



PUPIL PREMIUM STRATEGY STATEMENT: 2022 – 2023

This statement details our school’s use of the Pupil Premium and Recovery Premium funding for the 2022 to 2023 academic year, 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 the school.

School Overview:

Detail	Data
School name	Monkton Infants
Number of pupils in school	123
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers	2022 - 2023
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Mrs C Askwith Headteacher
Pupil Premium Lead	Mrs C Askwith Headteacher
Trustee Lead	Mr M Hodgson: Chair

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£92,795
Recovery Premium funding allocation this academic year	£9,860
Pupil Premium funding carried forward from previous years	£ 0
Total budget for this academic year	£102,655

Part A: Pupil Premium Strategy Plan

Statement of Intent:

The school has the following intentions with regards to its use of the Pupil Premium & Recovery Premium funding:

- To provide additional educational support to raise the achievement of disadvantaged pupils in all areas of the curriculum, but with a particular emphasis on Maths and English skills
- To narrow the gap between the educational achievement of these disadvantaged pupils and their peers
- To address underlying inequalities between pupils, as far as possible
- To make a significant impact on the education and lives of these pupils and their peers; as our intention is that all pupils, irrespective of background, make good progress and achieve to their full potential.
- High quality teaching and high expectations are at the heart of our approach, as evidence has shown that this has the greatest impact on narrowing the gap between disadvantaged pupils and their peers while also benefitting non-disadvantaged children.
- To ensure all children have access to high quality resources, including reading books, which are fit for purpose and matched to ability and individual need.

Our strategy is also integral to wider school plans for education recovery following the Covid 19 pandemic, notably in the targeted support for pupils whose education has been most adversely affected, including non-disadvantaged pupils. The challenges of vulnerable pupils, such as those with a social worker or young carers, will be included within this strategy, regardless of whether they are disadvantaged or not.

Our approach will be responsive to common challenges and individual needs, identified through stringent assessment and tracking of attainment. We will:

- ensure disadvantaged pupils are challenged in the work that they're 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

Challenges:

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

Challenge number	Detail of challenge
1	Assessments and observations show that children have poor oral language skills on entry to school – these have been exacerbated as a result of the disruption to

	education caused by the pandemic and the waiting time for Speech & Language therapy.
2	Assessments have indicated children have poor phonic skills which negatively affects their development as readers
3	Assessments and observations have shown that children have poor writing skills, especially when asked to write at length/ include detail or imaginative features – writing progression was also adversely affected by the disruption to education over the past two years.
4	Observations have shown that some children lack social and emotional skills due to the periods of school closure/ Restricted Attendance – they are unable to share/ play with peers and lack emotional resilience and independence.
5	Parental engagement is low, including attendance at curriculum-related Parent Workshop events. While parents support the school, they are hesitant when engaging with approaches to learning.

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 language and oral skills for disadvantaged pupils in the EYFS	Pupils eligible for Pupil Premium in the EYFS make consistent progress by the end of the year and meet age related expectations.
Improved reading/ phonic attainment among disadvantaged pupils	Disadvantaged children make better progress in reading so that their writing is influenced by this Disadvantaged children achieve well in spelling Children enjoy reading and can talk enthusiastically about a book they are enjoying Disadvantaged children achieve in line with their peers at end of Key Stage 1.
Improved writing skills among disadvantaged pupils at the end of Key Stage 1	Disadvantaged children make consistent progress in writing and are able to write at length about a subject which interests them Disadvantaged children achieve in line with their peers at end of Key Stage 1.
Improvement in pupil wellbeing	Children are able to participate in shared activities and recognise that everyone is entitled to a turn. Children are able to identify their feelings and respond to challenging situations in an appropriate way.
Increased parental engagement	Increased attendance at all school events, including curriculum-related workshops/ family learning events.

Activity in the Current Academic Year: 2022 -2023

This details how we intend to spend our Pupil Premium (and Recovery Premium funding) **this academic year** to address the challenges listed in the previous section.

Teaching:

Budgeted cost: £53,273

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued employment of an additional classteacher to increase staff:pupil ratio	<p>There is evidence of additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school.</p> <p>Smaller classes impact upon learning as the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption.</p> <p>Reference: EEF Teaching & Learning Toolkit/ Reducing Class Size</p>	1, 2, 3
Purchase of a range of apps to support reading, writing, spelling, maths & ICT – for use at school and home	<p>Progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading.</p> <p>Children require a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. Research has shown that these should include active engagement with different media and genres of texts and a wide range of content topics.</p> <p>Mathematics should be explored through different contexts, including storybooks, puzzles, songs, rhymes, puppet play, and games.</p> <p>Evidence suggests that how homework relates to learning during normal school time is important. In the most effective examples, homework was an integral part of learning, rather than an add-on.</p> <p>Reference: EEF Teaching & Learning</p>	1, 2, 3

	Toolkit/Homework EEF Guidance – Improving Literacy/ Improving Mathematics	
Purchase of a wider range of reading books, matched to phonological understanding	<p>There is a strong evidence base which shows the teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>Phonics improves the accuracy of the child’s reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</p> <p>Reference: EEF Teaching & Learning/ Phonics</p> <p>EEF Guidance – Improving Literacy</p>	2
Embed oral activities/ interventions in the Early Years to support language development and communication skills – resources will be purchased to	<p>Oral language approaches which focus on speaking, listening and a combination of the two all show positive impacts on attainment and also are of benefit to reading development.</p> <p>Reference: EEF Teaching & Learning/ Oral Language Interventions</p> <p>EEF Guidance – Improving Literacy</p>	1
Provision of enrichment activities, including visits and visitors, to enhance curriculum provision	<p>Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills, and problem solving are developed, as well as knowledge.</p> <p>EEF Guidance – Improving Literacy</p>	1, 3

Targeted Academic Support:

Budgeted cost: £45,382

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued employment of a Higher Level Teaching Assistant to deliver one-to-one tuition/ small group interventions both curriculum based and to improve social & emotional wellbeing</p>	<p>Teaching assistants can provide a large positive impact on learner outcomes, targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has shown high impact on learning.</p> <p>Social and emotional learning approaches have shown to have a positive impact on academic outcomes over the course of an academic year</p> <p>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p> <p>Reference: EEF Teaching & Learning/ Teaching Assistant Interventions</p> <p>EEF: Social & Emotional Learning</p>	<p>1,2,3,4</p>
<p>Continued employment of a Teaching Assistant to support targeted pupils/ provide classroom support both curriculum based and to improve social & emotional wellbeing</p>	<p>Teaching assistants can provide a large positive impact on learner outcomes, targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has shown high impact on learning.</p> <p>Social and emotional learning approaches have shown to have a positive impact on academic outcomes over the course of an academic year</p> <p>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p> <p>Reference: EEF Teaching & Learning/ Teaching Assistant Interventions</p> <p>EEF: Social & Emotional Learning</p>	<p>1,2,3,4</p>

Wider strategies:

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased parental involvement in supporting children's learning– through family workshops/ Family Evenings	<p>There is strong evidence to show parental engagement has a positive impact on progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Support for parents must ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home is more beneficial to pupil outcomes than simply giving a book to pupils or asking parents to provide generic help to their children.</p> <p>Reference: EEF Teaching & Learning/ Parental Engagement</p>	5
Provision of an after school club each day – accessible by all pupils	<p>After school programmes which provide stimulating environments and activities or develop additional personal and social skills have been proven to be beneficial to young children. These programmes are more likely to have an impact on attainment than those that are solely academic in focus.</p> <p>Reference: EEF Teaching & Learning/ Extending School Time</p>	4
Contingency fund for urgent/ unplanned events	<p>As a result of our experiences over the past two years, we have identified a need to retain a small amount of unallocated funding in order to enable the Academy to respond quickly and effectively to needs that have not yet been identified.</p>	1, 2, 3, 4

Pupil Premium Grant: £92,795

Recovery Premium: £9,860

Total budgeted cost: £102,655

Part B: Review of Outcomes in the Previous Academic Year: 2021 - 22

Pupil Premium Strategy Outcomes:

This details the impact that our Pupil Premium activity had on pupils in the 2021 - 2022 academic year.

Achievement at the end of Key Stage 1 is consistently good however learning and attainment was affected by the pandemic and periods of Restricted Attendance in the preceding years.

At the end of Key Stage 1, levels remained good overall: children who attained the expected level and above: Reading 64% (*National: 67%*) Writing 60% (*National: 58%*) Maths 60% (*National 68%*)

As evidenced in schools across the country, previous school closures were most detrimental to our disadvantaged pupils as they were unable to access the planned Pupil Premium funded improvements to teaching and the targeted interventions as intended.

The potential impact was mitigated to a certain extent by our determination to maintain a high quality, broad curriculum throughout the pandemic, which was supported by high quality remote learning during the times children were unable to attend school.

END OF KEY STAGE 1 – June 2022

	<u>Reading</u>		<u>Writing</u>		<u>Maths</u>	
	<u>Exp</u>	<u>Exp+</u>	<u>Exp</u>	<u>Exp+</u>	<u>Exp</u>	<u>Exp+</u>
All pupils – 45 in cohort	64%	20%	60%	4%	60%	13%
Pupil Premium	43%	14%	38%	-	33%	10%
Non Pupil Premium	83%	25%	79%	8%	83%	24%

YEAR 1 PHONICS CHECK – JUNE 2022

Children in Yr 1 undertook the screening, the pass rate was **72%** which is only 3% lower than the National figure. Three children missed the screening: 1 does not attend school/ 2 were on holiday (unauthorised absence) during the screening period.

	<u>Number in cohort</u>	<u>Pass %</u>	<u>Fail %</u>
All pupils	57	72%	28%
Pupil Premium	32	66%	34%
Non - Pupil Premium	25	80%	20%

The attainment of pupils in receipt of Pupil Premium funding remains a main area for development in the School Improvement Plan.