

## 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	Monks Coppenhall Academy & Day Nursery
Number of pupils in school	478 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	36% (excluding Nursery)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	Autumn 2021
Date on which it will be reviewed	Autumn 2022
Statement authorised by	Pamela Simpson, Principal
Pupil premium lead	Robert Alcock, Vice Principal
Governor / Trustee lead	David Malam, lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£227,130
Recovery premium funding allocation this academic year	£23,490
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<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	£250,620

# Part A: Pupil premium strategy plan

## Statement of intent

At Monks Coppenhall Academy we recognise through our internal data and tracking that children in receipt of pupil premium have achieved lower than their peers over the past eighteen months. It is our intention that all children, irrespective of their background or any challenges they face, make good progress and achieve well in relation to their starting points across all subjects.

The end of Key Stage One data for the academic year 2021-22 shows that children in receipt of PP attained lower than non-PP, particularly in writing. However, based on their prior attainment, the overall progress of PP children was in line with non-PP for reading and writing, and better than non-PP for mathematics (see Key Stage Pupil Groups Performance 2020-21).

At the end of Key Stage Two, for the academic year 2021-22, the gap between PP and non-PP diminished, with a greater number of PP children achieving the expected standard or better in reading and maths than non-PP. However, PP children make less progress in writing than their peers (see Key Stage Pupil Groups Performance 2020-21).

Internal mental health and wellbeing assessments have identified a large number of children who require additional intervention for Social Emotional and Mental Health (SEMH).

In addition, we will consider the challenges faced by vulnerable children, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We adopt a tiered approach to supporting children in receipt of pupil premium with Quality First teaching at the heart of everything we do. Through formative and summative assessment, children are identified for targeted support through evidence-based interventions and tutoring. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school. (EEF Guide to Pupil Premium Autumn 2021) It is our intention that non-disadvantaged children's attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School Led Tutoring Programme for children whose education has been worst affected, including non-disadvantaged pupils.

To ensure our approach is effective we will:

- set challenging work for disadvantaged children
- assess children early in order to intervene promptly
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve through staff appraisal and pupil progress meetings

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with children indicate a vocabulary deficit on entry to school and underdeveloped oral language skills among many children. These are evident from Reception through to Year 6 and in general, are more prevalent among our disadvantaged children than their peers. This has increased further as a result of lost learning due to the pandemic.
2	Assessments, observations, and discussions with children suggest disadvantaged children have generally attained lower in writing and phonics than their peers. This negatively impacts their development as writers.
3	On entry to Reception class children arrive well below or below age-related expectations.
4	<p>Our assessments and observations indicate that the education and the wellbeing of many of our disadvantaged children have been further impacted by partial school closures to a greater extent than for other children. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to children falling further behind age-related expectations, especially in writing.</p> <p>Assessment data shows that disadvantaged children have lower attainment than their peers in maths at the end of KS1.</p>
5	<p>Our assessments (including 'Me and My feelings' questionnaire), observations and discussions with children and families have identified social and emotional issues for many children and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>As a result, markedly more children have been identified for additional support through wellbeing programmes, the mental health support team and in addition a large increase in Early Help assessments led by our Family Support Worker.</p>

6	<p>Our attendance data indicates that attendance and punctuality among disadvantaged children is lower than for non-disadvantaged children.</p> <p>8.9% of disadvantaged pupils have been 'persistently absent' compared to 4.2% of their peers during academic year 2020-21. Our assessments and observations indicate that absenteeism is negatively impacting some disadvantaged pupils' progress.</p>
7	<p>As a result of high levels of deprivation in the local area, many of our disadvantaged children do not always to access cultural capital experiences and opportunities.</p>

## 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 oral language skills and vocabulary among disadvantaged children.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged children.</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
Improved writing attainment among disadvantaged children.	<p>KS2 writing outcomes in 2024/25 show that more than 60% of disadvantaged children in this cohort met the expected standard.</p> <p>(52% of pp children in this cohort also have Special Educational Needs)</p>
Improved outcomes for disadvantaged children in Reception.	<p>An increase in the percentage of disadvantaged children achieving the 'expected' level at the end of the EYFS in relation to their baseline assessment.</p> <p>75% of disadvantaged children achieve the 'expected' level at the end of EYFS.</p> <p>Nursery PP children have been targeted for extra support.</p>
Improved maths and reading attainment for disadvantaged children at the end of KS2.	<p>KS2 outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard for reading and 65% in maths. This is from the below or well below age related expectations on entry to school. By the end of KS2 the attainment gap will have reduced and these children will be more in line with their non-pp peers.</p>
To achieve and sustain improved wellbeing for	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p>

<p>all children in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent questionnaires and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged children</li> </ul>
<p>To achieve and sustain improved attendance for all children, particularly our disadvantaged children.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all children being no more than 4%, and the attendance gap between disadvantaged children and their non-disadvantaged peers being reduced by 1.7%.</li> <li>• the percentage of all children who are persistently absent being below 8% for disadvantaged.</li> </ul>

## 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: £83,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic NTS assessments.</p> <p>Mentoring for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4</p>
<p>Embedding Word Aware and metacognitive approaches across the school to consolidate understanding and extend vocabulary.</p> <p>We will retrain staff and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests children in areas of high deprivation are language deprived. Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Improving Literacy at Key Stage 2 Guidance Report EEF</a></p> <p><a href="#">Preparing for Literacy Improving communication, language and literacy in early years Guidance Report</a></p> <p><a href="#">Why Closing the Word Gap Matters - Oxford Language Report</a></p>	<p>1</p>
<p>Introduce Read Write Inc spelling programme from Year 2-6 through high quality CPD/resources</p>	<p><a href="#">Improving Literacy in Key Stage 1 – Strand 6</a></p> <p><a href="#">Improving Literacy in Key Stage 2 (2<sup>nd</sup> Edition) – Strand 5</a></p>	

<p>Purchase access to a <a href="#">DfE validated Systematic Synthetic Phonics and Spelling programme</a> (RWI) to secure stronger phonics teaching for all children.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Early Years and Key Stage One</a>  Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	<p>3, 4</p>
<p>Through quality assured CPD improve the quality of children's mental health and wellbeing through social and emotional programmes in order to equip children with the tools and resources to address mental health challenges that interfere with life, learning and wellbeing</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">The Impact of Emotional Literacy Support Assistant Cheshire East (ELSA)</a> <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>4, 5</p>

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

**Budgeted cost: £82,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at	Phonics approaches have a strong evidence base indicating a positive impact	2

<p>disadvantaged children who require further phonics support. This will be delivered through the Read Write Inc programme, including the bottom 20%.</p>	<p>on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="#">Read Write Inc Research and Evidence</a></p>	
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>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="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4
<p>Speech and Language support for targeted children, delivered by a qualified Speech and Language Therapist and Assistant.</p>	<p>There is a strong evidence base that suggests children in areas of high deprivation are language deprived.  Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 3
<p>Implementation of mental health and emotional wellbeing support through bespoke interventions (e.g. Calming Cove, Art Therapy, ELSA, Next Steps, Magic Carpet, Friendship Terrace, Forest School)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers):  <a href="#">Social and Emotional Learning Toolkit - EEF</a>  <a href="#">The Impact of Emotional Literacy Support Assistant Cheshire East (ELSA) EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	4, 5
<p>Targeted maths, writing and reading</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective</p>	1, 2, 3, 4



interventions delivered by high quality teaching assistants to address gaps in learning.	method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Use of drama (through an external provider - Artis) to promote creative writing and confidence in writing skills, including the development of vocabulary	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. <a href="#">Arts Participation</a>	2, 4, 5, 7
Individual and small group music tuition for disadvantaged pupils (Love Music Trust and specialist music teacher)	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. <a href="#">Arts Participation</a>	4, 5, 7

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

**Budgeted cost: £85,120**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches (KIVA) with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5, 6
Participation of disadvantaged children in the 'My World Project' to raise aspirations and confidence.	Internal evaluations demonstrate an increase in confidence and self-esteem of the children who have taken part in previous years.	5, 7
Employment of a Home-School Link Worker and bilingual teaching	Engaging with parents is crucial when supporting families in crisis and supports children's attendance and emotional wellbeing.	5, 6

assistants, working with parents and children.	Evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support. Home-School Link Worker – <a href="#">Mentoring Toolkit EEF</a>	
Embedding principles of good practice set out in the DfE’s Improving School Attendance advice, including assisted places at Breakfast Club and commissioning of an Education Welfare Management Officer.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="#">Improving school attendance: support for schools and local authorities EEF Report – Breakfast Clubs</a>	6
Lunchtime and after-school clubs delivered by a specialist PE provider.	Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs. There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance. <a href="#">Physical Activity EEF</a>	4, 5, 6, 7
Provide enrichment opportunities and activities (e.g. Love Music Trust, Clonter Theatre, Hi-Impact Computing, workshops)	Addressing the cultural capital deficit for some disadvantaged children.	7
Help towards the cost of educational trips or visits for disadvantaged children.	Addressing the cultural capital deficit for some disadvantaged children.	7
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside	All

	to respond quickly to needs that have not yet been identified.	
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**Total budgeted cost: £250,620**

## 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.

At the end of Key Stage One (2020-21), children in receipt of pupil premium attained lower than their non-pupil premium peers in reading, writing and mathematics. However, based on their prior attainment, the overall progress of PP children was in line with non-PP for reading and writing, and better than non-PP for mathematics.

At the end of Key Stage Two (2020-21), the percentage of children in receipt of pupil premium achieving the expected standard or better was in line with non-PP for maths, higher for reading and lower for writing. Progress of PP children was better in reading and maths than non-PP and lower in writing. Therefore, part of this strategy will address this deficit.

For the year 2020-21, the percentage of children in receipt of pupil premium who were persistently absent (<90%) was 8.9%, compared to 4.2%. Overall attendance for PP children was 93.8%, which was lower than attendance for non-pp at 95.5%. As this was impacted by Covid, we will continue to address this through this strategy.

Assessment and observations demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted, primarily due to COVID-19. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for targeted pupils, and bespoke interventions where required. We are building on that approach through this new strategy.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. At Monks Copenhall Academy, our remote learning strategy ensured that the curriculum could be taught in its entirety through live lessons, although we noted that some key areas were affected, such as writing, Computing, Design and Technology, practical Science and Art. Pupil engagement in remote learning was monitored on a daily basis and support was provided to families who found aspects of home learning challenging.

## Externally provided programmes

Programme	Provider
Not applicable	