

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	Monksmoor Park CE Primary School
Number of pupils in school	72 (Oct census) 142 on roll Sept 2021 112 R – Y3
Proportion (%) of pupil premium eligible pupils	7% (Oct census) 7% on roll Sept 2021
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 - 2023
Date this statement was published	Oct 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Katie Towers
Pupil premium lead	Katie Towers
Governor lead	John Tippett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6725 (5 x £1345) £4690 (2 x £2345) Based on Oct 20 census
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£13,415

Part A: Pupil premium strategy plan

Statement of intent

We aim to support a whole school focus on the achievement of children from disadvantaged backgrounds as part of our school ethos of 'Nurturing all to flourish and aspire'. We will close, or keep closed the attainment gap between disadvantaged children and their peers by ensuring quality first teaching and careful planning impacts positively on the children's' outcomes. This includes those disadvantaged children who are currently at age related expectations or above as evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of under-performing. We work with parents/carers, children and staff to develop an understanding of any non-academic challenges that pupils are facing that are negatively affecting their education and impact their access to teaching.

Challenges

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

Challenge number	Detail of challenge
1	Lower academic achievement in phonics/reading and maths
2	Low self-esteem and confidence
3	Engagement with a broad range of experiences outside of the classroom
4	Children access online learning to support at least expected or accelerated progress

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
Close gap (keep closed) between disadvantaged children and their peers in phonics and maths	100% pass PSC. If pass mark not reached, evidence of significant progress to be evidenced. 100% working at least at expected standard at end of KS1
All staff aware of signs and indicators for low self-esteem so early intervention is in place and positive behaviours for learning are seen.	Children able to self-regulate and display positive behaviours for learning.

	<p>Staff have the knowledge to identify early indicators of low self-esteem.</p> <p>Staff support children to self-regulate/manage attachment</p> <p>Increase attendance to 97%</p> <p>Positive feedback from parents</p>
All children accessing a broad range of additional activities outside of the classroom	Disadvantaged children attend at least one additional opportunity per term (if available) as evidenced by regular attendance
Children access online learning to support at least expected or accelerated progress	<p>Pupils are provided with hardware to access online learning. Consistent engagement reported by class teacher.</p> <p>Access to evidence based literacy programme</p> <p>Support packs are available for pupils with no access to the internet at home</p>

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: £ 2529

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training for all staff involved in the delivery or support of phonics	DfE: Supporting the attainment of disadvantaged pupils 2015 McArthur et al., 2012 Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional five months' progress.	1, 2
Teaching Essential Number Sense (TENS)	NCETM The first few years of a child's life are especially important for mathematics development. Research shows that early mathematical knowledge predicts later reading ability and general education and social progress(ii). Conversely, children who start behind in mathematics tend to stay behind throughout their whole educational journey(iii). (ii) Duncan et al, 2007 (iii) Aubrey, Godfrey, Dahl, 2006	1, 2
ELSA training	EEF: Making best use of Teaching assistants guidance report EEF Toolkit: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	2

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

Budgeted cost: £ 7938

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 intervention	EEF guide to pupil Premium	1, 2

	EEF: Making best use of Teaching assistants guidance report EEF Toolkit: Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average	
Additional resources to support learning in school and at home, in addition to quality first teaching (Lexia)	EEF guide to pupil Premium: Key Principle 5 – support middle and high attainers too Macaruso and Rodman, 2009, 2011	1, 2, 4

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

Budgeted cost: £ 2948

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage parents with additional opportunities such as peripatetic music lessons and extra-curricular clubs and outline financial support as appropriate	EEF: ' <i>...enriching education has intrinsic... We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</i> '	2, 3
Addressing particular SEMH needs through nurture approach	EEF: Making best use of Teaching assistants guidance report Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	1, 2
Assistant Educational Psychologist small group work	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	1, 2

Total budgeted cost: £ 13,415

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.

100% passed PSC, 100% EXS reading, writing and maths KS1

Teaching staff training on Rosenshine Principles of instruction completed. Staff clear on expectations of Quality First teaching. Downward trend (March – July) in reported behaviour incidents.

All staff completed emotion coaching training. Zones implemented and monitored to have positive impact (Governor monitoring). Parent workshop successful with parents reporting they and children are using the vocabulary at home. Evidence via 'Wonder walks' show children and staff using emotion coaching and zones vocabulary to help children self-regulate. Downward trend (March – July) in reported behaviour incidents

60% participation in peripatetic music lessons.

All children had access to online learning throughout lockdown. Laptops and internet dongles were provided as required. All children engaged with online learning via TEAMS.

Externally provided programmes

Programme	Provider
Emotion coaching	Northamptonshire EP service

Further information

Our approach has been formed following careful evaluation of what has worked for our children in previous years. We have also taking into account relevant research and guidance documents from EEF, OFSTED, DfE, NFER. We have also consulted with local outstanding schools and our local authority.