MONKTON CHURCH OF ENGLAND PRIMARY SCHOOL PUPIL PREMIUM STRATEGY 2023-2026 (3 year rolling plan)

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| **Summary Information** | | | | | |
| **School** | Monkton Church of England Primary School | | | | |
| **Academic Year** | 2023-2024 | **Total PP Budget** | £32,840 | **PP Funding Recovered** | £0 |
| **Total no. of pupils** | 100 | **Number of pupils eligible for PP** | 25 | **Date of most recent PP Review** | November 2023 |
| **Pupil Premium Lead** | Chris Marston (HoS) | **Lead Governor** | Nicky Sworder | **Date for next internal review of strategy** | February 2024 |

**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

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| **Current attainment – KS2 SATs data** | | |
|  | **Pupils eligible for PP (3 child)** | **Pupils not eligible for PP (national average)** |
| **% achieving EXS or above in R/W/M** | 33%% | 83% |
| **% achieving EXS standard or above in reading** | 33%% | 92% |
| **% achieving EXS standard or above in writing** | 100% | 83% |
| **% achieving EXS standard or above in maths** | 100% | 92% |

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| **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 – 2022-23 year PP children attendance compared to non pp children |

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| **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 | * 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. | * 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 | * 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. | * 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. | * 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). |

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| **6** | Improve attainment in reading. | * 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 | * 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 | * Pupil Premium attendance in-line with non-PP children |

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| **Planned Expenditure** | | | | | | |
| **Academic Year** | 2023-2024 | | | | | |
| 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 |  |
| Improve attainment in reading and reduce/close the gap between attainment for PP children compared to non PP children  **Linked to Priority 1 School Action Plan** | Daily Reading Lessons following the Skills Progression Document and using high-quality texts that captivate the audience/tailored for class needs/interests | Disparity in end of stage attainment between PP and non PP children.  Pupil Voice of PP suggests… | | Reintroduce Reading at Monkton Guide  Establish staff skills and provide CPD where needed  Triangulation of Reading incl. Pupil Voice, lesson drop-ins and book looks. Compare books as part of a moderation between year groups to ensure standards and expectations are high  Co-Productive work with SENCo/Class Teachers to ensure that SEN PP children are helped to Step in to Expected Level. |  |  |
| Improve attainment in Maths.  **Linked to Priority 1 School Action Plan** | Tailored Long Term Plans adapted from the White Rose Maths Scheme of Work. | Disparity between Non PP children and PP children when looking at end of stage attainment.  Pupil Voice of PP children suggests… | | Maths Lead to work with class teacher to create long term plans that suit mixed age classes  CPD for staff on White Rose Maths and resources that can be used  Co-Production with variety of stakeholders including: Class Teacher, Inclusion Lead, SENCo to ensure PP children are getting support they need and that they are rising to expectation. |  |  |
| Improve attainment in writing.  **Linked to Priority 1 School Action Plan** | Writing at Monkton procedure to be followed | Disparity between Non PP children and PP children when looking at end of stage attainment.  Pupil Voice of PP children suggests… | | English Lead to work with class teachers on units of work – planning, the use of GPS (Grammar, Punctuation and Spelling) during a unit, the writing process of plan, write, edit, publish)  New Spelling Scheme – Headstart Spelling |  |  |
| **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  Children to have increased exposure to Pre-Teaching and ‘seeing’ the extract/text for the following week – engage in vocabulary and sentence level work as well as retrieval/inference and deduction/authorial voice  Targeted interventions such as ‘reading speed’ and ‘reading stamina’ groups  Higher volume of reading sessions throughout the day and incorporated into continuous provision in the early years | SL | 6 |

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|  | comprehension; and the use of purposeful, curriculum-focused,  dialogue and interaction. | [https://educationendowmentfoundation.org.uk/education-](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) [evidence/teaching-learning-toolkit/oral-language-interventions](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  **Linked to Priority 1 School Action Plan** | 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 or 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 new staff to be trained and able to deliver Little Wandle Phonics. Refresher for existing staff.  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 | Class Teacher  SENCo  HoS | 6 |
|  |  |  | TA’s/CT to carry out small group  provision and intervention |  |  |
| 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 |

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| compared to non PP children  **Linked to Priority 1 School Action Plan** | |  | 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  **Linked to Priority 1 School Action Plan** | | 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 | Class Teacher  SENCo  HoS | 4 |
|  | |  |  | | TA’s/CT to carry out small group provision and intervention |  |  |
| **iii.** | **Helping our children flourish through wider strategies** | | | **Total Budgeted Cost: £14,840** | | | |
| **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.  **Linked to Priority 3 School Action Plan** | | 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/improvingsocial-and-emotional-](https://www.eif.org.uk/resource/improvingsocial-and-emotional-learning-in-primaryschools-guidance-report) [learning-in-primaryschools-guidance-report](https://www.eif.org.uk/resource/improvingsocial-and-emotional-learning-in-primaryschools-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 6th 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 |
| New Pastoral TA – hybrid role of being based in The Acorn Room and being a TA in class. | Higher proportion of children finding the mainstream environment challenging | | Timetable Check-Ins  Create well-being groups  Nurture group – gardening in Tom’s Garden | CT |  |
|  | | Enrichment/Extracurricular | Physical activity has important benefits in terms of health, wellbeing | | Ensure PP children parents are | HoS | 1 2 3 7 |
| Children are provided  with rich and varied experiences in and out of school which link to | | provision   * After school clubs * Drop in * Sports events | and physical development. There is some evidence that involvement  in extra-curricular sporting activities may increase pupil attendance and retention. | | emailed first regarding  clubs/opportunities |  |  |
| the topics being taught | | Further promote | (EEF Teaching and Learning Toolkit – physical activity/extending school | |  |  |  |
| and | | enrichment opportunities | time) | |  |  |  |
|  | | across the curriculum |  | |  |  |  |

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| Disadvantaged children attending clubs/trips is in line with non-  Disadvantaged  **Linked to Priority 3 School Action Plan** |  | 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 has a positive impact on average of 4 months’ | Parental Engagement | HoS | 3 4 5 7 8 |
| parental engagement  in learning via regular workshops in school, and develop further | 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) | (particularly in EYFS)   * Phonics and reading CPD * Bedtime stories event * Stay and play * Workshops and ‘how to…’ |  |  |
|  |  | videos   * Social Media * Cafes * Events |  |  |
| Increase attendance for PP children to be in-line with non PP children  **Linked to Priority 3 School Action Plan** | Attendance officer to regularly check PP  children’s attendance and report to HoS any patterns of absence | [https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-](https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1647348064) [REA-report.pdf?v=1647348064](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 | SBM  HoS | 8 |
|  |  |  | Extra curricular activities/enrichment |  |  |
|  |  |  | Enjoyable curriculum |  |  |

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| **Review of Outcomes in the Previous Academic Year** | | |
| **i. Teaching** | | |
| **Desired Outcome** | **Level of Impact** | **Notes for Future** |
| Subject Leaders ensure that their curriculum has high expectations for all and provision in place for SEN/PP  children | **High Impact –** Good level of attainment and progress in Key Stage 2 SATS as shown above. | Carry forwards into 2023-2024 |
| Improve attainment in reading and reduce/close the gap between attainment  for PP children compared to non PP  children | **Moderate Impact –** Gap between PP and Non-PP closing - ongoing | Carry forwards into 2023-2024 with updated approaches/higher focus on reading |

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| Improve attainment in writing and reduce/close the gap between attainment  for PP children compared to non PP  children | | **Moderate Impact –** Gap between PP and Non-PP closing - ongoing | Ongoing into 2023-2024  New English Lead with co-support to drive the subject further |
| Improve attainment in maths and reduce/close the gap between attainment  for PP children compared to non PP  children | | **Moderate Impact –** Gap between PP and Non-PP closing - ongoing | Develop further into 2023-2024 |
| **ii. Targeted Support** | | | |
| Improve attainment in reading and reduce/close the gap between attainment  for PP children compared to non PP  children | | **Moderate Impact –** Gap between PP and Non-PP closing - ongoing | Carry forwards into 2023-2024 with updated approaches/higher focus on reading provision and pre-teaching |
| Improve attainment in writing and reduce/close the gap between attainment  for PP children compared to non PP  children | | **Moderate Impact –** Gap between PP and Non-PP closing - ongoing | Ongoing into 2023-2024  New English Lead with co-support to drive the subject further  More provision and interventions as well as increased knowledge on how to tailor interventions/use Tas successfully |
| Improve attainment in maths and reduce/close the gap between attainment  for PP children compared to non PP  children | | **Moderate Impact –** Gap between PP and Non-PP closing - ongoing | Develop further into 2023-2024  More provision and interventions as well as increased knowledge on how to tailor interventions/use Tas successfully |
| **iii.** | **Wider Strategies** |  |  |
| Supporting all children and vulnerable families with SEMH needs resulting in positive well-being for all  children. | | **High Impact –** Feedback from families and children who have received well-being support has been good. Children are happy here at Monkton and feel safe and comfortable. | Continue into 2023/24  Employ another Pastoral TA hybrid role |
| Experiences linked to themes | | **Moderate Impact –** Children have reported that they would like more experiences. Once child has said that he has ‘never been to the beach’. | Increase amount of trips/workshops/opportunities for PP children in the 2023/24 year |
| Effectively promote parental engagement  in learning via regular workshops in school | | **Moderate Impact** |  |
| Attendance | | **Moderate Impact** | More ‘joined up’ approach. Attendance Officer (HL) to join SLT for pastoral meetings |

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| **Externally Provided Programmes** | |
| **Programme** | **Provider** |
| Little Wandle Phonics | Collins |
| White Rose Maths | White Rose |
| Language Link | SpeechLink Multimedia Ltd |
| Spelling | Headstart |
| Curriculum | Curriculum Maestro 22 |