

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	Monkwick Junior School
Number of pupils in school	233
Proportion (%) of pupil premium eligible pupils	49.4%
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 December 2023
Date on which it will be reviewed	July 2024
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	£162,966
Recovery premium funding allocation this academic year	£16,385
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£610
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	£179,961

Part A: Pupil premium strategy plan

Statement of intent

Working together to deliver opportunity and excellence in education for every child – all day, every day, every person

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. Our school and trust values aim to promote these high expectations: integrity, passion, aspiration, resilience, accountability and respect.

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	<p>Poverty and hunger:</p> <ul style="list-style-type: none"> Some children are not eating breakfast before school/do not have a snack at break and can find it challenging to focus on learning when they are hungry. 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. This has a negative impact on prior knowledge and making links with learning.
2	<p>Attendance and punctuality:</p> <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	<p>Behaviour and attitudes towards learning (Metacognition):</p> <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	<p>Weak literacy and communication skills:</p> <ul style="list-style-type: none"> Internal data for reading and writing outcomes were lower than National (2023) and KS2 data was also below this standard. 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 (>50% 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	<p>Parental Engagement</p> <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	<p>Complex Family Situations</p> <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 (87.5%) 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	KS2 data is closer to National 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 Improved number of children reading regularly at home
Support oracy through speech and language support	Improved Language Link results Increased talk and active participation in lessons
Improve times table recall and application	Increased number of children pass the multiplication check Improvement in internal multiplication 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 average Reduce gap between PPG and NonPPG attendance Reduce children arriving late to school Persistent absentees supported to improve attendance by Attendance Officer and outside agencies Attendance improves for children with SEMH needs
To develop cultural capital and breath 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 develop positive learning behaviours	Improved behaviour of focus children Improved outcomes of focus children Improved pupil perception

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: £63,500

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> <p>Ordinarily Available Teaching Framework</p>	<u>2, 3, 4</u>
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>	<u>2, 3, 4</u>
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>	<u>3, 4</u>

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

Budgeted cost: £58,961

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>	<u>2, 4</u>
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>	<u>2, 3</u>
Phonics and Speech and Language small groups and 1:1	<p>EEF - Oral language interventions Very high impact for very low cost based on extensive evidence</p> <p>EEF - Phonics has a positive impact overall (+5 months) with very extensive evidence</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> <p>EEF - T+L Toolkit - Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p>	<u>4</u>
Developing learning behaviours and Metacognition	<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>	<u>3</u>

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

Budgeted cost: £57,500

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: 'Attendance is Achievement' focus - Contacting and supporting parents - Identifying and addressing barriers - Praising good and improved 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 Developing an inclusive attendance strategy to support	<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 Subsidised trips	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.	<u>1</u>
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.	<u>6</u>
Pastoral/behaviour support Focus children supported 1:1 and in small groups. Regulation and metacognition skills	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: £179,961

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 2022 to 2023 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	2022: "Good' Ofsted grading June (previously RI) Improved 2023 KS2 data: Reading - 59% Writing - 63% Maths - 53% Combined increased to 44% Although still below National, all outcomes have risen significantly from 2022. Increased number of good lessons observed over the 2023 academic year.
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 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. Improved KS2 2023 reading data: 59%
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. 2022-23: Regular reading at home increased from 17% to 46%. Increased number of children receiving termly certificates for regular reading at home: 41 to 102 2023: Weekly reading assemblies share extracts of books and hand out to classes. Increased diversity in book so all children are represented in what they read (noted in pupil perceptions)

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 10 children. Breakfast club attended by 50% PPG children. Family with previous persistent lateness attend the club daily. 2022-2023 Non PPG 95.5% PPG 91.1% Difference 4.4%
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
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
Spelling Shed	EdShed