



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | | Data | | | | | | |
|---|-----------|---|----------|------------|-----------|-----------|----------|--|
| Monks Orchard Primary School | | | | | | | | |
| Number of pupils in school (as at October 2023) | | 179 (excluding Nursery) | | | | | | |
| Proportion (%) of pupil premium eligible pupils | | 30% | | | | | | |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | | 2021/22 2022/23 2023/24 | | | | | | |
| Date this statement was published | | December 2022 December 2023 December 2024 | | | | | | |
| Date on which it will be reviewed | | September each year | | | | | | |
| Statement authorised by | | Guy Fairbairn | | | | | | |
| Pupil premium lead | | Debbie Shilling | | | | | | |
| Governor / Trustee lead | | | | | | | | |
| Year Group | Reception | Year One | Year Two | Year Three | Year Four | Year Five | Year Six | |
| Total in Year | 20 | 24 | 23 | 18 | 24 | 35 | 29 | |
| PP children | 5 | 6 | 7 | 7 | 9 | 16 | 10 | |

Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £ 95 816 |
| Recovery premium funding allocation this academic year | £ 10 983 <i>NB. Recovery Premium spend outlined in separate document</i> |
| 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 | £ 106 799 |

Part A: Pupil premium strategy plan

Statement of intent

At Monks Orchard we have high aspirations and ambitions for all of our children and are determined that all children will reach their full potential.

We want children from a disadvantaged background to have the same high aspirations as those from less disadvantaged backgrounds, and to develop the skills, determination and resilience to reach their goals. They will leave Monks Orchard as confident individuals who are the best person they can possibly be.

During the last two school years, students have missed out on experiences and learning opportunities, as they were not on the school site for extended periods. Our interventions and support to pupils is constantly changing to meet these needs. Quality first teaching and targeted interventions will help students close the gap between them and their peers, as well as ensuring high attainers continue to make good progress.

We intend for all of our pupils to make excellent progress from their starting points and we strive to help our Pupil Premium pupils achieve the same high standard as their peers, by the time they leave us in Year 6.

They will read fluently and widely, confidently forming and expressing their opinions about books and authors. They will write to express their views and ideas confidently, solve mathematical problems fluently, and develop a wide knowledge of the world around them, through a carefully constructed curriculum and 'real life,' experiences.

The vast majority of the Pupil Premium funding enables us to:

- teach children in smaller groups,
- offer specific support and interventions, when required,
- ensure all children access and participate in a range of artistic, cultural and creative activities and events,
- subsidise some children to attend residential, and extra-curricular trips (we do not subsidise all trips, but we do ensure that every disadvantaged pupil has full access to a broad and varied provision throughout their time at Monks Orchard).

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Over 50% of Disadvantaged children (DA) across the whole school are working below age related expectations in writing. The barriers to learning tend to be a combination of factors: lack of exposure to a wide range of high quality texts (impacting on their ability to use correct grammar and language structures in their writing), on-entry low attainment in speaking and listening, limited vocabulary choices, inconsistent parental support for weekly literacy and spelling homework |
| 2 | Over 25% of DA children have attendance less than 95% since September 2023 which will have a negative impact on their attainment and progress. |
| 3 | To provide targeted intervention. The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behaviour issues can be effective, especially for older pupils. This will be overseen by the SENCo, ensuring children who require the support are identified and targeted fairly and transparently. These interventions will include, but not be limited to, Learning mentor input, Lexia, NELI, etc. Teaching Assistants will be up-skilled in particular areas to maximise the impact of their skill set and to ensure that there is consistent support. |
| 4 | Through the provision of counselling, positive mental health sessions and behaviour therapy, to address behaviour issues for these ensuring these children are 'more settled' in order to facilitate a situation conducive to learning. Pastoral groups will be run by Teaching Assistants under the direction of the SENCo who will liaise with class teachers to identify pupils at need and plan to meet the pupils' needs. The Covid 19 pandemic and resulting lockdowns had a negative impact on pupils' emotional wellbeing, academic progress and attendance, as detailed above. This had the largest impact on disadvantaged pupils' mental wellbeing and therefore their achievements. |
| 5 | Lack of wider experiences. Lack of regular routines including home reading and homework. Some home learning environments lack of support for communication and literacy. Pupils not being 'ready to learn' in class with significant pastoral needs (pupils are in a secure place mentally/emotionally). Inconsistent parental engagement with school, and negative perceptions of education for some parents. |

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>To reduce the attainment difference between disadvantaged pupils and non-disadvantaged pupils within school, and nationally, in Writing, Reading and Maths. For a higher proportion of disadvantaged pupils to make more than expected progress.</p> | <p>DA pupils make greater progress, from a lower starting point, so that the attainment gap between them and their non-DA peers is reduced. The gap in vocabulary, both in oral use and knowledge and understanding, between DA pupils and their non-DA peers is narrowed. Over 80% of DA pupils will make the same or better progress as their non-DA peers. All DA pupils with higher than expected starting points will reach Greater Depth in Reading, Writing and Maths by the end of Key Stage 2.</p> |
| <p>For disadvantaged pupils, who do not have a cognitive SEND need, to reach age related expectations in reading, writing and maths and 80% to meet the expectations for Year 1 & 2 phonics check and Y4 multiplication check</p> | <p>Over 80% of DA pupils who do not have a cognitive SEND need will reach age-related expectations in R, W, M and Phonics. Those who have a SEND need will make more than expected progress from their individual starting points</p> |
| <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> | <p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • student engagement in learning, • student voice surveys, • reduction of behaviour incidents at play-times and lunchtimes, • parental voice surveys recording positive playtimes and a reduction in bullying concerns, • increased access to and engagement with, a range enrichment activities, in and out of school <p>Increasing numbers to access onsite school support including SPIL, Learning mentor, ELSA, Parent Gym</p> |
| <p>Parents to be more actively involved in the learning process and so support raising progress of pupils beyond that of their non-PP peers</p> | <p>Target parents of underachieving pupils eligible for PPG to attend parent workshops. Establish parent group to engage parents in children's education.</p> |
| <p>For all disadvantaged pupils to attend school regularly and on time, PA and attendance in line with all pupils.</p> | <p>There will be a consistently sharp focus by teachers on the attendance and punctuality of DA pupils. Attendance and punctuality of targeted pupils will improve to be in-line with all pupils. Persistent absence will be reduced.</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: £ 20 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Refresher training for all staff in phonics Read Write Inc.</p> | <p>The evidence suggests that quality Professional Development shows that PD does indeed improve teaching and pupil learning (Fletcher-Wood & Zuccollo, 2019; Kennedy, 2016a; Lynch et al., 2019). Senior leaders to carry out learning walks, monitor and evaluate teaching and learning</p> <p>EEF ToolKit (2001) claims that Interleaving and questioning can add +7 months and assessment for learning and feedback can add +6 to pupil's progress. EEF research on working memory intervention (2019) claims that pupils who took part in the intervention made the equivalent of 3 months progress compared to those pupils who did not take part in the intervention. The Communication Trust's 2017 report, 'Talking About a Generation' found that children who struggle with language or have poor vocabulary at age five are:</p> <ul style="list-style-type: none"> ● Six times less likely to reach the expected standard in English ● Ten times less likely to achieve the expected level in Maths. ● More than twice as likely to be unemployed at age 34. <p>All staff will receive refresher training in the Read Write Inc. phonics scheme. This will ensure pupils make the expected progress to access the full curriculum. Lower Key Stage 2 will continue interventions for those who have</p> | <p>1, 3</p> |

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| | not passed the phonics screening check in Year 2 (Autumn 2022). Upper Key Stage 2 will use the dedicated phonic texts from Read Write Inc. (Fresh Start) to support those pupils who have not made the required progress and support pupils to become proficient readers. | |
| Improvements in the quality of teaching and learning in English, to improve the quality of vocabulary use in writing, and to ensure that at least 65% of children across the whole school, are working at ARE or above in writing. | English Leader to lead the planning and delivery of a range of CPD for all staff, developing vocabulary development subject knowledge and pedagogy (eg. staff meetings, drop-in sessions, peer observations, team-teaching, etc.) using internal expertise, as well as cross trust and external expertise. Ensure all children have a variety of opportunities, throughout the year, to develop and extend vocabulary skills (e.g. special events, focus days/weeks, author visits, etc.) | 1, 3 |
| Continue to refine school structures and systems to embed and sustain mastery through completion of the mastery programme with the NCETM | Work collaboratively with Maths Hub and other participating schools to share best practice. Plan CPD for all staff to ensure a coherent mastery curriculum | 1, 3 |
| Discussions and strategies implemented at progress meetings and master classes. | Assessment of Learning enables teachers to plan effective lessons to support learners. Master classes (courses) ensure that teacher own subject knowledge is enhanced further. | 1, 3 |
| Subject Leader release time to ensure outstanding curriculum for all pupils. | To continually evolve and improve our school curriculum, leaders need to regularly evaluate their subject, provide support to those that need it and continuously innovate based on the evidence they gather. | 1,2,3,4&5 |
| CPD for teachers on teaching poetry. | Teachers will be more confident in teaching writing and developing oracy and poetry skills. | |
| Phonics training & parent workshops. Professional Development for teaching assistants | Enabling children to decode and read confidently opens up the whole curriculum and improves attainment across all subjects, improving life chances. Better informing parents | 1,2,3,4&5 |

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| on Read Write Inc Phonics and interventions and White Rose Maths interventions. | how to support their child leads to greater impact. Reflective and well-trained teaching assistants will strive to improve their practice to enable them to make further impact on pupil progress. Training provided by English and Maths subject lead and School SENDCo | |
| Year 6 Booster Group (English and Maths). | Twice weekly targeted teaching for English and Maths by our most experienced teachers to provide a small group of pupils the support they need to meet the end of Key Stage 2 expectations. | 1,2,3 4&5 |

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

Budgeted cost: £ 50 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Booster teaching in Year 6 by current staffing in the year group | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF | 2 |
| Cost of providing small intervention groups across the school for Reading, Writing and Mathematics including: <ul style="list-style-type: none"> ● Pre teaching ● Conferencing (verbal feedback) ● FFT Wave 3 ● Inference Training | Evidence consistently shows the positive impact that targeted academic support can have (see EEF) Children can feel more positive about intervention prior to the lesson and, therefore, it can boost their confidence and self-concept (Polak, 2017; Trundle, 2017; Earle and Rickard, 2017; Munk et al, 2010; Lalley and Miller, 2006). Pre-teaching prevents/minimises experiences of 'failure' in the lesson, where as re-teaching occurs after the difficult experience in the classroom (Lalley and Miller, 2006). | 1 |

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| <ul style="list-style-type: none"> ● Precision Teaching ● IDL ● QFT ● NELI | <p>'What works for Children and Young People with Literacy Difficulties' - Greg Brooks evaluated 'FFT wave 3' data from 38 mainly primary pupils and found that they had achieved a substantial gain in reading accuracy.</p> <p>Too many children, particularly those from disadvantaged homes, fall behind in literacy. Disadvantaged pupils are 20% less likely than their peers to reach the expected standards in reading, writing and maths by the end of primary school, and the gap in literacy attainment grows substantially during Key Stage 2, with pupils making less progress than their peers in both reading and writing.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-improving-literacy-in-key-stage-2)</p> | |
| <p>Learning resources targeting PP children to make accelerated progress by support staff to be available to support in class and enhance learning rather than taking children from learning in other lessons/subjects</p> | <p>All classes will have to at least 1 staff member to support students learning in lessons with a focus on our PPG children and low achievement children. Support staff will work either 1:1 or small groups to support the children instantly in their lessons to reduce the need for formal interventions and needing to be withdrawn from the classroom. This will also help with relationship between home and school. This will be shared across Key stages and will be timetabled by Teachers based on their knowledge and timetable.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> | <p>1</p> |

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

Budgeted cost: £25 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Enrichment activities – including funding for after school clubs and Educational visits.</p> | <p>This type of funding provision provides exposure to a broad range of rich experiences which may not have otherwise been available to children from disadvantaged families for cultural or financial reasons.</p> | <p>2</p> |
| <p>To offer emotional and social support through either our individual</p> | <p>Specific ELSA/ Learning Mentor interventions to meet needs of pupils (including friendships, self-esteem, managing anger and working with others) encouraging development and increasing access to learning.</p> | <p>5</p> |

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| Learning Mentor (LM) support sessions or lunch-break club Lead by LM. | | |
| Increasing the attendance of pupils eligible for Pupils premium whilst reducing the number of persistent absentees amongst this group of pupils. | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> | 1 |
| Pastoral Support for vulnerable families | Pastoral support offers vulnerable families a number of options from food banks, legal support, citizenship, advocacy, emotional support, bereavement support, signposting to financial support. This support is hugely important for the well-being of our vulnerable pupils and families. | All |
| To maintain high levels of attendance and punctuality. | First day absence phone call home by 10am. Punctuality recorded daily. Attendance planning meetings led by EWO and School DSL with parents to ensure appropriate support is in place to bring about significant improvements for disadvantaged pupils. Reduced proportion of persistent absentees. | |

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 2022 academic year. (it should be noted we have carried over some targets from previous years)

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| <p>To reduce the attainment difference between disadvantaged pupils and non-disadvantaged pupils within school, and nationally, in Writing, Reading and Maths. For a higher proportion of disadvantaged pupils to make more than expected progress.</p> | <ul style="list-style-type: none">● PP pupils to attend Read Write Inc interventions.● Termly Pupil Progress meetings.● PP pupils to be on track year on year for the end of each Key Stage target.● By the end of Key Stage 2, PP pupils' attainment in Reading is equitable to their peers.● PP pupils enjoy reading. <p>Out of the PPG pupils in Year 6, all made progress over Key Stage 2.</p> <p>1 pupil was working below the key stage standard and did not sit the SATs test. This pupil has an EHCP and did make progress since the End of KS1 and within their own curriculum.</p> <p>With SEND needs taken into account, the gap compared to their peers in attainment in reading is closing.</p> <p>The proportion of disadvantaged children, without SEND, meeting the expected standard in reading is 60%. The proportion of non-disadvantaged children, without SEND, meeting the expected standard in reading is 80%. This shows that the attainment gap is closing between</p> |
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| | disadvantaged pupils and their peers in reading. This target will be carried over |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | <p>Pupils have strong friendships and have good relationships with their class teacher. Pupils are increasingly able to express their emotions effectively.</p> <p>Pupils can show resilience and determination when completing their work. Pupils have a positive attitude towards attending school and love of learning. All enrichment experiences, educational visits and clubs that were able to run were funded for disadvantaged pupils who needed support, this was reviewed on a case by case basis. 70% of our disadvantaged pupils old enough to attend before or after school clubs have attended at least one enrichment club. Disadvantaged pupils were given support to fund residential visits by the pupil premium grant, where appropriate. Disadvantaged pupils have benefitted from a huge range of opportunities to build on their personal development and cultural capital.</p> |
| Maintain Improved attendance amongst PP pupils in line with the whole school attendance target of 96% | <p>At the end of the 2022-23 academic year the attendance of our disadvantaged pupils was 86.5%. The attendance of disadvantaged pupils nationally was 91.5%. Our school attendance was 93%. This means that the attendance of our disadvantaged pupils is not in line with their peers. Disadvantaged pupils in Years 1, 5 and 6 had the lowest attendance this is due to emotionally related school avoidance (ERSA) or medical absences.</p> |

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? | |