

## Pupil premium strategy statement

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	Monkfrith School
Number of pupils in school	424
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	March 2022
Statement authorised by	Jude Deasey
Pupil premium lead	Jude Deasey
Governor / Trustee lead	Rita Parmar

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44, 385 (+ 8390 LAC)
Recovery premium funding allocation this academic year	£1, 268.75
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	£53, 943

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is to provide a broad and balanced curriculum to create knowledgeable, enthusiastic and interested children irrespective of the background or challenges that they may face. Our aim is to ensure that all our children make good progress from their starting points and achieve as well as they can.

Our learning is connected through exciting themes, which develop children's ability to make horizontal links across the year and vertical links between year groups. These themes are carefully selected to ensure that children have a curriculum that provides cultural capital and strong foundations for future learning.

Quality first teaching is at the heart of our approach as this is proven to have the greatest impact on all pupils, including those who are disadvantaged.

Vocabulary linked to subject specific areas of the curriculum, as well as vocabulary for learning, is explicitly taught so children are able to talk confidently about what they have learnt. Reading and high-quality texts are at the heart of our teaching; broadening and enriching children's perspective on the world.

Our curriculum provides opportunities for children to learn about their emotions through Zones of Regulation and PSHE. This approach means there is a shared vocabulary to describe feelings and a shared set of strategies to be successful learners and create a kind and respectful community.

### Challenges

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

Challenge number	Detail of challenge
1	Children with limited vocabulary in written and oral language skills. Our internal baseline data from Reception demonstrates that children are starting school with less well developed language skills and take longer to acquire these skills as they move through school. There is a subsequent impact in their writing skills.
2	Progress of middle attaining children Our internal data shows that our disadvantaged pupils do not always go on to move from working at the expectations of the year group to working at greater depth. This is the case in all subjects (but in the last year this has been the case in Maths and Writing to a greater extent)

3	Lack of resilient attitude towards learning Our internal data and observations show that resiliency towards learning, trying out new concepts and taking risks (particularly when writing) is lower than non-disadvantaged pupils. This has been exacerbated by the pandemic.
4	Lack of first-hand experiences

## 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 vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.  Maintain standards in phonics screening check over the next 3 years (over 87% WA).  KS1 and KS2 writing outcomes to maintain standards in 2021/2.
Progress of middle attaining children	KS2 writing and maths outcomes to show a year on year increase in % of disadvantaged pupils achieving greater Depth
Develop a more resilient attitude to challenges faced when learning	This will be evident in engagement within lessons, teacher feedback and pupil feedback.
Lack of first-hand experiences	This will be evidenced in children's participation and engagement and their oral language skills which are developed by first hand experiences. <sup>1</sup>

## 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: £ 6, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	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

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

Budgeted cost: £ 32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Securing children's early reading 1:1 session with Literacy Specialist Teacher	Our previous years' phonics scores demonstrate that this is an effective strategy.  The support provided for children from Year 2 onwards is bespoke and matched specifically to the needs of the individual child.  Our literacy specialist teacher also provides support for teachers/support staff with specific differentiation.	1, 3
Early Language Acquisition Groups	<a href="#">EEF Early Language Review</a>	1, 3
To be create opportunities	Opportunities for feedback on writing with teacher Focused writing support.	1, 2, 3

to use richer vocabulary when reading and writing across the curriculum (teacher led focused writing interventions in identified year groups with specific children)	(Sutton Trust , Marc Rowland The Pupil Premium)	
Individual maths tuition	Pre teaching and opportunities to fill in gaps in mathematical understanding. <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-years-and-key-stage-1-mathematics-teaching">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-years-and-key-stage-1-mathematics-teaching</a>  (Sutton Trust , Marc Rowland The Pupil Premium)	2. 3
Individual Reading Comprehension Support	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>  (Sutton Trust , Marc Rowland The Pupil Premium)	1, 2, 3

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise contributions to ensure that all children can take part in enrichment experiences		4
Contingency fund for acute issues.	This year we have a number of unfilled places which will be filled over the course of the year. We may need some flexibility in what we can provide for these children.	All

Total budgeted cost: £ 50000

## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower in Maths and Writing than in previous years in KS2. There was not a large enough number of pupil premium children in KS1 and EYFS to make a meaningful comparison. We feel the impact of Covid-19 was particularly felt in these subjects. Our remote learning offer matched our curriculum and engagement was good. We were able to provide laptops for all disadvantaged children who were not in school but needed one.

Our assessments and observations showed that across the school behaviour remained good, however the impact of Covid (not just within school but how it has affected their lives outside of school) has affected children's resilience and independence. This was particularly the case for our disadvantaged children. We used programmes such as Resilient Six and made use of the Barnet Educational Psychology Service training to provide well being support and we are building on that this year.

### 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
n/a	

## 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.*