

Monkfield Park Primary School

Report on strategies for supporting children entitled to Pupil Premium funding for the academic year 2018 to 2019

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 was listed as 8,186 in the 2011 census but is estimated to now be over 10,000. In 2019 the school will be 20 years old having opened in 1999 with just 5 children.

The number of children classified as being from Black and Minority Ethnic backgrounds is 23%. The largest group of pupils is of White British heritage (64.3%) and the second largest group is pupils of Asian origin at 13.5%. which is reflective of national characteristics. Pupils of White Non-British background now make up 9.5% of the school population which again reflects the national picture (7.8%).

22.1% of children speak English as an additional language, which is slightly above the national average of 21.2%. There are 29 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%. One child is 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 in November 2018 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.

- Key Stage 1, Key Stage 2 and Reception data has continued to remain in line or above local and national expectations. Following a whole school focus on improving outcomes in writing, the Ofsted inspection in November 2018 noted that, *'The standards pupils attain in writing are high. Pupils' attainment in writing at the end of key stage 1 and key stage 2 and the proportion of children assessed as being at the expected level in writing at the end the early years have consistently been above the national average'*.
- Targeted support for disadvantaged children through focused, personalised intervention programmes.
- 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. *'Leaders and teachers work very effectively as a team to achieve improvement priorities that have been identified through accurate self-evaluation.'* (Ofsted 2018)
- Increase in the number and range of after school clubs offered.
- Achieving the Science Mark (Gilt) and the Eco Mark (Silver).
- 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.
- Increased opportunities for parental engagement.
- Increased opportunities for children to be involved in creative projects e.g. the SAW project.

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	398
Number of pupils eligible for Pupil Premium Funding	70
Percentage of school (rounded)	18%
Total Pupil Premium funding received	£91,156.67

Academic Year 2018 – 2019	Total Funding Received
September 2018 to March 2019 (7/12)	£52,931.67
April 2019 to August 2019 (5/12)	£38,225
September 2018 to August 2019	£ 91,156.67

Number of Year 6 children eligible for Pupil premium funding in 2018– 19 = 11	2019	2018	2017
% PP children achieving expected standard in reading	45%	61%	44.4%
% PP children achieving expected standard in writing	91%	72%	55.6%
% PP children achieving expected standard in maths	73%	61%	66.7%

Progress score for Year 6 children eligible for Pupil premium funding	2019	2018	2017
Progress score for PP children in reading (average scaled score -1.7 to 6.5)	Data not available	-2.36 National 0.31	2.4 National 0.3
Progress score for PP children in writing (average scaled score 0.6 to 8.4)	Data not available	0.64 National 0.24	4.5 National 0.2

Comparison with children not eligible for Pupil Premium Funding at the end of KS2						
	2017		2018		2019	
	% achieving age related expectations		% achieving age related expectations		% achieving age related expectations	
	PP children	Non PP children	PP children	Non PP children	PP children	Non PP children
Reading	44.4%	75.5%	61%	81%	45%	65%
Writing	55.6%	87.8%	72%	83%	91%	87%
Maths	66.7%	87.8%	61%	85%	73%	87%
English and Maths combined	44.4%	71.4%	44%	72%	46%	65%

RECORD OF PUPIL PREMIUM SPENDING FOR THE ACADEMIC YEAR 2018– 2019

Provision	Cost	Objective	Impact																												
<p>Pupil Premium Champion and Pupil Premium Teaching Assistants</p> <p>In January 2019 a new Pupil Premium Champion was appointed to work specifically with children eligible for Pupil Premium funding, overseeing provision for these children, providing support for staff and teaching small targeted groups of PP children through a variety of methods. In addition the PP champion works with the Director for Pupil Achievement to track children closely to accelerate their progress.</p> <p>Through a programme of targeted personalised support, the teaching assistants provide high quality interventions to support those children who are eligible for PP funding and have limited learning support at home. These interventions have included: Project Code X, 1:1 Read Write Inc., Expanded Rehearsal technique, 1st class@number2 (KS2) and 1stclass@number (KS1)</p>	<p>£55,802.81</p>	<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>To narrow the attainment gap for the maximum number of children through targeted, high quality interventions in reading, writing and maths.</p>	<p>Children working with the Pupil Premium Champion are making progress in line with their non-pupil premium peers. The green shaded areas indicate where they have made greater progress than their peers.</p> <p>Progress Gap July 2019</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>-1.4</td> <td>-0.1</td> <td>-0.4</td> </tr> <tr> <td>Y2</td> <td>-0.1</td> <td>+0.2</td> <td>-0.1</td> </tr> <tr> <td>Y3</td> <td>-0.25</td> <td>-0.4</td> <td>-0.1</td> </tr> <tr> <td>Y4</td> <td>-0.1</td> <td>-0.1</td> <td>-0.1</td> </tr> <tr> <td>Y5</td> <td>-0.2</td> <td>-0.2</td> <td>-1.6</td> </tr> <tr> <td>Y6</td> <td>-0.3</td> <td>+0.4</td> <td>-0.1</td> </tr> </tbody> </table> <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 make on average between 7 and 16 months progress. Children completing 10 weeks of Project X Code make on average between 6 and 12 months progress.</p>		R	W	M	Y1	-1.4	-0.1	-0.4	Y2	-0.1	+0.2	-0.1	Y3	-0.25	-0.4	-0.1	Y4	-0.1	-0.1	-0.1	Y5	-0.2	-0.2	-1.6	Y6	-0.3	+0.4	-0.1
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<p>Booster Groups Children in Year 6 received a weekly 60 minute support session for 20 weeks, run by the Director for Pupil Achievement.</p> <p>Year 1 children receive extra support in phonics twice weekly from a member of the KS1 teaching staff and attend a weekly Phonics Breakfast Club.</p>	<p>£5,622.27</p>	<p>To accelerate progress for children identified as not on track to be working at the expected level in writing at the end of KS2.</p> <p>To ensure identified children are secure in their phonics knowledge.</p>	<p>The number of disadvantaged children working at expected levels in writing at the end of Year 6 was 91% (72% in 2018), showing an increase of 19%. In reading the figure was 45% (61% in 2018) and in maths 73% (61% in 2018). Although this shows an increase from the previous year in writing and maths, further work needs to be done to accelerate progress for these children, particularly in reading.</p> <p>87.2% of children in Year 1 passed the phonic check with 60% of disadvantaged children reaching the expected level. 50% of Year 2 children who re-took the test reached the expected standard.</p>
<p>Small group tuition Children eligible for Pupil Premium funding identified in the end of year assessments as not on track to be working at the expected level in maths and English received additional support from a weekly 60 minute tuition session over a period of 20 weeks. Children were taught individually or in small groups of three</p>	<p>£4,138.83</p>	<p>To close the attainment gap in maths by maximising learning time.</p>	<p>At the end of Year 5 only 36% of disadvantaged children were working securely at age related expectations in maths, 45% in reading and 46% in writing. Intensive interventions and small group tuition resulted in 73% of PP children working at age related expectations in maths at the end of Key Stage 2, 55% in reading with 46% working at greater depth and 91% achieving the expected standard in writing.</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.</p> <p>Some children who have experienced significant trauma</p>	<p>£15,792.50</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</p>	<p>Blue Smile worked with 10 children during the academic year 2018 -19. 8 children were able to complete their therapy. 80% of these children made accelerated progress of more than 3 SIMS progress points in reading, writing and maths. As a result 70% were working at age expected levels. In addition less time is spent dealing with behavioural issues which disrupt</p>

receive weekly counselling as part of the Blue Smile project and the EAL project.		significant trauma and move forward.	the learning of the whole class.																				
<p>Assessment and Target Setting 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 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. Teachers are released from the classroom to hold these 1:1 meetings with the children.</p>	£4,676.67	<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>	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. Increasing numbers of children are making more than 3 SIMS points progress which is increasing their drive to further improve their work. Teachers report that disadvantaged children are more aspirational in their mentoring discussions and have the desire to do succeed.																				
<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>	£0	To inform teaching, monitor the impact of interventions and challenge underachievement.	<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 for disadvantaged children has continued to narrow which will support the children as they move into KS2.</p> <p>KS1</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>School</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>81%</td> <td>81%</td> <td>76%</td> </tr> <tr> <td>W</td> <td>73%</td> <td>73%</td> <td>68%</td> </tr> <tr> <td>M</td> <td>85%</td> <td>85%</td> <td>75%</td> </tr> <tr> <td>R,W,M</td> <td>67%</td> <td>70%</td> <td>63.7%</td> </tr> </tbody> </table>		PP	School	Nat	R	81%	81%	76%	W	73%	73%	68%	M	85%	85%	75%	R,W,M	67%	70%	63.7%
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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</p>	£328.93	To support learning and provide alternative methods for recording, planning and writing.	The iPads are being used extensively in small group work to enable children to carry out research, provide alternative methods for recording, for																				

<p>programs which support learning e.g. Clicker 6, Mathematics, 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>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</p> <p>Children are fully funded to enable them to participate in these important enrichment activities.</p>	<p>£5,278.27</p>	<p>To extend experiences, build confidence, self-esteem and independence.</p> <p>To provide opportunities to develop team working skills.</p>	<p>Children have the opportunity to challenge themselves in an unfamiliar context, developing their levels of stamina and perseverance; building confidence, increasing self-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>£590.45</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. • Knebworth House and gardens
<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>£868.00</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, chess, the choir, gymnastics, street dance and akra; girls’ and boys’ football, tennis 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 prepare them emotionally for the tests.</p>	<p>£1,289.88</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. Attendance and punctuality for the children who have attended breakfast club has improved which in turn has impacted upon whole school attendance.</p>
<p>Daily Provision of Milk Children are provided with milk each day.</p>	<p>£535.92</p>	<p>To encourage children to develop lifelong healthy eating and drinking habits as part of a healthy life style.</p>	<p>Healthy life style choices have a direct impact on improving academic attainment and progress.</p>
<p>Counselling and Intervention Space The school is desperately in need of a dedicated space where counselling and intervention programmes can take place. With increasing numbers of children accessing this support each week this has become a priority for the school. In previous years it has been possible to allocate some funding towards the building of a dedicated counselling and intervention room in the future.</p>	<p>£0</p>	<p>To provide an extra learning space to maximise the impact of intervention programmes.</p>	<p>This is a vitally important project if we are to continue to offer support and intervention programmes for Pupil Premium children. We currently have very limited intervention space and no suitable place where the counsellors are able to carry out their vital work with children. Currently the Deputy Head makes her office available, but this impacts on her role as she has to work in a corridor.</p>

<p>Total Pupil Premium Funding Received</p>	<p>£91,156.67</p>
<p>Total expenditure</p>	<p>£94,924.53</p>

Planned Provision for 2019 - 2020

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 2019 -2020 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;
- continue the work on building strong, positive relationships with parents.