

MONKTON CHURCH OF ENGLAND PRIMARY SCHOOL

PUPIL PREMIUM STRATEGY 2022-2023

Summary Information

School	Monkton Church of England Primary School				
Academic Year	2022-2023	Total PP Budget	£32,840	PP Funding Recovered	£0
Total no. of pupils	106	Number of pupils eligible for PP	25	Date of most recent PP Review	February 2022
Pupil Premium Lead	Chris Marston (HoS)	Lead Governor	Nicky Sworder	Date for next internal review of strategy	December 2022

Statement of Intent

Here at Monkton Church of England Primary School, our intention is to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. We want all children to be learning and using our learning values, which are being:

- Positive
- Resourceful
- Innovative
- Determined
- Engaged

We strive to remove the bigotry of low expectations, raise lifelong aspirations and focus on removing barriers to learning and achieving excellence.

Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, providing all children with the access and opportunities to enjoy academic success.

In our plan, we will cover the following areas:

1. Ensure that high quality teaching focuses on the needs of all pupils and caters for all different types of learning and learners
2. We will strive to support children with intervention programs and provision aimed at diminishing the difference on the same day that the gap develops as well as pre-teaching prior to the lesson with a key focus on language and technical vocabulary.
3. Specialist support will be put in place for targeted children to ensure we are providing a catch-up curriculum to those left behind as a result of the pandemic and disrupted learning
4. Pupil Premium funding will be allocated based on a needs basis and will adhere to the following process
 - Intent
 - Implement
 - Impact

CPD will be provided for all staff when any new initiatives are brought into school plus extra training in specialist areas for any staff who requests it on a need basis

Current attainment – KS2 SATs data

	Pupils eligible for PP (1 child)	Pupils not eligible for PP (national average)
% achieving EXS or above in R/W/M	0%	66% (60%)
% achieving EXS standard or above in reading	0%	80% (75%)
% achieving EXS standard or above in writing	0%	87% (71%)
% achieving EXS standard or above in maths	0%	66% (73%)

Barriers to Future Attainment (for pupils eligible for PP, including high ability)	
1	Limited life experiences resulting in under-developed understanding regarding the 'real' world and what is happening around them.
2	Mental health and well-being – as a result of a post-pandemic society and the challenges and transition from home learning/key worker groups to whole class settings again. Increase in anxiety, social and communication issues etc.
3	Growth mindset – issues that arise as a result of a child's homelife could have a detrimental impact on their learning and ability to flourish
4	Fundamental Maths skills providing the foundations for learning e.g times tables results in slow progress and low attainment
5	Disparity between non PP and PP children in writing attainment and progress due to lack of opportunities outside of school etc.
6	Evidence from Reading Records and collation of data tells us that PP children do not read to an adult whilst at home as much as a non PP child would read
7	Unsupported learning habits at home – home lacks the resources needed for children to consolidate/further their learning
8	Attendance and Punctuality – 2021-22 year PP children attendance 92% compared to non pp 93.78%

Desired Outcomes		
	Desired outcome and how they will be measured	Success Criteria
1	Children are provided with rich and varied experiences in and out of school which link to the topics being taught	<ul style="list-style-type: none"> Teacher knowledge of the curriculum Evaluate 'hook' options in school e.g guests and out of school (school trips)
2	Supporting all children and vulnerable families with SEMH needs resulting in positive well-being for all children.	<ul style="list-style-type: none"> Successful training and implementation of our Pastoral TA. Improved attendance of Pupil Premium pupils in line with non-Pupil Premium. Effective use and monitoring of SAFEGUARDING by staff and DLS to record and track vulnerable pupils. Boxall, Leuven, SENCO assessments to show BASELINE (September 22) and increased well-being (Mid-year and July '23).
3	Learning is tailored as part of Quality First Teaching to maximise children's potential, aspirations and attainment in the moment	<ul style="list-style-type: none"> Teachers plan and deliver a range of learning styles throughout the weeks and terms Active learning encourages resilience and innovative thinking in order to solve problems A balance between text and visuals is used to ensure understanding Hooks and motivational tasks are used to engage and immerse children into learning Develop the use of the Teaching and Learning Policy to encourage children to use the Learning Pit as an analogy for building positive learning habits
4	Improve attainment in maths.	<ul style="list-style-type: none"> Times tables data shows a rise in attainment and engagement at home on Times Tables Rock Stars A raise in maths attainment. Data to reflect an improvement when compared to last academic year. The attainment gap between PP and non-PP pupil will decrease from the previous year (2021-2022).
5	Improve attainment in writing.	<ul style="list-style-type: none"> A raise in writing attainment. Data to reflect an improvement when compared to last academic year. Increase in writing The attainment gap between PP and non-PP pupil will decrease from the previous year (2021-2022).

6	Improve attainment in reading.	<ul style="list-style-type: none"> A raise in reading attainment. Data to reflect an improvement when compared to last academic year. The attainment gap between PP and non-PP pupil will decrease from the previous year (2021-2022).
7	PP children have the resources at home to develop the fundamentals of learning	<ul style="list-style-type: none"> Phonics packs to be sent home and used on a regular basis All PP children to have a book for enjoyment from the library as well as their schemed phonics book Maths resources (digit cards etc) to be made and sent home with an array of games/tasks for the children to have a go at Vocabulary lists to be sent home before a topic begins so children have a good grasp of the words that are going to be used and what they mean in context
8	Improved attendance and punctuality	<ul style="list-style-type: none"> Pupil Premium attendance in-line with non-PP children

Planned Expenditure					
Academic Year		2022-2023			
The three headings below enables our school to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Helping our children flourish through Quality First Teaching			Total Budgeted Cost: £3000		
Desired Outcome	Action/Approach	Evidence/rationale	Implementation	Staff Lead	Challenge
Subject Leaders ensure that their curriculum has high expectations for all and provision in place for SEN/PP children	Subject Leaders are given time to implement and evaluate impact of new initiatives. They ensure that their subject is visible on provision maps with children identified if gaps widen.	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and designated Twilights. We are part of the English Hub and the Maths 3 Hub. All staff to lead effectively are released according to priority. Currently, Maths and Writing is a school priority identified at the beginning of the year and therefore the English and Maths Leads have time built into the school day to implement intentions and evaluate the impact.	Subject Leaders create a monitoring timetable and carry out any actions accordingly Subject Leaders plan and deliver a series of staff meetings to ensure consistency and understanding across the school Subject Leads attend relevant CPD in order to broaden their own knowledge and trickle this down to other members of staff	HoS	1 3 4 5 6
ii. Helping our children flourish through targeted support			Total Budgeted Cost: £15,000		
Desired Outcome	Action/Approach	Evidence/rationale	Implementation	Staff Lead	Challenge
	Oral language approaches include: targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading	On average, reading comprehension approaches improve learning by an additional six months progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) Impact in early years can be as much as +7 months. EEF Oral Language interventions- low cost/moderate impact + 6 EEF 2022	Target readers identified and placed on provision map Higher volume of reading sessions throughout the day and incorporated into continuous provision in the early years	SL	6

	comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	All PP children to have extra library sessions and to take a library book home every week		
Improve attainment in reading and reduce/close the gap between attainment for PP children compared to non PP children	Daily phonics teaching and high value same-day intervention	There is extensive evidence to show that high quality phonics delivery is an important component in the development of early reading and skills, particularly for children from disadvantaged backgrounds. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. Studies show some disadvantaged pupils do not develop phonological awareness at the same rate as their more advantaged peers as they have been exposed to fewer words spoken and books read at home. Daily phonics teaching and interventions help improve decoding and reduce the gap. Some disadvantaged pupils have less access to books than their counterparts and reading at home may not be a priority. Reading at school for 30 minutes a day helps reduce this gap, develop a love of reading and reduce the gap in the number of words read by disadvantaged and their peers	All staff to be trained and able to deliver Little Wandle Phonics Phonics Parent Sessions to be held so parents can support children at home. PP children to be targeted so their parents attend Children who attend same day intervention regularly are to be given extra opportunities throughout the day to learn phonics through play	HoS Phonics Lead EYFS Lead	6
	High quality provision and intervention in 1:1 and small groups	EEF +4 months (Small group tuition) +4 months (Teaching Assistant interventions) 1:1 and small group interventions allow teaching to focus exclusively on a small number of learners. This can be to provide support to lower attaining learners or those falling behind but can also be used as a more general approach to ensure effective progress or to revisit challenging skills. Studies in England have shown that pupils eligible for free school meals receive benefits from small group tuition	AfL used in all lessons to assess children's learning 'in the moment' and how best to consolidate further breadth of learning Provision needs identified and evidenced in provision maps TA's/CT to carry out small group provision and intervention	Class Teacher SENCo HoS	6
Improve attainment in writing and reduce/close the gap between attainment for PP children	Develop a curriculum that creates more hooks into learning, more experiences for children and more opportunities to learn a rich and varied language	EEF +6 months (Oral language Interventions) +6 months (Feedback) There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Quality First Teaching is widely evidenced as having the biggest difference to outcome of pupils of all abilities – having effective, well-trained teachers delivering a structured progressive curriculum is the most effective tool for all of our children	Curriculum to be reviewed and opportunities for experiences linked to a topic evaluated and created Embed systematic approach to Assessment for Learning to ensure children are given time to edit and improve their work	HoS	1 3 5
	High quality provision and intervention in 1:1 and small groups	EEF +4 months (Small group tuition) +4 months (Teaching Assistant interventions) 1:1 and small group interventions allow teaching to focus exclusively on a small number of learners. This can be to provide support to lower	AfL used in all lessons to assess children's learning 'in the moment' and how best to	Class Teacher SENCo	5

compared to non PP children		attaining learners or those falling behind but can also be used as a more general approach to ensure effective progress or to revisit challenging skills. Studies in England have shown that pupils eligible for free school meals receive benefits from small group tuition	consolidate further breadth of learning Provision needs identified and evidenced in provision maps TA's/CT to carry out small group provision and intervention	HoS	
Improve attainment in maths and reduce/close the gap between attainment for PP children compared to non PP children	High quality provision and intervention in 1:1 and small groups	EEF +4 months (Small group tuition) +4 months (Teaching Assistant interventions) 1:1 and small group interventions allow teaching to focus exclusively on a small number of learners. This can be to provide support to lower attaining learners or those falling behind but can also be used as a more general approach to ensure effective progress or to revisit challenging skills. Studies in England have shown that pupils eligible for free school meals receive benefits from small group tuition	AfL used in all lessons to assess children's learning 'in the moment' and how best to consolidate further breadth of learning Provision needs identified and evidenced in provision maps TA's/CT to carry out small group provision and intervention	Class Teacher SENCo HoS	4

iii. Helping our children flourish through wider strategies			Total Budgeted Cost: £14,840		
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Desired Outcome	Action/Approach	Evidence/rationale	Implementation	Staff Lead	Challenge
Supporting all children and vulnerable families with SEMH needs resulting in positive well-being for all children.	Pastoral TA to lead Rainbows Group aimed at helping children with bereavement	EIF evidence associates childhood social and emotional skills with improved outcomes at school and in later life. Evidence also suggests that these skills can be improved purposefully through school-based social and emotional learning (SEL) programmes. https://www.eif.org.uk/resource/improving-social-and-emotional-learning-in-primary-schools-guidance-report	Head of School and Pastoral TA to take part in Rainbows training and Rainbows Supervisor training Identify children to target and consult with families 12 week block of groups with planned review during 6 th week	HoS P-TA	2
	Increased integration of Mindful Monkton into the school curriculum so its visibility is clearer	Pupil and Parent voice suggests that children enjoy engaging in mindful activities. During pupil voice, children comment that they are encouraged to talk about issues which they wouldn't normally talk about, thus helping them to understand the world and their feelings better.	Daily Mindful Monkton activities including yoga, daily mile, colouring, talking about issues and feelings towards these	HoS	2
Children are provided with rich and varied experiences in and out of school which link to the topics being taught and	Enrichment/Extracurricular provision <ul style="list-style-type: none"> • After school clubs • Drop in • Sports events Further promote enrichment opportunities across the curriculum	Physical activity has important benefits in terms of health, wellbeing and physical development. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. (EEF Teaching and Learning Toolkit – physical activity/extending school time)	Ensure PP children parents are emailed first regarding clubs/opportunities Code Kid Club to have a PP discount as consulted with KCC. PP children to be invited first	HoS	1 2 3 7

Disadvantaged children attending clubs/trips is in line with non-disadvantaged		Parents have reported back that they would like a diverse range of after-school clubs that cater for children of all abilities			
Effectively promote parental engagement in learning via regular workshops in school, and develop further		Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. (EEF Teaching and Learning Toolkit – Parental Engagement)	Parental Engagement (particularly in EYFS) <ul style="list-style-type: none"> • Phonics and reading CPD • Bedtime stories event • Stay and play • Workshops and 'how to...' videos • Social Media • Cafes • Events 	HoS	3 4 5 7 8
Increase attendance for PP children to be in-line with non PP children	Attendance officer to regularly check PP children's attendance and report to HoS any patterns of absence	https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1647348064 Above is the EEF Rapid Evidence Assessment for Attendance interventions outlining weak to strong evidence of certain interventions that could have a positive effect on attendance in a school setting.	Parental Engagement Teaching of social and emotional skills Meal provision including breakfast club and lunch meals Extra curricular activities/enrichment Enjoyable curriculum	SBM HoS	8

Review of Outcomes in the Previous Academic Year		
i. Teaching		
Desired Outcome	Level of Impact	Notes for Future
Collaborative Learning Approach	High Impact - This approach led to children working together in a variety of ways, whether it was in a group problem solving lesson or drama workshop. Children primarily worked in mixed ability groups and benefited from using a range of skills. From observations and monitoring with teachers and subject leaders, children gained an improved identity within their class due to an understanding that all children have different strengths and weaknesses which can be nurtured over time.	Carry forwards into 2022-2023
To develop a clear approach to giving feedback including a greater emphasis on verbal feedback	High Impact – Due to teachers becoming increasingly confident with active learning and other approaches, time could then be devoted to assessing within a lesson and addressing misconceptions before they manifested. This led to improved progress during lessons and less gaps in learning.	Carry forwards into 2022-2023

Develop Maths mastery in correlation with The White Rose scheme of work.	Moderate Impact – Effects of COVID and the pandemic plus attendance issues due to COVID have resulted in children’s fundamental skills being slightly lower than we they would normally be. Focus shifted to ensuring children were secure in the Expected standard with elements of Maths mastery incorporated into the maths curriculum.	Ongoing into 2022-2023
Reading Comprehension Strategies	Moderate Impact – Reading data from KS1 and KS2 SATs suggests that there was a moderate impact on children developing the comprehension skills required to have a deep understanding of an age-expected book.	Develop further into 2022-2023
New Phonics synthetic programme to be bought mid-year in line with government guidance. -Little Wandle (funded) - CPD for all staff Development of Phonics groups led by all teaching staff	High Impact – The progress of PP children as a result of the new phonics scheme, Little Wandle’ has been positive. Children have benefitted from a daily ‘fixed-routine’ session and the catch up teaching later that day. The children have also developed their comprehension strategies based on the 2x weekly reading sessions which follow a fixed format	Carry forwards into 2022-2023 and enhance
ii. Targeted Support		
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	High Impact - The progress of PP children as a result of the new phonics scheme, Little Wandle’ has been positive. Children have benefitted from a daily ‘fixed-routine’ session and the catch up teaching later that day. The children have also developed their comprehension strategies based on the 2x weekly reading sessions which follow a fixed format	Carry forwards into 2022-2023 and enhance
1:1 support in Reading, Writing and Maths	High Impact – As the evidence from the EEF suggested, targeted 1:1 and small group provision/intervention led to children making the expected progress with some PP children making accelerated progress.	Ongoing into 2022-2023
iii. Wider Strategies		
Breakfast Club	High Impact – a high proportion of PP children access this resource. It enables them to be in school in advance of registration, have good attendance as well as being as healthy and nourished as possible for the school day ahead.	Ongoing into 2022-2023
Wider-Educational Opportunities	Moderate Impact – a wider range of clubs were offered in Terms 5 and 6 resulting in 75% of PP children attending a club after school. Less offers were made regarding school trips due to the cost of living crisis and the uncertainty around COVID with high absence amongst children and staff.	Carry forwards into 2022-2023 and enhance

Externally Provided Programmes	
Programme	Provider
Little Wandle Phonics	Collins
White Rose Maths	White Rose
Language Link	SpeechLink Multimedia Ltd
TeamTheme Sports	TeamTheme