

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	Monkwick Junior School
Number of pupils in school	232
Proportion (%) of pupil premium eligible pupils	45.68%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 3 years
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rebecca McCutcheon
Pupil premium lead	Ashleigh Pool
Governor / Trustee lead	Carol Carlsson Browne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149,282
Recovery premium funding allocation this academic year	£16,240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£165,522

Part A: Pupil premium strategy plan

Statement of intent

Monkwick Junior School is committed to providing the best possible education for all of our children. We have high aspirations and expectations for all of our pupils and we believe that no child should be left behind. This includes making appropriate provision for pupils who belong to disadvantaged or vulnerable groups. Our staff strive to overcome barriers to learning for pupils and give every individual the best possible chance of success.

The purpose of the Pupil Premium is to target support to diminish the difference (in attainment and progress) between pupils who receive pupil premium and those that do not receive Pupil Premium funding. When making decisions about using Pupil Premium funding we have considered the context of our school and the subsequent challenges faced. Research conducted by EEF has been used to support decisions around the usefulness of different strategies and their value for money.

Challenges

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

Challenge number	Detail of challenge
1	<p>Poverty and hunger:</p> <ul style="list-style-type: none"> ● Not eating breakfast before school/ having a snack ● Low-income families struggle to financially support educational trips, visitors and clubs ● Low-income families are less aware of cultural trips and visits in the local area and struggle to financially support these.
2	<p>Attendance and punctuality:</p> <ul style="list-style-type: none"> ● Gaps in learning ● PPG attendance is lower than Non PPG
3	<p>Behaviour and attitudes towards learning (Metacognition):</p> <ul style="list-style-type: none"> ● Some children are passive in lessons ● Children lack confidence when talking about their learning ● Weak recall of knowledge
4	<p>Weak communication skills:</p> <ul style="list-style-type: none"> ● Speech and language difficulties ● Limited knowledge of tier 2 vocabulary ● Reading not as fluent
5	<p>Parental Engagement</p> <ul style="list-style-type: none"> ● A proportion do not engage with their child's learning ● A proportion are not aware of how to provide support ● Fewer children read at home with an adult as they go up through the school
6	<p>Complex Family Situations</p> <ul style="list-style-type: none"> ● Trauma ● SEMH needs ● High mobility

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
Improve quality first teaching through coaching and lesson study	<p>Increased number of good lessons observed</p> <p>Outcomes for Pupil Premium children improves so that the difference between pupil premium children and all children is diminished.</p> <p>Diminish the difference in progress and attainment for Pupil Premium Pupils against all children Nationally.</p>
Support reading by early intervention and support	<p>Increase in reading age scores</p> <p>Reading age closer to chronological age</p> <p>Increase in fluency scale scores</p> <p>Increased number of children able to access age-related content on Lexia</p>
Motivate and encourage pupils to read good quality children's books	<p>Improved pupil perception results</p> <p>Improved number of children reading regularly at home.</p>
Improve times table recall and application	<p>Increased number of children pass the multiplication check</p> <p>Improvement in Times Table Rockstars results</p> <p>Improvement in multiplication arithmetic questions</p>
Close the gap between PPG and NonPPG attendance	<p>Whole school attendance, and PPG, is in line with National %</p> <p>PPG attendance is close to National (96%)</p> <p>Reduce 1.93% gap between PPG and NonPPG attendance</p> <p>Reduce children arriving late to school</p> <p>Persistent absentees supported to improve attendance by Attendance Officer and Attendance Solutions</p> <p>SEMH needs are supported</p>
To develop cultural capital and breath of experiences for disadvantaged children that they would not otherwise have been able to – supporting learning	<p>Children are able to engage in a range of trips and visits that are in addition to the curriculum (Advantage Curriculum)</p> <p>Children are able to engage in trips and visits linked to their curriculum learning</p>
To support pupils with social and emotional needs to break down barriers to learning	<p>Improved behaviour of focus children</p> <p>Improved outcomes of focus children</p>
Develop learning behaviours and metacognition	<p>Improved outcomes</p> <p>Improved pupil book study conversations</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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT led coaching and lesson study	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Sutton Trust – quality first teaching has a direct impact on student outcomes.</p> <p>Training and supporting highly qualified teachers deliver targeted support.</p>	2, 3, 4
Supported planning and PPA	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Sutton Trust – quality first teaching has a direct impact on student outcomes.</p> <p>Training and supporting highly qualified teachers deliver targeted support.</p>	2, 3, 4
Additional subject leader support, CPD and release time	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Sutton Trust – quality first teaching has a direct impact on student outcomes.</p> <p>Training and supporting highly qualified teachers deliver targeted support.</p>	3, 4
Developing learning behaviours and Metacognition CPD	<p>EEF - Metacognition - The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p>	3

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading fluency and comprehension 1:1 support	<p>EEF - Improving Literacy in KS2 Reading Recommendations</p> <p>EEF - T+L Toolkit - One to One Tuition - On average, one to one tuition is very effective at improving pupil outcomes. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons</p>	2, 4
Targeted Maths - Times table recall 1:1 and small groups	<p>EEF - T+L Toolkit - One to One Tuition - On average, one to one tuition is very effective at improving pupil outcomes. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons</p> <p>EEF - T+L Toolkit - Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p>	2, 3
Phonics and Lexia Interventions 1:1 and small groups	<p>EEF - T+L Toolkit - One to One Tuition - On average, one to one tuition is very effective at improving pupil outcomes. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons</p> <p>EEF - T+L Toolkit - Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p>	4

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

Budgeted cost: £65,522

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funded breakfast club places for PPG children	Previous attendance evidence and improved punctuality of target PPG children	1, 2
Monitor and support attendance	DfE - The Link Between Absence and Attainment - overall absence had a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome	2
Reward improved and good attendance	DfE - The Link Between Absence and Attainment - overall absence had a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome	2
Increase reading at home by supporting parental routines	EEF - Working with parents to support children's learning recommendations - established link between home learning and performance at school	4, 5
Partially fund trips and visits, including Adding Advantage curriculum	EEF Arts Participation - Approaches can have a positive impact on academic outcomes in other areas of the curriculum. Increased attendance of trips by PPG children.	1
Play Therapist for target children	EEF – social and emotional learning – improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.	6
Pastoral support in each year group	EEF – social and emotional learning – improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment. EEF - Behavioural Interventions	6

Total budgeted cost: £165,522

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.

Expected Outcome:	Action:	Impact
<p>To ensure quality first teaching across the school improves outcomes for Pupil Premium children so that the difference between pupil premium children and all children is diminished.</p>	<p>A member of SLT to support weekly overviews in PPA. DTP OTP OTAP term 2 and 3. High quality CPD training for all staff: Teachers to attend OTP course. LSAs to attend OTAP courses. SLT member to complete NPQSL. Middle Leader to complete NPQSL – projects linked to PPG / disadvantaged.</p>	<p>Consistent lessons taught across each year group.</p> <p>Increased number of positive lesson observations in the summer term compared to the spring and autumn term.</p> <p>Smaller gap between PPG and Non in many curriculum assessments e.g Year 6 Science Autumn1 -8% Spring2 -1% Year 6 History Autumn -13% Spring -3% Year 4 Geography Autumn -5% Summer -2%</p>
<p>To diminish the difference in progress and attainment for Pupil Premium Pupils against all children Nationally.</p>	<p>Targeted catch-up sessions for pupils, who have missed periods of in-school learning, to be run by teaching staff and SLT. Targeted revision groups in Year 6 to be run by SLT and additional teacher. CGP books/resources to support KS2 outcomes. Targeted support for pupils identified in data analysis.</p>	<p>2021 KS2 Data Whole cohort 49% PPG combined 31% (38% PPG only) Non combined 68% (When in KS1 42% gap PPG/Non, now 37%)</p> <p>Year 6 boosters led by teacher: 7/12 children who received additional reading support achieved the expected standard (from WTS) in their end of year assessment.</p> <p>7/13 children who received additional maths support achieved the expected standard (from WTS) in their end of year assessment. A further 7 children increased their scaled score by 7 points to close the gap towards this.</p> <p>Year 4 Multiplication Check: PPG Pass Rate 15/32 46.9% (up from 15.6%) Non Pass Rate 16/27 59.3%</p>

<p>To provide a good start to the day both nutritionally and ensuring pupils are on time for the start of the school day.</p>	<p>To support Morning Club and allow for identified Pupil Premium children to attend free of charge. Resources and games led by supporting adults. Support attendance.</p>	<p>Breakfast club was able to continue for PPG children by invitation to maintain bubbles and distancing.</p>
<p>To ensure that the whole school attendance, and PPG, is in line with National %</p>	<p>Attendance officer to monitor attendance and directly tackle and improve poor attendance of Pupil Premium children through: Attendance meetings with parents. Phone calls and home visits undertaken.</p> <p>To arrange all SAM's meetings including those with the EWO. Positive interventions at school such as half termly attendance certificates, linked to full week of no late arrival at school. Prizes for improved attendance. Prizes for 100% attendance over periods of time.</p>	<p>Attendance and the monitoring of this was undertaken by our attendance officer.</p> <p>Attendance for PPG was 94.88%, Non 96.81% (without school closure period).</p>
<p>To support parents to manage behaviour and routines at home.</p>	<p>Individual Family Support Worker to support parents 1:1 and through workshops. Provide access to other services including family breakdown and crisis. Support with accessing home learning.</p>	<p>Phone calls made by staff during school closure to support vulnerable PPG children and families. Office staff also assisted with accessing vouchers and emotional wellbeing support. Pastoral staff based in class to support entry to school and provide emotional support.</p>
<p>To ensure pupils experiencing difficulties at home, which are affecting their learning, are supported with therapy/counselling that best meets their needs.</p>	<p>Therapist / Counselling Support available within the school day. Play therapy sessions available. Access to sensory sessions and resources to use in all class.</p>	<p>5 PPG pupils received play therapy sessions.</p> <p>1 child showed an improvement in behaviour. 2 children improved their self-regulation techniques. 2 children showed an improvement in articulating emotions. 2 children showed an improvement in their readiness to learn and made better than expected progress with their reading.</p> <p>New sensory resources allocated to children throughout the year. Reduction in children leaving the classroom to seek support and being able to regulate themselves.</p>

<p>To support pupils with social and emotional needs, as well as their families to break down barriers to learning – with the support of a learning mentor.</p>	<p>Learning Mentors to liaise with staff to best support pupils within social and emotional needs within the classroom. Every class to have an additional adult to help support with learning as well as social and emotional needs. Staff to liaise with HT, PPG Champion and SENCO. Additional sensory resources.</p>	<p>Over 50% of the regular caseload for Pastoral team are PPG pupils. The Learning Mentor supported class teachers and LSAs to provide social and emotional support within bubble classes and year groups.</p> <p>At least one additional adult was assigned to each class for the year. This led to a reduction in children leaving the classroom to seek support and enabled them to regulate themselves more independently.</p> <p>Additional sensory resources purchased supported children in class.</p>
<p>To support reading by early intervention and support</p>	<p>Lexia Reading programme (Core 5) for year 3 and 4 pupils. Lexia used to support less fluent readers in year 5 and 6. Invest in age-appropriate books at lower levels (ZPD) for all classes. 1:1 regular reading for less fluent readers 3 times a week. Phonics catch-up taught by an additional member of staff Targeted pre-reading sessions for less confident readers. Pre-teaching as required.</p>	<p>Phonics intervention led by a teacher. 6/12 children passed the phonics screening test. A further 5/12 scored 24+.</p> <p>PPG 1:1 additional reading support for target children and use of Lexia Core5. AR reading age increase over 10 months:</p> <p>Year 6 1 child +2years 3months 1 child +1year 11months 1 child +1year 9months 1 child +1year 6months 1 child +1year 4months 1 child +1year 4months 1 child +1year 3months 1 child + 1year 2 months 1 child + 1 year 1month</p> <p>Year 5 1 child + 2years 1 child + 1year 8months 1 child + 1year 4 months</p> <p>Year 4 1 child +2years 7months 1 child + 1year 11months 1 child + 1year 9months 1 child +1year 6months 1 child + 1year 3months</p> <p>Year 3 1 child +2years 1 child +1year 4months</p>

<p>To improve learning behaviours and language of learning for pupils across the school (Meta-cognition)</p>	<p>Online platform to reflect on learning and work. CPD on metacognition for new staff. CPD on speech and language support and resources. Purchase resources to support the ReflectEd project</p>	<p>Coaching and staff meetings focused on improving pupil talk. Pupil Book Study coaching and CPD.</p> <p>Increased pupil talk observed in lessons in the summer term.</p>
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<p>To motivate and encourage pupils to read good quality children's books.</p>	<p>Invest in recently-released books that include a wider range of cultures and backgrounds. To invest in high quality children's books for whole class reading (50 copies per year group). To invest in non-fiction books to meet changes in the school foundation curriculum. Book author visits and workshops (virtual events to meet guidance). Whole school book week to celebrate 'World Book Day'.</p>	<p>New books purchased and reading spine adapted to increase representation of backgrounds and cultures.</p> <p>Additional adult support to hear readers in classes. Reading was supported and encouraged during school closure with examples of teachers reading as well as links to well-known authors. World Book Day was celebrated remotely. Reading data and motivation was not negatively impacted by school closures.</p>
<p>To further support children to engage in active play on the playground at playtime and lunchtime.</p>	<p>Class sets of play equipment to be purchased. Resources purchased for class team games and active challenges. Adults engaged in leading games at break and lunch to support PPG pupils.</p>	<p>New class sets of playground equipment bought for break and lunch time. New wet break/lunch games bought for each class.</p> <p>Lunch time adults lead games with children.</p> <p>Reduction in playtime and lunchtime incidents and first reports of bullying across classes.</p>
<p>To develop cultural capital and breath of experiences for disadvantaged children.</p>	<p>Children undertake a program of events and experiences that are additional to the curriculum content. Provide opportunities for creative and community projects. Additional events and visitors. Each year group to engage in a different experience each half term.</p>	<p>The school contributed towards several experiences in the summer term:</p> <p>Y3 Layer Marney Trip Y3 Dance Workshop Visit Y4 Highwoods Country Park Trip Y4 Little Musketeers Visit Y5 Colchester Zoo Trip Y5 White Dragon Archery Visit Y6 Wildforest Nuclear Races Trip Y6 Athletics Day Visit Y6 Virtual Poetry Virtual Visit Y6 Crucial Crew Virtual Visit</p>

		Trips and visitors scheduled in the autumn and spring term were not booked due to COVID 19 restrictions and guidance.
To ensure that Pupil Premium children access experiences that they would not otherwise have been able to – supporting learning.	To support educational experiences in 2020/21 so that a percentage of the cost of each event is met by the school. Fund part of the year 6 week of experiences to enable PPG children to access these.	All children were able to attend a trip in the summer term and participate in a sporting activity led by a visitor to the school.

Externally provided programmes

Programme	Provider
Lexia Core5	Lexia Learning
Accelerated Reader	Renaissance Learning
Big Maths	Andrell Education