

Pupil premium strategy statement

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Monkfield Park Primary
Number of pupils in school	402
Proportion (%) of pupil premium eligible pupils	17.9% (currently 72 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25, 2025/2026 2026/2027
Date this statement was published	November 2024
Date current statement reviewed	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Annie Howell Headteacher
Pupil premium lead	A Howell, Headteacher K Major, Deputy Headteacher P Ray, Deputy Headteacher N Flack, Pupil Premium Champion
Governor / Trustee lead	Jane Crowden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125 , 340.08
Pupil premium funding carried forward from previous years	£41, 301.00
Total budget for this academic year	£166, 641.08

Part A: Pupil premium strategy plan

Statement of intent

We have high aspirations for all our pupils and are determined to provide an education that enables all to achieve academically and socially. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including those pupils who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. To meet identified needs, we provide personalised support to ensure they make the best academic, social and emotional progress they can. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through additional support from our Pupil Premium Champion and teaching assistant team.

Our approach will be responsive to common challenges and individual needs, rooted in continuous assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified and monitor progress
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Attainment & Progress: Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading, writing and maths than their peers. Assessment shows that levels of attainment as a vulnerable group are consistently lower than their non-disadvantaged peers. On entry assessments indicate disadvantaged pupils arrive below age-related expectations.

2	<p>Well-Being: Our assessments, observations and discussions with pupils and families have identified an increased need for support to address social and emotional needs.</p> <p>Teacher referrals for support remain relatively high, despite an increased range of in-house provision available (Blue Smile Counselling, mentoring and ELSA support). The need for referrals to external agency support continues to increase. In the academic year 2023-24, 43% of the children referred were eligible for Pupil Premium, indicating greater socioeconomic need, compared with the national average of 24.6%</p>
3	<p>Attendance: Our attendance data for 2023-24 indicates that attendance among disadvantaged pupils was 6.07% lower than for non-disadvantaged pupils.</p> <p>4.23% of disadvantaged pupils have been 'persistently absent' compared to 3.23% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p>Parental engagement and support: many parents find it difficult to engage with their child's learning and feel unable to support their children academically.</p>
5	<p>Representation of Disadvantaged Pupils: Whilst access to a range of extra-curricular activities has continued to improve, the representation of disadvantaged groups is disproportionate when compared to their peers.</p>

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
<p>Attainment & Progress: All disadvantaged children are challenged and supported in their academic learning, continue making good progress, and closing the attainment gap, with their non-disadvantaged peers in all areas of the curriculum</p>	<p>End of year data illustrates that the attainment gap is closing by a minimum of 5% in reading, writing and maths each year.</p>
<p>Well-Being: To achieve and sustain improved well-being for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from pupil voice, student and parent surveys, pre- and post-intervention assessment and teacher observations

<p>Attendance: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced from 6.07% (2023-24) • the percentage of all pupils who are persistently absent being below 3% and the figure among disadvantaged pupils being no more than 0.5% lower than their peers.
<p>Parental Engagement & Support: Increased numbers of parents of disadvantaged children engage with school events, to enhance their child's school experience</p>	<p>Increased parent engagement across the school by 2026-27 through:</p> <ul style="list-style-type: none"> • Increased attendance at Parent Workshops, held by Family Support Worker & SENCO. • Increased parent attendance at Parent's Evening with class teacher and/or PP Champion • Increased attendance at all parent information evenings
<p>Representation of Disadvantaged Pupils: To achieve and sustain proportionate representation of disadvantaged pupils across all aspects of school life.</p>	<p>Proportionate representation of disadvantaged groups across all wider school activities by 2026-27.</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: £100,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Employment of staff (including a Pupil Premium Champion teacher and Teaching Assistants) to support disadvantaged children</p>	<p>Targeted support based on data analysis delivered through a variety of methods both in and out of class. In addition the PP Champion will run a homework club and programmes of support for parents.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>PP Champion support for accessing educational opportunities including application for school councils and preparation for adulthood, including cooking.</p> <p>Life Skills Literature Review Education Endowment Foundation EEF</p> <p>Guidance from the EEF suggests the effective deployment of Support Staff is critical.</p> <p>£100,350</p>	<p>1,2,3,4,5,</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>1</p>

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

Budgeted cost: £14,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Academic mentoring. Release of class teachers to carry out mentoring, review of targets and</p>	<p>Teachers have Pupil Progress Meetings with each child. The teachers review targets and progress with each child and set their next learning goals. Pupil Voice</p>	<p>1,2,3</p>

identification of next steps for each child	surveys have provided evidence that this has a significant impact on children's progress and development. £6200	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support	Additional phonics support will be delivered by TAs on a 1:1 basis across the school day. Additionally, those who require further support will have targeted interventions delivered at a phonics breakfast club which takes place after school over a twelve week period: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,3,4,5
As a Blue Smile Partnership School, a team of therapists, student therapists and mentors support the social and emotional needs of our most vulnerable children.	Research on the links between social and emotional skills and disadvantaged backgrounds indicates this is a key priority. Children learn when they feel safe and happy. When parents feel supported they can help their children to learn. £8000	1,2,3,4,5
ELSA programme sessions for identified children	As suggested by EEF COVID-19 Support Guide for Schools Funding for ELSA resources £250	1,2,3

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

Budgeted cost: £26,700 & Contingency £25,141.08

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance for improving attendance This will include the Family Support Worker working in partnership with	The DfE's guidance on working together to improve school attendance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1,2,3,4,5

families to improve attendance		
Training for all staff in the Cambridgeshire Therapeutic Thinking Approach, and continuous development of CTT tutors.	<p>Guidance from EEF suggests there is a clear need for consistent and clear behaviour policies that promotes positive behaviour.</p> <p>£1500</p>	1,2,3,4,5
Financial support is offered to all disadvantaged families to ensure all pupils have equal access to educational opportunities (e.g. trips, music provision, wraparound care, visitors, after-school clubs, daily milk)	<p>Research indicates enriching education has intrinsic benefits and can directly improve pupils' attainment.</p> <p>As suggested by Gov.uk, it is important to support the consumption of dairy products by children from an early age in order to promote healthy eating habits and good nutritional health.</p> <p>£25,000</p>	1,2,3,4,5
To provide breakfast for all children during SATs week to ensure all children are in attendance and prepared for assessment.	<p>As suggested by EEF, offering pupils a free and nutritious meal before school can boost their reading, writing and maths attainment.</p> <p>£200</p>	1,2,3,5
Contingency fund for acute issues.	<p>We have identified a need to set aside an amount of funding to respond quickly to needs that have not yet been identified.</p> <p>£25,141.08</p>	1,2,3,4,5

Total budgeted cost: £166, 641.08

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Our internal assessments during 2023-24 illustrate that the **progress** made by our most disadvantaged pupils has improved in comparison to the 2022-23 assessments. In 2023-24, across all year groups, the progress made is in line with their non-disadvantaged peers, indicating the additional support in place is effective. Furthermore, the data indicates that the progress made by our disadvantaged children with SEND, is in line with their non-disadvantaged peers.

When tracking a cohort's progress from 2022-23 to 2023-24, the impact of targeted intervention is apparent in closing the **attainment** gap with peers in reading, writing and maths. Whole school data analysis indicates the gap between the attainment of disadvantaged pupils and their non-disadvantaged peers is closing.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including self-esteem, participation in enrichment activities, parental engagement and wellbeing.

As identified through our intended outcomes, we have continued to provide support for children with SEMH needs through Blue Smile Counselling, mentoring and through the ELSA programme. Post intervention analysis from pupils, parents and teacher ratify the progress pupils make through these interventions and the positive impact it is having on enabling them to feel secure and access the learning in school.

In addition to the content of the school's high quality curriculum, the cultural capital of our disadvantaged pupils has continued to improve the accessibility of a range of extra-curricular activities, funded through PP funding. This includes residential, music tuition, sports clubs and wrap around care as requested. Furthermore, disadvantaged children are encouraged to represent the school in a variety of inter-school events. Despite the progress made, the representation of disadvantaged groups is disproportionate. This will be an intended outcome focus for the Pupil Premium Strategy 2024 – 2027.

Based on all the information above, the performance of our disadvantaged pupils met expectations, as stated in the Intended Outcomes section in the 2023-24 Pupil Premium Strategy.

Our evaluation of the approaches delivered last academic year indicates that the early identification and support for disadvantaged pupils, with additional SEND needs, has impacted positively on outcomes for all children. Feedback from both teachers and the pupils has suggested the interventions provided in-house have been the most engaging and target the specific needs of the children. Through support from the Pupil Premium Champion and three allocated Teaching Assistants, a closely monitored programme of intervention support has taken place.

Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance Learning
Power Maths	Pearson
Read Write Inc. Phonics	Ruth Miskin

Service Pupil Premium Funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Our Service Pupil Premium fund was used to enable allocated pupils to access targeted support in core subjects and social and emotional well-being.
What was the impact of that spending on service pupil premium eligible pupils?	Progress was evidenced across all areas of the curriculum. Information is also shared with parents.