

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium 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	(Oct census) 176 on roll Sept 2022 146 on roll R – Y4
Proportion (%) of pupil premium eligible pupils	9% (Oct census) 13% January 2023
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	Jan 2023
Date on which it will be reviewed	October 2023
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	£13,850.00 (PP) £7,230.00 (PLAC) £110.70 (Nursery) Based on Oct 21 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	£28,199.75

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 underperforming. 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, writing
2	Additional barriers to learning (SEND)
3	Engagement with a broad range of experiences outside of the classroom

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 the expected standard at end of KS1
Skilled staff who are able to identify and support additional needs in children and provide activities/support to meet identified needs.	All classroom-based staff attended sensory training All classroom-based staff receive specialist EP 4rs training Regulation stations in place throughout the school
All children access 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

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: £ 8057.35

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development on evidence-based approaches		
Phonics training for all staff involved in the delivery or support of phonics Ruth Miskin RWI: £2750	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
Writing training and supporting teaching and planning resources Jane Considine: The Write Stuff: £1265.66 The Training Space assessment framework: £317.19	EEF: EFFECTIVE PROFESSIONAL DEVELOPMENT Guidance report 'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.1'	1, 2
SEN consultancy £2000 Sensory training £463 TA SEN training £661.50 Educational psychologist training – 4rs £600	EEF: Special Educational Needs in Mainstream Schools 'Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology'	2

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

Budgeted cost: £ 10,210.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 intervention £10,210.05	<p>EEF guide to pupil Premium</p> <p>EEF: Making best use of Teaching assistants guidance report</p> <p>EEF Toolkit: Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average</p> <p>'Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons.'</p>	1, 2

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

Budgeted cost: £ 5012.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engage parents with additional opportunities such as peripatetic music lessons and extra-curricular clubs and outline financial support as appropriate</p> <p>Football £1160</p> <p>Gymnastics £65</p> <p>Music tuition £675</p> <p>Trips £520</p>	<p>EEF: '...enriching education has intrinsic...We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.'</p> <p>'Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning'</p>	3

<p>Regulation stations throughout the school £2000</p>	<p>EEF: Improving behaviour in schools EEF: Improving social and emotional learning in schools 'Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully'</p>	<p>2</p>
<p>Occupational therapist assessments £592.10</p>	<p>EEF: Improving social and emotional learning in schools 'Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully'</p>	<p>2</p>

Total budgeted cost: £ 28,199.75

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 2021 to 2022 academic year.

50% passed PSC, (2 PP in total) One child progressed from a score of 7 in Dec to a score of 25 in June)
80% EXS reading
All EYFS staff completed maths training to support early numeracy teaching and learning. Year 1 staff (including Maths lead) report greater confidence and ability upon entering Year 1.
Fully trained ELSA working to support children in school each week.
60% participation in peripatetic music lessons.

Externally provided programmes

Programme	Provider
ELSA network	Northamptonshire EP service
Therapeutic story writing	Northamptonshire EP service
Teaching Essential Number Sense	NCETM
RWI phonics	Ruth Miskin

Further information

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