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Monkwood  
Primary  
School

# PUPIL PREMIUM STRATEGY STATEMENT

2023/24

**MONKWOOD PRIMARY SCHOOL**

Estate Road, Rawmarsh, Rotherham, S62 7JD

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☎ 01709 710310 **HEADTEACHER:** Ms K Sherburn



# Pupil premium strategy statement- 2021-24

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 ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	September 2021
Date on which it will be reviewed	April 2024
Statement authorised by	Kay Sherburn
Pupil premium lead	Kay Sherburn
Governor / Trustee lead	Adam Dawson

## 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
<b>Total budget for this academic year</b> 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 and 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.

At Monkwood Primary, our pupils are at the heart of everything we do. We have aspiration and ambition for every pupil and strive to provide the very best opportunities to enable them to achieve success.

Our intention is that all pupils, irrespective of their background or the challenges they may face, are given every opportunity to make good progress and achieve high attainment across all areas of the curriculum.

The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by our vulnerable pupils and outline in this statement the activities planned to support their needs, regardless of whether they are disadvantaged or not.

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.

Our strategy will be responsive to common challenges and individual needs and based on robust diagnostic assessment of individual pupils and not assumptions about the impact of disadvantage. The approaches we have planned aim to enable pupils to excel. We will:

- Ensure disadvantaged pupils are challenged in the work they are set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

To achieve these aims we will provide:

- High quality first teaching and learning
- A range of evidence-based interventions to support the learning needs of pupils, including tutoring
- Targeted intervention which focuses on narrowing gaps and overcoming barriers, including support for high-achieving disadvantaged pupils
- Specialist support for speech and language development, particularly in EYFS and KS1
- Specialist behavioural support for pupils with social, emotional and mental health needs
- Extra-curricular activities and enrichment opportunities

## 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	Assessment, observations and discussions with pupils indicate that poorer oral language and vocabulary gaps are more apparent among disadvantaged pupils, particularly in EYFS and KS1.
3	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 Assessment, observations and discussions with pupils indicate that difficulties with phonics is more prevalent with disadvantaged pupils than their peers and this impacts negatively on Reading development.
4	Assessments indicate that Reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.

5	<p>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.</p> <p>Assessments indicate that Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p>
6	<p>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</p>
7	<p>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.</p>
8	<p>Overall attendance is lower than in previous years. Discussion with parents and carers highlights the increased anxiety with regards to illness and school attendance. Our attendance data over the past 2 years indicates that attendance among disadvantaged pupils has been lower than non-disadvantaged pupils. 2021/22 a greater percentage of disadvantaged pupils have been persistently absent compared to their peers. Our assessments and observations indicate that this also has a negative impact on pupil progress.</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
Improved oral language skills and use of vocabulary among disadvantaged pupils	Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident when triangulated with other evidence sources including engagement in lessons, work scrutiny and ongoing formative assessments.
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.
Improved Reading attainment among disadvantaged pupils	KS2 Reading outcomes in 2024/25 show that the percentage of disadvantaged pupils who achieve the Expected Standard is broadly in-line with non-disadvantaged pupils

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 an 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	
To achieve and sustain improved wellbeing for all pupils at Monkwood, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Increased participation in enrichment activities among disadvantaged pupils</li> <li>• Increased engagement in learning</li> <li>• Qualitative data from student voice, pupil and parent surveys, teaching observations</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being no lower than 4%</li> <li>• The attendance gap between disadvantaged and non disadvantaged pupils is reduced to 1%</li> <li>• The percentage of disadvantaged pupils who are persistently absent is below 5%</li> </ul>
To support SEND pupils in improving attainment and social and emotional outcomes	Assessments and observations indicate improved progress and qualitative data and case studies indicate high levels of inclusion.

## 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 (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	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 (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2
Leadership time for English and Maths leads to attend CPD in order to ensure consistency of approach across all key stages	Improved teacher knowledge and expertise has a direct impact on teaching and learning. <a href="#">TeachingandlearningToolkit/EEF educationendowmentfund.org.uk</a>	3, 4
Enhancement of our core teaching and curriculum planning. Teacher release time to embed key elements and work with subject lead	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: <a href="#">Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</a> The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	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 coherently	1, 2

SENDCo additional time	Disproportionate percentage of disadvantaged children have significant SEND/ additional needs requiring high levels of care and intervention.	3, 4
Support from Trust SLE	Improved teacher knowledge and expertise has a direct impact on teaching and learning. <a href="https://teachingandlearningtoolkit.eef.org.uk">TeachingandlearningToolkit/EEF educationendowmentfund.org.uk</a>	2, 3, 4

## 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 Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils of those falling behind. <a href="https://smallgrouptuitiontoolkitstrand.eef.org.uk">SmallGroupTuition/ToolkitStrand/EEF</a>	1
Additional phonics sessions for children who require further support	There is a strong evidence base indicating that phonic strategies have a positive impact on pupil progress, particularly for those from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered regularly over a period up to 12 weeks. <a href="https://phonics toolkitstrand.eef.org.uk">Phonics/ToolkitStrand/EEF educationendowmentfund.org.uk</a>	1, 2
Additional maths sessions for children who require further support	Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils of those falling behind. <a href="https://smallgrouptuitiontoolkitstrand.eef.org.uk">SmallGroupTuition/ToolkitStrand/EEF</a>	3
1:1 prompt TA intervention for children who require further support	Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils of those falling behind. <a href="https://smallgrouptuitiontoolkitstrand.eef.org.uk">SmallGroupTuition/ToolkitStrand/EEF</a>	1, 2, 3, 4
CPD for support staff leading intervention: including phonics,	Improved teacher knowledge and expertise has a direct impact on teaching and learning. <a href="https://teachingandlearningtoolkit.eef.org.uk">TeachingandlearningToolkit/EEF educationendowmentfund.org.uk</a>	2, 3, 4



language development and maths skills		
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## 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. <a href="#">SocialandEmotionalLearning/ToolkitStrand/EEF</a>	5
Therapeutic intervention for disadvantaged pupils who require support with mental health and wellbeing	Individual, targeted support to address social, emotional and behavioural issues which impact on learning. External provision for identified pupils. <a href="#">SocialandEmotionalLearning/ToolkitStrand/EEF</a>	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	These experiences have a significant impact on the social skills, self-esteem and confidence of our children and this has a positive impact on learning in the classroom.	5
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. Targeted support for pupils and families will be implemented to improve and sustain attendance. This will be provided by	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

our Early Help Lead Practitioner		
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**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 2021 to 2023 academic year.

Our internal assessments during 2020/21 indicated that the outcome of all pupils was lower and clearly learning had been disrupted, particularly for our disadvantaged pupils. Throughout school academic and wider development outcomes were in general below what was anticipated. Prior to this the school had successfully closed the gap with non disadvantaged pupils but unfortunately the outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were not fully realised.

Major successes were achieved in terms of providing emotional support during school closures and supporting home learning. Bespoke timetables and support was provided for children who struggled to return and reintegrate into school.

Attendance was still affected due to pandemic and self-isolation. This remains a focus.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country. This group of pupils made equally strong progress, but due to their low starting points they were not able to benefit fully to the degree that we intended. As this is a two year plan, there will be a progressive and determined start to the academic year 2022-23, to press forward with planned pupil premium funded improvements to teaching and targeted interventions

#### Outcomes 22/23

Year %	Reading		Writing		Maths	
	PP	ALL	PP	ALL	PP	ALL
1	45	85	45	85	55	93
2	44	71	32	63	44	69
3	53	52	41	46	53	59
4	48	79	24	62	40	80
5	48	79	48	82	48	70
6	57	88	50	81	50	76

End of year outcomes at Age Related Expectation demonstrate that progress continues to be significantly impacted as a result of disruption caused by school closure and periods of isolation. In some year groups, outcomes for Pupil Premium pupils were slightly lower than All pupils but broadly in-line in others: subjects also varied. Outcomes were generally cohort specific. Continued support through the Pupil Premium allocation enabled smaller staff/pupil ratio and staff support to ensure all pupils' needs to be addressed. Carefully targeted and timely interventions were a key feature of this approach.

#### Phonics and Early Reading

Year	Phonics	
	PP pupils	All pupils
1	54%	77%

Phonics and Early reading continued to be targeted throughout the year and was a key focus of work in EYFS and KS1. Pupils were targeted for additional support delivered in small groups. The Phonic Check was carried out in Summer 22 for all Y1 pupils and those in Y2 who did not pass in the previous year. Continued strong outcomes in Phonics were evident in the percentage of pupils who were at age expectation.

#### **EYFS Language and Communication**

EYFS		
	No. of Pupils in cohort	No. of Pupils GLD
EYFS Autumn 2021 on Track	57	28
EYFS Autumn 2021 on Track	57	34
EYFS Summer 2022 on Track	55	44

Pupils entering EYFS had starting points well below National and therefore the focus on developing Language and Communication continued to be a priority. Strategies to develop language and communication were embedded in all teaching and learning opportunities to address the increasingly low starting points

#### **Attendance**

Attendance	2022/23
Year 1	94%
Year 2	94%
Year 3	94%
Year 4	94%
Year 5	95%
Year 6	95%
Overall	94%

Leaders continued to monitor individual pupils to ensure good attendance, including attendance strategy meetings with parents. This has been a key priority following the pandemic. Attendance was lower than previous averages and will continue to be a focus.

#### **Social and Emotional Support**

An increased number of children were supported by our Nurture provision within school. The impact of the pandemic has been significant and more children have required additional social, emotional and mental health support.

## 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.*