

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	Monksdown Primary School
Number of pupils in school	640 (Nursery)
Proportion (%) of pupil premium eligible pupils	38.2% (47.4 excluding Nursery)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	15 th September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	J. Price
Pupil premium lead	M. Allen
Governor PP lead	J. Cliff

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£318,765
Recovery premium funding allocation this academic year	£46,912
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,155
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	£374,832

Part A: Pupil premium strategy plan

Statement of intent

Pupils at Monksdown Primary School, will make expected progress in reading, writing and maths, whenever possible pupils will exceed these expectations through quality first teaching and increased opportunities for reinforcement of learning at home. We aim for disadvantaged pupils to have access to a wide range of interventions in schools to meet their individual needs.

We will provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need. We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at Monksdown Primary School.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

For more detail follow the link:

[Statement of Intent](#)

Challenges

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

Challenge number	Detail of challenge
1	Outcomes and progress of many of our pupils, particularly boys, are significantly affected by their SEND and/or home life.
2	Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, ASD & social emotional and mental health.
3	Limited life experiences and opportunities to join in enrichment opportunities due to parents on low income or families living in stressful situations.
4	Disadvantaged pupils have lower attendance due to low importance of school/learning for some parents. Challenges of parental engagement from some families.
5	Reading or the love of books is not a priority for many families. Many families cannot afford devices/ books. Some parents had a negative school experience themselves and feel threatened by 'school work'

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
Pupils develop a love for reading. Pupils make at least expected progress in reading, writing and maths.	Gap will close in progress made between PP Girls & PP Boys then PP non PP.
Increase overlearning and reinforcement in reading and maths at home and school.	Increase in reading ages and mental maths for PP pupils
Pupils access a wide range of interventions to meet their SEND needs, including speech and language.	As their SEND needs are being addressed, PP pupils make expected progress or exceed their targets set in R,W,M.
<p>A strong pastoral team of support/ intensive home school link to support pupils and/or parents, identified by school as vulnerable or in need.</p> <p>Nurture group staff target support for children & families to improve outcomes (SEMH focus)</p> <p>Mental Health & well-being for staff, pupils & families is a priority.</p>	<p>Parents indicate there are strong links between home and school and support is received for a wide range of needs.</p> <p>Children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance.</p> <p>Behaviour incidents are reduced in school due to behaviour support in the home.</p> <p>Parents & children are aware of their mental health and well –being and have strategies to help them at stressful times. Courses/advice are put into practise by parents e.g. ‘Small Changes Big Impact’.</p>
<p>PP attendance increases.</p> <p>PA pupils & parents are more engaged with school and learning.</p>	<p>Attendance of identified PP pupils increases and the gap between PP and non PP narrows.</p> <p>Support for PA pupil’s free devices used to support learning. Previously PA pupils taking part in enrichment & enjoyable activities & clubs.</p>
<p>Pupils access a wide range of enrichment experiences both in and out of school. (Live theatre of a familiar book etc)</p>	<p>Pupil surveys reflect enjoyment in school and improved attitudes to learning.</p> <p>Social skills, independence, perseverance and team work are developed.</p> <p>Pupils have a wide range of cultural and social opportunities to learn about and enjoy. Funding for a PP child who shows a particular interest/talent e.g. learning a musical instrument.</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 (CPD)

Budgeted cost: £ 47,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All teachers and Tas trained to assess pupils with materials. Teachers and Tas are taught by speech and language therapist to target gaps in pupils' language identified by NELI with effective activities.</p> <p>All staff & support staff to take part in Little Wandle Phonics training – linked to Letters& Sounds (Modules 1-5) <i>(£7000 – training and cover costs)</i></p> <p>Associate SENCO to work closely with the school to ensure SEND children receive highest quality support. <i>(£34,200)</i></p> <p>First Chapter Friday – adult to 'draw a child in' to a new book by reading the first chapter then making the book (s) available for pupils to read.</p>	<p>Specialists modelling and working alongside staff has greater impact on student progress from staff surveys.</p> <p>Speech and language are one of the main barriers to pupils progressing in reading, writing, maths and the wider curriculum.</p> <p>Speech and language data shows that if gaps in language are targeted then progress is accelerated.</p> <p>Staff clear understanding about how children learn to read. Strategies followed and improved reading for all pupils.</p> <p>Fully phonically decodable books to enable fluency in reading.</p>	<p>1, 2</p> <p>1.2.5</p> <p>1,4,5</p>

<p>(£1000)</p> <p>Children rewarded with a book prize – vending machine for Reader of the Month & Progress prize.</p> <p>(£2000)</p> <p>Replenish books for home / school reading to provide a wide a varied selection.</p> <p>(£3000)</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 78,795.18

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Quality first teaching for all pupils. TA CPD is ongoing for Maths and English by leads Maths and English are high priority on school development plan and CPD plan. Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place. 	<ul style="list-style-type: none"> EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Sutton Trust – quality first teaching has direct impact on student outcomes. Training and supporting highly qualified teachers deliver targeted support. 	1,2
<ul style="list-style-type: none"> One to One Catch Up Tutoring by Third Space Learning (£9,000) 	<p>Third Space Learning’s maths and KS2 SATs interventions are delivered online for maximum cost-effectiveness for schools using their pupil premium budget. The majority of pupils on the intervention are in receipt of pupil premium and on average pupils make seven months’ progress in just 14 weeks – double expected progress with schoolwork alone.</p>	

<p>Purchase web based programs to be used in school at home.</p> <ul style="list-style-type: none"> • Bug Club • Lexia • TT Rocks • Nessy • Reading Plus <p>(£10,000)</p>	<p>EEF toolkit – parental engagement</p> <p>EEF guide to pupil premium – targeted academic support</p> <p>EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.</p>	<p>1,2,5</p>
<ul style="list-style-type: none"> • Experienced Teacher delivers interventions x2 days per week to pupils identified as in need. (£14,368) • Experienced Teacher delivers interventions x3 mornings per week (£13,000) • Speech and language therapist supports HLTA to plan and deliver speech interventions (NELI) • Speech and language therapist (1 day a week – + extra for assessments) (£14,250) • Play Therapy (£14,250) • Seedlings Counselling weekly sessions. (£3927.18) <p>Mentor sessions to include:</p> <ul style="list-style-type: none"> • Lego Therapy • Speech and language • Social skills • Time to Talk 	<ul style="list-style-type: none"> • EEF – oral language interventions consistently show positive impact on learning. <ul style="list-style-type: none"> • High quality small group interventions • Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge. • Specialists lead CPD sessions and clinics with individual pupils and staff. • Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health. • EEF – social and emotional learning – improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment. 	<p>1,2</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £ 257,314

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Full time Nurture Group x2 Worker (£59,154) • Family Support Worker x1 day per week supporting families in crisis. (£6,812) • Family Learning mentors x3 supporting children and families overcome barriers to learning. • Register of families and level of support required. • PP families receive offer of transport or breakfast club place to assist in improving attendance & incidences of lateness. • Home visits • Signposting for support • Pastoral staff attend EHAT, CIN, CP meetings (£88,000 - cost of 3x mentors) <p>Ongoing wellbeing training and support for PP children and staff (£56,000)</p>	<p>Parent feedback Safeguarding good practice – continuum of Need</p> <p>Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention from home school link worker.</p> <p>Dedicated staff in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family.</p> <p>EEF toolkit– Parental engagement</p>	<p>1,5</p>
<ul style="list-style-type: none"> • School admin phones families after register closes if pupil not in 	<p>Attendance data</p>	<p>1,4</p>

<p>school and offers support.</p> <ul style="list-style-type: none"> • Refers to Mentor in first instance then EWO. • EWO x1 day per week in school. (£8,778) • Pastoral team will pick up child from home if required. • Pastoral team works closely with attendance officer, pupils below 96% are identified and protocols followed. <p>(Attendance admin costs £7000)</p>	<p>Data shows pupils with highest attendance make the most progress at Monksdown, due to increased opportunities for overlearning and access to a progressive curriculum.</p> <p>Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</p>	
<ul style="list-style-type: none"> • Cultural capital experiences promoted in the curriculum. • Essential experiences built into Dimensions curriculum • Minibus to transport pupils across Liverpool and beyond. • Cooking Sessions for both parents and children, targeting PP children and their families (£9,710) • Reduction in cost of trips for PP (£10,000) • Residential trip cost is greatly reduced for PP (£3,360) 	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Pupil surveys reflect greater enjoyment and engagement in school.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>SHUE data</p> <p>EEF – sports participation increases educational engagement and attainment.</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.</p>	<p>3</p>

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<ul style="list-style-type: none">• Sports events promoted to PP are encouraged to attend• Outdoor learning encouraged• Wellbeing and recovery termly reviews.• Uniform Support for PP families (included new jumper for all PP Children) (£8500)		
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Total budgeted cost: £ 374,309.18

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.

Covid from March 2020 – Feb 2021 led to National tests being cancelled in July 2020 – there is therefore no national data. Internal assessments show pupil progress – see Standards Report 2020.

Lego therapy noted significant progress in pupils' ability to initiate and return a greeting, orientate body towards speaker, make eye contact, take turns, obey instructions and rules, initiate communication, ask for help, continue when something is difficult and engage in imaginative free play.

Due to speech and language interventions pupils are able to access speech in a clinic with therapist and then follow up sessions daily with HLTA – significant progress made in targets on speech IEPs due to this.

Social groups – held over lunchtime for pupils who struggle in a large social situation (playground).

Leading up to lockdown (March 20th 2020) pupils were fully engaging in a wide range of trips and experiences – see website/Twitter page to show photos.

FSM children had reduced (or no) contributions to trips.

FSM children engaged in cultural and many PE activities – see pe funding report, Sainsbury's gold award achieved.

Family learning mentors (x3) have supported parents and carers throughout lockdown with weekly phone calls or home visits, support with accessing food banks and food hampers, seeking benefits and offering well-being support as well as providing devices to enable pupils to access work and Google meetings (with their class) online.

Mentors have attended multi agency and safeguarding team meetings to support the child and family. There have been cases where support has led to families no longer requiring social care support as Monksdown Pastoral team are able to offer the support.

During lockdown school continued to open for some pupils, school has dealt with parent concerns and followed up any missing children (no child has gone longer than 3 days without having contact with a member of school staff).

For a full review click the link below:

[Pupil Premium Review Summer 2021](#)