

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 | 230 |
| Proportion (%) of pupil premium eligible pupils | 47% |
| 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 Updated: December 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Rebecca McCutcheon |
| Pupil premium lead | Ashleigh Horsburgh |
| Governor / Trustee lead | Carol Carlsson Browne |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £144,025 |
| Recovery premium funding allocation this academic year | |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £1526 |
| 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 | £145,551 |

Part A: Pupil premium strategy plan

Statement of intent

Just under half of the pupils at Monkwick Junior School are disadvantaged. We are committed to providing the best possible education for all of our children. Monkwick Junior School has 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.

Quality first teaching is at the centre of our improvement strategy and it continues to be our main priority to improve outcomes for all children. Focused pastoral support also works alongside this aim to enable all children to engage with high-quality teaching. We strive to ensure that every child has access to a broad and balanced curriculum as well as providing additional opportunities through our 'Advantage Curriculum'.

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 | Poverty and hunger: <ul style="list-style-type: none"> Some children are not eating breakfast before school and do not have a snack at break. Pupil voice indicates that many children and their families are not aware of cultural trips and activities in the local/wider area and do not visit these locations outside of school time. |
| 2 | Attendance and punctuality: <ul style="list-style-type: none"> School data indicates that low attendance has had a negative impact on learning for some disadvantaged children. School data shows that PPG attendance is lower than Non PPG. |
| 3 | Behaviour and attitudes towards learning (Metacognition): <ul style="list-style-type: none"> Observations and pupil voice show that some children are passive in lessons and children lack confidence when talking about their learning. Observations, internal assessments and pupil voice show that all children have a weak recall of knowledge. |
| 4 | Weak literacy and communication skills: <ul style="list-style-type: none"> Internal data for reading and writing outcomes (2022) were lower than National. Observations and pupil voice indicate a limited knowledge of tier 2 and subject specific vocabulary for all children. School data shows that a disproportionate number of disadvantaged children are reading below the expected standard (56% of focus group) School data shows that a disproportionate number of disadvantaged children did not meet the KS1 phonics standard (50% of focus group) |
| 5 | Parental Engagement <ul style="list-style-type: none"> Internal monitoring shows that a proportion of parents do not engage with their child's learning and are not aware of how to provide support. School data indicates that fewer children read at home with an adult as they go up through the school. |
| 6 | Complex Family Situations <ul style="list-style-type: none"> 100% of the caseload for pastoral support is for disadvantaged children. Internal data show that a higher proportion of disadvantaged children struggle with self-regulation and making the right choices. Suspension periods disproportionately impact disadvantaged children. SEMH needs disproportionately impact disadvantaged children (74%) In-year mobility disproportionately impacts disadvantaged children. |

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

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: £50,000

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

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 | EEF - Improving Literacy in KS2 Reading Recommendations 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 | <u>2, 4</u> |
| Targeted Maths - Times table recall 1:1 and small groups | 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 EEF - T+L Toolkit - Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. | <u>2, 3</u> |
| Phonics and Lexia Interventions 1:1 and small groups | 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 EEF - T+L Toolkit - Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. | <u>4</u> |

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

Budgeted cost: £55,551

| 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 | <u>1, 2</u> |
| Improve 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 | <u>2</u> |
| 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 | <u>4, 5</u> |
| Provide a broad range of 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 | 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 | <u>6</u> |

Total budgeted cost: £145,551

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. This forms part of our three year strategy plan.

| Expected Outcome: | Action: | Impact |
|--|---|--|
| Improve quality first teaching through coaching and lesson study | SLT coaching and lesson study sessions SLT supporting in PPA Live coaching of teaching Additional subject leader monitoring time | Increased number of good lessons observed over the academic year. 'Good' Ofsted grading June 2022. Previously RI. <i>"There are plenty of opportunities for pupils to revisit knowledge and apply skills as they move up through the year groups. Teachers also ensure that pupils make connections between what they are learning in different subjects. This helps pupils build a secure understanding of new concepts."</i> |
| Support reading by early intervention and support | Regular monitoring Phonics training for new staff Phonics 1:1 interventions Phonics small group interventions Praise and rewards for reading at home Use of Lexia in year 3 and 4 Lexia used to support less fluent readers in year 5 and 6. Age-appropriate books at lower levels (ZPD) for all classes bought. 1:1 regular reading for less fluent readers 3 times a week. Targeted pre-reading sessions for less confident readers. Pre-teaching of fluency and reading skills | Improved reading fluency scale scores for all focus children. 20/32 (62.5%) children with fluency scores of concern made progress which moved them out of this category. Year 3 children not at the expected standard for phonics reduced from 17 to 6. Year 4 children not at the expected standard for phonics reduced from 6 to 1. Improving reading data: end of summer year 5 2022 - 47.5% scaled score 100+ |
| Motivate and encourage pupils to read good quality children's books | New books bought for class libraries ZPD labelling of all school reading books Non-fiction books linked to curriculum units bought Letters sent home to promote reading Praise and rewards for regular reading Books given as gifts and prizes. 'Book of Hopes' bought for each class to encourage reading texts by unfamiliar authors. | All children are able to access books at their phonics or ZPD level in their classroom. Regular reading at home increased from 17% to 46%. Increased number of children receiving termly certificates for regular reading at home: 41 to 102 |

| | | |
|---|--|--|
| Improve times table recall and application | Times Tables Rockstars used in year 3 and 4. | Times table practice and monitoring now starts on entry into year 3. Increased time needed in year 4 to improve results. |
| Close the gap between PPG and NonPPG attendance | Free breakfast club for PPG children Free fruit available at break time Games and activities run during breakfast club to encourage attendance Monitoring by attendance officer Attendance meetings with parents Phone calls and home visits undertaken Positive interventions at school: half termly attendance certificates, linked to a full week of no late arrival at school. Prizes for improved attendance. Prizes for 100% attendance over periods of time. | Break time fruit regularly accessed by 7 children. Breakfast club attended by 40% PPG children. Family with previous persistent lateness attend the club daily. 2021-2022 Non PPG 94.7% PPG 90.8% Difference 3.9% Three PPG children who had a part time timetable had a negative impact on this. |
| To develop cultural capital and breath of experiences for disadvantaged children that they would not otherwise have been able to – supporting learning | Percentage of all trips paid for. Half termly trips or experiences for each year group. | No child was unable to attend a trip/experience due to cost. Children participated in new, enriching experiences. Some are listed below: Y6 Paddle boarding and kayaking Y5 Skiing Y6 Kidzania Y4 Audley End Historical House Y3 World Dance Workshop |
| To support pupils with social and emotional needs to break down barriers to learning | Learning Mentor to liaise with staff to best support pupils within social and emotional needs within the classroom. Every class had an additional adult to help support with learning as well as social and emotional needs. Staff liaised with HT, PPG Champion and SENCO. Play therapy sessions Additional sensory resources. | Reduction in the number of children having more than one Red Zone 4 consequence (4 children in autumn to 1 child in summer) |
| Develop learning behaviours and metacognition | Pupil Book Study training attended and shared with staff. Pupil book studies completed for each curriculum subject. | Metacognition moved away from being a separate subject to being embedded within each area of the curriculum. Improved confidence seen in pupil book studies when discussing learning. |

Externally provided programmes

| Programme | Provider |
|--------------------|----------------------|
| Lexia Core5 | Lexia Learning |
| Accelerated Reader | Renaissance Learning |