

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	Monkfield Park Primary
Number of pupils in school	408
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022, 2022/2023 2023/2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Annie Howell. Headteacher
Pupil premium lead	A Howell, Headteacher K Major, Acting Deputy Headteacher M Varey, Pupil Premium Champion
Governor / Trustee lead	Helen Hickmott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,770
Recovery premium funding allocation this academic year	£10, 730
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£112,500

Part A: Pupil premium strategy plan

Statement of intent

We have high aspirations for all our pupils and are determined to provide an education that enables all to achieve academically and socially. As a staff, it is our shared belief, that social disadvantage should not be a barrier to learning and through the use of pupil premium funding we are working to reduce these barriers, accelerate progress and narrow the attainment gap.

Barriers to learning can take many forms and include a wide range of academic, emotional, social and behavioural issues. Many children have identified additional needs, suffer from low self-esteem, experience extreme anxiety and other mental health issues or may be suffering as a result of significant traumatic events which have affected them and their family. The Covid-19 pandemic has only served to exacerbate these barriers.

We provide personalised support which is matched to the needs of the children to ensure they make the best academic, social and emotional progress they can. The support ranges from quality first, targeted support in class, extra tuition to emotional support. We ensure that lack of money is not a barrier to accessing a full and inspirational curriculum and subsidise costs of trips and experiences so access is available to all children.

Challenges

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

Challenge number	Detail of challenge
1	Mental health and anxiety: increasing numbers of children and their families are struggling to cope with managing the challenges of daily life. This has been further compounded by Covid-19 and the resulting school lockdowns. The impact has been significant for all children but particularly for disadvantaged children which has resulted in further loss of confidence as learners and increased gaps in their knowledge and learning. This is supported by evidence gathered nationally and from our observations and in school data analysis.
2	Increasing number of SEND needs, particularly ASD. The number of children presenting with complex learning needs which impact on their learning has grown significantly.
3	Increasing proportion of Early Help and CP needs which impact upon children's capacity to feel happy, secure and able to learn.
4	Parental engagement and support: many parents find it difficult to engage with their child's learning and feel unable to support their children academically. This has been further exacerbated by school lockdowns and measures put in

	place for online learning which resulted in parents having reduced contact with adults in school.
5	Communication skills: children enter school from a variety of settings, often with poorly developed communication skills and poor social and emotional development. Assessments, observations, and discussions with children indicate that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.
6	Mobility: children joining the school, have come from areas of social deprivation and have required significant input to help them to make progress in line with their peers. Tracking and assessment data show that these children require support with language development and key concepts to fill gaps in their learning together with consolidation of newly taught skills.

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
All disadvantaged children are challenged and supported in their academic learning, making good progress in all areas of the curriculum.	<ul style="list-style-type: none"> • Extra support in place as required • Children are making accelerated progress. • Attainment gap is closing with peers in reading, writing and maths.
SEND needs are identified as early as possible and support is in place. Disadvantaged children with SEND make good progress from their starting points.	Disadvantaged children with additional SEND needs are receiving support which allows them to make good progress.
Social and emotional support is in place for every child who needs it and is provided at the most appropriate level.	<ul style="list-style-type: none"> • Children are happy, have increased self-esteem and confidence as learners as they feel their needs are being met • Parents are positive about the level of support and the impact it is having.
Increased numbers of parents of disadvantaged children engage with school events designed to engage and support them	Increased attendance at school events offered face to face and online such as parental curriculum engagement afternoons, WOW days and parental workshops
All children are able to access enrichment activities such as visits, visitors and clubs. Lack of funds is not a barrier to enriching learning.	<ul style="list-style-type: none"> • Access to trips • Access to extra-curricular clubs • Access to wrap around care
Strengthen and improve early language, phonics and reading support for disadvantaged children.	<ul style="list-style-type: none"> • Children will make accelerated progress • Attainment is in line with, or above national expectations for language development at the end of each key stage (EYFS, Year 1 Phonics, end of KS1 and end of KS2)

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: **£76,780**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a Pupil Premium Champion	Quality first teaching and personalised programmes of support delivered by an experienced teacher ensure that children are receiving the best possible support to accelerate their progress. The Pupil Premium Champion will oversee provision for children entitled to PPF, provide support for staff, teach small targeted groups of PP children through a variety of methods and work with the Director for Pupil Achievement to track children closely to accelerate their progress. In addition the PP Champion will run a nurture group and programmes of support for parents.	1,2,4,6
Employment of Teaching Assistants to support disadvantaged children	Through a programme of targeted personalised support, the teaching assistants will provide high quality interventions to support those children who have limited learning support at home. Additionally, they act as mentors for disadvantaged children.	1,2,4,6
Training for all staff in the use of Maths Mastery approach to accelerate progress in Maths	Power Maths programme, introduced across the school following a trial in KS2 in conjunction with the Maths Hub. A daily session of key number knowledge, built around child-centred models is being used to embed growth mind-set in maths, develop reasoning skills and help children to build a deep understanding of mathematical concepts. This has been successful in KS2 and is now being used in EYFS and KS1.	1,2,4,6
Training of staff in the use of the Accelerated Reader programme.	The Accelerated Reader programme allows teachers to closely monitor children's reading practice and progress. It ensures that children access books at the correct level and their comprehension skills are assessed	1,2,4,6

	using quizzes. The programme has proved to be motivational for the children and has increased the numbers of books children are reading significantly in KS2.	
Training for all staff from SEND services in supporting children with ASD, Dyslexia friendly classrooms and differentiating tasks and questioning.	Specialist training to ensure disadvantaged children with complex learning needs receive the correct level of support during all teaching and learning sessions.	1,2,6
Introduction of Nuffield Early Language Intervention (NELI) in Reception. CPD for staff in screening to identify children for the programme and delivering the materials.	Baseline assessments show disadvantaged children are increasingly entering school with delayed language skills. Increasing the vocabulary they use directly affects oracy skills, develops confidence and impacts on their early reading and writing. Closing the vocabulary gap is vital as research has shown that the gap continues to grow as children progress through school.	1,2,4,6
Academic mentoring. Release of class teachers to carry out mentoring, review of targets and identification of next steps for each child	Teachers have the opportunity to spend individual time with each child entitled to Pupil Premium. The teachers review targets and progress with each child and set their next learning goals. Pupil Voice surveys have provided evidence that this has a significant impact on Children's progress and development as they value individual time with their teacher,	1,2,4,6

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

Budgeted cost: **£18,680**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Through the National Tutoring Programme, provide individual and small group tuition, for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will	Following robust analysis of in-school data, identified children will receive: <ul style="list-style-type: none"> Individual online Maths tuition through Third Space Learning. Face to face tuition in writing skills. This will take place in groups of three, twice weekly. 	1,2,4,5,6

be disadvantaged children.		
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support	Additional phonics support will be delivered by TAs on a 1:1 basis across the school day. Additionally, those who require further support will have targeted interventions delivered at a phonics breakfast club which takes place before school over a twelve week period	1,2,4,5,6
Booster support for disadvantaged children in Year 6.	Class teachers will be released from the classroom to provide additional support in reading comprehension and writing for small groups of disadvantaged children each week throughout the Autumn and Spring terms.	1,2,4,5,6

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

Budgeted cost: **£17,040**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trained therapists from Blue Smile are employed for 2 days each week to provide weekly counselling and therapy sessions for identified children.	Children learn when they feel safe and happy. When parents feel supported they can help their children to learn. Our counsellors are highly regarded by children, staff and parents and provide vital support. All children who access therapy sessions show improved wellbeing, increased capacity to learn and make good academic progress.	1,3,4
Pupil Premium TAs act as mentors for disadvantaged children.	TAs carry out the role of mentors for identified children. They support the children to develop strategies to cope with anxieties, increase self-esteem and develop important social skills.	1,3,4
All school trips and enrichment activities are fully funded for children in receipt of Pupil Premium.	All children are able to access fully funded enrichment activities which promote wellbeing, inspire learning and enhance the curriculum.	1,3,5
Places are funded for children at extra-curricular clubs and to attend Breakfast and After School Club.	Children are able to attend clubs which increase confidence and self-esteem and allow them to develop a range of skills which impact upon their social and emotional wellbeing.	1,3,5

Total budgeted cost: £112,500

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.

In the academic year 2020/21 year our main areas of focus were reading and maths. We used some funding to purchase Accelerated Reader to target reading comprehension and address significant differences in children's reading habits. Analysis of data collected in school using standardised tests, showed this had a significant impact in KS2 with 81% working at the expected standard in reading and over 50% of Pupil Premium children working at greater depth at the end of KS2. However, where children had not engaged with online learning the gaps remained.

Some funding was used to provide additional support for phonics to close gaps in learning caused by the pandemic. The test results showed that 82% (9 out of 11 children) of Pupil Premium children achieved the expected standard in the Phonics Check with children making good progress despite lockdown. Parents were supported through online videos and support materials. All disadvantaged children were offered places in school.

The Pupil Premium Champion continued to work with small targeted groups in school and online through Microsoft Teams. This provided continuity and had a direct impact on the wellbeing of these children. Teacher assessments show that the children made accelerated progress and attainment was in line with targets set in September 2020.

The early adoption of the Seesaw learning platform and Microsoft Teams to deliver live teaching each day had a positive impact on wellbeing. Parental feedback was positive and the daily safe and well checks carried out by the Acting Headteacher and Acting Deputy Headteacher were felt to be supportive and appreciated. It was also possible to continue to offer some inclusion work and play therapy virtually throughout lockdown and enrichment activities were included for children including an online magic show, virtual WOW days and sporting challenges.

Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance Learning
Power Maths	Pearson
Read Write Inc. Phonics	Ruth Miskin