

# Pupil premium strategy statement – Monks Coppenhall Academy

This statement details our school's use of pupil 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	Monks Coppenhall Academy & Day Nursery
Proportion (%) of pupil premium eligible pupils	35% (excluding Nursery)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement for each academic year</b> )	2022 - 2025
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Carl Leech, Principal
Pupil premium lead	Rob Alcock, Vice Principal
Governor / Trustee lead	Gordon Fairbairn – Pupil Premium Governor Julie Alexander-Orrell - Pupil Premium Trustee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 273, 799
Pupil premium funding carried forward from previous years	£ 0
<b>Total budget for this academic year</b>	<b>£ 273, 799</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Monks Coppenhall Academy, we recognise through our internal data and tracking that disadvantaged children have lower attainment than their peers. It is our intention that all children, irrespective of their background or any challenges they face, make at least good progress and achieve well in relation to their starting points across all subjects.

Reception baseline data for September 2022, shows that in Literacy 30% of disadvantaged children were working at the expected standard, compared to 50% of non-PP. A gap was also evident in mathematics, with 30% of disadvantaged children working at expectation, compared with 63% of non disadvantaged.

Studies show that in some socially disadvantaged areas around 50% of five-year olds have significant language delays. The WellComm language screening results from 2021 indicate that only 33% of pupils entered Monks Coppenhall academy with age appropriate language skills and that 30% of pupils entered the academy with significant language delays (pupils learning EAL not included).

At the end of Key Stage One and Key Stage Two (2021-22), a lower percentage of disadvantaged children achieved the expected standard in reading, writing and mathematics when compared to non-PP.

In 2021-22, at the end of Key Stage Two, a greater percentage of disadvantaged children achieved greater depth in mathematics and reading compared to non-PP. However, non-disadvantaged children outperformed disadvantaged in writing (% at greater depth). At the end of Key Stage One, non-disadvantaged children outperformed disadvantaged children in all subjects when looking at greater depth.

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 disadvantaged children 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.

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 impacts on their ability to fully comprehend and understand age-appropriate texts.
2	Assessments, observations, and discussions with children suggest disadvantaged children have generally attained lower in reading, writing and mathematics than their peers.
3	On entry to Reception, disadvantaged children arrive below age-related expectations in all areas and lower than non-disadvantaged.
4	<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. 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 Link Workers.</p>
5	<p>Our attendance data indicates that attendance and punctuality among disadvantaged children is lower than for non-disadvantaged children.</p> <p>A greater percentage of disadvantaged pupils have been 'persistently absent' than their peers during the academic year 2020-21 and 2021-22. Our assessments and observations indicate that absenteeism is negatively impacting some disadvantaged pupils' progress in reading, writing and mathematics.</p>
6	As a result of high levels of deprivation in the local area, many of our disadvantaged children do not always have access to cultural capital experiences and opportunities.

## 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
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Improved oral language skills, vocabulary and reading amongst disadvantaged children.	Assessments and observations indicate significantly improved oral language among disadvantaged children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved writing attainment among disadvantaged children.	KS2 writing outcomes in 2024/25 show that at least 60% of disadvantaged children in this cohort met the expected standard.  (52% of disadvantaged children in this cohort also have Special Educational Needs. This cohort is also affected significantly by mobility, therefore a revised target of 52% is achievable).
Improved outcomes for disadvantaged children in Reception.	An increase in the percentage of disadvantaged children achieving a good level of development at the end of the EYFS in relation to their baseline assessment.
Improved maths and reading attainment for disadvantaged children at the end of KS2.	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.  (This cohort is affected significantly by mobility, therefore a revised target of 55% in reading and 60% in maths is achievable).
To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>● qualitative data from student voice, student and parent questionnaires and teacher observations</li> <li>● quantitative data (e.g. 'Me and My Feelings', Southampton Score, Boxall Profile)</li> <li>● a significant increase in participation in enrichment activities, particularly among disadvantaged children</li> </ul>
To achieve and sustain improved attendance for all children, particularly our disadvantaged children.	Sustained high attendance from 2024/25 demonstrated by: <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 funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £29,323

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Participation in the Raising Attainment for Disadvantaged Youngsters (RADY) Programme for Year 3 children.</p> <ul style="list-style-type: none"> <li>Equitable approaches to teaching and learning are planned.</li> </ul> <p>Teachers apply the concept of proportional representation and equity into their practice (e.g. questioning, groupings, levels of challenge etc.)</p>	<p>The programme is designed to gain a thorough knowledge of disadvantaged children and explore what is hindering their attainment, with a focus on diagnosing and responding to pupils' needs.</p> <p><a href="#">Improving Literacy at Key Stage 2 EEF – Recommendation 6</a></p>	<p>1, 2 &amp; 5</p>
<p>Delivery of 'Ready Steady Write' and 'Ready Steady Comprehension' English programmes.</p> <p>(Subscription and training costs)</p>	<p>Steps to Read provides a clear teaching sequence to reading sessions that explicitly teaches reading skills and strategies in a cumulative way through evidence-based approaches.</p> <p>Read to Write empowers teachers to provide high-quality teaching of writing through children's high-quality literature (Vehicle Texts). The units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities.</p> <p><a href="#">Improving Literacy at Key Stage 2 Guidance Report EEF</a></p> <p><a href="#">Improving Literacy in Key Stage 1 Recommendation 1, 4 and 5</a></p>	<p>1, 2, 3</p>
<p>Purchase of 'Accelerated Reader' for use from Year 2-6.</p> <p>Children will take half-termly assessments to ensure that they are reading books that match their needs.</p>	<p>Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and suggests books that match pupils' needs and interests.</p>	<p>1, 2</p>

	<p>Pupils take computerised quizzes on completion of a book to check understanding.</p> <p><a href="#">EEF Accelerated Reader Project</a></p> <p><a href="#">EEF Accelerated Reader – What does the research tell us?</a></p>	
<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>	1, 2
<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>	1, 2
<p>Continuation of 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</a></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of</p>	2

<p><a href="#">programme</a> (RWI) to secure stronger phonics teaching for all children.</p>	<p>word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£126,573**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Participation in the Raising Attainment for Disadvantaged Youngsters (RADY) Programme for Year 3 children.</p> <ul style="list-style-type: none"> <li>Adjusted target setting with the aim of reducing attainment gaps between PP and non PP</li> </ul> <p>Forensic analysis to determine gaps in knowledge, skills and understanding in order to target teaching and support</p>	<p>The programme is designed to gain a thorough knowledge of disadvantaged children and explore what is hindering their attainment, with a focus on diagnosing pupils' needs.</p> <p><a href="#">Improving Literacy at Key Stage 2 EEF – Recommendation 6</a></p>	<p>1, 2, 4 &amp; 5</p>
<p>Additional phonics sessions targeted at disadvantaged children who require further phonics support. This will be delivered through the Read Write Inc programme, including the bottom 20%.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact 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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="#">Read Write Inc Research and Evidence</a></p>	<p>2</p>
<p>'Ready Steady Jump' reading intervention programme, delivered by trained teaching assistants.</p>	<p>The 'Ready Steady Jump' approach is tailored to the needs of individual children with a focus on comprehension strategies. This is delivered by trained teaching assistants through 1:1 sessions, four times a week, over a period of 10 weeks.</p>	<p>1, 2</p>

	<a href="#">Improving Literacy at Key Stage 2 Guidance Report EEF – Recommendation 7</a>	
<p>Providing school-led tutoring for targeted children in reading, writing and maths.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>*Due to government funding ceasing, this is limited to Year 6 (2024-25)</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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<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.</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 3
<p>Targeted reading interventions delivered by high quality teaching assistants to address gaps in learning.</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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3

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

Budgeted cost: £ 133,924

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Participation in the Raising Attainment for Disadvantaged Youngsters (RADY) Programme for Year 3 children.</p> <p>Ensuring proportional representation in school events, activities, clubs, roles and responsibilities.</p>	<p>The programme is designed to gain a thorough knowledge of disadvantaged children and explore what is hindering their attainment, with a focus on diagnosing pupils' needs.</p> <p><a href="#">Art Participation EEF</a></p>	6
<p>Individual and small group music tuition for disadvantaged pupils (Love Music Trust, Music 4 Life and specialist music teacher)</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p><a href="#">Arts Participation</a></p>	4, 6
<p>Implementation of mental health and emotional wellbeing support through bespoke interventions (e.g. Art Therapy, ELSA, Next Steps, Magic Carpet, Friendship Terrace, MHST) 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):</p> <p><a href="#">Social and Emotional Learning Toolkit - EEF</a></p> <p><a href="#">The Impact of Emotional Literacy Support Assistant Cheshire East (ELSA)</a></p> <p><a href="#">EEF Social and Emotional Learning .pdf(educationendowmentfoundation.org.uk)</a></p>	4
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	4, 5
<p>Employment of Family Link Workers and bilingual teaching assistants, working with parents and children.</p>	<p>Engaging with parents is crucial when supporting families in crisis and supports children's attendance and emotional wellbeing.</p> <p>Evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling.</p> <p>Mentoring interventions may be more</p>	4, 5, 6

	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 Working Together to Improve School Attendance, 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</a> <a href="#">EEF Report – Breakfast Clubs</a>	5
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
Provide enrichment opportunities and activities (e.g. Love Music Trust, New Vic Theatre, Residential visits, Hi-Impact Computing, workshops)	Addressing the cultural capital deficit for some disadvantaged children.	4, 6
Help towards the cost of educational trips or visits for disadvantaged children.	Addressing the cultural capital deficit for some disadvantaged children.	4, 6
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 to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £ 289,622**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

#### Early Years (Reception)

At the beginning of the Autumn Term (2023-24) 16.7% of disadvantaged children were on track in Word Reading, 23% in Writing, 33% in Maths and 53% in Communication and Language. By the end of the year, this had risen to 57% for Word Reading, 54% for Writing, 61% for Maths and 75% for Communication and Language.

46% of disadvantaged children achieved a good level of development compared to 56% for the whole cohort.

#### Phonics Check (Year 1)

	Monks Copenhall % achieved	<a href="#">National</a> % achieved	Difference
All pupils	93%	80%	+13%
Disadvantaged	95%	68%	+27%
Non-disadvantaged	93%	84%	+9%

Disadvantaged children achieved well above the national percentage for disadvantaged and non-disadvantaged. This demonstrates that disadvantaged children are attaining well in phonics and making better than expected levels of progress from their starting points, with only 30% of this cohort on track in Literacy on entry in September 2022.

#### Multiplication Tables Check (Year 4)

	Monks Copenhall Academy		<a href="#">National</a>	
	Average Score	Percentage of eligible pupils scored 25 marks	Average Score	Percentage of eligible pupils scored 25 marks
All pupils	20	22%	20.6	34%
Disadvantaged	18.6	12%	18.9	25%
Non-disadvantaged	20.9	26%	21.3	37%

The average score of disadvantaged children is broadly in line with national disadvantaged. The percentage of disadvantaged children scoring 25 marks, however, is significantly below at 12% (compared to 25%).

#### Key Stage Two

The data demonstrated that in Key Stage Two, the attainment of disadvantaged children was as follows:

Expected Standard +			
Subject	All pupils (School)	Disadvantaged (School)	Disadvantaged (National)
Reading	65%	57%	62%
Writing	68%	66%	58%
Maths	66%	54%	59%
Spelling, Punctuation and Grammar	60%	60%	
Combined	56%	46%	45%

This data demonstrates that the attainment of disadvantaged children was in line with national expectations for combined reading, writing and maths (combined). Writing outcomes for disadvantaged were higher than national disadvantaged, whereas maths and reading were both 5% below. The percentage of disadvantaged children achieving the expected standard has increased compared to the previous year's outcomes for reading and writing (reading is 5% higher, writing is 22% higher). Outcomes for maths are 3% lower than the previous year.

The attendance of disadvantaged children for the academic year 2023/24 was 93.6%, compared to 94.9% for all children. Persistent absence of disadvantaged children was 19%, compared to 12% for all children. This is an improvement on previous years and compares favourably to national data derived from Arbor, DFE and FFT.

Based on all the information above, the performance of our disadvantaged pupils met expectations. Our evaluation of the approaches delivered last academic year indicates that this strategy has been effective in Early Years and Year 1, as evidenced by the accelerated progress of disadvantaged children in Reception and high levels of attainment in the Year 1 Phonics Check. The Key Stage Two outcomes for disadvantaged children in reading and writing were an improvement on the previous year's and broadly in line for mathematics.

Looking at the outcomes we set out to achieve by the end of academic year 2024/25 in the Intended Outcomes section (see above), we continue to strive to achieve the revised targets for reading, writing and maths. 52% of the disadvantaged children in this cohort have an identified special educational need and a significant number have adverse childhood experiences.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Ready Steady Comprehension	Literacy Counts
Ready Steady Write	Literacy Counts
Read Write Inc Phonics	Ruth Miskin
White Rose Maths	White Rose Education