

Pupil premium strategy statement 2021- 2024

This statement details of Monkwrays Junior School's use of pupil premium (and recovery premium for the 2022 to 2023 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	Monkwrays Junior School
Number of pupils in school	107
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Danielle Willis Headteacher
Pupil premium lead	Naomi Johnston SLT
Governor / Trustee lead	Alana Brown-Telfer Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,385
Recovery premium funding allocation this academic year	£6815
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	£75,200

Part A: Pupil premium strategy plan

Statement of intent

At Monkway Junior School our ultimate objectives for the Pupil Premium Strategy are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all pupils in school to make accelerated progress to ensure they are working meeting national expectations.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- ✓ To give all children a thirst for lifelong learning to assist them in the wider world.

Aims

- ✓ Ensuring that all children receive high quality teaching and learning opportunities across the curriculum that meet their needs.
- ✓ Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed through challenge and high quality intervention.
- ✓ Ensuring that there is provision for wider strategies to address the holistic and educational needs of the children in school that benefit everyone and in particular those in vulnerable or disadvantaged groups.

Key Principles

- When making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged and through strategic planning we set out to use the Pupil Premium funding to benefit all children where appropriate.
- We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We plan to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has identified as being disadvantaged.
- We will adapt a whole school approach in which all staff are involved in raising the expectations of what can be achieved by children who are disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	From assessments, observations by staff and discussions with pupils it has been identified that there is a weakness in vocabulary understanding and application across the curriculum. This is a whole school issue which forms part of the school development plan.
2	Assessments and staff discussions have identified a reading attainment gap between disadvantaged and non-disadvantaged groups which has impacted progress across the curriculum.
3	Pupil surveys, discussions with parents and staff have identified an increased need for Social, Emotional and Mental Health support for 30 pupils of which 20 are in the disadvantaged group. These challenges have particularly affected their attainment and progress since the return to school after the partial closures.
4	Our assessments including the wellbeing survey carried out Summer Term 2023 identified that children will benefit from the wider opportunities offered to enhance the curriculum such as trips, visits and visitors.
5	Our observations and record keeping during the partial school closures have identified that some disadvantaged children have been impacted to a greater extent than their peers. Through assessments we have identified significant knowledge gaps and the need for individual and group interventions to help children make 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
To improve the oracy and vocabulary for all children in school with a particular focus on the disadvantaged group.	Observation, formative assessment and book scrutiny will evidence improved use of vocabulary across the curriculum.
To achieve and sustain accelerated progress in reading for disadvantaged children.	To achieve progress scores in line with the national average for disadvantaged children in Reading. To ensure that all disadvantaged children entering Year 3 who have not passed the Y1 phonics reach the expected standard by the end of the year. Children will develop a love of reading. They will regularly read to an adult at home and an adult in school

To embed high quality intervention to help the disadvantaged group make continued progress in maths.	To achieve progress scores in line with national averages for disadvantaged children in Maths.
To improve teaching of spelling and punctuation in writing to help the disadvantaged group make accelerated progress in writing.	To achieve progress scores in line with national averages for disadvantaged children Writing.
To prioritise and sustain improved mental health and well-being interventions to support vulnerable students.	<p>Sustained high levels of wellbeing will be shown by:</p> <p>An increase in the number of disadvantaged children engaging with the wider life in school.</p> <p>Attendance continuing to remain high because children are happy coming to school -</p> <p>Pupil voice surveys, parent surveys and teacher observations will report that a greater proportion of disadvantaged children are happy and safe in school.</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: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Ongoing staff CPD using National College, peer group network and Staff meetings to improve pedagogical knowledge and meta cognition strategies.</i>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>We have identified a need to support subject leaders enhance their pedagogical subject knowledge in order to support staff and improve the teaching, learning and progression in their subject.</p> <p>Meta cognition and self-regulation (+7months)</p>	1 4
<i>Implement and embed the changes from the new reading framework to further develop reading for pleasure and oracy skills.</i>	<p>Teacher assessment in Summer Term 2023 identified 33% of disadvantaged children working below age related expectations compared with 13% of non-disadvantaged children.</p> <p>EEF toolkit- oracy intervention (+6 months)</p>	1 2

<i>Introduction of RWI Spelling programme. A structured spelling programme for all children to improve the teaching of spelling.</i>	<p>Summer Term 2023- 21% of non- disadvantaged children are working below age related expectations with 39% of disadvantaged children working below age related expectations.</p> <p>Discussions with teachers and analysis of assessments identified spelling as an area of development when looking at writing attainment in school.</p> <p>EEF toolkit- Phonics (+5 months)</p>	2
<i>White Rose materials, purchased to improve the teaching of Mathematics across school.</i>	<p>Teacher assessment in Summer Term 2023 identified 15% of disadvantaged children working below age related expectations compared with 6% of non-disadvantaged children.</p> <p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p>	5
<i>SENCO without full time class teaching commitment to deliver CPD to TAs to enhance provision for all pupils.</i>	<p>EEF guide to pupil premium- tiered approach- high quality teaching has the biggest impact on pupil achievement.</p> <p>EEF toolkit- Teaching Assistant intervention (+4 months)</p>	2

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SENCO without full time teaching commitment and ELSA in order to deliver high quality intervention sessions based on the needs of varied groups of children.</i>	EEF toolkit- small group tuition (+4months)	1 2 5
<i>Catch Up Literacy and Numeracy sessions to be delivered by SENCO and trained TAs on a 1-1 basis. (Catch UP programme)</i>	<p>Teacher assessment and observation identified children who needed 1-1 support to catch up to their peers and make accelerated progress to ensure they are working at age related expectations.</p> <p>EEF toolkit- Teaching Assistant intervention (+4 months)</p>	1 2

<i>RWI sessions to run for those children with gaps in phonics or who did not pass the Y1 phonics screening.</i>	Reading lead has worked closely with our feeder infant school to identify those children who did not pass their phonics check or struggle with their phonics to ensure that there is a seamless transition using the same materials and methods of teaching systematic synthetic phonics. EEF toolkit- Phonics (+5 months)	1 2
<i>Small group and 1:1 well-being sessions to be delivered by ELSA.</i>	https://www.elsanetwork.org/elsa-network/other-research/ EEF toolkit- Social and Emotional Learning (+4 months) EEF toolkit- Behaviour interventions (+3months)	3 5
<i>Nurture group to be delivered 3 days a week to Year 5 children by SENCO and ELSA.</i> <i>Nurture group training for SENCO.</i>	https://www.nurtureuk.org/what-we-do/research-and-evidence/impact-and-evidence/eef-toolkit-and-nurture-groups EEF toolkit- Social and Emotional Learning (+4 months) EEF toolkit- Behaviour interventions (+3months)	3 5

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

Budgeted cost: £ 38,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral care team to lead Nurture group, social and emotional groups and wellbeing sessions for individuals/groups across school.</i>	https://www.nurtureuk.org/what-we-do/research-and-evidence/impact-and-evidence/eef-toolkit-and-nurture-groups https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Extensive evidence from the EFF and EEF toolkit- Social and Emotional Learning (+4 months)	3 5
<i>ELSA training for TA</i>	https://www.elsanetwork.org/elsa-network/other-research/ EEF toolkit- Social and Emotional Learning (+4 months)	3 5
<i>SLT teacher to lead attendance with time out of class (1/2 a day)</i>	Turning the Page on Poverty resource- identifies that reducing stigma around poverty can have a positive impact on pupil achievement and life outcomes.	1 2

<p><i>a week) Improving attendance and readiness to learn for the most disadvantaged pupils.</i></p> <p><i>2 TAs employed to run breakfast club.</i></p>	<p>https://cpag.org.uk/policy-and-campaigns/report/turning-page-poverty-new-resource-teachers-and-school-staff</p> <p>Discussions with parents and staff observations found that for a group of PP children readiness to learn was significantly improved through the settling in time during breakfast club. This therefore was ensuring a smoother transition from home to school for those children.</p> <p>EEF toolkit- Homework (+5 months)</p> <p>EEF toolkit- Social and Emotional Learning (+4 months)</p>	
<p><i>Subsidised iPad hire available for all children so they can access remote learning materials and homework activities.</i></p>	<p>Staff observations during periods of partial school closure identified a small cluster of children struggling to engage with homework due to technology issues. Evidence of this was recorded in our weekly log during the partial school closure.</p> <p>EEF toolkit- Homework (+5 months)</p>	5
<p><i>Instrumental tuition after school for disadvantaged children to be provided for those who wish to take part.</i></p>	<p>EEF toolkit- Arts Participation (+3months)</p>	4
<p><i>School trips, visits and extra curricular activities to be subsidised to allow access for all children</i></p>	<p>Turning the Page on Poverty resource- identifies that reducing stigma around poverty can have a positive impact on pupil achievement and life outcomes.</p> <p>https://cpag.org.uk/policy-and-campaigns/report/turning-page-poverty-new-resource-teachers-and-school-staff</p> <p>EEF toolkit- Social and Emotional Learning (+4 months)</p>	4 5

Total budgeted cost: £78,420

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 2022-2023 academic year.

Attainment

The percentage of PP children working at or above age related expectations at the end of 2022-2023 was slightly higher than in September 2022. These results are based on Teacher assessment. However, we realised this is significantly below our expectations for disadvantaged children and evidences our focus on accelerated progress in RWM is evident in our current strategy.

% of children making at least expected progress

July 2023

Maths- +80%

Reading- +75%

Writing- +75%

Attendance

Overall attendance for 2022-2023 was 94.29% with PP attendance 93% (-1.29%).

In the year 2021-2022, overall attendance was 93.66% with PP attendance 92.8%

Overall attendance increased slightly and PP attendance both increased in line with whole school attendance.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
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P4C	SAPERRE
Catch up Literacy and Numeracy	Catch Up (Caxton Trust)
White Rose Tutoring	White Rose

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We did not have any service pupil premium last year.
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Our pupil premium strategy will be supplemented by the following activities that are not being funded by the pupil premium or recovery premium.

- Mental health wellbeing for staff, pupils and the wider community has been a priority for school throughout this strategy. The development of a pastoral team including SENDCO and PP Champion has meant a targeted approach to supporting the holistic development of pupils. Work with Barnados, Time to Share, Targetted Youth Support and Social prescribers has positively impacted many pupils and their families.
- The headteacher in school is a trained Poverty Proofing auditor and has worked closely with Children North East and the disadvantage team at Cumberland Council. We strive to ensure that poverty proof our school day to allow all children but particularly those from disadvantaged backgrounds are able to have full access to the broad and balanced curriculum that is on offer at school. We are focussed on ensuring that children can focus on their learning, achieve their full potential and enjoy school regardless of their home financial situation.
- In school, we use funding to provide a free tuck shop for all children at break times where they receive a substantial snack and drink. We understand the effect of hunger on children's ability to learn and have found a positive impact on readiness to learn.,
- School successfully secured sponsorship/funding from Greggs to provide a free breakfast club for all children in school. Autumn 2023 attendance is around 50 children with 40% PP.
- All after school activities are free and allow children to have access to sports, musical tuition, Lego competitions and UDance.
- We have good parental engagement with the use of Class Dojo and ParentApp to regularly keep in touch with parents regarding concerns or successes.
- Whilst attendance for our disadvantaged groups remains consistent, we are focussed on clear communication with parents and our attendance panel meetings have led to successful improvements in attendance for some vulnerable and disadvantaged children. Having a member of the SLT be a PP champion and attendance lead has impacted attendance and allowed close monitoring and intervention to reduce persistent absence.
- We are currently working with the WELL project in West Cumbria- a 3 year programme focussed on raising the attainment of disadvantaged children and have taken part in the 'Making the difference for disadvantage' programme. In 2021, we had Philosophy for Children training for all staff funded by the project and we aim to embed this practise over the course of this strategy to further improve the vocabulary and oracy skills of all children in school.

The 2022 funding was used towards reading resources and intervention packages.

3 members of staff have taken part in training funded by WELL to improve metacognition and self regulation.

WELL has funded one TA to become ELSA trained in Autumn 2023.

- In 2022-2023, 6 children (3 of which are PP) who received tutoring through the National Tutoring programme. This was delivered by White Rose Tutoring.
In Autumn 2023, 15 children (8 of which are PP) have had access to twice weekly White Rose Tutoring sessions for maths.

