

# **Monkfield Park Primary School**

## **Report on strategies for supporting children entitled to Pupil Premium funding for the academic year 2014 to 2015**

### **CONTEXT**

Monkfield Park Primary School is a large two form entry school with capacity for 420 children in the new settlement of Cambourne, Cambridgeshire. An extended school facility with a pre-school nursery which provides care and education for children aged two to eleven years is run by the governing body. The population of Cambourne has grown to over 8,000 people since the school was opened in 1999 with 5 children and is expected to reach 10,000 residents when building is complete.

The largest group of pupils is of White British heritage (69%) with the second largest group being any other Asian or Asian British background (13.5%) which is above the national average of 7.4% according to the ONS information. 15% of children speak English as an additional language, which is in line with the national average. There are 26 languages spoken in the school and this figure has now stabilised.

The proportion of pupils known to be eligible for free school meals or Ever6 is lower than the national average at 16%. The proportion of pupils who have special educational needs and/or disabilities is below the national average and, for the school, stands at 10%. The nature of the catchment area is masked by the IDACI rating which still does not give a true picture of the community due to its continued rapid expansion, with plans for yet further expansion.

### **Achievements**

We have worked extremely hard to improve our provision over the past two years. A summary of some of the improvements and achievements are listed below:

- At its last inspection the school was judged as 'good'. This has been achieved through implementing raising attainment plans, a rigorous appraisal system and a robust plan for monitoring teaching, learning and assessment across the school.
- The school was voted 'Cambridgeshire Primary School of the Year' for 2015 by the Cambridge Evening News.
- The raising attainment plans undertaken by the school have been used by the Local Authority as an exemplar model for other schools.
- Rising school roll.

- Since 2013, our Key Stage 1, Key Stage 2 and Reception data has shown a rising trend and the inspection for the school in February 2015 described the school as *'having improved rapidly and demonstrating the capacity to continue to improve'*.
- Improved support for disadvantaged children through focused, personalised intervention programmes. *'The learning of disadvantaged pupils who are eligible for additional funding has been boosted considerably over the last two years. They receive specific teaching in very small groups so that any gaps in their knowledge and skills are identified and filled quickly.'* (Ofsted 2015).
- Improved support for higher attaining pupils through collaborative maths and language projects with both local and independent secondary schools.
- Introduction of Assertive mentoring so that every child knows where they are and the next steps they need to take to improve further.
- Increased numbers of children taking on posts of responsibility in school.
- Increased numbers of iPads available for intervention work and times tables practice.
- Development of middle leaders in driving school improvement. *'Middle leaders are enthusiastic about improving provision and progress in the areas they manage. They are clear about how this will be achieved and have already made a positive difference over the last two years.'* (Ofsted 2015)
- Increase in the number and range of after school clubs offered.
- Achieving the Science Mark (Bronze).
- Improvement in the teaching of PE through the support of a specialist teacher.
- Increased numbers of volunteer readers working with the school.

In addition we continue to be relentless in our drive for continual improvement and to make Monkfield Park an outstanding centre for learning. We are an active member of the Network CB23 cluster of schools, which provide support and challenge for each other. We welcome challenge as a positive way to develop standards in our school and our policy of openness encourages involvement by all members of our local and wider community.

#### OBJECTIVES OF PUPIL PREMIUM SPENDING

At Monkfield Park we have high aspirations for every child and believe passionately that all children have an equal entitlement to acquire a wide range of skills and abilities; develop their imagination and creativity; and expand their thirst for learning. Social disadvantage should not be a barrier to learning and using the pupil premium funding we are working to reduce these barriers, accelerate progress and maximise attainment in order to ensure that all children have the same life choices and are able to realise their full potential. Monkfield Park offers many levels of

support for children in addition to those detailed below, which are specifically aimed at the children on roll who receive Pupil Premium funding.

#### NUMBER OF PUPILS AND PUPIL PREMIUM FUNDING RECEIVED


Number of pupils on roll	404
Number of pupils eligible for Pupil Premium Funding	70
Percentage of school (rounded)	17%
<b>Total Pupil Premium funding received</b>	<b>£84, 648.67</b>

<b>Academic Year 2014 - 2015</b>	<b>Total Funding Received</b>
September 2014 to March 2015 (7/12)	£46,448.67
April 2015 to August 2015 (5/12)	£38,200
<b>September 2014 to August 2015</b>	<b>£84,648.67</b>

#### RECORD OF PUPIL PREMIUM SPENDING FOR THE ACADEMIC YEAR 2014 – 2015

<b>Provision</b>	<b>Cost</b>	<b>Objective</b>	<b>Impact</b>																								
<p><b>Pupil Premium Champion</b> The Pupil premium Champion is a qualified teacher who is employed to work specifically with children eligible for Pupil Premium funding.</p> <p>As an accredited Numbers Counts teacher, she is able to carry out diagnostic assessments. She also provides focused support in reading and writing for individual children.</p> <p>In addition she runs a weekly</p>	<b>£34,890.55</b>	<p>To accelerate progress through a programme of personalised support and high quality interventions.</p> <p>To identify barriers to learning in maths and English and deliver high quality support and interventions to narrow these attainment gaps.</p> <p>To support those children who have</p>	<p>The attainment gap continues to narrow for children eligible for Pupil Premium funding. These children are making accelerated progress and in many year groups have made greater progress than their peers. The green shaded areas this.</p> <p>Gap in APS</p> <table> <tr> <th></th><th>R</th><th>W</th><th>M</th></tr> <tr> <td>Y1</td><td>+0.54</td><td>+2.37</td><td>-0.75</td></tr> <tr> <td>Y2</td><td>+1.51</td><td>+1.41</td><td>+0.32</td></tr> <tr> <td>Y3</td><td>-0.42</td><td>-0.2</td><td>-0.64</td></tr> <tr> <td>Y4</td><td>+1.37</td><td>-0.14</td><td>-0.39</td></tr> <tr> <td>Y5</td><td>-0.4</td><td>+0.02</td><td>+1.22</td></tr> </table>		R	W	M	Y1	+0.54	+2.37	-0.75	Y2	+1.51	+1.41	+0.32	Y3	-0.42	-0.2	-0.64	Y4	+1.37	-0.14	-0.39	Y5	-0.4	+0.02	+1.22
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homework club and study skills sessions for children in KS2.		limited learning support at home.	<table border="1"> <tr> <td>Y6</td><td>-1.33</td><td>+1.05</td><td>+0.7</td></tr> </table>	Y6	-1.33	+1.05	+0.7								
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<b>Teacher Support for Year 4 Maths and Literacy.</b> Additional teachers have been deployed within the classroom to provide support for small groups of children. Additional teacher support in Literacy sessions in Year 4 and 5 (60 minutes daily). Support is differentiated and focused on spelling, punctuation and grammar. Additional teacher support in Maths sessions in Year 4 and Year 5 (60 minutes daily).	<b>£2,110.02</b>	To support children eligible for Pupil Premium funding and children from other vulnerable groups in order to close the attainment gap in writing and maths.	In Year 4 children in receipt of pupil Premium funding made better progress than their peers in reading and have narrowed the gap in writing and maths. In Year 5 children in receipt of pupil Premium funding made better progress than their peers in writing and maths and continue to narrow the gap in reading. Gap in APS <table border="1"> <tr> <td></td><td>R</td><td>W</td><td>M</td></tr> <tr> <td>Y4</td><td>+1.37</td><td>-0.14</td><td>-0.39</td></tr> <tr> <td>Y5</td><td>-0.4</td><td>+0.02</td><td>+1.22</td></tr> </table>		R	W	M	Y4	+1.37	-0.14	-0.39	Y5	-0.4	+0.02	+1.22
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<b>Booster Groups</b> Children in Year 6 received a weekly 60 minute support session for 20 weeks, run by the Director for Pupil Achievement.	<b>£5,484.72</b>	To accelerate progress for children identified in Year 5 as not on track to achieve Level 4 in reading and writing at the end of KS2	The three year trend in value added shows that the gap is closing for disadvantaged pupils from a Value Added Score of 96.8 in 2013 to 99.4 in 2015 which is now in line with the national figure.												
<b>Easter and Summer Revision School</b> The Year 6 teachers and the Deputy Headteacher ran a three day revision school during the Easter holidays.  Prior to entering Year 6 the children attended a short course in the summer holidays to provide them with pre-learning opportunities.		To avoid children in Year 6 losing momentum during the school holiday and provide learning support in maths, reading, SPAG and writing.	Children attending revision schools made: Maths average of 4.2 points progress. L4+ = 81.8% Reading – average of 4 points progress L4+ 92% L5+ = 15.3% Writing average of 4 points progress L4+= 77% SPAG L4+77% L5+38.5%												
<b>Small group Tuition Maths</b> Children identified in the Year 5 end of year assessments as not on track to achieve Level 4 in maths at the end of KS2 received support from a weekly 60 minute tuition session over a period of 20 weeks. Children were taught individually or in pairs.	<b>£5,012.15</b>	To close the attainment gap in maths by maximising learning time.	Children receiving small group tuition in maths made an average of 5 points progress. Attainment at L4+ = 87%.												

<p><b>Read Write Inc.</b> Teaching staff and Teaching Assistants have been trained in the delivery of this dynamic phonics programme which takes place daily across KS1.</p>	<p><b>£2,379.43</b></p>	<p>To accelerate the acquisition of phonics skills and close the attainment gap in reading and writing in KS1.</p>	<p>100% of disadvantaged children (8 pupils) passed the KS1 phonics check (national 66%).</p> 
<p><b>Teaching Assistant Led Interventions:</b></p> <p>Project Code X Rapid Writing Dynamo Maths Success@arithmetic 1<sup>st</sup> class@number2 (KS2) 1stclass@number (KS1)</p>	<p><b>£3,211.47</b></p>	<p>To narrow the attainment gap for the maximum number of children through targeted, high quality interventions for reading, writing and maths.</p>	<p>Progress is carefully monitored throughout these programmes. Accurate baseline assessments are established and exit data is analysed on completion of the programmes. Children completing 10 weeks of the Numbers Count Intervention programme made on average between 11 and 12 months progress. 1<sup>st</sup> class@number interventions made an average of 11 to 12 months progress. Children made an average of 3.3 points progress in writing over one term through the Rapid Writing programme.</p>
<p><b>Assessment</b> We monitor the progress of children closely and robustly using the Assertive Mentoring programme. These assessments inform our teacher assessments which are shared and discussed each term in moderation meetings and with the Deputy Headteacher in Pupil Progress meetings. As part of the Assertive Mentoring system the children are fully informed about their progress and identify the next steps in their learning in consultation with their class teacher.</p>	<p><b>£9,950.37</b></p>	<p>To set clear targets for children.</p> <p>To use data analysis to track progress.</p> <p>To identify next steps in learning for every child.</p>	<p>Children are aware of their progress and know what they need to do next to improve. They are fully engaged with their learning and have become increasingly reflective and motivated to challenge themselves.</p>
<p><b>Monitoring</b> The Deputy Headteacher monitors the progress of those</p>	<p><b>£1,438.48</b></p>	<p>To inform teaching, monitor the impact of interventions and</p>	<p>Through robust and systematic monitoring we are challenging under achievement at the</p>

children eligible for Pupil Premium funding, carries out observations works closely with the Pupil Premium Champion to design personalised programmes of support for learning.

challenge underachievement.

earliest possible stage. Staff are better informed and the analysis and more detailed discussions held around the data has led to earlier intervention and support for children in danger of under achieving. In KS1 the attainment gap has begun to narrow markedly as a result with Pupil Premium children outperforming their peers nationally in all areas.

KS1 APS

	School	Nat	Diff
<b>R</b>	17.2	15.2	+2
<b>W</b>	16.1	14.0	+2.1
<b>M</b>	16.6	15.1	+1.5

#### **I Pads and Educational Software**

A set of iPads is available for use in the classroom to support children's learning.

**£5,140.50**

To support learning and provide alternative methods for recording, planning and writing.

The i Pads are being used extensively in small group work to enable children to carry out research, provide alternative methods for recording, for planning work and for use during intervention groups. Clicker 6 software has been installed on classroom computers and laptops to provide scaffolds and support for writing.

#### **Residential trips**

Y6 residential to PGL, Caythorpe Court.

Y4 residential to Burwell House

Children are fully funded to enable them to participate in these important enrichment activities.

**£2,667**

To extend experiences, build confidence, self-esteem and independence.

To provide opportunities to develop team working skills.

Children had the opportunity to challenge themselves in an unfamiliar context, developing their levels of stamina and perseverance; building confidence, increasing self-esteem and embedding team building skills. This was very important in preparing the Year 6 pupils for the transition to secondary school.

**Educational and Enrichment Visits**

Children are not charged for these visits.

**£2099.65**

To extend children's field of knowledge, understanding and appreciation of the world.

Visits have included:  
A trip to the theatre for children in KS1 to see a production of a literary text to improve children's writing, a World War 11 re-enactment day and a visit to the Science Museum in London.

**KS1 Outcomes- APS**

	School	Nat	Diff
W	16.1	14.0	+2.1
R	17.2	15.2	+2

**Extra-Curricular Clubs**

Children are funded to attend a wide range of after school clubs. These provide opportunities to participate in sporting, science and creative activities.

**£409.50**

To develop important social and inter-personnel skills and increasing self-esteem and confidence through learning new skills.

In parent questionnaires the extra-curricular club provision is rated highly and parent's frequently request further provision. Children report that they feel more confident and enjoy the range of activities on offer. Currently children can access yoga, dance, drama, art, the choir, cooking, 'Change for Life', girls' and boys' football and multi sports clubs.

**Breakfast and After School Club**

Funded places are offered at the discretion of the Headteacher based on individual need and circumstances. The Care and learning Centre provides early morning care from 8am to 9am and after school care from 3.30 to 6 pm. Places are also offered to disadvantaged children through the school holidays

**£2,009.45**

To provide support for working families, improve attendance and develop inter-personnel skills.

Children receive breakfast ensuring that they are ready to learn.  
Families with attendance and/or lateness issues have been supported to ensure their children are in school on time. Some children have received respite from difficult family circumstances via this facility. Other children have been provided with the opportunity to complete homework activities.  
Attendance and punctuality for the children who have attended breakfast club has improved which in turn has impacted upon whole school attendance which is now

<b>Intervention Space</b> The school has insufficient space to allow intervention programmes to be delivered to the maximum number of children. A fund has been established to facilitate the building of an additional intervention room.	<b>£7,845.38</b>	To provide an extra learning space to maximise the impact of intervention programmes.	This is a vitally important project if we are to continue to offer support and intervention programmes for Pupil Premium children.
<b>TOTAL</b>	<b>£76,803.29</b>		

<b>Total Pupil Premium Funding Received</b>	<b>£84,648.67</b>
<b>Total expenditure</b>	<b>£76,803.29</b>
<b>Total remaining</b>	<b>£7,845.38</b>

## END OF KEY STAGE OUTCOMES – ARRAINMENT AND PROGRESS

### 2015 End of KS1 Outcomes for Children Entitled to Pupil Premium Funding

Analysis of the data for children in Year 2 demonstrates that the provision we have put in place to support disadvantaged children through the Pupil Premium funding is having the desired impact. Children eligible for Pupil premium funding out performed their peers nationally in all areas.

Total number of children – 9

<b>Subject</b>	<b>School APS</b>	<b>National APS</b>	<b>Difference</b>
<b>Reading</b>	17.2	15.2	+2
<b>Writing</b>	16.1	14.0	+2.1
<b>Maths</b>	16.6	15.1	+1.5
<b>All core subjects</b>	16.6	14.8	+1.8



## 2015 End of KS2 Outcomes for Children Entitled to Pupil Premium Funding

Total number of children – 9

Subject	% at Level 4+	% at Level 5+	% Making at least 2 levels of progress
Reading (TA)	77%	22%	89%
Reading (Test)	67%	11%	78%
Reading National	80%	34%	88%
Writing (TA)	78%	11%	89%
Writing National	79%	22%	92%
SPAG	78%	44%	-
SPAG National	71%	43%	-
Maths (TA)	56%	22%	89%
Maths (Test)	56%	11%	78%
Maths National	80%	28%	86%
English and Maths	44%	11%	-
English and Maths National	70%	13%	-