

Monkfield Park Primary School

Report on strategies for supporting children entitled to Pupil Premium funding for the academic year 2016 to 2017

CONTEXT

Monkfield Park Primary School is a large two form entry school with capacity for 420 children in the new settlement of Cambourne, Cambridgeshire. An extended school facility with a pre-school nursery which provides care and education for children aged two to eleven years is run by the governing body. The population of Cambourne has grown to over 8,000 people since the school was opened in 1999 with 5 children and is expected to reach 10,000 residents when building is complete.

The number of children classified as being from Black and Minority Ethnic backgrounds is 30.6%. The largest group of pupils is of White British heritage (69.5%) which is in line with national characteristics. The second largest group being any other Asian or Asian British background at 7.3% which is above the national average of 1.7%. 22.3% of children speak English as an additional language, which is above the national average. There are 31 different languages spoken in the school.

The proportion of pupils known to be eligible for free school meals or Ever6 is in line with the national average at 15.6%. Two children are also eligible for Pupil Premium Plus funding. The proportion of pupils who have special educational needs and/or disabilities is slightly below the national average and, for the school, stands at 11.6% with 1.2% of children having an Educational, Health and Care Plan (EHCP) which is below the national average of 2.9% for this group. The nature of the catchment area is masked by the IDACI rating which still does not give a true picture of the community due to its continued rapid expansion, with plans for yet further expansion.

Achievements

We have continued to work extremely hard to improve our provision over the past two years. A summary of some of the improvements and achievements are listed below:

- At its last inspection the school was judged as 'good'. This has been achieved through implementing a rigorous appraisal system and a robust plan for monitoring teaching, learning and assessment across the school.

- The raising attainment plans undertaken by the school have been used by the Local Authority as an exemplar model for other schools.
- Rising school roll.
- Key Stage 1, Key Stage 2 and Reception data has shown a rising trend and the inspection for the school in February 2015 described the school as *'having improved rapidly and demonstrating the capacity to continue to improve'*.
- Improved support for disadvantaged children through focused, personalised intervention programmes. *'The learning of disadvantaged pupils who are eligible for additional funding has been boosted considerably over the last two years. They receive specific teaching in very small groups so that any gaps in their knowledge and skills are identified and filled quickly.'* (Ofsted 2015).
- Improved support for higher attaining pupils through collaborative maths and language projects with both local and independent secondary schools.
- Embedding of Assertive Mentoring so that every child knows where they are and the next steps they need to take in their learning to improve further.
- Increased numbers of children taking on posts of responsibility in school.
- Increased numbers of iPads available for intervention work and times tables practice.
- Development of middle leaders in driving school improvement. *'Middle leaders are enthusiastic about improving provision and progress in the areas they manage. They are clear about how this will be achieved and have already made a positive difference over the last two years.'* (Ofsted 2015)
- Increase in the number and range of after school clubs offered.
- Achieving the Science Mark (Bronze).
- Improvement in the teaching of PE through the support of a specialist teacher.
- Provision of weekly counselling sessions for children who have experienced significant trauma.
- Increased numbers of volunteer readers working with the school.

In addition we continue to be relentless in our drive for continual improvement and to make Monkfield Park an outstanding centre for learning. We are an active member of the Network CB23 cluster of schools, which provide support and challenge for each other. We welcome challenge as a positive way to develop standards in our school and our policy of openness encourages involvement by all members of our local and wider community.

OBJECTIVES OF PUPIL PREMIUM SPENDING

At Monkfield Park we have high aspirations for every child and believe passionately that all children have an equal entitlement to acquire a wide range of skills and abilities; develop their imagination and creativity; and expand their thirst for

learning. Social disadvantage should never be a barrier to learning and using the pupil premium funding we are working to reduce these barriers, accelerate progress and maximise attainment in order to ensure that all children have the same life choices and are able to realise their full potential. Monkfield Park offers many levels of support for children in addition to those detailed below, which are specifically aimed at the children on roll who receive Pupil Premium funding.

NUMBER OF PUPILS AND PUPIL PREMIUM FUNDING RECEIVED

Number of pupils on roll	405
Number of pupils eligible for Pupil Premium Funding	63
Percentage of school (rounded)	16%
Total Pupil Premium funding received	£90,360

Academic Year 2016 - 2017	Total Funding Received
September 2016 to March 2017 (7/12)	£52,710
April 2017 to August 2017 (5/12)	£37,650
September 2016 to August 2017	£90,360

Number of Year 6 children eligible for Pupil premium funding in 2016– 17 = 11	2017	2016	2015
% PP children achieving expected standard in reading	44.4%	38%	63%
% PP children achieving expected standard in writing	55.6%	50%	75%
% PP children achieving expected standard in maths	66.7%	63%	50%

Progress score for Year 6 children eligible for Pupil premium funding	2017	2016
Progress score for PP children in reading (average scaled score -1.7 to 6.5)	2.4 National 0.3	-0.7
Progress score for PP children in writing (average scaled score 0.6 to 8.4)	4.5 National 0.2	-
Progress score for PP children in maths (average scaled score -1.7 to 5.7)	2.0 National 0.3	1.9

Comparison with children not eligible for Pupil Premium Funding at the end of KS2						
	2015		2016		2017	
	% at L4+		% achieving age related expectations		% achieving age related expectations	
	PP children	Non PP children	PP children	Non PP children	PP children	Non PP children
Reading	63%	98%	38%	52%	44.4%	75.5%
Writing	75%	88%	50%	80%	55.6%	87.8%
SPAG	63%	96%	50%	75%	33.3%	81.6%
Maths	50%	98%	63%	75%	66.7%	87.8%
English and Maths combined	38%	88%	50%	49%	44.4%	71.4%

RECORD OF PUPIL PREMIUM SPENDING FOR THE ACADEMIC YEAR 2016 – 2017

Provision	Cost	Objective	Impact																												
<p>Pupil Premium Champion The Pupil premium Champion is a qualified teacher who is employed to work specifically with children eligible for Pupil Premium funding.</p> <p>As an accredited Numbers Counts teacher, she is able to carry out diagnostic assessments. She also provides focused support in reading and writing for individual children.</p> <p>In addition she runs a weekly homework club and study skills sessions for children in KS2.</p>	£33,477	<p>To accelerate progress through a programme of personalised support and high quality interventions.</p> <p>To identify barriers to learning in maths and English and deliver high quality support and interventions to narrow these attainment gaps.</p> <p>To support those children who have limited learning support at home.</p>	<p>Work continues to narrow the attainment gap for children eligible for Pupil Premium funding. These children are making accelerated progress and in some year groups have made greater progress than their peers. The green shaded areas this.</p> <p>Gap in Progress</p> <table border="1"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>+0.42</td> <td>-0.65</td> <td>+0.14</td> </tr> <tr> <td>Y2</td> <td>+0.49</td> <td>-0.20</td> <td>+0.04</td> </tr> <tr> <td>Y3</td> <td>-0.04</td> <td>+0.81</td> <td>-0.38</td> </tr> <tr> <td>Y4</td> <td>-0.39</td> <td>-0.05</td> <td>-0.59</td> </tr> <tr> <td>Y5</td> <td>-0.24</td> <td>-0.11</td> <td>-0.69</td> </tr> <tr> <td>Y6</td> <td>-0.12</td> <td>-0.05</td> <td>-0.01</td> </tr> </tbody> </table>		R	W	M	Y1	+0.42	-0.65	+0.14	Y2	+0.49	-0.20	+0.04	Y3	-0.04	+0.81	-0.38	Y4	-0.39	-0.05	-0.59	Y5	-0.24	-0.11	-0.69	Y6	-0.12	-0.05	-0.01
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<p>Additional Teacher Support for Year 5 in Maths and English. Additional teachers have been deployed within the classroom to provide support for small groups of children.</p>	£19,440	To support children eligible for Pupil Premium funding and children from other vulnerable groups in order to close the	Year 5 has the highest percentage of children in receipt of pupil Premium funding. Many of these children, 35%, are also on the SEN register. Following support the children made																												

Additional teacher support in Literacy sessions in Year 5 (60 minutes daily). Support is differentiated and focused on writing, spelling, punctuation and grammar.
Additional teacher support in Maths sessions in Year 5 (60 minutes daily).

attainment gap in writing and maths.

increased progress in reading, writing and maths and continued to narrow the gap in progress in reading, writing and maths.

% PP children who have made expected progress in Y4 – Y6. The shaded green areas show where the children exceeded the attainment of their peers.

	R	W	M
Y4	77%	100%	66%
Y5	81%	63%	71%
Y6	100%	100%	90%

Booster Groups

Children in Year 6 received a weekly 60 minute support session for 20 weeks, run by the Director for Pupil Achievement.

Year 1 children receive extra support in phonics twice weekly.

£2,203.48

To accelerate progress for children identified as not on track to be working at the expected level in writing at the end of KS2.

To ensure identified children are secure in their phonics knowledge.

The number of children working at expected levels in writing at the end of Year 5 was 60%. This figure rose to 80% at the end of Year 6 which was significantly above the national average.

83.1% of Year 1 children passed the phonic check which remained above the national level of 80.3%.
71.4% of Year 2 children who re-took the test reached the expected standard (national 67%)

Small group Tuition Maths

Children identified in the Year 5 end of year assessments as not on track to be working at the expected level in maths at the end of KS2 received support from a weekly 60 minute tuition session over a period of 20 weeks. Children were taught individually or in pairs.

£3,880.81

To close the attainment gap in maths by maximising learning time.

Small group tuition resulted in 63% of PP children working at age related expectations.

Read Write Inc.

Teaching staff and Teaching Assistants have been trained in the delivery of this dynamic phonics programme which takes

£1,364.00

To accelerate the acquisition of phonics skills and close the attainment gap in reading and writing in

33% of disadvantaged children passed the KS1 phonics check. In Year 2 where extra tuition was put in place 100% passed the phonics check.

<p>place daily across KS1. Extra 1:1 tuition is given to Year 1 children in small groups to consolidate their learning</p>		<p>KS1.</p>	
<p>Teaching Assistant Led Interventions: Highly trained Teaching Assistants provide targeted support for PP children in class and through the delivery of specific intervention programmes</p> <p>Project Code X 1stclass@writing Dynamo Maths Success@arithmetic 1st class@number2 (KS2) 1stclass@number (KS1)</p>	<p>£10,769.66</p>	<p>To narrow the attainment gap for the maximum number of children through targeted, high quality interventions for reading, writing and maths.</p>	<p>Progress is carefully monitored throughout these programmes. Accurate baseline assessments are established and exit data is analysed on completion of the programmes. Children completing 10 weeks of the 1stclass@number Intervention programme made on average between 7 and 16 months progress. Children completing 10 weeks of Project X Code made on average between 6 and 12 months progress.</p>
<p>Social, Emotional and Behaviour A significant number of children have social, emotional and behavioural barriers which prevent them from making the academic progress that they are capable of. Teaching Assistants act as mentors to support these children throughout the school day. Some children who have experienced significant trauma receive weekly counselling as part of the Blue Smile outreach project.</p>	<p>£3,600</p>	<p>To enable children to develop strategies to improve their social interactions.</p> <p>To enable children to develop strategies to modify their behaviour.</p> <p>To help children to come to terms with significant trauma and move forward.</p>	<p>Children are able to make better progress and greater numbers are working at age expected levels. Less time is spent dealing with behavioural issues and disruptive behaviour in class.</p>
<p>Assessment We monitor the progress of children closely and robustly using the Assertive Mentoring programme. These assessments inform our teacher assessments which are shared and discussed each term in moderation meetings and with the Deputy</p>	<p>£5,461.16</p>	<p>To set clear targets for children.</p> <p>To use data analysis to track progress.</p> <p>To identify next steps in learning for every child.</p>	<p>Children are aware of their progress and know what they need to do next to improve. They are fully engaged with their learning and have become increasingly reflective and motivated to challenge themselves.</p>

<p>Headteacher in Pupil Progress meetings. As part of the Assertive Mentoring system the children are fully informed about their progress and identify the next steps in their learning in consultation with their class teacher.</p>																							
<p>Monitoring The Deputy Headteacher monitors the progress of those children eligible for Pupil Premium funding, carries out observations works closely with the Pupil Premium Champion to design personalised programmes of support for learning.</p>		<p>To inform teaching, monitor the impact of interventions and challenge underachievement.</p>	<p>Through robust and systematic monitoring we are challenging under achievement at the earliest possible stage. Staff are better informed and the analysis and more detailed discussions held around the data has led to earlier intervention and support for children in danger of under achieving. In KS1 the attainment gap has begun to narrow.</p> <p>KS1</p> <table border="1" data-bbox="1078 1048 1509 1223"> <thead> <tr> <th></th> <th>School</th> <th>Nat</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>87.9%</td> <td>75.5%</td> <td>+12.4</td> </tr> <tr> <td>W</td> <td>70.7%</td> <td>68.2%</td> <td>+2.5</td> </tr> <tr> <td>M</td> <td>86.2%</td> <td>75.1%</td> <td>+11.1</td> </tr> <tr> <td>R,W,M</td> <td>69%</td> <td>63.7%</td> <td>+5.3</td> </tr> </tbody> </table>		School	Nat	Diff	R	87.9%	75.5%	+12.4	W	70.7%	68.2%	+2.5	M	86.2%	75.1%	+11.1	R,W,M	69%	63.7%	+5.3
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<p>Equipment to support learning A set of iPads is available for use in the classroom to support children’s learning. Children have access to specialist computer programs which support learning e.g. Clicker 6, Mathletics, Dynamo Maths, Abacus and Maths Whizz. Children also have access to child friendly dictaphones and other recording devices to support children in their writing.</p>	<p>£3,082.27</p>	<p>To support learning and provide alternative methods for recording, planning and writing.</p>	<p>The i Pads are being used extensively in small group work to enable children to carry out research, provide alternative methods for recording, for planning work and for use during intervention groups. Clicker 6 software has been installed on classroom computers and laptops to provide scaffolds and support for writing.</p>																				
<p>Residential trips Y6 residential to PGL, Wiltshire Y4 residential to Burwell House Children are fully funded to enable them to participate in</p>	<p>£1,720.70</p>	<p>To extend experiences, build confidence, self-esteem and independence. To provide</p>	<p>Children have the opportunity to challenge themselves in an unfamiliar context, developing their levels of stamina and perseverance; building confidence, increasing self-</p>																				

<p>these important enrichment activities.</p>		<p>opportunities to develop team working skills.</p>	<p>esteem and embedding team building skills. This is very important in preparing the Year 6 pupils for the transition to secondary school and providing enrichment activities for the Year 4 children.</p>
<p>Educational Visits and Enrichment Activities Children fully funded to participate in these visits.</p>	<p>£981.25</p>	<p>To extend children's field of knowledge, understanding and appreciation of the world.</p>	<p>Visits have included:</p> <ul style="list-style-type: none"> • The Sedgewick Museum, Cambridge, • Audley End, • Wicken Fen, • West Stow Anglo Saxon Village, • Woolsthorpe Manor. • Visiting theatre companies performing in school and conducting workshops.
<p>Extra-Curricular Clubs Children are funded to attend a wide range of after school clubs. These provide opportunities to participate in sporting, science and creative activities.</p>	<p>£328.50</p>	<p>To develop important social and inter-personnel skills and increasing self-esteem and confidence through learning new skills.</p>	<p>In parent questionnaires the extra-curricular club provision is rated highly and parent's frequently request further provision. Children report that they feel more confident and enjoy the range of activities on offer. Currently children can access yoga, dance, drama, art, the choir, cooking, 'Change for Life', girls' and boys' football, Boxercise and multi sports clubs.</p>
<p>Breakfast and After School Club Funded places are offered at the discretion of the Headteacher based on individual need and circumstances. The Care and learning Centre provides early morning care from 8am to 9am and after school care from 3.30 to 6 pm. Places are also offered to disadvantaged children through the school holidays. During SATs week the Year 6 children are given breakfast in school to enable teachers to</p>	<p>£2,188.28</p>	<p>To provide support for working families, improve attendance and develop inter-personnel skills.</p>	<p>Children receive breakfast ensuring that they are ready to learn. Families with attendance and/or lateness issues have been supported to ensure their children are in school on time. Some children have received respite from difficult family circumstances via this facility. Other children have been provided with the opportunity to complete homework activities.</p>

prepare them emotionally for the tests.			Attendance and punctuality for the children who have attended breakfast club has improved which in turn has impacted upon whole school attendance.
Daily Provision of Milk Children are provided with milk each day.	£382.58	To encourage children to develop lifelong healthy eating and drinking habits as part of a healthy life style.	Healthy life style choices have a direct impact on improving academic attainment and progress.
Intervention Space The school has insufficient space to allow intervention programmes to be delivered to the maximum number of children. A fund has been established to facilitate the building of an additional intervention room.	£2,612.97	To provide an extra learning space to maximise the impact of intervention programmes.	This is a vitally important project if we are to continue to offer support and intervention programmes for Pupil Premium children.

Total Pupil Premium Funding Received	£90,360
Total expenditure	£88,879.69
Total remaining	£1,480.31

Planned Provision for 2017 - 2018

In order to continue to close the attainment gap for children in receipt of Pupil Premium Funding we will continue to use the extra funding in the academic year 2017 -2018 to:

- continue to employ a Pupil Premium Champion to work with individuals and small groups of children to accelerate their learning through focused support;

- raise levels in Reading, Writing and Maths by providing extra adult support in classrooms;
- support and extend children's learning through challenging teaching, high expectations and robust target setting;
- continue to use assessment tools, teacher assessments and provision mapping to identify those children who require additional support to close gaps in their learning;
- use of focused interventions led by the Pupil Premium Champion and highly trained TAs to provide targeted support to boost progress and attainment;
- provide opportunities for children to widen their experiences;
- support children's emotional and social development through the provision of counselling sessions;
- provide places at the Care and Learning Centre for those children requiring before and after school care;
- work to build strong and positive relationships with parents.