

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding and recovery premium 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	Monk Fryston Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	8/11/2022
Date on which it will be reviewed	25/7/2023
Statement authorised by	Rick Weights, Executive Headteacher
Pupil premium lead	Laura Strathearn, Pupil Premium Champion
Governor / Trustee lead	Sarah Fawcett, Lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,465
Recovery premium funding allocation this academic year	£1,134
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£13,599

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, and will make adjustments to our provision wherever necessary to ensure that there is equality of access for all. We want all our pupils to be able to participate, engage, and achieve success regardless of their personal circumstances.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, ensuring that all pupils attain as highly as possible. We aspire to ensure that the legacy of disruption to their educational provision is negligible.

Our approach will be responsive to our knowledge of individuals. Our approach will be tailored according to need. To ensure our strategies are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	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.
2	Our assessments (including wellbeing survey), observations and discussions with disadvantaged pupils and their families have identified social and emotional issues alongside a lack of enrichment opportunities during school closure. These challenges have impacted on wellbeing and attainment.
3	Assessments, observations and discussions with disadvantaged pupils indicate that additional support and challenge within teaching provision is needed to ensure that they achieve highly.
4	Assessments and observations highlight a lack of fluency in literacy and numeracy skills due to gaps in learning, retention and recall.
5	Individual and specific barriers to learning

## 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
Improved achievement in English and Maths among disadvantaged pupils, particularly the most able.	Children develop fluency in English and maths in order to move to greater depth learning more frequently. This will be demonstrated through engagement in lessons, book scrutiny and ongoing formative and summative assessment.
Improved wellbeing, particularly for disadvantaged pupils.	High levels of wellbeing among pupils. Pupils report that they feel safe and happy, and are learning and achieving well. Qualitative data from student voice, student and parent surveys and teacher observations
Improved access to extra-curricular and enrichment activities for disadvantaged pupils.	Children benefit from a broad and rich curriculum including having access to extra-curricular activities. Significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved understanding of individual barriers to learning and application of pedagogy.	Individual needs of disadvantaged children to be effectively met. Listening to the views of children and working with them to

	overcome what they perceive to be their barriers to learning
--	--

## 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: £ 399

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training in emotional attachment.	Educational Psychologists advocate understanding of emotional attachment to enhance working with pupils, and particularly in making cognitive gains.	2, 5
Purchase of standardised diagnostic assessments for wellbeing.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	2, 5

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

Budgeted cost: £9,447

Activity	Evidence that supports this approach	Challenge number(s) addressed
In-class support for learning to offer individualised instruction to pupils, enabling pre and post teaching when appropriate.	The EEF states that: 'working with teaching assistants can lead to improvements in pupils' attitudes' <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1,2,3,4,5
Engaging with the National Tutoring Programme to provide school-led tutoring for disadvantaged pupils,	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition-eeef">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk/small-group-tuition-toolkit-strand-education-endowment-foundation-eeef">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 3, 4

particularly in early reading.		
Reading comprehension Strategies through the use of Accelerated Reader and the associated Star Reader assessment offers personalised, targeted and structured support.	The EEF suggests that ' <i>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</i> ' <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?</a>	1,3,4,5

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

Budgeted cost: £3,753

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 Access to emotional and social interventions to support SEMH development-particularly interaction with other pupils. Targeted support driven by analysis of need; Pastoral Team TA delivery 1:1	2 Children who have additional needs associated with Social, Emotional and Mental Health need extra support to ensure they can access the curriculum. The EEF highlights the importance of emotional support. 3 'Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores'. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1,2,5
Access to activities and resources for disadvantaged children to ensure full participation in school life, including extra-curricular and enrichment activities.	Children from lower income families may not be able to attend school trips and extra-curricular activities which will disadvantage their access to a broad and balanced curriculum. They may not be able to purchase uniform or other equipment that will enable equal access to school, and supporting this financially ensures pupils are well placed to access learning alongside their peers.	2,5

## **Total budgeted cost: £13,599**

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 strategies we employed ensured that we understood our children well and made adjustments to our provision to meet their individual needs. We were able to use tailored approaches to learning to support our pupils, and this resulted in them making good progress. Some made accelerated progress to the level that the difference between them and their peers was significantly diminished, although this did vary by individual and subject.

We noted an increased need to address wider strategies and this will be a focus for the spending plan next year. We believe that the strategies are right, and have resulted in greater equity and access. For example, we have ensured greater take up of after-school clubs and trips. However, we have noted increased demand and as this is an important factor in ensuring our provision is equitable for all pupils, further adjustments will be made. It is important that all staff working with individual children are aware of their barriers and needs, and are able to suggest support that can be made available. This will be strengthened in future planning.