

Identified Barrier to learning	Internal or External	How we intend to overcome the barrier	Our measure of success	Lead Person	Budget	Budget Category
Social and emotional barriers to learning.	External	<p>Use of Learning Mentor to lead targeted Breakfast club to allow children to enter the classroom ready to learn.</p> <p>Nurture group and social skills groups. Reduction of low level behaviour incidents through use of games leaders at break times and lunchtimes.</p> <p>Book Nook.</p>	<p>Boxhall profiles.</p> <p>Raised aspirations, self-esteem and concentration skills.</p> <p>Reduction of low level behaviour at lunchtimes through use of play leaders and focussed sports games.</p> <p>Use of book nook for quiet time for children and to encourage reading for pleasure. Children in year 6 have enjoyed leading the book nook activities and led competitions funded through PP money.</p> <p>Children in the targeted breakfast club have benefitted from both the nutrition and nurture of the club. Children have had the opportunity to work on homework, talk about problems and ensure they are ready to learn along with their peers at the start of the morning.</p>	Learning mentor	£15,000	Staffing - Support
Attendance for pupil premium children is slightly below that of non-pupil premium children.	External	<p>Attendance officer with time to review and monitor attendance.</p> <p>Attendance panels for persistent absences.</p> <p>Termly attendance certificates</p>	<p>Review of attendance figures to close the gap between PP and NPP attendance.</p> <p>Overall attendance figures have risen- 2017/18- 95.13% 2018/19-96.35% (+1.22%)</p> <p>In 2017/18 PP attendance was 93.9% and has risen to 95.98% in 2018/19 (+2.08%).</p>	Head/ Learning mentor	£15,000	Staffing - Support

			In 2017/18 NPP attendance was 96.28% and has risen to 96.72% in 2018/19 (+0.44%). The gap between NPP and PP attendance has decreased from 2.38% in 2017/18 to 0.74% in 2018/19.			
Weak language and communication skills.	Internal	Homework books and folders for children to practise their basic skills at home. Opportunities for children to take part in experiences linked to topics and other curriculum areas. Spelling Shed programme for children to practise their spellings and increase vocabulary. Spellbinding book scheme to encourage children to read for pleasure. Targeted in class interventions. Talk for Writing training and resources. Reading Raffle to encourage reading at home. Mixed year group reading sessions to share books and writing.	To widen vocabulary through Talk for Writing approach to writing lessons. Increase in children working at the expected year group expectations for writing. Improved spelling scores on Spelling Shed and in NFER assessments.	Reading and Writing co-ordinators	£5,000	Staffing - Teaching
Narrow range of experiences and opportunities (external).	Internal	Visits and visitors to school to give children varied opportunities to motivate and interest them. Staff training on the 'Wider Curriculum'. Extra-Curricular opportunities such as Bright stars, UDance, Young Voices and Lego League.	Evaluations from staff and children following visits to measure their impact on learning and attitudes. Children have had the opportunities to visit Manchester science museum, Alnwick Castle, Blackpool Tower, Beatrix Potter world, Glasgow science centre, Leeds medical centre, Vindolanda, Tullie House, Keswick museum, York and the Rum story amongst others. We have had visitors in to teach the children about Hinduism, Buddhism, Rivers in the local area etc.	Curriculum co-ordinator, Head	£8,000	Non Staffing Costs

<p>Family difficulties and social issues.</p>	<p>External</p>	<p>Family based activities and clubs led by learning mentor to engage parents in their children's learning. Food Pantry project. Coffee and chat sessions. Family breakfast. Class Dojo to share children's successes in school.</p>	<p>Increased engagement of parents in children's learning and school activities.</p> <p>Food pantry has been a success with parents visiting for unused food from the supermarkets on a 'pay as you can' basis.</p> <p>The current parent engagement with Class Dojo is over 90 parents in school and has allowed parents to engage with the exciting opportunities in school.</p>	<p>Head/ Learning mentor</p>	<p>£8,000</p>	<p>Non Staffing Costs</p>
<p>To ensure more children achieve greater depth in Reading, Writing and Maths.</p>	<p>Internal</p>	<p>Targeted in class support from teacher, TA and intervention teachers. High teacher to pupil ratio in school. Improve outcomes for PP children in maths- 'Improving mathematics in KS2-KS3' project with the research schools project. Targeted in class intervention from Writing co-ordinator and intervention teacher. Small group work with intervention teacher. TLR teacher to work in Year 6 Maths intervention during PPA cover. Data analysis and target setting by assessment co-ordinator, class teachers and head. Moderation and collaboration with other schools in our cluster group. Homework and SATs boosters.</p>	<p>To increase the % of children achieving greater depth in Reading from 63% to 70%</p> <p>To increase % of children achieving greater depth in Writing from 22% to 30%</p> <p>To increase the % of children achieving greater depth in Maths from 56% to 60%</p>	<p>Head, subject co-ordinators</p>	<p>£30,000</p>	

Monkway Junior School
 Evaluation of 2018-2019 Pupil Premium spend and actions

Total Budget 80,520
 Total Spend 80,520

		Research project with EEF to implement maths improvements in school.				
To continue to diminish the difference in progress between pupil premium and non-pupil premium children in Reading, Writing and Maths.	Internal	<p>Targeted in class support from teacher, TA and intervention teachers.</p> <p>Data analysis and target setting by class teacher and head.</p> <p>6 weekly reviews of interventions and strategies to measure impact and suggest changes.</p> <p>Small group/ one to one work with targeted pupils to ensure accelerated progress.</p> <p>Times table Rockstars to improve times table skills.</p> <p>Spelling Shed programme- improving basic skills.</p>	<p>To improve progress scores in all areas.</p> <p>2018 results: Reading (-1.3) Maths (1.7) Writing (-1.6)</p> <p>2019 results: Reading-0.9 Maths -1.5 Writing-2.2</p>	Head/ subject co-ordinators	£30,000	
To ensure more children achieve greater depth across the wider curriculum.	Internal	<p>Ipads purchased for all children in school to allow access to Showbie to present their work across the wider curriculum.</p> <p>Visits and visitors to engage children in all areas of the curriculum.</p>	<p>Raised aspirations, self-esteem and concentration skills.</p> <p>The end of the year included a complete curriculum review with a focus on engaging the PP children in their strengths.</p> <p>An audit of strengths, interests and developments of PP children across school was undertaken and plans to include these in the intervention timetable for next year have been formulated.</p>		£8,000	