

Monkfrith School

Pupil Premium Strategy Statement 2022

School overview

Detail	Data
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jude Deasey
Pupil premium lead	Jude Deasey
Governor / Trustee lead	Rita Parmar

Funding overview 2022-23

Detail	Amount
Pupil premium funding allocation this academic year	£43, 045
Recovery premium funding allocation this academic year	£971
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£11, 081
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£55, 097

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background, feel happy and safe in school in order that they can achieve well. We want our children to make good progress from their starting points and we use our Pupil Premium to support our disadvantaged pupils to do this.

High quality teaching is central to supporting all children, particularly those who are disadvantaged to make progress. This has the greatest impact on closing the gap.

Our approach takes into account both the needs of groups of children and individual needs. Where a specific intervention or approach is needed, this will be identified through diagnostic assessment and knowledge of the child's learning.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
4	Our assessments and observations have identified a lack of enrichment opportunities during school closure which have impacted on disadvantaged pupils experiences, resilience and attainment.

Intended Outcomes 2024

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

Intended Outcomes	Success Criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Improved oral language and communication skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

Activity in this academic year 2022-23

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching and Learning

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Change in phonics scheme to develop children's reading skills and purchase of supplementary resources	https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes Reading Framework 2021 (DfE)	1, 2, 3
Whole Class Reading in Year 5 and 6 from September. From Year 4 from Spring Term. Use of Literacy Shed+ for structured resources for whole class reading.	EEF – Improving Literacy in Key Stage 2	1, 2, 3

Targeted Academic Support

Budgeted cost: 32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Sessions with literacy specialist teacher	Focused teaching to improve phonic skills to enable identified	1,2, 3

	<p>children to be more confident readers.</p> <p>(Sutton Trust, Marc Rowland The Pupil Premium)</p> <p>(Education Endowment Fund)</p>	
<p>Individual maths tuition (</p> <p>(Catch Up Numeracy, Maths Support)</p>	<p>Evidenced based intervention from Catch Cup Numeracy</p> <p>Regular opportunities for consolidation of key mathematical concepts</p>	2, 3
<p>Individual Reading Comprehension Support</p>	<p>Regular opportunities for consolidation of comprehension skills</p>	1, 2, 3
<p>Word Shark as a bespoke intervention for PP children in Key Stage 2 (with some additional adult support)</p>	<p>Builds children's confidence and independence for spelling in a motivating way.</p> <p>Adult support helps to develop word attack strategies.</p>	1, 2, 3
<p>Writing Intervention for WA/GDS for Year 6</p>	<p>Opportunities for feedback on writing with teacher</p> <p>Focused writing support.</p> <p>(Sutton Trust , Marc Rowland The Pupil Premium)</p>	1, 2, 3

Wider Strategies

Budgeted cost: £15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Social skills groups</p> <p>1:1 Emotions Coaching work using</p>	<p>Teach children skills to interact and have meaning conversations in arrange of situations.</p>	1, 4

Zones of Regulation approach	(Sutton Trust, Educational Psychologist advice, ASC Advisory Teacher)	
Provide support funding trips and other enrichment opportunities Musical instrument tuition Pay for additional extracurricular activities.	To enable children to take part in a wide range of activities	1, 4

Total Budgeted Cost: £53, 000

Review of the previous academic year 2021-2

(There is no published data for 2021-2)

During the year, after extensive research, the school purchased a new validated synthetic phonics programme – Supersonic Phonic Friends. Staff attended training and resources were purchased in order that we were able to start this academic year (2022-23) using the scheme from Reception to Year 2.

Whole Class Reading is now being used in Year 5 and 6 consistently to help ensure that all children are exposed to a language rich reading curriculum. This will be phased in Year 3 and 4 in 2022/3.