

# Monkfield Park Primary School

## Report on the impact of strategies for supporting children entitled to Pupil Premium funding for the academic year 2019 to 2020

### CONTEXT

Monkfield Park Primary School is a large two-form entry school with capacity for 420 children in the new town of Cambourne, Cambridgeshire. An extended school facility with a pre-school and nursery, providing care and education for children aged two to eleven years, is also run by the governing body. The population of Cambourne was listed as 8,186 in the 2011 census but is now estimated to have risen to 11,920 with residents occupying over 4,318 homes. In 2019 the school was 20 years old having opened in 1999 with just 5 children.

The number of children classified as being from Black and Minority Ethnic backgrounds is 23%. The largest group of pupils is of White British heritage (64.3%) and the second largest group is pupils of Asian origin at 13.5%, which is reflective of national characteristics. Pupils of White Non-British background now make up 9.5% of the school population which again reflects the national picture (7.8%).

21.7% of children speak English as an additional language, which is in line with the national average of 21.2%. There are 29 different languages spoken in the school.

The proportion of pupils known to be eligible for free school meals or Ever6 is slightly below the national average at 17.6%, although this number is increasing. One child is also eligible for Pupil Premium Plus funding. The proportion of pupils who have special educational needs and/or disabilities is slightly below the national average and, for the school, stands at 10.2%, with 1.5% of children having an Educational, Health and Care Plan (EHCP) which is in line with the national average. 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 to the west of the current town.

### Achievements

We have continued to work 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 in November 2018 the school was judged as 'good'. This has been achieved through implementing a rigorous appraisal system and a robust plan for monitoring teaching, learning and assessment across the school.
- Key Stage 1, Key Stage 2 and Reception data has continued to remain broadly in line or above local and national expectations. Following a whole school

focus on improving outcomes in writing, the Ofsted inspection in November 2018 noted that, *'The standards pupils attain in writing are high. Pupils' attainment in writing at the end of key stage 1 and key stage 2 and the proportion of children assessed as being at the expected level in writing at the end the early years have consistently been above the national average'*.

However, the lockdown of 2020 has resulted in children losing stamina for sustained writing and this will be a focus moving forward.

- Following a dip in Reading results in 2019, the school priorities have focused on reading comprehension and the acquisition of higher level reading skills
- Targeted support for disadvantaged children through focused, personalised intervention programmes.
- Improved support for higher attaining pupils through collaborative maths and language projects with both local and independent secondary schools.
- Embedding of Assertive Mentoring so that every child is clear about their attainment and progress and knows the next steps they need to take in their learning 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. *'Leaders and teachers work very effectively as a team to achieve improvement priorities that have been identified through accurate self-evaluation.'* (Ofsted 2018)
- Increase in the number and range of after school clubs offered.
- Achieving the Science Mark (Gold) and the Eco Mark (Silver).
- Improvement in the teaching of PE through the support of a specialist teacher.
- Increased provision of weekly counselling sessions for children who have experienced significant trauma.
- Increased numbers of volunteer readers working with the school. Unfortunately, this could not continue through lockdown.
- Increased opportunities for parental engagement through lockdown via the Seesaw learning platform and Microsoft Teams and Zoom.
- Increased opportunities for children to be involved in creative projects e.g. the SAW project.

In addition, we continue to be relentless in our drive for accelerated improvement and to make Monkfield Park an outstanding centre for learning. We are an active member of the Network CB23 cluster of schools, which provides 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 never 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.

<b>NUMBER OF PUPILS AND PUPIL PREMIUM FUNDING RECEIVED</b>	
Number of pupils on roll	384
Number of pupils eligible for Pupil Premium Funding	78
Percentage of school (rounded)	20%
<b>Total Pupil Premium funding received</b>	<b>£91,540</b>

<b>Academic Year 2019 – 2020</b>	<b>Total Funding Received</b>
September 2019 to March 2020(7/12)	£53,515
April 2020 to August 2020 (5/12)	£38,025
<b>September 2019 to August 2020</b>	<b>£ 91,540</b>

Following the national lockdown in March 2020 the government took the decision to cancel all statutory assessments scheduled for the summer term of 2020. Consequently, the data used in this report is the published data for the academic year 2018/19.

<b>Number of Year 6 children eligible for Pupil premium funding in 2018– 19 = 11</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>
% PP children achieving expected standard in reading	45%	61%	44.4%
% PP children achieving expected standard in writing	91%	72%	55.6%
% PP children achieving expected standard in maths	73%	61%	66.7%

Progress score for Year 6 children eligible for Pupil premium funding	2019	2018	2017
Progress score for PP children in reading (average scaled score -1.7 to 6.5)	-3.1 National -0.6	-2.36 National 0.31	2.4 National 0.3
Progress score for PP children in writing (average scaled score 0.6 to 8.4)	1.9 National -0.5	0.64 National 0.24	4.5 National 0.2
Progress score for PP children in maths (average scaled score 0.6 to 8.4)	-3.6 National -0.7	- National	- National

Comparison with children not eligible for Pupil Premium Funding at the end of KS2						
	2017		2018		2019	
	% achieving age related expectations		% achieving age related expectations		% achieving age related expectations	
	PP children	Non PP children	PP children	Non PP children	PP children	Non PP children
Reading	44.4%	75.5%	61%	81%	45%	65%
Writing	55.6%	87.8%	72%	83%	91%	87%
Maths	66.7%	87.8%	61%	85%	73%	87%
English and Maths combined	44.4%	71.4%	44%	72%	46%	65%

## RECORD OF PUPIL PREMIUM SPENDING FOR THE ACADEMIC YEAR 2019– 2020

Provision	Cost	Objective	Impact				
<b>Pupil Premium Champion and Pupil Premium Teaching Assistants</b> The Pupil Premium Champion works specifically with children eligible for Pupil Premium funding, overseeing provision for these children, providing support for staff and teaching small, targeted groups of children through a variety of methods. In addition, the PP champion works with the Director for Pupil Achievement to track children's progress closely and to identify ways to accelerate their progress.  Through a programme of targeted personalised support,	£70313.60	To accelerate progress through a programme of personalised support and high quality interventions.  To identify barriers to learning in maths and English and deliver high quality support and interventions to narrow these attainment gaps.  To support those children who have limited learning support at home.	Increasing numbers of children working with the Pupil Premium Champion are making progress in line with their non-pupil premium peers. Throughout the lockdowns of the Spring and Summer term 2020, the Pupil Premium Champion continued to deliver high quality, personalised interventions via Microsoft Teams and the Seesaw learning platform. The green shaded areas in the table indicate where PP children have made greater progress than their non-PP peers.  Progress Gap July 2020 <table> <tr> <td></td><td>R</td><td>W</td><td>M</td></tr> </table>		R	W	M
	R	W	M				

the teaching assistants provide high quality interventions to support those children who are eligible for PP funding and have limited learning support at home. These interventions have included Project Code X, 1:1 Read Write Inc., Expanded Rehearsal technique, and personalised maths interventions designed in conjunction with the class teachers and Pupil Premium Champion.		To narrow the attainment gap for the maximum number of children through targeted, high quality interventions in reading, writing and maths.	<table border="1"> <tr><td>Y1</td><td>-0.4</td><td>-0.2</td><td>-0.3</td></tr> <tr><td>Y2</td><td>0</td><td>+0.9</td><td>-1.2</td></tr> <tr><td>Y3</td><td>+0.4</td><td>-1.5</td><td>+0.3</td></tr> <tr><td>Y4</td><td>-0.4</td><td>-0.9</td><td>-0.8</td></tr> <tr><td>Y5</td><td>-1.2</td><td>0</td><td>0</td></tr> <tr><td>Y6</td><td>0</td><td>+0.1</td><td>+0.1</td></tr> </table> <p>Progress is monitored closely throughout all intervention programmes. Accurate baseline assessments are established and exit data is analysed on completion of the programmes. The national lockdown in 2020 and the requirements for a number of staff to shield led to a disruption in the intervention programmes. Our data shows that this had a direct impact on the children and progress slowed.</p>	Y1	-0.4	-0.2	-0.3	Y2	0	+0.9	-1.2	Y3	+0.4	-1.5	+0.3	Y4	-0.4	-0.9	-0.8	Y5	-1.2	0	0	Y6	0	+0.1	+0.1
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<b>Staff Development and Training</b> The Director for Professional Development is released from her teaching commitment for one day each week by a regular supply teacher who is known to the children. During this time, she works with NQTs and members of staff across the school who have been identified as requiring support in providing targeted support for children entitled to Pupil Premium funding. She carries out observations, models lessons and carries out team teaching to improve practice and provision. In addition, she coaches staff to improve their planning and differentiation for vulnerable groups of children and has worked to improve marking, feedback and moderation practices.	<b>£2261.63</b>	To narrow the attainment gap for the maximum number of children through targeted, high quality support for staff to promote improved pedagogical practice and provide the highest quality teaching and learning.	<p>Analysis of lesson observations prior to lockdown for the Autumn and Spring terms showed that 100% of lessons observed by the Senior Leadership Team were good with 50% of these being graded as outstanding. The emphasis has been on raising standards by embedding good practice, as well as ensuring key messages and approaches that promote progress and attainment are sustained and developed.</p>																								

<p><b>Small group tuition</b></p> <p>Children in Year 6 received a weekly 60 minute support session in maths from Third Space Learning.</p> <p>Year 1 children receive extra support in phonics twice weekly from a member of the KS1 teaching staff. The planned weekly Phonics Breakfast Club in the Spring and Summer terms could not take place</p>	<p><b>£3,781.00</b></p>	<p>To accelerate progress for children identified as not on track to be working at the expected level in maths at the end of KS2.</p> <p>To ensure identified children are secure in their phonics knowledge.</p>	<p>The number of disadvantaged children working at expected levels in Maths at the end of Year 5 in July 2019 was 30.76% with 7.69% working at greater depth. Following online tuition throughout the Autumn term of 2019 and part of the Spring term of 2020, Teacher Assessments at the end of Year 6 show that this figure had increased to 63.63% working at the expected level and 18.18% working at greater depth. Although this indicates a decrease from the previous year, the baseline levels were lower and the tuition programme was significantly disrupted by the national lockdown.</p> <p>The National Screening Check for phonics will take place in the Autumn term of 2020 following cancellation due to the national lockdown.</p>
<p><b>Booster Groups</b></p> <p>Children eligible for Pupil Premium funding, identified in the end of Year 5 assessments as not on track to be working at the expected level in reading and writing, received additional support in the form of a weekly 60-minute tuition session. Prior to the lockdown, children were taught in small groups of approximately 6 by the Headteacher and Deputy Headteacher.</p>	<p><b>£0</b></p>	<p>To close the attainment gap in reading and writing by maximising learning time.</p>	<p>At the end of Year 5 only 46.15% of disadvantaged children were working securely at age related expectations in reading, and 53.84% in writing. Following interventions and small group tuition, 73% of PP children were working at age related expectations in reading at the end of Key Stage 2, with 27.3% working at greater depth. In writing 53.84% were at age related expectations at the end of Year 5. This figure increased to 72.72% of disadvantaged children working at the expected standard at the end of Year 6 and 18.18% achieving greater depth.</p>

<p><b>Social, Emotional and Behaviour</b></p> <p>A significant number of children have social, emotional and behavioural barriers, which prevent them from making the academic progress that they are capable of. Teaching Assistants act as mentors to support these children throughout the school day.</p> <p>Some children who have experienced significant trauma receive weekly counselling from two Blue Smile Counsellors who work in school with the children.</p>	<p><b>£4,156.25</b></p>	<p>To enable children to develop strategies to improve their social interactions.</p> <p>To enable children to develop strategies to modify their behaviour.</p> <p>To help children to come to terms with significant trauma and move forward.</p>	<p>Blue Smile worked with 10 children during the academic year 2019 -20. 6 children were able to complete their therapy via remote, online sessions throughout the period of lockdown.</p> <p>62.9% of the children made accelerated progress of more than 3 SIMS progress points in reading, writing and maths. As a result, 75% were working at the expected level in reading, 50% in writing and 75% in maths at the end of the academic year. In addition, attendance significantly improved for 75% of the children. During the Autumn term, less time was spent dealing with behavioural issues, which disrupt the learning of a whole class.</p>
<p><b>Assessment and Target Setting</b></p> <p>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. Teachers are released from the classroom to hold these 1:1 meetings with the children.</p>	<p><b>£3,739.10</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. Feedback from children indicates they feel more engaged with their learning and have become increasingly reflective and motivated to challenge themselves. Despite the lockdown, Teacher Assessments for the end of KS2 show that children eligible for Pupil Premium Funding made progress in line with their peers: Maths (PP = +3.72, Non PP = +3.71) Reading (PP = +3.45, Non PP = +3.27) Writing (PP = +3.0, Non PP = +2.89)</p> <p>Increasing numbers of children are making progress in line with their peers, which is increasing their drive to further improve their work. Teachers report that disadvantaged children are more aspirational in their</p>

			mentoring discussions and have the desire to do succeed.																																
<b>Monitoring</b> The Deputy Headteacher monitors the progress of those children eligible for Pupil Premium funding, carries out observations and works closely with the Pupil Premium Champion to design personalised programmes of support for learning.	£0	To inform teaching, monitor the impact of interventions and challenge underachievement.	<p>Through robust and systematic monitoring we are challenging under achievement at the earliest possible stage. Staff are better informed and the analysis and more detailed discussions held around the data have led to earlier intervention and support for children in danger of under achieving. Lockdown caused significant disruption to the learning, progress and attainment of all the children. Monitoring and moderation has continued, to identify the children who will require immediate support in the next academic year and focus areas as the KS1 data now shows that lockdown has led to an increasing disparity between the disadvantaged children and their peers which will need to be addressed with some urgency in the coming academic year.</p> <p>KS1</p> <table border="1"> <tr> <th></th><th>PP</th><th>School</th><th>Nat 19</th></tr> <tr> <td><b>R</b></td><td>55%</td><td>75%</td><td>76%</td></tr> <tr> <td><b>W</b></td><td>46%</td><td>71%</td><td>68%</td></tr> <tr> <td><b>M</b></td><td>27%</td><td>76%</td><td>75%</td></tr> </table> <p>KS2</p> <table border="1"> <tr> <th></th><th>PP</th><th>School</th><th>Nat 19</th></tr> <tr> <td><b>R</b></td><td>83.3%</td><td>91.5%</td><td>73%</td></tr> <tr> <td><b>W</b></td><td>75%</td><td>81.4%</td><td>78%</td></tr> <tr> <td><b>M</b></td><td>68%</td><td>83%</td><td>79%</td></tr> </table>		PP	School	Nat 19	<b>R</b>	55%	75%	76%	<b>W</b>	46%	71%	68%	<b>M</b>	27%	76%	75%		PP	School	Nat 19	<b>R</b>	83.3%	91.5%	73%	<b>W</b>	75%	81.4%	78%	<b>M</b>	68%	83%	79%
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<b>Equipment to support learning</b> A set of iPads is available for use in the classroom to support children's learning. Children have access to specialist computer programs, which support learning e.g. Clicker 6, Mathletics, Dynamo Maths, Abacus and Maths Whizz.	£2,768.32	To support learning and provide alternative methods for recording, planning and writing.	The iPads 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																																



Children also have access to child friendly dictaphones and other recording devices to support children in their writing.			installed on classroom computers and laptops to provide scaffolds and support for writing.
<b>Residential trips</b> 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.	£0	To extend experiences, build confidence, self-esteem and independence.  To provide opportunities to develop team working skills.	Unfortunately, the Covid-19 pandemic and national lockdown resulted in the residential trips that were to take place in the Summer term of 2020 being cancelled. We believe these extended visits are very important for children as they provide the opportunity for: <ul style="list-style-type: none"> <li>• personal challenge in an unfamiliar context,</li> <li>• the development of stamina and perseverance;</li> <li>• building confidence,</li> <li>• increasing self-esteem</li> <li>• developing leadership skills,</li> <li>• embedding team-building skills.</li> </ul> This is very important in preparing the Year 6 pupils for the transition to secondary school and providing enrichment activities for the Year 4 children.
<b>Educational Visits and Enrichment Activities</b> Children fully funded to participate in these visits.	£583.05	To extend children's field of knowledge, understanding and appreciation of the world.	Visits which took place in the Autumn term of 2019 and the Spring term of 2020 have included: <ul style="list-style-type: none"> <li>• The Tutankhamun exhibition, London</li> <li>• Huntingdon Cinema</li> <li>• Kings College Carol Service</li> <li>• Flag Fen, Bronze Age village</li> <li>• Pepys Library, Magdalene College</li> <li>• Woolsthorpe Manor.</li> </ul> Unfortunately, it was not possible to participate in the planned school visits for the remainder of the academic year due to the national lockdown.

<b>Extra-Curricular Clubs</b> Children are funded to attend a wide range of after school clubs. These provide opportunities to participate in sporting, science and creative activities.	<b>£525</b>	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, chess, the choir, gymnastics, street dance and akra; girls' and boys' football, tennis and multi sports clubs.
<b>Breakfast and After School Club</b> 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 offered to disadvantaged children through the school holidays. During SATs week the Year 6 children are given breakfast in school to enable teachers to prepare them emotionally for the tests.	<b>£1,239.00</b>	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 children are in school on time. Some children have received respite from difficult family circumstances via this facility during the school holiday period, which has had a significant impact on their mental health and wellbeing. Other children have been provided with the opportunity to complete homework activities with support from staff. Attendance and punctuality for the children who have attended breakfast club has improved which in turn has had an impact on whole school attendance.
<b>Daily Provision of Milk</b> Children are provided with milk each day.	<b>£225.06</b>	To encourage children to develop lifelong healthy eating and drinking habits as part of a healthy life style.	Healthy life style choices have a direct impact on improving academic attainment and progress. Children are healthy and well nourished.
<b>Counselling and Intervention Space</b> The school is desperately in need of a dedicated space where	<b>£1,947.99</b>	To provide an extra learning space to maximise the impact of intervention	This is a vitally important project if we are to continue to offer support and intervention programmes for Pupil Premium

counselling and intervention programmes can take place. With increasing numbers of children accessing this support each week, this has become a priority for the school. In previous years it has been possible to allocate some funding towards the building of a dedicated counselling and intervention room in the future.		programmes.	children. We currently do not have a suitable place where the counsellors are able to carry out their vital work with children. Currently the Deputy Head makes her office available, but this impacts on her role as she has to work in a corridor. With the growing need to support children who have experienced trauma as a result of the pandemic, the need for this space is urgent.
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<b>Total Pupil Premium Funding Received</b>	<b>£91, 540</b>
<b>Total expenditure</b>	<b>£91,540</b>

### **Planned Provision for 2020 - 2021**

Premium Funding we will continue to use the extra funding in the academic year 2020 -2021 to:

- continue to employ a Pupil Premium Champion to work with individuals and small groups of children to accelerate their learning through focused support;
- raise levels in Reading, Writing and Maths by providing extra adult support in classrooms;
- support and extend children's learning through challenging teaching, high expectations and robust target setting;
- continue to use assessment tools, teacher assessments and provision mapping to identify those children who require additional support to close gaps in their learning;
- use of focused interventions led by the Pupil Premium Champion and highly trained TAs to provide targeted support to boost progress and attainment;
- provide opportunities for children to widen their experiences;
- support children's emotional and social development through the provision of counselling sessions;
- provide places at the Care and Learning Centre for those children requiring before and after school care;
- continue the work on building strong, positive relationships with parents.