

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	403
Proportion (%) of pupil premium eligible pupils	21.8%
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 current statement reviewed	December 2023
Date on which it will be reviewed	December 2024
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	Jane Crowden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,474
Recovery premium funding allocation this academic year	£11,890
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£45,166.50
Total budget for this academic year	£171,530.50

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, 63% 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.
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"> Teacher assessments and observations indicate 100% of disadvantaged children are making expected progress. Whole school data illustrates that the attainment gap is closing with peers in reading, writing and maths each year. 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.
SEND needs are identified as early as possible and support is in place.	<ul style="list-style-type: none"> Disadvantaged children with additional SEND needs are receiving

<p>Disadvantaged children with SEND make good progress from their starting points.</p>	<p>evidence-based interventions which allows them to make good progress.</p> <ul style="list-style-type: none"> • All parents are actively involved in discussions regarding target setting, the support required and whether or not it is effective. • Pupil voice is integral to the review process and the child's well-being is central to all discussions. • The Assess, Plan, Do, Review process is used to monitor and evaluate the targets and progress made each term. • Through frequent discussions, all staff indicate they feel confident and supported in their ability to meet the needs of all children.
<p>To achieve and sustain improved well-being for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • 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. • Parent surveys indicate they are positive about the level of support for their children. • All disadvantaged pupils in need of Blue Smile Counselling have access to the service dependent on need.
<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"> • As needed, families are provided with IT support to enable their children to access the home learning. • PP Champion holds parent workshops to support their involvement in their child's education. • Come & Read Sessions held for parents to engage in their child's learning journey.
<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"> • A significant increase in participation in enrichment activities such as trips, extra-curricular clubs. • Support is in place to enable children to access wrap around care through the use of Breakfast Club and After School Club.
<p>Strengthen and improve early language, phonics and reading support for disadvantaged children.</p>	<ul style="list-style-type: none"> • KS1 and KS2 outcomes show that more than 80% of disadvantaged

	<p>pupils met the expected outcomes in reading.</p> <ul style="list-style-type: none"> • At least 80% of disadvantaged pupils reach the expected standards in the Year 1 phonics check.
--	--

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: £50,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Teaching Assistants to support disadvantaged children	<p>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.</p> <p>Guidance from the EEF suggests the effective deployment of Support Staff is critical.</p> <p>£42,000</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 Pupil Progress Meetings 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>£8,400</p>	1,2

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

Budgeted cost: £70,028.28

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 Champion will run a nurture group and programmes of support for parents.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>£55,487.28</p>	1,2,4,5,6
Maths tuition targeted at supporting disadvantaged pupils to make at least expected progress in Maths	<p>Following robust analysis of in-school data, identified children will receive online or small group maths tuition.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>£14,541</p>	1,2,4,5,6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support	<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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2,4,5,6

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

Budgeted cost: £51,102.22

Activity	Evidence that supports this approach	Challenge number(s) addressed
As a Blue Smile Partnership School, 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.	Research on the links between social and emotional skills and 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	1,3,4,5
Training for all staff in the Cambridgeshire Therapeutic Thinking Approach, and continuous development of CTT tutors.	Guidance from EEF suggests there is a clear need for consistent and clear behaviour policies that promotes positive behaviour. £1500	1,2,3,4,5
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, access to wraparound care and enrichment activities are fully funded when needed for children in receipt of Pupil Premium Funding. Families are signposted to the Holiday Activities and Food Programme (HAF) for additional support in the school holidays.	Research indicates enriching education has intrinsic benefits and can directly improve pupils' attainment. £12,350	1,3,5
Disadvantaged children are provided with a daily carton of milk.	As suggested by Gov.uk , 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. £1500	3,6

To provide breakfast for all children during SATs week to ensure all children are in attendance and prepared for assessment.	As suggested by EEF , offering pupils a free and nutritious meal before school can boost their reading, writing and maths attainment. £165	3,6
Funding of Family Support Worker training	As suggested by EEF COVID-19 Support Guide for Schools ELSA training £900	All
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. £26,687.22	All

Total budgeted cost: £171,530.50

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Our internal assessments during 2022-23 illustrate that the attainment of our most disadvantaged pupils has improved in comparison to the 2021-22 outcomes across the school. The percentage of pupils in receipt of Pupil Premium who achieved age related expectations has improved on 2021-22 outcomes for Reading and Writing. In reading, an increase of 5% and in writing an increase of 4%. In mathematics, the percentage of children in receipt of Pupil Premium reduced by 1% on the outcomes from 2021-2022.

In addition, the gap between the proportions of disadvantaged pupils and the general cohort at age-related expectations has decreased by 8 percentage points (PPS) for writing, 3 PPS for reading and 3 PPS for mathematics.

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. For children working towards age related expectations, targeted support was provided through 1:1 support, small group interventions, or accessing the National Tutoring Programme. Through support from the Pupil Premium Champion and two allocated Teaching Assistants, a closely monitored programme of intervention support has taken place. The focus on pre- and post-assessments, purchased through Pupil Premium funding, have ensured review of impact and value for money can be evidenced.

Whole staff professional development has focused on accelerating pupils' academic progress in writing and providing quality feedback. Following analysis of pupil outcomes, writing was identified as a focus area. Whole school CPD, delivered by Herts Grid for Learning provided staff with a clear strategy for assessing writing and planning next steps to accelerate skills acquisition for all children. The development of a succinct feedback policy also ensures all children are receiving immediate, quality feedback where misconceptions or gaps in understanding are addressed straight away.

As the impact Covid-19 on the mental health and well-being of young people has been well documented, we have continued to provide counselling through being a Blue Smile Partnership School and mentoring support in school. Regular liaison between school and external agencies ensure consistency of approach for children.

In addition to the content of the school's high quality curriculum, the cultural capital of our disadvantaged pupils has been increased by a range of extra-curricular activities, funded through PP funding. This includes residentials, music tuition, sports clubs and wrap around care as requested. Furthermore, disadvantaged children are encouraged to represent the school in a variety of inter-school events.

Externally provided programmes

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

Service Pupil Premium Funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Our Service Pupil Premium fund was used to enable allocated pupils to access targeted support in core subjects and social and emotional well-being.
What was the impact of that spending on service pupil premium eligible pupils?	Progress was evidenced across all areas of the curriculum.