

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
Number of pupils in school	262
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
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	£59,370
Recovery premium funding allocation this academic year	£5,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£65,170

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We aim to closely consider children's individual barriers to learning such as those being looked after or experiencing difficulty accessing technology due to low income. However, we aim to support all pupils whether they are deemed as disadvantaged or not.

The improvement of high quality teaching and learn is integral to enabling all pupils to make consistently good progress. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We implicitly reference the need to improve the number of disadvantaged children achieving the Greater Depth standard in core subjects whilst ensuring non-disadvantaged pupils make sustained progress alongside them.

Our plan is also vital in supporting the additional school education recovery plan, which focuses in on using tutoring for pupils whose gaps in education have increased and their progress impacted; including non-disadvantaged pupils.

Our strategy is to be adaptive and creative when facing barriers the children face on an individual basis if needed. Where whole school measures are needed robust diagnostic assessments not assumptions will be used when approaching the idea of disadvantage. To ensure they are effective we will:

- Make pupil premium a focused topic of conversation during progress review meetings – challenging and supporting all staff to engage with the evidence in front of them
- Have the same high expectations for all pupils with a mastery approach that is open to all adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance – when looking at attendance data, within all year groups disadvantaged pupils' attendance is below that of Non-disadvantaged pupils. Disadvantaged pupils attendance in every year group falls below the schools overall average attendance of 94.58%. Furthermore KS1 disadvantaged pupils have a lower attendance percentage figure than that of their KS2 peers.
2	Proportion of disadvantage learners achieving the phonics screening benchmark was lower of that than non- disadvantaged learners.
3	Across the school, attainment in writing for those who are disadvantaged is lower than that of non-disadvantaged pupils
4	Discussions with teachers indicate across the school children continue to demonstrate low resilience and concern over well-being which therefore impacts children's readiness to learn
5	31% of children eligible for pupil premium also have special educational needs.
6	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils upon entry

## 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"> <li>Y2 &amp; Y6 SATs gaps demonstrate a narrowing attainment gap between disadvantaged and non-disadvantaged pupils.</li> <li>Internal assessments demonstrate a narrowing attainment gap over time. This is the result of some disadvantaged children making accelerated progress.</li> <li>No more marking assessments demonstrate that Monkton Park disadvantaged pupils achieve higher than those nationally.</li> <li>Phonics screening at end July 2021 demonstrates that the majority of disadvantaged children achieve the phonics screening standard (no attainment gap).</li> </ul>
To achieve and sustain improved attendance for disadvantaged pupils.	<ul style="list-style-type: none"> <li>Attendance of disadvantaged learners is above 96% and any attendance gap has narrowed.</li> </ul>

	<ul style="list-style-type: none"> <li>Persistent absence for disadvantaged has decreasing.</li> </ul>
Children's attitudes to learning improve showing a greater understanding of the learning process	<ul style="list-style-type: none"> <li>Metacognition training delivered to all staff</li> <li>Monitoring shows teachers acting upon training and implementing the approach in classrooms</li> <li>Learning walks and pupil voice indicate that children are able to articulate how they learn best and what strategies they use to support learning</li> </ul>
Emotional and wellbeing needs are quickly addressed for identified children	<ul style="list-style-type: none"> <li>Senior Mental Health lead to deliver training to all staff</li> <li>ELSA training for Family Link Worker to be certified</li> </ul>

### Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 35000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>KS2 staff to become Sounds Write trained</i>	<p><b>Rationale:</b> Previously all KS1 staff trained to deliver Sounds Write. The success of Sounds Write in KS1 meant SLT chose to drip feed (due to cost) the training into KS2 beginning at Y3/4.</p> <p><b>Evidence:</b> Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2,3,6
<i>Teaching assistants in KS1 to be Sounds Write trained to deliver full and follow up sessions</i>	<p><b>Rationale:</b> Training of TA's to effectively deliver Sounds Write full and follow up sessions has been shown to have an impact on pupil progress. The aim is to ensure remaining TA's are trained.</p> <p><b>Evidence:</b> TA deployment can provide a large positive impact on learner outcomes, how they are deployed is key. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes <a href="#">Education Endowment Foundation EEF</a></p>	2,3,6

<p>Coaching training for all teachers in school</p>	<p><b><u>Rationale:</u></b> The intended outcome is for teachers to be able to identify, through coaching, for themselves and one another how to overcome barriers for more vulnerable learners and those with complex needs.</p> <p><b><u>Evidence:</u></b> Expert training with teachers to upskill the team to be able to drill down into specific skills that staff need developing in their own practice. To develop goal setting and the mechanisms in place to ensure time to develop working groups to learn and develop practice through professional dialogue fuelled by coaching training <a href="#">Effective Professional Development Guidance Report findings</a></p>	<p>2,3,5,6</p>
<p>Whole school metacognition training</p>	<p><b><u>Rationale:</u></b> SLT discussions have be used to clarify difficulties many vulnerable learners in particular face with maintaining resilience, working independently and deploying learning strategies to be more successful and reflective on how they learn and how they can help themselves.</p> <p><b><u>Evidence</u></b> The potential impact of metacognition and self-regulation approaches is high. Evidence indicates that explicitly teaching strategies for children to help plan, monitor and evaluate specific aspects of their learning can be effective. <a href="#">Metacognition-and-self-regulation - EEF</a></p>	<p>4</p>
<p>Further curriculum planning to ensure that curriculum is fully inclusive and accessible to all</p>	<p><b><u>Rationale:</u></b> To ensure that all disadvantaged children's knowledge is coherently and logically sequenced so that is develops over time to deepen and solidify their understanding.</p> <p><b><u>Evidence:</u></b> All research shows that it is important to regularly audit our existing curriculum, identifying areas of strength and areas for development. Whilst looking to inform the school's action plan for strengthening the curriculum to have the greatest impact on pupil outcomes. <a href="#">Primary curriculum design</a> <a href="#">Principles-of-good-curriculum-design</a></p>	<p>6</p>
<p>Purchase of Clicker so that all vulnerable learners can record their writing</p>	<p><b><u>Rationale:</u></b> 10 licences to be purchased at a cost of £100 per licence with priority children given Chromebooks to scaffold writing activities where writing acts as a barrier to accessing learning.</p> <p><b><u>Evidence:</u></b> Research shows that technology can have a particularly positive impact on reluctant readers and writers (68.5%/ 62.6%), boys (64.8%) and less able readers and writers (62.6%/ 60.3%). Clicker develops an independence in children.</p>	<p>3</p>

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Use of same day intervention in Sounds Write (KS1)</i></p>	<p><b>Rationale:</b> Same day interventions are being used to gather up any children that have not made the desired progress during the lesson – with particular focus on Y1/2 and the children who did not achieve the target result for the Phonics Screening Check.</p> <p><b>Evidence:</b> 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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2,3,6</p>
<p><i>Use of Sounds Write as an intervention in Key Stage 2</i></p>	<p><b>Rationale:</b> As with KS1 interventions to be used to scoop up children struggling in Sounds Write sessions. A whole Key Stage spelling test to be administered to give a baseline to measure impact against during first assessment window.</p> <p><b>Evidence:</b> 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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2,3,6</p>
<p><i>Training of TAs to become tutors and delivery of 1:1 tutoring</i></p>	<p>WHO WE PRIORTISING ETC WHATS THE FOCUS? WHERE WE STARTING?</p> <p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes <a href="#">Education Endowment Foundation EEF</a></p>	<p>3</p>

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 16000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time Family Link Worker	<p><b>Rationale:</b> The Family Link Workers role linked to attendance is to monitor and gather information on attendance, flagging up children that need to be monitored and sharing with SLT. This then feeds into our Attendance Policy and dealing with attendance issues. FLW is part of the process offering support through phone calls and meetings to address any barriers effecting attendance.</p> <p><b>Evidence:</b> EEF -Parental Engagement <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1,4
<i>1 x member of staff to become ELSA trained. Training disseminated to staff</i>	<p><b>Rationale:</b> Family Link worker to be trained after SLT evaluation found that this would be highly beneficial for vulnerable learners after a notable increase in school refusal and mental health concerns being cited</p> <p><b>Evidence:</b> 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): <a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1,4
<p><b>SEMH Interventions</b> Thrive, Time2Talk, Play therapy, Drawing &amp; Talking</p>	<p><b>Rationale:</b> Staff have been trained and outside agencies have been brought into school and add to provision mapping for priority children who would benefit from SEMH interventions through staff, parent or self-referral.</p> <p><b>Evidence:</b> 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).</p>	1,4

	<p><a href="https://outdoorplayandlearning.org.uk/research-and-evidence/">https://outdoorplayandlearning.org.uk/research-and-evidence/</a></p> <p><b>EEF – Behaviour interventions</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><b>EEF - Social and emotional learning</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/socialand-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/socialand-emotional-learning</a></p>	
<p><b>Wrap around care</b>  Breakfast club, after school club, extracurricular activities</p>	<p><b><u>Rationale:</u></b>  Through discussions in staff meetings, alongside the holistic knowledge of the Family Link Worker of more disadvantaged children, staff to identify children on a need by need basis that could benefit from access to reduced cost wrap around care or promoting extracurricular activities towards.</p> <p><b><u>Evidence:</u></b>  <b>EEF – Physical activity</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	1,4

**Total budgeted cost: £ 66000**



## 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.

#### **Ongoing 3 year strategic outcome review:**

External assessment data for 21/22 demonstrates that there are some notable successes across the school.

- Year 6, 94% of Pupil Premium children achieved the expected standard or above (compared to 84% of Non PP pupils) in the end of year SATS assessments.
- Pupil Premium children also outperformed the Non pupil premium in Grammar assessments with 85% of children achieving the expected standard or above.
- Writing and Maths attainment for Pupil Premium children was slightly above the national average for all children.
- Internal school assessments showed that the majority of Year 5 Pupil Premium children at the end of the academic year 21/22 are on track to meet age related expectations by the end of Year 6 in 22/23.

Identified areas of development:

- Phonics screening assessment shows that only 42% of Pupil Premium children achieved the expected standard against 92% of Non – pupil premium children.

Attendance improved due to close links with the Family Link Worker and admin team, meant that a robust, systematic approach to attendance monitoring showed a positive impact on pupil attendance especially when narrowed down to individual cases.

Our assessments and observations indicated that pupil resilience, wellbeing and mental health were impacted last year, due to the COVID-19 legacy. The impact was felt more heavily by disadvantaged pupils. We have used Pupil Premium funding to invest in a Thrive approach across the school with training for all staff. Thrive assessments have shown that children have made accelerated progress against their targeted intervention plans. Moving forward the school is engaging with research to implement metacognition strategies and school wide training.

#### **Impact of activity in academic year 21/22:**

##### **Sounds Write:**

- All teachers trained in early years on Sounds Write approach
- Sounds Write fully implemented across all of Early Years and Key Stage One.
- Monitoring suggests that children are applying their phonics in their writing more confidently and consistently.

### **Computer adaptive assessments:**

- Implemented across the school from Year 2 up to Year 6.
- Pupil Progress meetings demonstrated that the use of the assessment allowed teachers to articulate children's next steps more accurately

### **Talk for Reading:**

- Full implementation of Talk for Reading rolled out across the school with staff training to ensure consistency of approach
- Talk for Reading team delivering graduated training to staff across the year
- Monitoring has demonstrated that a consistent approach to the teaching of reading has been implemented across the school. Teachers have reported that quality of class talk and attitudes to reading have improved.

### **Thrive:**

- Lead Thrive practitioner trained
- Lead Practitioner delivered training to all staff
- Thrive has become an embedded part of supporting the whole of the child across the school
- Thrive assessments have shown that children have made accelerated progress against their targeted intervention plans

### **Interventions led by TA's**

- Wellcomm assessments demonstrated that many children made accelerated progress against their speech and language targets.
- Five children accessed one to one Third Space tuition

### **Wider strategies review shows that:**

- Family Link worker has developed and nurtured relationships with key families to support the whole of the child to remove barriers to learning. Open dialogue has improved with families which has impacted on many areas including attendance and well-being.
- Senior Mental Health lead has been trained through Mental Health funding to deliver to training to staff. This will be implemented alongside Thrive and ELSA to support whole school holistic approaches to meeting children's needs.
- SEMH interventions (OPAL, Thrive, Time2Talk, Play Therapy, Drawing & Talking) have all been implemented across the school and are key interventions to support mental health and well-being
- Wrap around care continues to be a key support for families with reduced costs for Pupil Premium children. Extra-curricular activities continue to be well supported by staff and external agencies.

## 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