

## 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	Monkfield Park Primary
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022, 2022/2023 2023/2024
Date this statement was published	November 2021
Date current statement reviewed	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Annie Howell Headteacher
Pupil premium lead	A Howell, Headteacher K Major, Deputy Headteacher P Ray, Deputy Headteacher N Flack, Pupil Premium Champion
Governor / Trustee lead	Sharon McLaughlin

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,795
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£47,304
<b>Total budget for this academic year</b>	<b>£152,099</b>

# 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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. As a staff, it is our shared belief, that social disadvantage should not be a barrier to learning.

Barriers to learning can take many forms and include a wide range of academic, emotional, social and behavioural issues. Some of our disadvantaged children have identified additional needs, suffer from low self-esteem, experience 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.

First and foremost, our approach is centred on delivering high quality teaching for all children, with a focus on specific areas where disadvantaged pupils require the most support. To meet identified needs, we provide personalised support to ensure they make the best academic, social and emotional progress they can.

The strategy adopted by Monkfield Park is integral to wider school plans for education recovery following the COVID-19 pandemic, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils.

This strategy will be driven by the needs and strengths of each child, based on teacher assessments. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for the next stage of their education journey. Our ultimate goal is that **all** children should have high aspirations for their future lives and careers and that they are able to achieve these.

## Challenges

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

Challenge number	Detail of challenge
1	Following the pandemic, increasing numbers of children and their families have struggled to cope with managing the challenges of daily life. 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, our own school observations and in school data analysis (for example, of the children receiving Blue Smile Counselling, 70% are eligible for PP funding).

2	Increasing number of complex SEND needs, such as social communication difficulties, particularly in Early Years and Key Stage 1. The number of children presenting with these complex learning needs which impact on their learning has grown significantly in recent years.
3	Increasing proportion of Early Help and CP needs which impact upon children's capacity to feel happy, secure and able to learn. At our school, 100% of pupils currently receiving support from Children's Social Care are in receipt of PP funding. In addition, 55% of children eligible for PP funding have a Child Protection/Welfare file.
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. In addition many have English as an additional language. 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"> <li>Teacher assessments and observations indicate 100% of disadvantaged children are making expected progress.</li> <li>Whole school data illustrates that the attainment gap is closing with peers in reading, writing and maths each year.</li> <li>Through pupil progress meetings and observations, the children are demonstrating a marked increase in their self-esteem and a clear understanding of their next steps.</li> </ul>

<p>SEND needs are identified as early as possible and support is in place. Disadvantaged children with SEND make good progress from their starting points.</p>	<ul style="list-style-type: none"> <li>• Disadvantaged children with additional SEND needs are receiving evidence-based interventions which allows them to make good progress.</li> <li>• All parents are actively involved discussions regarding target setting, the support required and whether or not it is effective.</li> <li>• Pupil voice is integral to the review process and the child's well-being is central to all discussions.</li> <li>• The Assess, Plan, Do, Review process is used to monitor and evaluate the targets and progress made each term.</li> <li>• Through frequent discussions, all staff indicate they feel confident and supported in their ability to meet the needs of all children.</li> </ul>
<p>To achieve and sustain improved well-being for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Pupil voice indicates 100% of our disadvantaged children feel secure, have increased self-esteem and confidence as learners as they feel their needs are being met.</li> <li>• Parent surveys indicate they are positive about the level of support for their children.</li> <li>• All disadvantaged pupils in need of Blue Smile Counselling have access to the service as a priority.</li> </ul>
<p>Increased numbers of parents of disadvantaged children engage with school events designed to engage and support them</p>	<ul style="list-style-type: none"> <li>• As needed, families are provided with IT support to enable their children to access the home learning.</li> <li>• PP Champion holds parent workshops to support their involvement in their child's education.</li> <li>• Come &amp; Read Sessions held for parents to engage in their child's learning journey.</li> </ul>
<p>All children are able to access enrichment activities such as visits, visitors and clubs. Lack of funds is not a barrier to enriching learning.</p>	<ul style="list-style-type: none"> <li>• A significant increase in participation in enrichment activities such as trips, extra-curricular clubs.</li> <li>• Support is in place to enable children to access wrap around care through the use of Breakfast Club and After School Club.</li> </ul>

Strengthen and improve early language, phonics and reading support for disadvantaged children.	<ul style="list-style-type: none"> <li>• KS1 and KS2 outcomes show that more than 80% of disadvantaged pupils met the expected outcomes in reading.</li> <li>• At least 80% of disadvantaged pupils reach the expected standards in the Year 1 phonics check.</li> </ul>
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## 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: **£45, 960.88**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a standard diagnostic assessment for reading. Training for staff to ensure assessments are interpreted and administered correctly.	<a href="#">Standardised tests</a> can provide reliable insights into areas for development and areas of strengths. This will enable us to pinpoint the specific intervention suitable to address the need. £413.88	1, 2, 5, 6
Employment of Teaching Assistants to support disadvantaged children	Through a programme of targeted personalised support, the teaching assistants will provide high quality support in class and additional interventions if needed. Additionally, they act as mentors for disadvantaged children. <a href="#">Guidance from the EEF</a> suggests the effective deployment of Support Staff is critical. £36,987	1,2,4,5, 6
Training for all staff in assessment in writing and providing constructive, developmental feedback.	Following analysis of pupil outcomes, writing was identified as a focus area for the current SDP. Training arranged with Herts Grid for Learning provided staff with a clear strategy for assessing writing and planning next steps to accelerate	1,2,4,5,6

	<p>skills acquisition for all children. These are clearly differentiated and well defined to ensure those children not achieving ARE are supported.</p> <p><a href="#">Quality feedback</a> is provided for all children.</p> <p>£580</p>	
Read Write Inc programme training for all staff.	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,4,5,6
Academic mentoring. Release of class teachers to carry out mentoring, review of targets and identification of next steps for each child	<p>Teachers have <a href="#">Pupil Progress Meetings</a> with each child. 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.</p> <p>£7980</p>	1,2

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

Budgeted cost: **£54,152**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a Pupil Premium Champion	<p>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</p>	1,2,4,5,6

	<p>Champion will run a nurture group and programmes of support for parents.</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>£52,472</p>	
<p>Through the National Tutoring Programme, provide individual and small group tuition, for pupils whose education has been most impacted by the pandemic.</p>	<p>Following robust analysis of in-school data, identified children will receive:</p> <ul style="list-style-type: none"> <li>• Individual online Maths tuition through Third Space Learning.</li> </ul> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <ul style="list-style-type: none"> <li>• Face to face tuition in writing skills. This will take place in groups of three, twice weekly.</li> </ul> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,4,5,6
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,4,5,6
<p>Additional tuition sessions to ensure disadvantaged children are supported in their transition to Secondary School.</p>	<p>A Year 6 Easter School for specific children will take place for 5 days to provide small group sessions for English and Maths. The afternoons will provide enrichment activities for the children.</p> <p>£1560 + £120</p>	1,2,4,5,6

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

Budgeted cost: **51, 986.12**

Activity	Evidence that supports this approach	Challenge number(s) addressed
As a Blue Smile Partnership School,	Research on the links between <a href="#">social and emotional skills</a> and	1,3,4,5

the Clinical Lead manages a team of 4 therapists, 2 student therapists and mentors to support the social and emotional needs of our most vulnerable children.	disadvantaged backgrounds indicates this is a key priority. Children learn when they feel safe and happy. When parents feel supported they can help their children to learn. £8000	
Pupil Premium TAs act as mentors for disadvantaged children.	TAs carry out the role of <a href="#">mentors for identified children</a> . 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, access to wraparound care and enrichment activities are fully funded when needed for children in receipt of Pupil Premium Funding.	Research indicates <a href="#">enriching education</a> has intrinsic benefits and can directly improve pupils' attainment. £9800	1,3,5
Whole school training on Cambridgeshire STEPs approach for behaviour management. The aim is to develop our school ethos and improve behaviour across the school.	Grounded in evidence-based research, the <a href="#">Cambridgeshire Steps methodology</a> prioritises the pro-social feelings of everyone within a dynamic.	1,2,3,4,5
Disadvantaged children are provided with a daily carton of milk.	As suggested by <a href="#">Gov.uk</a> , it is important to support the consumption of dairy products by children from an early age in order to promote healthy eating habits and good nutritional health. £820	
Contingency fund for acute issues.	We have identified a need to set aside an amount of funding to respond quickly to needs that have not yet been identified. 33,366.12	All

**Total budgeted cost: £152, 099**

## 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.

Our internal assessments during 2021/22 suggested the performance of disadvantaged pupils varied considerably. In general, they made less progress across the subjects than their peers. However, in Years 5&6, all disadvantaged pupils made accelerated progress, although the percentage working at age related levels still falls below expectations, particularly in writing.

We believe this was partially due to the Pupil Premium Champion leaving the school and the replacement Champion being unable to take up their post immediately. The consistency and clear knowledge and understanding of the children was missing. Since having the new Pupil Premium Champion in post progress has been made in all year groups. This is a result of focused weekly dialogue between class teachers and the Pupil Premium Champion which has ensured the additional support is complimentary to classroom practice.

Meeting the needs of our disadvantaged pupils has been a whole school focus through classroom monitoring, targeted support and through the appraisal process for all staff. Staff feedback indicates this helped them to focus their support and ensure all children's needs were being met through quality first teaching and reasonable adjustments where needed. In some cases, more targeted support was provided through 1:1 support, small group interventions, or accessing the support from the National Tutoring Programme.

Our assessments and observations indicated that pupil wellbeing and mental health have been impacted over the last few years, primarily due to Covid-19 related issues. The impact was particularly acute for disadvantaged pupils. We have used pupil premium funding to provide wellbeing support for all pupils, mainly through the Blue Smile Counselling Service and our own Mentoring Support.

### Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance Learning
Power Maths	Pearson

