



## 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	Monkton CEP School
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	22.11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Wendy Stone Executive Headteacher
Pupil premium lead	Chris Marston Head of School
Governor / Trustee lead	Nicky Sworder

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,297
Recovery premium funding allocation this academic year	£ 3,335
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

## Part A: Pupil premium strategy plan

### 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, provide all children 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
5. 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

### Challenges

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

Challenge number	Detail of challenge
1	There is a considerable disparity between the proportion of PP children and non-PP children achieving the expected standard or above at their stage of learning. 50% of all PP children (Y1-Y6) are achieving EXS or higher in Maths at the end of the last academic year (2020-2021). This is compared to 68% of non PP children (Y1-Y6) attaining EXS or above at the end of the last academic year.



## Monkton Church of England Primary School

2	<p>Observations, assessments and discussions plus the End of Year attainment of children between years 1 and 6 show that there is a large difference between the attainment of Pupil Premium children and Non Pupil Premium children in Reading.</p> <p>At the end of the 2020/2021 academic year, 45% PP children (10/22) achieved the Expected plus standard compared to 71% (47/66) Non PP children.</p>
3	<p>Observations, assessments and discussions plus the End of Year attainment of children between years 1 and 6 show that there is a large difference between the attainment of Pupil Premium children and Non Pupil Premium children in Writing.</p> <p>At the end of the 2020/2021 academic year, 41% PP children (19/22) achieved the Expected plus standard compared to 58% (38/66) Non PP children.</p>
4	<p>Attendance amongst Pupil Premium children is lower than that of Non-Pupil Premium children resulting in lost learning and lower attainment and progress.</p>
5	<p>After key discussions during Pupil Progress Meetings, observations and analysis of baseline data and target data, a key obstacle for Pupil Premium children is motivation and a desire to learn. This has been determined by a turbulent last 2 years of interrupted education, lack of focus during home-learning and ability to transition back into a 'normal' school routine this academic year. Our Well-Being assessment has shown PP children to be less engaged and involved in learning than non-PP children.</p>

### 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 Maths attainment and progress for all disadvantaged pupils	<ul style="list-style-type: none"> <li>• PP children, during the 2021-2022 academic year, make the expected or above expected progress in Maths</li> <li>• Formative and Summative assessment data to show a consistent increase in progress and attainment in Maths</li> <li>• End of Key Stage 2 data is to be in line with the national average with regards to progress and attainment</li> <li>• End of Year data gap and disparity between PP and non-PP children is to be reduced and even diminished</li> </ul>
Improved Reading attainment and progress for all disadvantaged pupils	<ul style="list-style-type: none"> <li>• PP children, during the 2021-2022 academic year, make the expected or above expected progress in Reading</li> <li>• Formative and Summative assessment data to show a consistent increase in progress and attainment in Reading</li> <li>• End of Key Stage 2 data is to be in line with the national average with regards to progress and attainment</li> </ul>

	<ul style="list-style-type: none"> <li>• End of Year data gap and disparity between PP and non-PP children is to be reduced and even diminished</li> <li>• Higher proportion of children reading and gaining a deeper understanding of age appropriate texts</li> </ul>
Improved Writing attainment and progress for all disadvantaged pupils	<ul style="list-style-type: none"> <li>• PP children, during the 2021-2022 academic year, make the expected or above expected progress in Writing</li> <li>• Formative and Summative assessment data to show a consistent increase in progress and attainment in Writing</li> <li>• End of Key Stage 2 data is to be in line with the national average with regards to progress and attainment</li> <li>• End of Year data gap and disparity between PP and non-PP children is to be reduced and even diminished</li> </ul>
Attendance amongst PP children increases	<ul style="list-style-type: none"> <li>• Ensure attendance for disadvantaged pupils is at 95% throughout the year 2021-2022</li> </ul>
Motivation and desire to learn	<ul style="list-style-type: none"> <li>• Leuven Scale shows an increase in children's well being and level of involvement</li> <li>• Increased reading at home each week</li> <li>• PP children receive house points for good work – this will increase throughout the year to show a level of motivation in their learning</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: £15385**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Collaborative Learning Approach - CPD for all teaching staff	The EEF research shows that: 1. Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment. 2. Pupils need support and practice to work together; it does not happen automatically. Professional development can support the	1, 2, 3



## Monkton Church of England Primary School

	<p>effective management of collaborative learning activities.</p> <p style="color: red;">The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year.</p>	
<p>To develop a clear approach to giving feedback including a greater emphasis on verbal feedback</p> <ul style="list-style-type: none"> <li>- CPD</li> <li>- Action Research</li> </ul>	<p>The EEF research shows that:</p> <ul style="list-style-type: none"> <li>- Studies of verbal feedback show slightly higher impacts overall (+7 months).</li> </ul>	1,2, 3, 5
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Develop Maths mastery in correlation with The White Rose scheme of work.</p> <p>CPD opportunities for all staff to be built into the year</p>	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p>There is a lot of variation behind this average. It seems to be important that a high bar is set for achievement of 'mastery' (usually 80% to 90% on the relevant test). By contrast, the approach appears to be much less effective when pupils work at their own pace</p>	1
<p>Reading Comprehension Strategies</p> <ul style="list-style-type: none"> <li>- Clear progression of key learning</li> <li>- Age appropriate texts</li> <li>- Motivational texts</li> <li>- Texts to reflect cultural diversity</li> </ul>	<p>EEF - Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>	1, 2, 3, 5
<p>New Phonics synthetic programme to be bought mid-year in line with government guidance.</p> <ul style="list-style-type: none"> <li>-Little Wandle (funded)</li> <li>- CPD for all staff</li> <li>-Development of Phonics groups led by all teaching staff</li> </ul>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds</p>	1, 2, 3, 5
<p>Subject Leadership CPD</p>	<p>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</p>	3

	<p>Hub. All staff to lead effectively are released according to priority.</p> <p>Currently, Writing is a school priority identified at the beginning of the year and therefore the English Lead has time built into the school day to implement intentions and evaluate the impact.</p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £11487

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
1:1 support for Reading and Maths but with a particular emphasis on writing skills	<p>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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3

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

Budgeted cost: £8760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	<p>FS researchers in collaboration with the National Children's Bureau finds that offering disadvantaged children in primary schools in England support to establish a universal, free, before-school breakfast club can improve pupils' attendance and academic attainment (£4560)</p>	1, 2, 3, 4
Wider-Educational Opportunities	<p>Evidence shows that a third of all schools use a proportion of PP money to improve</p>	1, 2, 3, 5



## Monkton Church of England Primary School

<ul style="list-style-type: none"><li>- Educational curriculum visits</li><li>- Residential trips</li><li>- After School Clubs provided by external organisations</li></ul>	the opportunities for PP children with funding for educational visits plus residential and attending 'out of hours' school clubs. Breakdown <ul style="list-style-type: none"><li>- £440 educational visits</li><li>- £520 Residential (50% reduced rate)</li><li>- £100 costs of clubs</li><li>- £100 Bikeability</li></ul>	
1:1 counselling	£3040 2 hours per week, £40 per hour	1, 2, 3, 4, 5

**Total budgeted cost: £35,632**

## 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.

There is no doubt that our Pupil Premium children were disadvantaged even further as a result of 2 disrupted years where a large proportion of learning took place during lockdowns or in isolation. This therefore has led to our previous PP strategy not having the desired effect although some progress occurred and can be accredited to our strategy.

Desired Outcome taken from PP strategy 20/21

All PP children given support for their well-being, those who require more are able to receive enhanced support

Children are ready to learn, engaged and have a positive attitude to learning

Well -Being has been adversely affected by Covid-19. It was our intention that well-being would improve for all PP children however it became apparent that some conditions and variables were out of our control and subsequently, where some children's well-being improved, other children needed further support in order to feel comfortable, safe and ready to learn in a school environment. School closure also meant that we were not able to carry out 100% of our intended actions.

From data taken in July '21, 53% of all PP children had a good plus level of learning and well-being.

Desired Outcome taken from PP strategy 20/21

PP children will make progress at least in line with non-PP children in Reading, Writing and Maths

The impact of Covid-19 has led to all children's learning being disrupted in all subjects. Baseline data taken from the end of the academic year (2020-2021) shows that there is a significant disparity in attainment between Pupil Premium children and non-Pupil Premium children. Due to school closures and isolation periods, children did not receive the consistent support as set out in our previous year's strategy. Engagement in home-learning and Teams lessons was good amongst all children yet provision and diminishing the difference groups (1:1 and small-group clinics) was lost. Despite this, the high quality teaching and resources used plus increased parental communication mitigated some of the impact.

Desired Outcome taken from PP strategy 20/21

Attendance and Punctuality to be in line with peers

96.9% was our target. Despite covid, etc, our breakfast club and other implemented strategies resulted in attendance for PP children being 95.9% with 3.4% of these being authorised absences.





## Monkton Church of England Primary School

### 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
Times Tables RockStars	Times Tables Rock Stars
Rock Steady Music	Rock Steady Music
Power Maths	Pearson