

NUN MONKTON FOUNDATION PRIMARY SCHOOL

Pupil premium strategy statement 2022 - 2023

This statement details our school's use of pupil premium in **2022 - 2023** (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	Nun Monkton Foundation Primary School
Number of pupils in school	41
Proportion (%) of pupil premium eligible pupils	4/41 (9.7%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Lauren Simpson
Pupil premium lead	Lauren Simpson
Governor / Trustee lead	Mary Shackleton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6565
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£6565

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

What is Pupil Premium?

Pupil Premium is the name given to additional funding designed to raise the attainment of disadvantaged pupils so that they have the same outcomes and life chances as their non-disadvantaged peers. This funding is allocated to schools in accordance to how many pupils are judged to be eligible. Eligibility is outlined in a variety of ways including benefits a household may receive, free school meals, children in local authority care or recently in local authority care and service children.

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the Education Endowment Foundation (EEF). Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

The Nun Monkton ethos is that in order for children to achieve their full potential there needs to be a holistic approach to teaching and learning. We treat each and every child as an individual and are fully committed to ensuring they have every opportunity to thrive and succeed.

Strategies

- 1:1 and small group support
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Transition from primary to secondary and transitions internally and into EYFS.
- Pay for activities, educational visits and residential visits. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Bespoke approaches to provide families with individualised support.

Intent:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To ensure that disadvantaged children experience a wide range of opportunities.

Challenges

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

Challenge number	Detail of challenge
1	To ensure that all gaps are a focus in reading, writing and maths for disadvantaged children.
2	To meet the mental health and wellbeing needs of the children and particularly ensure support is in place for children with SEMH needs.
3	To ensure children are given opportunities to access experience of the wider world beyond school.

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 ensure the learning gaps are closed	<ul style="list-style-type: none"> • All staff to have refresher training on Keep Up Not Catch Up approach. • strategies include: pre-teaching in small groups, corrective teaching, corrective reviews and teaching for same day intervention, 5-minute boxes for targeted individuals and small group interventions. • Handwriting intervention implemented to close the gap in writing in KS2. • Implementation of intervention strategy, focusing on those target children to Keep Up. • To ensure that there is exceptional maths teaching through: <ul style="list-style-type: none"> - use of CPR model, allowing children to dive deeper in differing any of maths - Ensuring reasoning and problem solving are modelled clearly and explicitly taught. - Enable high quality maths teaching with regular CPD for all staff, including training, coaching and monitoring. • To ensure that there is exceptional writing teaching through: <ul style="list-style-type: none"> - use of high-quality texts used across school that promote a broad and balanced reading diet. - Ensuring environments are literature rich. - Enable high quality reading teaching with regular CPD for all staff, including training, coaching and monitoring. • To ensure that the environments are language rich, through: <ul style="list-style-type: none"> - Use of working walls to support the development of high-quality vocabulary. - Ensuring staff are well-trained in delivering high quality sessions for reading and writing. - Use of high-quality resources that promote vocabulary and discussion -

	<p>Dedicated teachers and support staff across school who have exceptionally high standards for all.</p> <ul style="list-style-type: none"> - Effective deployment of teaching assistants allows for staff to work with PP children who need additional support and deliver interventions - Disadvantaged children targeted first during Progress sweeps. Ensure appropriate and targeted support is used to consolidate, challenge and extend learning.
<p>To meet the mental health and wellbeing needs of the children and particularly ensure support is in place for children with SEMH needs</p>	<ul style="list-style-type: none"> • Individual or group nurture time for pupils in need to social, emotional and mental health support. • Mindfulness implemented into the timetable. • Additional opportunities pledge to provide children with additional wellbeing opportunities for example: Forest schools, Launches and Landings.
<p>To ensure children are given opportunities to access experience wider world beyond school.</p>	<ul style="list-style-type: none"> • Implementation of our school opportunities pledge allows children to enjoy learning in a range of contexts. • Children to be supported with the finance of trips and residential trips, to further enhance experiences.

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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitoring across school looking at pupil premium, quality of teaching and learning across school.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. We understand the importance of monitoring across the school as good practise for teaching staff and senior leaders to ensure the quality of education for all pupils. Specific monitoring takes place across the school looking at the quality of teaching and learning for pupil premium children.	1
Additional adults in Pupil Premium heavy classes.	We recognise and understand that the use of additional adults in higher % PP classrooms allows the class teacher to have more targeted support time with those PP children. This will enable opportunities for accelerated progress and catch up with learning.	1

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

Budgeted cost: £ 2065

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention groups for pupils who require it.	small groups or 1:1 enables teaching to focus exclusively on a small number of learners. It is suggested that these groups lead by a teacher or trained TA supports the needs of lower prior attainers as well as	1
	those ensuring effective progress of all pupils and or the teaching of challenging topics and skills. We identified the needs of pupils in receipt of pupil premium and have implemented the Keep Up, Not Catch Up strategies throughout the school to support children in need of these interventions. Training for all staff allows staff throughout school to deliver this support where needed.	

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

Budgeted cost: £ 1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that children have access to extracurricular activities – educational experiences such as trips and participation in physical activities. experiences, trips and participate in physical activities.	It is argued that, physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, this Toolkit entry focuses on the benefits of physical activity for core academic attainment particularly literacy and mathematics. We as a school have identified the benefits to children’s wellbeing, health and physical developed therefore have developed a curriculum which includes and encourages additional outdoor activity such as forest school.	2,3

Total budgeted cost: £6565

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.

The pupil premium strategy for 2021-22 ensured that all staff working with PP children can articulate focus areas for children in receipt of PP are and are building in strategies. Nurture time has been facilitated by the JustB where appropriate, and children comment positively on this time that they spend with adults and the progress they have made.

Monitoring evidences that children in receipt of PP funding are receiving personalised learning and additional support where necessary. This includes catch-up learning and focused support during sessions, allowing PP children to achieve in line with others.

Teachers can talk confidently about the wide range of strategies implemented for children in receipt of PP. This includes strategies to extend and challenge their learning when they are working to both: achieve ARE and beyond ARE. These strategies are evident on pupil progress overviews and discussed then reviewed at pupil progress meetings.

Outcomes:

Reading: 100% of children achieved ARE.

Writing: 100% of children achieved ARE.

Maths: 100% of children achieved ARE.

We now have additional PP children for the 2022/23 academic year.

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.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

It is important to note that the very small numbers in each cohort mean that each child is a very large percentage of a cohort (e.g. 25% per child in some year groups). Please note the number of children as a truer indication of the outcomes for our pupils rather than the percentages. To compare our PP % to other schools is statistically unsound, due to the high percentage that each one of our pupils equates to.

EYFS 2023

Total no. of pupils	No. of PP meeting all ELGS	No of non-PP meeting all ELGS
8	1 (100% of all PP pupils in our school)	7 (100% of all non PP pupils in our school)

Year 1 phonics

There were no PP pupils involved in these tests in 2023

KS1 2023

Subject	Total no. of pupils	No. of PP meeting all ELGS	No of non-PP meeting all ELGS
Reading	4	1 (100% of our PP pupils)	3 (2 at GD) 100% of non PP pupils at our school
Writing	4	0 (0% of our PP pupils)	2 (67% of all non PP pupils in our school)
Maths	4	0 (0% of our PP pupils)	3 (2 at GD) (67% of all non PP pupils in our school)

KS2 2023

Subject	Total no. of pupils	No. of PP meeting all ELGS	No of non-PP meeting all ELGS
Reading	4	1 (100% of our PP pupils)	3 (1 GD) (100% of all non PP pupils in our school)
Writing	4	0 (0% of our PP pupils)	3 (2 at GD) (67% of all non PP pupils in our school)
Maths	4	1 (100% of our PP pupils)	3 (1 at GD) (100% of all non PP pupils in our school)
SPAG	4	1 (100% of our PP pupils)	3 (2 at GD) (67% of all non PP pupils in our school)
RWM	4	0 (0% of our PP pupils)	3 (1 at GD) (100% of all non PP pupils in our school)

Last year marked the end of a previous pupil premium strategy plan.

The introduction of a new Phonics scheme materials, impacted on all pupils, including those who were assessed against the EYFS and KS1 assessment criteria in summer term 2023. Two of our PP children were involved at those assessment points and met standard in Reading. This was the intended outcome of the phonics intervention funded by the PPG and RG in the previous year's plan

By the end of 2023/24 we are on target to achieve the outcomes of our strategy in relation to our 4 outcomes. The impact of our strategy so far has been that pupils are showing more emotional resilience, better behaviour for learning and therefore their aptitude for learning is improved. Another impact has been increased motivation to engage with learning activities, as well as engaging in increased opportunities to mix socially with other pupils

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider