pupils report positively upon their individual support

D.	<p><i>Participation in off-site and extra-curricular activities due to cost implications for families:</i></p> <p>Pupils do not always access the full breadth of the taught and wider curriculum. Low attendance in after-school activities inhibits social development. Providing financial support to access these activities increases achievement in a range of curriculum areas and provides essential social opportunities.</p>	<ul style="list-style-type: none"> - All PP children attend at least one after-school club during the year - Full participation in educational visits and wider experiences
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5. Planned expenditure

Academic year	2017-18		
Number of pupils eligible for PP	5	Total PP budget	£8,250

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and develop 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?
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Improved understanding of aspects of pedagogy that enables individual needs to be met more effectively	Training in Metacognition, Executive Functioning and the development of Growth Mindsets	Improved skills and expertise of the teaching team, with lasting impact. Sutton Trust research indicates that Meta-cognition and Self-regulation has +8 months impact for low cost.	Staff training influences the quality of teaching as reflected in ongoing monitoring and reporting to governors.	VL	Feb 2018, May 2018
Improved progress in writing	Purchase new resources, interventions (Fresh Start and No Nonsense Phonics), assessments, and training in the teaching of writing	Knowledge of success in raising pupil progress; following best practice observed in other effective schools and LA	Monitoring pupil progress and review by Pupil Premium champion.	LS/ AG	Feb 2018, May 2018

Providing in-class support for learning to offer Individualised Instruction to pupils, enabling pre- and post-teaching if appropriate	Trained TA to be allocated to each class, who teachers are able to deploy for individualised instruction	Pupils report that they value the support that they receive in class and that this helps their learning; Sutton Trust evidence indicates a +3 months gain from this strategy	Pupil Premium Champion, SLT and governor monitoring to ensure impact	RW/ DS	Feb 2018, May 2018
Total budgeted cost					£6,147
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?
Access to emotional and social interventions	Targeted support driven by analysis of need; Pastoral Team TA delivery in 1:1 or small groups	Outcomes of research from the TSA indicating the success of this approach. Sutton Trust research indicates Social & emotional learning can lead to +4 months gains.	Monitoring attendance and behaviour; analysis of pupil questionnaires	HA	Feb 2018, May 2018
Total budgeted cost					£1753

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?
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 2018
Total budgeted cost					£350

6. Review of expenditure				
Previous Academic Year		2016 - 17		
i. Quality of teaching for all				
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
Improved progress in literacy	Mixture of teacher and TA in-class support. More effective marking and feedback. Release staff to deliver structured phonics interventions.	The progress of PP children in reading and writing was higher than any other group in each year. All pupils made at least expected progress (except one in writing). The progress and attainment of all pupils was good, although it was notably higher in reading than writing. Phonics progress and attainment improved considerably. This expenditure had notable impact upon individual pupils.	The additional gains made in reading indicate that there would be value in repeating this strategy in future. However, further investigation is needed into support for learning in writing as this was less effective.	£5,141

Improved progress in maths	Purchase of new interventions (Numicon) Delivery of Wave 1 teaching by teacher, and TA support in class. Training for teacher & TA in Success@Arithmetic	Progress and attainment in maths improved considerably, both for pupils in receipt of the PP and other pupils. Although the progress of PP children was slower than other groups in broad terms, specific aspects of maths improved which removed barriers for future progress.	The interventions were successful, and trained staff were retained. This has allowed us to continue to deliver the interventions for lower cost to future cohorts.	£8,576 (including contribution from revenue budget)
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ii. Targeted support

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
Access to emotional and social interventions	Targeted support driven by analysis of need; TA delivery in 1:1 or small groups	There was a reduced number of playtime and in-class incidents throughout the year. There were no exclusions. Individual pupils reported that they found sessions highly effective and had developed strategies to help them deal with issues.	The number of pupils accessing support has risen. In order to provide a more co-ordinated and effective response we will create a Pastoral Team with internal referral and monitoring procedures.	£1753

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
Access to activities and resources	Funded places on trips and residential; uniform and PE kit	The success criteria were met effectively – all PP children attended at least one after-school activity during the year, and all participated in trips and curriculum activities. This had a notable impact upon social and emotional development.	This was a highly effective strategy which will continue in future. Closer monitoring by the PP Champion will ensure that clubs are accessed throughout the year, and pupil voice interviews used to evaluate the impact.	£200