

## Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Monkleigh Primary School				
<b>Financial Year</b>	2020-21	<b>Total PP budget</b>	£24,427	<b>Date of most recent PP Review</b>	29.9.20
<b>Total number of pupils</b>	110	<b>Number of pupils eligible for PP</b>	11	<b>Date for next internal review of this strategy</b>	Summer 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	40%	60%
<b>% making progress in reading</b>	To be updated in spring term – due to school closure, currently no progress to report.	
<b>% making progress in writing</b>		
<b>% making progress in maths</b>		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Social and emotional well being
<b>B.</b>	Access to technology for catch up programmes
<b>C.</b>	Specific language difficulties – S and L, dyslexic tendencies
<b>D.</b>	Gaps in knowledge and understanding due to school closure
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E</b>	Late arrival at school

4. Desired outcomes			
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Evidence</i>
<b>A.</b>	All PP children to be assessed using Leuven scale, and then if necessary follow up work carried out with thrive practitioner. Children's social and emotional issue addressed to put them in a good place to start to learn	Children feel safe and are happy. Improvement seen in thrive assessments.	Leuven scale and thrive assessments.
<b>B.</b>	Every child has access to a chrome book in order to make full use of the range of interventions on offer at home and school.	Gaps in Learning are closed and children's progress and attainment improves.	Data
<b>C.</b>	Improve language skills in reception class and reading and writing across other classes for PP children.	PP children reach EYG's for communication, improvement in reading and writing for PP children.	Data and speech link
<b>D.</b>	Gaps closed on missed parts of education using 1 to 1 Tutors	Improved results in areas of weakness identified for each PP child.	Data

5. Planned expenditure					
<b>Academic year</b>	<b>2020-21</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>
Social and emotional well being	Identify needs and put support in place in classroom initially following thrive approach, then if necessary targeted support.	Many children are struggling with their mental well being, particularly at this time and we want all children to be in a good place to learn.	Assessments – Leuven and thrive and improvement in readiness to learn and results.	KR	July 2021
Improved language skills for all	Oracy project embedded in all lessons across the school.	The gap in reading skills at the age of 14 between children who had good and poor oral language at age 5 is 5 years. Children who have poor language skill at age 5 are 11 times less likely to reach expected levels in maths.	Before and after video evidence and results.	CS and KR	July 2021
<b>Total budgeted cost</b>					£5000

<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>
Improved mental well being and readiness for learning	1 to 1 sessions with thrive trained pupil welfare TA	Thrive assessments carried out show good levels of improvement and class teachers report children are in a better place to learn after these sessions.	Ongoing assessments. Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	FT	Termly
Improved language skills in reception class	Language/speech link and interventions to follow this	Speech and language link recognised programme with proven results.	Time given for staff to implement interventions.  Ongoing assessments	KE	Termly
Improved maths progress for PP children	1 to 1 online tutoring lessons - 1 hour a week.	Recognised company with robust data	Assessments at beginning and throughout the intervention to show progress. Time and space for after school tutoring.	MS	Termly
Improved progress in reception	Small group post teaching	Experienced practitioner who works with the children all day to carry out post teaching planned by the class teacher.	Sessions well planned by class teacher and staff given time and space after school to implement.	KE	Termly
<b>Total budgeted cost</b>					£10000
<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 a chrome book for all PP children in order to access online lessons and activities.	Purchase of chrome book for each PP child.	Proven online interventions plus well researched new ones available for all PP children.	Chrome books purchased and available at all times.	MS	Termly
					£12000 (approx waiting on quote)
<b>Total budgeted cost</b>					£27000