



Reception ↑



← Pupil Entrance

Monkwood
Primary
School

PUPIL PREMIUM STATEMENT

2021/22

MONKWOOD PRIMARY SCHOOL

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 01709 710310 **HEADTEACHER:** Ms K Sherburn



Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Monkwood Primary School
Number of pupils in school	438
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Kay Sherburn
Pupil premium lead	Kay Sherburn
Governor / Trustee lead	Hayley Odemis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186,955
Recovery premium funding allocation this academic year	£ 20,155
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	£207,110

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Grant is an allocation of additional funding provided to schools to support children who are vulnerable to possible underachievement. These include disadvantaged children, those who are Cared For (CLA) or who have previously been Cared For (Post CLA) by the Local Authority and those with parents in the Armed Forces. The aim is to raise the attainment of disadvantaged children of all abilities, including those who are already high attainers. *'For the toughest problems, there are no quick fixes. But used with care and commitment, the Pupil Premium is one of the best bets we have'. Sir Kevan Collins- EEF*

At Monkwood Primary School we have high expectations of, and aspirations for, all children. Our aim is to ensure that every child entitled to Pupil Premium (including FSM, CLA and Services children) receives the support he/she needs to:

- develop as confident, resilient, independent learners
- develop academic and social skills unlock & nurture talents (academic, creative, sporting etc) access the curriculum fully
- make good academic progress achieve high standards in all areas.

Our Pupil Premium Strategy identifies outcomes for children following assessment and observation and plans for support via three main principles:

- High Quality Teaching to ensure disadvantaged children are challenged
- Targeted Academic Support to intervene at the earliest points
- Wider School Strategies with a focus on removing barriers such as social and emotional needs and attendance

The Pupil Premium Statement incorporates plans for our Recovery Pupil Premium which will support children whose education has been worst affected as a result of school closures. This includes children who are non-disadvantaged. This policy outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedures for ensuring the funding is allocated correctly.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. The gap between those children officially considered as disadvantaged and those families who are 'just about managing' is

small. Therefore, many of our precise strategies can be used more globally to impact all children.

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit.

Challenges

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

Challenge number	Detail of challenge
1	Observation and Assessment in Foundation Stage highlights the lower levels of Language skills in terms of use of vocabulary, understanding and processing of language.
2	Teacher assessment indicates that as a result of partial school closures, there are gaps in children's phonic knowledge which is impacting upon reading and writing skills in KS1 and LKS2
3	Teacher assessment indicates that as a result of partial school closures, there are gaps in Mathematical understanding which is impacting upon overall achievement and attainment in KS2.
4	Teacher assessment and observation indicates that there has been a decline in the application of learned Writing skills.. This is impacting children's stamina and self-confidence. There is a risk that gaps widen in terms of attainment
5.	Observation and discussion with children and parents highlights the impact partial school closures have had on social and emotional wellbeing with a number of children displaying signs of high anxiety and incidents of challenging behaviours on return to school.
6.	Overall attendance is lower than in previous years. Discussion with parents and carers highlights the increased anxiety with regards to illness and school attendance.

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 language skills of children in FS and KS1.	Assessment and observation indicates improved oral language skills of children

	when engaged in adult led activities as well as in play situations. Improved comprehension displayed in reading activities.
To improve phonics knowledge and application of phonics skills.	Improved outcomes for children in KS1 as evidenced in greater number of children meeting the standard in the Phonics Screening Check.
To improve maths attainment for pupils at the end of KS2	Improved outcomes at end of KS2 with a greater number of children achieving the expected standard.
To improve the application of writing skills and strategies in order for pupils to sustain extended writing, with a increased stamina	Teacher assessment and observation indicates greater confidence of children in writing, leading to improved outcomes and a greater number of children achieving expected attainment
Reduce the gap between non PP and PP pupils achieving both expected and greater depth in Reading, Writing and Maths at the end of KS2	PP data from the end of KS2 shows an upward trend of PP pupils achieving expected and greater depth
To sustain improved wellbeing and emotional resilience of children across school.	Reduction in the number of incidents of challenging and disruptive behaviours in class and during less structured periods such as lunchtimes. Positive responses from children, parents and carers with regards to behaviour in school. Greater number of children and families accessing additional support for social, emotional and mental health needs.
To sustain improved attendance for all children.	Improved attendance overall. Significant reduction in the number of children who are persistently absent. Overall absence rates of disadvantaged children being in line with non-disadvantaged.

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: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics Programme (£3,500)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading	1
Release time for all staff to attend Phonics training in order to ensure consistency of approach across all Key Stages. (£2,000)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading	1, 2
Leadership time for English and Maths leads at attend CPD in order to ensure consistency of approach across all key stages	School development plans evidence impact	3, 4
Enhancement of our core teaching and curriculum planning. Teacher release time to embed key elements and work with subject lead	Knowledgeable staff able to identify, target and respond to specific needs	3, 4
Speech and Language Therapist to screen all children on entry and put bespoke programmes in place	Most children are working within the 22-36 month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to FS2. In KS1 and KS2 children are unlikely to use talk to connect ideas and explain what is happening chereently	1, 2
SENDCo additional time	% of disadvantaged children have significant SEND/ additional needs requiring high levels of care and intervention.	3, 4

Support from Trust SLE	Specific, targeted focused work to develop teaching and learning	2, 3, 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £86,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding to support individual speech and language programmes for identified children as advised by SALT	Programmes advised by speech and language therapists are proven to be successful in improving language skills of children	1
Additional phonics sessions for children who require further support	targeted phonics interventions have been shown to be effective	1, 2
Additional maths sessions for children who require further support	Mastery Learning has shown to have high impact on progress. Small group work is effective in targeting specific needs	3
1:1 prompt TA intervention for children who require further support	Targeted support is proven to have impact on progress and attainment	1, 2, 3, 4
CPD for support staff leading intervention: including phonics, language development and maths skills	Small group work is effective in targeting specific needs	2, 3, 4

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

Budgeted cost: £ 46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for Safeguarding and Early Help team	With the additional increase in Social Service involvement, it is essential that we know our children and can provide swift and effective support to them and their families	5, 6

Funding for counselling from With Me In Mind team	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life	5
Nurture sessions	Local and national evidence evidencing positive impact on behaviour and engagement	5
Staffing for breakfast club, supporting vulnerable families	Evidence that providing support can improve attendance and engagement	5, 6
Funding to provide resources, in particular uniform for vulnerable families	Evidence that providing support can improve wellbeing, attendance and engagement	6
Subsidised visits/ visitors/ after school clubs	Evidence that many pupils do not have access to activities which promote cultural capital	5

Total budgeted cost: £ 207,000

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.