

Pupil premium strategy statement - Monkton Church of England Primary School

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	96
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-2024 2024-2025 2025-2026
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Paul McCarthy
Pupil premium lead	Chris Marston
Governor / Trustee lead	Nicolas Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,077.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£43,077.50

Part A: Pupil premium strategy plan

Statement of intent

Here at Monkton Church of England Primary School, our intention is to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. We want all children to be learning and using our learning values, which are being:

- Positive
- Resourceful
- Innovative
- Determined
- Engaged

We strive to remove the bigotry of low expectations, raise lifelong aspirations and focus on removing barriers to learning and achieving excellence.

Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, providing all children with the access and opportunities to enjoy academic success.

In our plan, we will cover the following areas:

1. Ensure that high quality teaching focuses on the needs of all pupils and caters for all different types of learning and learners
2. We will strive to support children with intervention programs and provision aimed at diminishing the difference on the same day that the gap develops as well as pre-teaching prior to the lesson with a key focus on language and technical vocabulary.
3. Specialist support will be put in place for targeted children to ensure we are providing a catch-up curriculum to those left behind as a result of the pandemic and disrupted learning
4. Pupil Premium funding will be allocated based on a needs basis and will adhere to the following process
 - Intent
 - Implement
 - Impact

We also know that children learn best and make the most progress when they attend school regularly. We also know that the attendance of disadvantaged children is lower than the attendance of other children. Therefore, in our strategy, we will focus on encouraging good attendance through:

- Meeting the well-being needs of pupils and families
- Providing an exciting, ambitious and inspirational curriculum
- Enabling the children to access learning through experiences and enrichment activities, including workshops and school trips
- Engaging with families in a formal and informal way where we show understanding but also high expectations
- Providing breakfast club to ensure children receive a soft-landing transition into school and food in the morning

CPD will be provided for all staff when any new initiatives are brought into school plus extra training in specialist areas for any staff who requests it on a need basis

Challenges

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

Challenge number	Detail of challenge																																																																																		
1	<p><u>Attendance</u></p> <p>Pupils cannot learn if they are not at school and low attendance is a major barrier to achievement. Analysis shows that our disadvantaged pupils are less likely to have good attendance. They are more likely to have time away from school. Late arrival can contribute to lost learning. There is strong research to suggest that well-targeted support to improve attendance is an effective use of disadvantaged funding and we are embedding processes and strategies to achieve this in collaboration with our Attendance Officer. We would like to reduce PP absence significantly, so that children do not miss out on any learning opportunities. We already place huge importance on attendance and discuss attendance at Pastoral and Safeguarding meetings on a 2 weekly basis.</p> <table border="1"> <thead> <tr> <th>All Pupils</th> <th>Pupils</th> <th>All</th> <th>Reception</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>96</td> <td>School</td> <td>93.5%</td> <td>93.5%</td> <td>84.8%</td> <td>94.0%</td> <td>96.7%</td> <td>95.9%</td> <td>97.4%</td> <td>90.9%</td> </tr> <tr> <td></td> <td></td> <td>FFT National</td> <td>95.2%</td> <td>94.2%</td> <td>94.9%</td> <td>95.4%</td> <td>95.6%</td> <td>95.6%</td> <td>95.5%</td> <td>95.2%</td> </tr> <tr> <td></td> <td></td> <td>Difference</td> <td>-1.7% *</td> <td>-0.7%</td> <td>-10.1% *</td> <td>-1.3% *</td> <td>-1.1% *</td> <td>-0.2%</td> <td>+1.9% *</td> <td>-4.3% *</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>FSM6</th> <th></th> <th>All</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>FSM6</td> <td>28</td> <td>School</td> <td>90.3%</td> <td>80.3%</td> <td>88.2%</td> <td>97.4%</td> <td>95.1%</td> <td>96.1%</td> <td>80.9%</td> </tr> <tr> <td></td> <td></td> <td>FFT National</td> <td>93.1%</td> <td>92.3%</td> <td>93.0%</td> <td>93.4%</td> <td>93.5%</td> <td>93.5%</td> <td>93.2%</td> </tr> <tr> <td></td> <td></td> <td>Difference</td> <td>-2.8% *</td> <td>-12.0% *</td> <td>-4.9% *</td> <td>+4.1% *</td> <td>+1.6% *</td> <td>+2.6% *</td> <td>-12.3% *</td> </tr> </tbody> </table>	All Pupils	Pupils	All	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Pupils	96	School	93.5%	93.5%	84.8%	94.0%	96.7%	95.9%	97.4%	90.9%			FFT National	95.2%	94.2%	94.9%	95.4%	95.6%	95.6%	95.5%	95.2%			Difference	-1.7% *	-0.7%	-10.1% *	-1.3% *	-1.1% *	-0.2%	+1.9% *	-4.3% *	FSM6		All	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	FSM6	28	School	90.3%	80.3%	88.2%	97.4%	95.1%	96.1%	80.9%			FFT National	93.1%	92.3%	93.0%	93.4%	93.5%	93.5%	93.2%			Difference	-2.8% *	-12.0% *	-4.9% *	+4.1% *	+1.6% *	+2.6% *	-12.3% *
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2	<p><u>Mental health and well-being</u></p> <p>Our assessments, observations and discussions with pupils and families suggest that the education and well-being of many of our disadvantaged pupils were impacted by Covid-19 school closures to a greater extent than for other pupils and they are more likely to have social and emotional issues, such as anxiety, depression and low self-esteem. These findings are backed up by several national studies. This has resulted in significant knowledge gaps, and therefore in pupils falling further behind their non-disadvantaged peers.</p>																																																																																		
3	<p><u>Writing – PP children significantly underperform in Writing compared to Reading and Maths</u></p> <p>Our 2023-2024 data shows that only 44% of disadvantaged pupils meet their age-expected writing standard at the end of their specific stage. This is compared to Maths (66%) and Reading (63%). Our analysis shows that PP children could be disadvantaged in writing due to lack of experiences outside of their own homes and a lack of sustained concentration when taking part in longer writing tasks.</p>																																																																																		
4	<p><u>Reading and Oracy</u></p> <p>Assessments and observations as well as discussions with pupils/teachers and families show reading and underdeveloped spoken language skills and vocabulary gaps among many of our disadvantaged pupils.</p>																																																																																		
5	<p><u>Maths – PP girls</u></p> <p>Across the school PP boys attain higher in Maths than girls.</p>																																																																																		
6	<p><u>Socialisation and Enrichment Opportunities (Cultural Capital)</u></p> <p>Our assessments including observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of socialisation and enrichment opportunities during school closure and beyond. Observations, book studies, moderation exercises and pupil voice reveal that a proportion of our disadvantaged pupils have limited experiences beyond their immediate environment and very limited cultural capital. This impacts on pupils' ability to access and understand elements of the curriculum, especially; reading, writing and spoken language. It inhibits learning as children are unable to make connections and understand the world beyond what they already know.</p>																																																																																		

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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
Attendance gap for PP children is diminished	<p>Sustained high attendance from 2024-2025 demonstrated by:</p> <ul style="list-style-type: none"> The overall attendance rate of all pupils being no less than 97%. The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 80% The percentage of all pupils who are persistently absent being below 10%. The percentage of persistent absentees is 17% and of these 41% are FSM. This amounts to 7% of FSM being PA. The aim is to reduce this figure to 0%.
To achieve and sustain improved well-being for all pupils with a particular focus on our disadvantaged pupils	<p>Sustained high levels of well-being demonstrated by:</p> <ul style="list-style-type: none"> Qualitative data from student voice, surveys and teacher observations A significant reduction in negative behaviour (white, yellow and red cards) A significant increase in participation in enrichment activities such as clubs, competition, sporting events and residential <p>Thrive benchmarking and assessments show children are improving regarding strategies used to enable positive well being</p>
Writing – PP children to achieve EXS standard at the end of their stage	<p>School assessments and reports show that the gap between disadvantaged and non-disadvantaged children has narrowed significantly.</p> <p>Termly summative assessment shows that a large proportion of all children in each stage can use and apply key skills within their independent writing</p> <p>End of Key Stage 1 and 2 data shows children achieving the expected standard and above is in-line with or above the national standard.</p> <p>EYFS ELG – high percentage of children in EYFS achieve this ELG in order to attain GLD.</p>
Improved reading and oracy among disadvantaged pupils	<p>Assessments and observations indicate significantly improved reading, oracy and vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book-looks and ongoing formative assessments.</p> <p>Termly summative assessment shows that a large proportion of all children in each stage can use and apply key skills within their independent writing</p> <p>End of Key Stage 1 and 2 data shows children achieving the expected standard and above is in-line with or above the national standard.</p> <p>EYFS ELG – high percentage of children in EYFS achieve this ELG in order to attain GLD.</p>
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All children receive enrichment activities aimed at enhancing learning	<p>Termly monitoring of children attending clubs/breakfast club and wraparound care, especially children who are disadvantaged.</p>

through broad experiences and trips	
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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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics – every member of teaching staff to be trained in Little Wandle Phonics and Reading	<p>High quality daily teaching of phonics, ensuring that our disadvantaged children make the best possible start. Careful tracking, regular assessing (during and after lesson).</p> <p>Parent workshops support parents at home with replicating opportunities provided in school plus enhancing school engagement.</p> <p>Phonics approaches have strong evidence base that indicates a positive impact on the accuracy of word reading. Little Wandle phonics also has 3 x reading lessons per week ensuring children are able to develop their comprehension, intonation and decoding skills related to the sound they are learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2, 3 and 4
Writing approach CPD for all teaching staff including the writing journey and increase visibility of teacher passion/knowledge through competitions	<p>Successful implementation of the writing process pre. COVID.</p> <p>All children are able to make connections between the grammar and punctuation skills they are learning and the writing that their skills are leading up to. SEN/PP children are supported as the planning is demonstrated straight after learning a new skill ensuring children are able to display their knowledge and retain it.</p>	1, 2 and 3
Enhancement of our maths teaching and curriculum planning in line with DFE and EEF guidance	<ul style="list-style-type: none"> • Mixed age teaching • Use of resources • White Rose • NCETM • TRG • Continuous Provision and enhanced provision opportunities in EYFS/Beg Y1 <p>https://my.chartered.college/research-hub/teaching-mixed-age-classes/</p>	5
Small group tuition in school	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches</p>	3, 4 and 5

	<p>can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition also offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>Quality Teaching and Adaptive Strategies (Step into Expected)</p> <p>Subject Leaders ensure that their curriculum has high expectations for all and provision in place for SEN/PP children</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and designated Twilights. We are part of the English Hub and the Maths hubs as well as TRG and Federation links</p> <p>All staff to lead effectively are released according to priority. Currently, Maths and Writing is a school priority identified at the beginning of the year and therefore the English and Maths Leads have time built into the school day to implement intentions and evaluate the impact.</p>	3, 4 and 5
<p>Purchase of standardised diagnostic assessments (Testbase)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly</p>	<p>Evidence in school suggests that children would benefit from standardised tests in order to gain knowledge re. expectations and challenge plus sustaining concentration.</p> <p>Teachers have also said that standardised tests with scaled scores and a SATS look to them helps with gap analysis and identifying individual strengths and weaknesses as well as whole class areas for enhancement.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	3 and 4

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Collaborative Learning including small group/1:1 tuition and interventions	<p>Targeted small group/1:1 high quality teaching to accelerate progress and attainment levels and target specific learning gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	3, 4 and 5
Reading at the heart of school life, as the foundation of all learning in all key stages	<p>Reading attainment for PP children is brought in line with that of other children through 1:1 or 2:1 support increasing motivation and enjoyment of reading for our most vulnerable readers.</p>	3 and 4
Learning by questions (LbQ)	<p>Learning by questions is being increasingly used by teachers to support to progression of new learning to long term memory. CPD from the Education Summit spoke of the importance of regular practice to ensure that learning is embedded to take the pressure off working memory.</p>	3, 4 and 5

Writing conferencing and in-the-moment feedback	Teachers here at Monkton recognise the value of 'in the moment' feedback and have reported that children thrive and flourish in their writing when this procedure is put in place https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	3 and 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	3 and 4

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

Budgeted cost: £4,077.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole Staff CPD and approaches Wellbeing- Social, emotional and mental health. Hearts Smart, staff training PSHE leader, Counselling	How Thrive meets the funding criteria <ul style="list-style-type: none"> Thrive provides an effective, early intervention tool that evidences incremental progress made by children, helping them to overcome barriers to learning (evidence for Ofsted and pupil premium) Thrive-Online provides direct and clear evidence of the child's progress and of the impact of the spending in relation to Thrive training and the cost of the software licence. The outcomes of the Thrive case reviews can also be mapped against key school data to enhance the evidence base (evidence for Ofsted, pupil premium and to inform School Development Plan) Thrive offers a structured training programme for staff which directly increases the effectiveness of intervention. https://www.thriveapproach.com/services/funding-for-thrive-schools#:~:text=Pupil%20premium%20is%20fund-ing%20given,be-tween%20them%20and%20their%20peers.	1, 2 and 6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
OPAL CPD and implementation	There is growing evidence that children's social and emotional skills - their ability to respond to setbacks, work well with others, build relationships, manage	1, 2 and 6

	<p>emotions, and cope with difficult situations – are associated with success at school, as well as positive outcomes in adulthood, such as stable employment, physical and mental health, and well-being.</p> <p>SPECTRUM: essential skills and non-academic outcomes EEF educationendowmentfoundation.org.uk</p>	
<p>Enrichment opportunities including:</p> <ul style="list-style-type: none"> • School trips and pupil workshops. • Outdoor adventure learning including beach and forest school. • Extended day including breakfast and after school clubs. 	<p>Increased 'character': a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. These are also referred to as 'social and emotional skills'. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children's later outcomes.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	1, 2 3, 4 and 6

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Subject	Target %	Actual %	Notes
Reading	66%	63%	PP boys achieving EXS+ = 61% (14/23) PP girls achieving EXS + = 67% (6/9) SEN PP = 9% (1/11) NON SEN PP = 90% (19/21)
Writing	59%	44%	PP boys achieving EXS+ = 43% (10/23) PP girls achieving EXS + = 44% (4/9) SEN PP = 0% (0/11) NON SEN PP = 67% (14/21)
Maths	75%	66%	PP boys achieving EXS+ = 70% (16/23) PP girls achieving EXS + = 56% (5/9) SEN PP = 27% (3/11) NON SEN PP = 86% (18/21)

Headlines
Writing – PP children significantly underperform in Writing compared to Reading and Maths.
Maths – PP girls not achieving compared to PP boys
SEN PP compared to non SEN PP children – huge disparity in all Reading, Writing and Maths.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Curriculum Maestro	Cornerstones
White Rose Maths	White Rose
PE Planning	PE Planning
Sparkyard Music	Sparkyard
Heartsmart	Heartsmart
RE	Understanding Christianity
Little Wandle Phonics	Little Wandle
Teach Computing	Teach Computing
OPAL	OPAL Play
Thrive	Thrive
Testbase	Testbase

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.