



Thrive, Aspire, Achieve



New Monument Primary School Pupil Premium Report 2020/2021

Context of School:

New Monument Primary School is a fully inclusive, values-based mainstream, one form entry school, for boys and girls aged 5-11. It is set in a residential area just outside Woking drawing children from a wide range of socio-economic and multi-cultural backgrounds. New Monument also has an attached Nursery for 2- 4-year-olds. Our vision is to ensure that all our children thrive, aspire and achieve at school. We value them as individuals and encourage them to develop into independent, resourceful, and caring citizens. Parental involvement is encouraged as we consider that a close partnership between home and school is essential for children to gain maximum benefit from their time with us. Our curriculum is tailored to meet the needs of every learner in our school. It is creative, investigative, and relevant. The children's learning environments are vibrant and encompass indoor and outdoor learning experiences. SMSC is at the heart of every topic and builds upon the Early Years Curriculum.

Please see below for a break-down of our current pupils (Autumn 2020) entitled to Pupil Premium funding:

PP Pupils	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EAL and DAP	2	5	3	2	10	7	6	5
SEN and DAP	0	1	0	3	3	2	1	1
EAL/SEN/DAP	0	1	0	1	1	2	1	0
FSM and DAP	n/a	6	3	4	12	6	8	6

Current number of children on roll (including nursery): **230**

Percentage of pupils entitled to Pupil Premium on roll: **22%**

Total pupils in school with SEN: **16%**

Total pupils in school with ECHP: **3%**



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Pupil Premium Strategy Plan

SUMMARY INFORMATION			
Pupil Premium Strategy Plan		New Monument Primary	
CURRENT PUPIL INFORMATION 2020-21			
Total number of pupils:	230	Total pupil premium budget:	£47,075
Number of pupils eligible for pupil premium:	51	Amount of pupil premium received per child:	£1,345 (£2,345 PP+)

COHORT INFORMATION		
CHARACTERISTIC	NUMBER IN GROUP (PP)	PERCENTAGE OF GROUP (PP)
Boys	22	10%
Girls	29	13%
SEN support	9	4%
EHC plan	3	1%
EAL	41	18%



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Assessment data

No data published for 2019/20

EYFS (20018/19)				
	% PP eligible	PP School	Not PP School	Not PP National
Good Level of Development (GLD)	7% (2/30chn)	0%	75%	74%

YEAR 1 PHONICS SCREENING CHECK (2018/19)			
% PP eligible	PP School	Not PP School	Not PP National
32% (9/28chn)	89%	95%	84%

END OF KS1 (2018/19)				
	% PP eligible	PP School	Not PP School	Not PP National
% making expected progress in Reading	20% (6/30chn)	83%	83%	78%
% making expected progress in Writing	20% (6/30chn)	67%	79%	73%
% making expected progress in Maths	20% (6/30chn)	67%	75%	79%



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END OF KS2 (2018/19)				
	% PP eligible	PP School	Not PP School	Not PP National
% achieving expected standard or above in Reading, Writing and Maths	37% (10/27chn)	40%	59%	71%
% making expected progress in Reading	39% (9/23chn)	40%	65%	78%
% making expected progress in Writing	39% (9/23chn)	50%	71%	83%
% making expected progress in Maths	39% (9/23chn)	60%	59%	84%



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Identified barriers to educational achievement

We are committed to 'Closing the Gap' between vulnerable pupils and their peers; the Pupil Premium forms a vital part of this process. This funding helps remove barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life.

Barriers that our children face include:

Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities.

- Poor attendance - high persistent absence through extended requests for leave contributing to lower than expected progress.
- Limited English language and vocabulary spoken at home.
- Parental engagement with school - especially regarding attendance at information and workshop evenings and completion of homework.
- The number of pupils who are in receipt of Pupil Premium as well as on the SEN register for cognition and learning.
- Behaviour - pupils with specific social and emotional needs which affect their learning.
- Children lack confidence and are less likely to see themselves as successful.

Implementation of spending our pupil premium allocation to overcome these barriers

We aim to use pupil premium approaches that are strategic, evidence-based, ambitious and built on an ethos of high-quality teaching for all. How the Pupil Premium is spent is monitored closely and all schools are accountable for the impact of the money spent. We use a wide range of strategies and approaches to provide additional support for the 'Pupil Premium' targeted children. The focus of the PPG spending is primarily to enhance pupil's core numeracy and literacy skills. However, a key part of this is targeted interventions that are also provided to support emotional and behavioural needs so they can be more successful in our school. To help us implement a strategic and evidence-based approach, all our interventions are underpinned by provision maps which identify individual needs and put appropriate interventions and resources (including staff) in place to address these areas.

Planned Expenditure (1-3 years)

1. QUALITY OF TEACHING (PRIORITY 1 SDP)
2. RESEARCHED BASED INTERVENTIONS (PRIORITY 1SDP)
3. READING SUPPORT (PRIORITY 1SDP)
4. WELLBEING PROVISION (PRIORITY 3 SDP)
- 5 FURTHER DEVELOPMENT OF ELSA ROLE (PRIORITY 3 SDP)



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PRIORITY 1- QUALITY OF TEACHING

Member of staff responsible: SENCO / PP lead / SLT

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria/Review
To ensure DAP learners are enabled to access the full curriculum and achieve in line with non-PP children.	<ul style="list-style-type: none"> • CPD schedule for TAs throughout year focusing on effective guided group work. • To provide and implement training for new interventions. • Monitoring of TAs half termly and PP/Inclusion lead to support TAs in developing skills that offer further support and training when a need is identified. • Pupil Progress meetings to be held half-termly alongside assessments to identify which children to place on interventions 	<p>SENCO / PP lead / MM / SLT</p> <p>SENCO</p> <p>SENCO/ SLT/MM</p> <p>SENCO/ SLT/GW/KN</p>	<p>Ongoing – weekly</p> <p>Ongoing as identified</p> <p>Ongoing termly</p> <p>Termly AUTUMN SPRING SUMMER</p>	<p>PP lead /</p> <p>SENCo £18,638</p>	<ul style="list-style-type: none"> • All staff have regularly updated class lists of PP pupils and are aware of who these children are and appropriate personalised support and challenge is in place where required. • Data shows that for PP children compared to non-PP the gap in achievement is reducing. <p>Class and intervention observations demonstrate children using tools independently to support their learning.</p>

PRIORITY 2- RESEARCHED BASED INTERVENTIONS

Member of staff responsible: SENCO / PP lead

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria/Review
1. To run a targeted and efficient early intervention schedule to ensure maximum benefit for learners	<p>Interventions to be tightly monitored and children selected carefully; PP children to be given priority.</p> <p>Phonics / Reading and comprehension / maths / emotional wellbeing interventions are running throughout the week.</p>	SENCO / PP Lead	<p>Half Termly Reviews / PP Mtgs</p> <p>Aut 1</p> <p>Aut 2</p> <p>Spring 1</p> <p>Spring 2</p> <p>Summer 1</p> <p>Summer 2</p>	<p>Outdoor learning- £1,709</p> <p>ELSA- 5 X pm £5,585</p> <p>Cost of yearly ELSA supervision- £250</p> <p>1st Class at Number- 3 X pm £4,212</p> <p>Success at Arithmetic- 3 X pm £4,430</p> <p>Project X Code- 4X £5,713</p> <p>Proj X com express £3,609</p>	<ul style="list-style-type: none"> Entrance and exit data for all interventions indicate children are meeting the minimum expected outcome. Interventions are tightly monitored so children's needs are identified and addressed in a timely manner. Pupil voice demonstrates that pupils understand their targets and are motivated to achieve them.
2. For all Greater Depth targeted DAP pupils to meet these targets in all subjects	<p>Greater Depth PP children have been identified at PP meetings and support in targeted interventions or through class planning challenges.</p>			<p>1:1 phonics £4,430</p> <p>Resources- Training- £3,452</p>	<ul style="list-style-type: none"> PP children are achieving GD in subjects where this target has been set.

PRIORITY 3- READING SUPPORT

Member of staff responsible: RM/ SENCO/PP lead

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria/Review
1. Develop a whole school approach to supporting children that are not secure in phonics / comprehension	<p>Staff Training phonics / comprehension strategies</p> <p>Accelerated reader to be implemented, introduced and used by all children across KS2.</p> <p>Carry out 1:1 phonics intervention to address gaps in learning</p> <p>Reading intervention to be introduced (comprehension express)</p>	<p>RM/ Phonics lead?</p> <p>RM</p> <p>Class teachers</p> <p>SENCO/PP lead</p>	<p>Autumn</p> <p>October 2020</p> <p>6 weeks review points</p>	<p>Resources- comprehension express £900</p> <p>Cost of Accelerated reader- £6,500</p> <p>Staff time to train in phonics</p>	<p>All target readers have AR book and there is evidence of progress and regular reading for these pupils.</p> <p>Entry and exit data for interventions shows good progress for 100% of target readers</p>
2. Create further opportunities for PP children to read aloud during school.	<p>To monitor the progress of bottom 20% and ensure that they are given the opportunity to independent read.</p> <p>Staff training on target readers expectations.</p> <p>Maximise 1:1 reading opportunities in Breakfast and after school club.</p>	<p>RM/ SENCO</p> <p>RM</p> <p>SENCO/ JD/FH/SC/JS</p>	<p>Ongoing termly</p> <p>By Dec 2020</p> <p>Ongoing</p>	<p>Staffing of Breakfast and after school club- £2,500</p>	<p>All PP children have had access to regular opportunities to read so that their vocabulary had widened.</p> <p>All target pupils are heard read by an adult at least once a week.</p> <p>PP children have a love of reading and can articulate this.</p>



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PRIORITY 4- WELLBEING PROVISION

Member of staff responsible: RM/ SENCO/PP lead

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria
1.To ensure DAP learners are appropriately supported with their mental health and wellbeing	<p>Pupils have access to ELSA if it is appropriate for them</p> <p>Restorative justice training for all staff to ensure consistent approach to behaviour</p> <p>Refresher training Pivotal/MAPA</p> <p>Pupil premium leads and class teachers to closely monitor the wellbeing of DAP pupils through 1:1 discussions and observations</p> <p>TAs and teachers to be trained in Emotion Coaching to help children manage and regulate their own emotions</p>	SENCO/SLT	<p>Ongoing</p> <p>End of Spring 2021</p> <p>Ongoing</p> <p>Ongoing</p> <p>By end of Spring Term 2021</p>	<p>ELSA</p> <p>Training – Restorative Justice Emotion Coaching</p>	PP children are ready to access learning across the whole curriculum and make good progress due to their emotional needs being met.
2. PP pupils can attend trips/ extra curricular activities that enhance the curriculum and wellbeing – including minibus costs	PP lead to identify families needing access to holiday and after-care clubs. PP lead to ensure that pupils can attend all curriculum related educational activities so that they are not disadvantaged.	PP Leads, MM	ongoing	£4,500	<p>All PP children have attended all trips and enhanced their life experiences.</p> <p>All PP pupils are invited to and encouraged to attend at least 1 extra-curricular activity per term.</p>



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<p>3. Support for PP families during COVID-19</p>	<p>PP lead to evaluate pupil's access to technology, purchase technology as needed and ensure that resource packs are made. PP lead to ensure support for families who are entitled to FSM. Identify and offer further support if isolating and there is a lack of support network.</p>	<p>MM/Admin</p>		<p>£4,500</p>	<p>PP pupils have adequate devices at home to access learning, if not they are invited to attend school. Families have clear understanding of how to access vouchers for FSM and contact name at school if they require further support.</p>
<p>3. HSLW to support families through early intervention (attendance, safeguarding), organisation of workshops, signposting to other agencies.</p>	<p>Staff to bring individuals or families to the attention of the HSLW so that she can make contact and identify best ways to support.</p>	<p>All staff</p>	<p>ongoing</p>	<p>HSLW – £13,500</p>	<p>Improved attendance, parents gain confidence in their ability to support their children.</p>



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PRIORITY 5- FURTHER DEVELOPMENT OF ELSA ROLE

Member of staff responsible: RM/ SENCO/PP lead

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria
1. High Quality targeted ELSA support is developed, embedded across the school and sessions are running weekly.	<p>Purchase Boxhall Profiles to show clear baseline and development areas (for pupils with more complex SEMH needs) and train ELSA to use this.</p> <p>Arrange visits to observe and talk with other ELSAs to enhance and develop best practice.</p> <p>Identify any training needs to support in development</p>	<p>SENCO</p> <p>ELSA SENCO</p> <p>SENCo/MM</p>	<p>End of Sept 2020</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Included in staff costs</p> <p>Resources-</p> <p>Cost of Boxhall profile programme £200</p>	<p>Process are embedded so that ELSA forms part of wellbeing and emotional provision across the whole school.</p> <p>Clear processes for tracking effectiveness of ELSA are embedded.</p> <p>The school has a sustainable model for emotional support for vulnerable children. Elsa attends termly supervision.</p>