

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Monkton Park Primary School
Number of pupils in school	259
Proportion (%) of pupil premium eligible pupils	49 (19%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Steve Rafferty
Pupil premium lead	Andrew Prosser
Governor / Trustee lead	Chris Dutton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 62,730
Recovery premium funding allocation this academic year	£ 6,380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 69,110

Part A: Pupil premium strategy plan

Statement of intent

Vision: Grow and Learn Together

Monkton Park's vision is to be the best school possible for our community, where children love to learn. To achieve this it is key that we have a carefully planned pupil premium strategy. This means we put all pupils at the heart of everything we do so that every child can achieve their full potential. For Monkton Park this means investing in our staff, our curriculum and our school environment to offer the best possible primary school experience for all our pupils.

Objectives

- To remove learning barriers that children may face so that the attainment gap between disadvantaged and non-disadvantaged pupils is narrowed.
- For all disadvantaged pupils in school to make at least good progress from their starting points.
- Ensure all children's mental health and wellbeing is well supported

To ensure our approach is effective we will:

- Be ambitious for all pupil premium pupils and strive to ensure they achieve well
- Be swift in identifying and then addressing any learning barriers
- Take the time to ensure we understand and are able to meet any particular challenges or barriers that a child may face in their learning
- Support professional learning for staff so that the needs of disadvantaged children can be effectively met
- Make use of the latest educational research when adapting our approach
- Ensure clear links between our pupil premium and recovery premium strategies

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Baseline assessments and observations indicate an increasing number of children require speech and language support on entry
2	Whilst phonics attainment remains above national levels, the application of phonics in writing some disadvantaged children still requires significant scaffolding
3	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. Access to food, financial support and technology were of greatest concern.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p>
4	Discussions with pupils indicates that disadvantaged pupils are less likely to read at home. This can be due to a range of factors including access to books and general engagement with reading.
5	An attendance gap exists between disadvantaged and non-disadvantaged children.
6	35% of children eligible for pupil premium also have special educational needs.
7	Numbers of disadvantaged children vary considerably between year groups and classes. This may results in different approaches being required.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved progress and attainment in reading, writing and maths for disadvantaged pupils	<ul style="list-style-type: none"> • Y2 & Y6 SATs gaps demonstrate a narrowing attainment gap between disadvantaged and non-disadvantaged pupils. • Mid-year assessments demonstrate a narrowing attainment gap. This is the result of some disadvantaged children making accelerated progress. • No more marking assessments demonstrate that Monkton Park disadvantaged pupils achieve higher than those nationally. • Phonics screening demonstrates that the majority disadvantaged children achieve the phonics screening standard (no attainment gap).
To achieve and sustain improved attendance for disadvantaged pupils.	<ul style="list-style-type: none"> • Attendance of disadvantaged learners is above 96% and any attendance gap is narrowed • Persistent absence for disadvantaged is decreasing
Attainment gaps resulting from pandemic measures are closed	<ul style="list-style-type: none"> • Mid-year assessments demonstrate that children are achieving similar or higher standardised scores than before the pandemic. • Teacher assessment demonstrates that children have made accelerated progress and that gaps have closed
Emotional and wellbeing needs are quickly addressed for identified children	<ul style="list-style-type: none"> • Individual Thrive assessments demonstrate that children have made progress • Whole school Thrive programme rolled out

Activity in this academic year

Teaching: Budgeted cost: £ 35000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sounds Write Phonics Training of all teachers in KS1/EYFS Implementation of programme Peer observations TA Training</p>	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Computer adaptive assessments Training Rollout of assessments Pupil progress meetings</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1,2,3,4</p>
<p>Talk 4 Reading Talk4Reading Team established Talk4Reading Team Professional learning Consultant support Implementation of programme</p>	<p>EEF reading comprehension strategies</p>	<p>4,</p>
<p>Thrive Thrive practitioner training Thrive training for staff Ongoing roll out of programme</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>5</p>

Targeted academic support: Budgeted cost: £15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions led by TAs</p> <p>Speech & Language (Wellcom)</p> <p>Phonics catch up (Sounds Write Follow up)</p> <p>Reading</p> <p>Maths</p> <p>1:1 tuition</p> <p>Third Space Learning</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4</p>

Wider strategies Budgeted cost: £ 12730

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time family link worker Parental engagement & support, attendance	EEF -Parental Engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5
Senior mental health lead Training	EEF - Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/socialand-emotional-learning	
SEMH Interventions OPAL, Thrive, Time2Talk, Play therapy, Drawing & Talking	https://outdoorplayandlearning.org.uk/research-and-evidence/ EEF – Behaviour interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions EEF - Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/socialand-emotional-learning	1,2,3,4,5
Providing wider opportunities	EEF – Physical activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	
Wrap around care Breakfast club, after school club, extracurricular activities	EEF – Physical activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	

Total budgeted cost: £ 62370

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Assessment data from the academic year 2020/21 demonstrates that PP children have made some good progress and have achieved well. The introduction of Talk 4 Reading as a trial within a couple of year groups shows a positive response during pupil voice discussions and that an enjoyment of reading in school is there for disadvantaged pupils.

Tutoring was implemented and was more successful when done face to face rather than virtually. Proving more reliable and successful than the national tutoring scheme. Children who attended the tutoring demonstrated good progress overall. Furthermore the Direct Instruction approach was utilised in face to face tutoring and this supported pupil progress well.

With support from the school through teachers, family link worker, access to technology at home and the ability for disadvantaged pupils to come into school, the vast majority of PP children engaged online or in school during periods of closure. Furthermore the KS1 library drop and collect scheme enabled all children to have access to a variety of books during closure.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider