

2020 – 2021 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	Monkton Academy
Number of pupils in school	171
Proportion (%) of pupil premium eligible pupils	60.23
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2021 2021-2022 2022-2023
Date this statement was published	13 th December 2021
Date on which it will be reviewed	1 st December 2022
Statement authorised by	Steve Bowler Principal
Pupil premium lead	Louise Heathfield Vice Principal
Governor / Trustee lead	Grahame Tobin Pupil Premium Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,915
Recovery premium funding allocation this academic year	£14,355

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	£158,270

Part A: Pupil premium strategy plan

Statement of intent

**The targeted and strategic use of pupil premium will support us in achieving our vision to:
'Inspire, Achieve, Empower'**

We intend to do this by:

Improving the quality of teaching and learning for all.

We are clear that Pupil Premium is about children's needs and the quality of teaching and learning in the classroom. We believe that all of our pupils, irrespective of background or the challenges they face in life, make good progress and achieve well. Ideally, Pupil Premium is used with the priority aim of raising attainment for those who benefit from it, however at Monkton Academy we are clear that there are times when it can be used to support those pupils who are not eligible for this, in addition to those who are. We aim to use the premium to extend a culture of excellence for all through high quality first teaching, so all pupils are equally challenged and supported, thus motivating one another to achieve to the best of their abilities.

Improving the targeted support available for specific groups of learners.

We know that many of our disadvantaged pupils have additional learning needs. When investigating barriers to learning for those children eligible for the Pupil Premium, teaching staff identified the most significant barrier for 19% of pupils from Y3-Y6 was an additional special educational need. It is therefore pivotal, moving forward, that the Pupil Premium lead and SENCo work together to establish the most effective means to close gaps for these pupils. A range of intervention strategies must clearly be planned according to needs. Effective and regular analysis of data is recognised as being crucial as part of this with regular reporting to our SLT and linked Governors.

Supporting the 'whole child' through targeted social and emotional support, increasing opportunities for extended learning and instilling secure life skills which in turn promote high aspirations.

It is clear that many of our disadvantaged pupils have significant barriers to learning which fall within this priority area. During discussions with staff, they identified the following as being significant issues for those pupils who benefit from Pupil Premium:

- 17% of pupils having difficulties broadly in line with the category of social, emotional, mental health and wellbeing needs.
- 14% of pupils facing specific difficulties in their home lives that has been recognised through outside agency support.
- 9% of pupils with low aspirations and limited life experiences outside of the local community
- 28% with issues around attendance and punctuality

It is therefore clear that supporting the whole child is a significant priority moving forward.

These priorities are also embedded within our culture of recovery, following the significant disruption faced in recent months. We have offered, and will continue to invest in support through the National Tutoring Programme for pupils whose education has been worst affected (which includes disadvantaged and non-disadvantaged pupils). Our intent is to shape priorities around a tiered approach as we understand that this is most effective in narrowing the gaps often evidenced between disadvantaged and non-disadvantaged learners.

Challenges

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

Challenge number	Detail of challenge
1	<p>Summative assessments indicate that there is a significant gap between disadvantaged and non-disadvantaged pupils in achieving higher standards in reading. Observations across school link this to the shortfall in the acquisition of higher level inference skills and understanding of vocabulary.</p> <p><i>This does differ between year group intakes but on average (based on attainment of current Y4-Y6 pupils last academic year – those pupils who are still in school and we have our own summative data on) there is a gap of around 26% between disadvantaged pupils and their peers when achieving the higher standards in reading (more disadvantaged pupils are however now reaching age related expectations).</i></p> <p><i>This is certainly compounded by loss of learning from the pandemic, as evidenced by Ofsted reports into this. It has been shown that children in the North East of England have lost on average 2.4 months of learning in reading.</i></p>
2	<p>Formative teacher assessments indicate that in the lower school (Years 3 and 4) there is a significant gap in disadvantaged and non-disadvantaged pupils achieving age related standards in writing. In upper school (particularly moving towards Year 6) the gap is evident between disadvantaged and non-disadvantaged pupils in achieving higher standards in writing.</p> <p><i>Again this does differ between year group intakes. There is a gap of 20% between disadvantaged and non-disadvantaged pupils achieving the expected standard in writing in current Year 4 for instance. In current Year 5, the gap is very small between groups (only 2-3% in both achieving the expected and higher standards.) In Year 6 the gap between groups of learners achieving the expected standard is very low (again at around 2%) however, the gap between groups achieving the higher standard is very high at 31%.</i></p> <p><i>This is certainly compounded by poor literacy levels within families and narrow life experiences, as reported as being an integral barrier to learning for our disadvantaged pupils. In staff questionnaires, 16% of pupils eligible for pupil premium were observed to face challenges in line with this.</i></p>
3	<p>Summative assessments indicate that there is a significant gap between disadvantaged and non-disadvantaged pupils in achieving higher standards in maths. Observations across school link this to the shortfall in the acquisition of higher level reasoning skills and interpretation of mathematical language.</p> <p><i>Again this differs between year group intakes but on average the gap sits at around 26%. More disadvantaged pupils are now reaching age related expectations (evident within Years 4 and Year 6 particularly).</i></p>

	<p><i>This is certainly compounded by loss of learning from the pandemic, as evidenced by Ofsted reports into loss of learning and research carried out by the Centre for Education and Youth (CfEY) which shows:</i></p> <ul style="list-style-type: none"> • <i>Maths is the subject most affected by post-pandemic learning loss (CfEY)</i> • <i>Children in the North East of England have lost on average 5.5 months of learning in maths, with disadvantaged pupils losing 3.2 more months on top. (Ofsted)</i> • <i>Laying solid KS2 foundations in maths is more crucial to GCSE performance than in any other subject (CfEY)</i>
4	<p>Observations (assessments are currently being carried out) suggest that on entry to school, disadvantaged pupils generally have difficulty with phonic understanding when compared to non-disadvantaged peers. This negatively impacts upon their development as readers and writers (with areas such as spelling significantly suffering).</p>
5	<p>A high proportion of pupils on our SEND register and our 'concern' register are disadvantaged. This creates an additional, and in some cases very profound, barrier to learning. Currently 68% of pupils on our SEND register are disadvantaged and 82% of pupils on our concern register are disadvantaged.</p> <p><i>In staff questionnaires on barriers to learning, 19% of pupils eligible for pupil premium were observed to face challenges in line with this.</i></p>
6.	<p>Our assessments (including teacher questionnaires into barriers to learning and pupil wellbeing and self-care questionnaires carried out in December 2021) have identified a significant number of social, emotional and wellbeing concerns amongst all pupils, but particularly in disadvantaged pupils. These needs have undeniably escalated across school since the pandemic.</p> <p><i>In staff questionnaires on barriers to learning, 17% of pupils eligible for pupil premium were observed to face challenges in line with this.</i></p> <p><i>In pupil wellbeing questionnaires, 52 pupils were identified as requiring further initial discussions based on their feedback. 27 were disadvantaged 25 were non disadvantaged.</i></p>
7.	<p>During and since the time of the pandemic and enforced school closures, referrals to multi-agency tiered support for families in need has increased dramatically (this includes early help, CIN and CP) across school. This is also evident in the number of families we categorise as being vulnerable. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p><i>14% of pupils currently eligible for pupil premium have benefited from historical or currently benefit from multi-agency support.</i></p>
8.	<p>Our administrative data shows that attendance amongst disadvantaged pupils last academic year was 2% lower than for non-disadvantaged pupils.</p> <p>Since the COVID pandemic, persistent absenteeism has become an increasing challenge amongst all of our pupils. In February 2020 for instance PA stood at 14% and now (December 2021) stands at 28% - double the pre-pandemic climate.</p> <p>Persistent absenteeism is higher amongst disadvantaged pupils, with currently (December 2021) 79% of all persistent absentees in school being disadvantaged.</p>

	The impact of absenteeism has been further evidenced by Ofsted in loss of learning reports, with those pupils categorised as having medium-high absence showing double the learning loss of those pupils categorised as having low levels of absence.
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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 reading attainment amongst disadvantaged pupils.	KS2 reading outcomes in 2023 show the gap between disadvantaged and non-disadvantaged learners is reduced to less than 10%, particularly for those achieving higher standards. Internal summative assessment for years 3-5 also reflects a similar picture.
To improve writing attainment amongst disadvantaged pupils.	KS2 writing outcomes in 2023 show the gap between disadvantaged and non-disadvantaged learners is reduced to less than 10% Internal summative assessment for years 3-5 also reflects a similar picture.
To improve maths attainment amongst disadvantaged pupils.	KS2 writing outcomes in 2023 show the gap between disadvantaged and non-disadvantaged learners is reduced to less than 10% Internal summative assessment for years 3-5 also reflects a similar picture.
To improve phonic understanding, language and vocabulary skills amongst all pupils, particularly those who are disadvantaged.	Assessments and observations indicate significantly improved outcomes amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence including book scrutiny, formative assessment and pupil/parent voice.
To provide targeted support for all pupils with an additional learning need where this support is required to improve progress and outcomes, particularly our disadvantaged pupils.	Pupils regularly discussed at SENCo runarounds and interventions put in place where needed. Progress of all interventions is monitored closely with exit data compared to entry data. SEND, or pupils highlighted as a concern to be shown to make clear progress based on starting points.
To achieve and sustain improved wellbeing for pupils in our school, particularly our disadvantaged pupils.	Sustained levels of wellbeing from 2023 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupil questionnaires, teacher observations and parental feedback • A significant increase in participation in enrichment activities (linked to

	<p>physical and emotional wellbeing) particularly amongst disadvantaged pupils.</p> <ul style="list-style-type: none"> • All pupils identified as benefitting from a service of support available through school (healthy minds. Place2Be etc) where supported by parent agreement have accessed some level of targeted support.
<p>To identify early needs, then signpost to specific targeted support for all families in need, particularly for our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • An increase in uptake of level 1 and 2 multi-agency support across school for all pupils • A decrease in cases <i>directly</i> accessing (as often support can move within levels) level 3 or 4 multi-agency support • Staff report being better able to identify need at a targeted level through relevant training and CPD.
<p>To achieve and sustain improved attendance for all pupils, particularly for our disadvantaged pupils.</p>	<p>Sustained high attendance in 2023 demonstrated by:</p> <ul style="list-style-type: none"> • The attendance gap between disadvantaged and non-disadvantaged pupils being less than 1% (it being understood by school that being disadvantaged should not be a contributing factor at all to a child's lack of school attendance). • The percentage of all pupils persistently absent across school falls dramatically to below 10% and the figure amongst disadvantaged and non-disadvantaged pupils being less than 1%

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: £81,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Enhancement of our English curriculum, to develop higher level reading skills and support writing provision in helping pupils achieve their expected standards.</i></p> <p><i>This will fund ongoing staff CPD, teacher release time and access to resources deemed suitable in light of advice from training.</i></p> <p><i>Specific support will be offered through our school improvement SLA</i></p>	<p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1 and 2</p>
<p><i>Enhancement of our Mathematics curriculum, to develop higher level reasoning skills while maintaining a clear focus on effective calculation and varied fluency.</i></p> <p><i>Tailored work around metacognition strategies and the link to mathematical reasoning.</i></p> <p><i>This will fund ongoing staff CPD, teacher release time and access to resources deemed suitable in light of advice from training.</i></p> <p><i>Specific support will be offered through our school improvement SLA.</i></p> <p><i>Funds will be allocated to dip into resources and training offered by maths Hubs (including Great North Maths hub and White Rose).</i></p>	<p>Mastery approaches (such as the format to our current maths curriculum) states that a high level of success should be required before pupils move on to new content.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Metacognitive strategies have a potential impact of up to 7 months. These approaches are more effective when they are applied to challenging tasks rooted in existing curriculum content (such as mathematical reasoning).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>3</p>

<i>Specific support will be offered through our school improvement SLA.</i>		
<i>Investment in a phonics programme to support early readers (or those with significant phonics gaps). Although we serve KS2 pupils, we recognise that poor phonetic understanding and low literacy levels is a significant challenge amongst our disadvantaged families.</i>	Phonic approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	4
<i>Targeted subject leader development to allow time to be spent extending all wider curricular areas thus improving the quality of teaching and learning across the curriculum. This includes: release time for subject leaders, specific subject budgets, investment in capital projects (Forest school/science labs/art studios) and investment in specific staff training such as NPQML and NPQSL programmes.</i>	In planning a curriculum, it is crucial that support is provided through well-structured and carefully designed learning activities to ensure that lower-attaining pupils are involved, challenged and learn successfully. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	1, 2, 3, 4, 5 and 6

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

Budgeted cost: £57,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Ongoing yearly costs for interventions to support pupils with SEND or who have an identified concern. This includes, at times, targeted use of support staff time and ongoing CPD and</i>	EEF states that short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	5

<p><i>release time for those involved in delivering support (including our SENCo)</i></p>		
<p><i>Small group targeted support in mathematics for Year 4 with a senior teacher, to address concerns regarding gaps in maths attainment and progress for those pupils impacted by loss of learning in Years 2 and 3.</i></p>	<p>EEF research states that smaller classes impact upon learning when the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	<p>3 and 5</p>
<p><i>Investing in targeted teaching assistant support in the spring/summer term to support in Years 3,4 and 5.</i></p> <p><i>This will involve careful work with teaching staff to either pre-teach prior to lessons to equip pupils with necessary knowledge to develop in class or to revisit concepts in need of further support, as identified by formative and summative assessments.</i></p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. Those interventions where teaching assistants deliver targeted interventions to individual pupils or small groups work most effectively.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 2, 3 and 5</p>
<p><i>Engaging with national tutoring programme to provide targeted, short-focussed intervention for pupils at risk of not achieving targets – with a priority for disadvantaged pupils.</i></p> <p><i>This includes x2 groups of 12 pupils in Y6 for reading and maths, an additional group of 12 pupils in Y3 and Y5 in maths.</i></p>	<p>Tuition is an effective strategy for providing targeted support for pupils identified as having low prior attainment or are struggling in particular areas.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,3 and 5</p>

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

Budgeted cost: £18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Whole staff training/release time in extending understanding of safeguarding, pupil behaviour, pupil wellbeing</i></p>	<p>EEF research states that when supporting the social and emotional wellbeing of pupils, improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>6 and 7</p>
<p><i>Targeted wellbeing support through counselling and mental health practitioners, informed by well-trained senior leaders in school.</i></p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>7</p>
<p><i>Embedding principles of good practice set out in the DfE's 'Improving School Attendance' advice.</i></p> <p><i>This will be put into practice with local authority SLA support on statutory issues, training and release time for staff.</i></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>8</p>
<p><i>Promoting extended learning opportunities 'a love of learning' fostered by a carefully planned wider curriculum supported by termly visits and visitors in each year group (with residential visits planned in Years 4</i></p>	<p>Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils.</p> <p>Although EEF research in this area is hard to validate, we know that opening opportunities for our most disadvantaged pupils often creates a 'lightbulb moment' that can shape their learning moving forward.</p> <p>https://educationendowmentfoundation.org.uk/</p>	<p>1, 2, 3, 4, 6 and 7</p>

<p><i>and 6 – subsidised costs for disadvantaged pupils)</i> <i>This in turn widens opportunities for disadvantaged pupils to explore outside of the local community.</i></p>	<p>education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	
<p><i>Contingency fund for acute issues.</i></p>	<p>Based on historic and ongoing need, we have identified a need to set a small amount of funding aside to respond quickly to needs not yet identified. E.g. uniform requirements.</p>	<p>6 and 7</p>

Total budgeted cost: £157,000

(The additional £1,270 will be added into the contingency fund as necessary).

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.

As highlighted within Part A 'challenges to learning' last academic year we recognised a clear gap in the attainment of disadvantaged pupils, when compared to their non-disadvantaged peers.

In line with the national picture, COVID-19 had a significant impact upon the intended attainment of all pupils, particularly disadvantaged pupils. As a result of wider school closures and repeated 'bubble' closures, all pupils were not able to fully benefit from the improvement priorities in line with our pupil premium strategy, with disadvantaged pupils missing out most. As a result of the school closures in 2020, we identified lack of technology and suitable hardware/software being a fundamental issue to many of our disadvantaged families, before the DfE released technology packages for pupils. Following specific parent surveys, we were able to establish a clear picture of the technology available at home for many of our families and gain a clear view on how our pupils learn best at home. We therefore used a significant amount of pupil premium funding to ensure all disadvantaged pupils had access to suitable technology (chromebooks were purchased) and invested heavily in online teaching and learning packages to support remote home learning. Investments were made in staff CPD to ensure the delivery of online lessons allowed us to maintain a high quality curriculum. This was aided by, but not exclusive to, packages such as Oak Academy.

Upon the wider return to school for most pupils, we allocated funds to support tutoring, specifically targeted teaching assistant support within our lower school (where upon entry in September 2020 we had recognised clear gaps in learning – particularly in maths – as a result of the wider school closures from March to July 2020). We also invested in a small group tutor for pupils falling behind in mathematics in Years 5 and 6. This was sourced via the National Tutoring Programme and the University of Sunderland. Due to a shortage of suitable candidates, the programme did not commence until June 2021 (we had intended for this to begin at the very start of the summer term at least) and the sessions planned were impacted by many bubble closures (as per the national picture) in June/July 2021. Thanks to careful organisation of such sessions and devoted time with members of SLT to target and plan work, some progress was made in a short space of time, with 9 out of the 12 Year 6 pupils (mainly disadvantaged) being assessed as meeting national standards in end of year in-house assessments. Although disruptions hindered overall impact, this has informed our practice moving forward and a carefully targeted tutoring programme for those pupils most in need is planned.

Overall school attendance last academic year was much lower than in preceding years and lower than national expectations of 96%. Persistent absenteeism was, and still remains high, with a large % of these pupils, as detailed within section A, being disadvantaged. During the

national lockdown, we ensured places for 45% of our pupils on role, the vast majority of whom categorised as 'vulnerable'. The gaps we see in attendance is lower than usual and of a concerning level overall, hence attendance being a clear focus within our ongoing plans. Pupil premium funding, was – and still will be – used to support attendance monitoring SLAs, SLT release time and incentive packages for good attendance for pupils.

Staff feedback, parental concerns and observations of our pupils highlighted the significant impact the pandemic had upon the wellbeing of many of our families and pupils. This impact was particularly noticeable for our disadvantaged pupils. We used funding to provide wellbeing support and counselling for our pupils, with targeted interventions where required. Once again, this remains a clear focus of plans moving forward.

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
National Tutoring Programme	University of Sunderland.

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?	N/A
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.