

## Pupil premium strategy statement 2024-2025

This statement details our school's use of pupil premium for the 2024 to 2025 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	Monkton Park Primary
Number of pupils in school	263
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Steve Rafferty
Pupil premium lead	Andrew Prosser
Governor / Trustee lead	Chris Dutton

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,170
Recovery premium funding allocation this academic year	£0
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	£65,170

## 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 aim to closely consider children's individual barriers to learning such as those being looked after or experiencing difficulty accessing technology due to low income. However, we aim to support all pupils whether they are deemed as disadvantaged or not.

The improvement of high quality teaching and learn is integral to enabling all pupils to make consistently good progress. 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. We implicitly reference the need to improve the number of disadvantaged children achieving the Greater Depth standard in core subjects whilst ensuring non-disadvantaged pupils make sustained progress alongside them.

Our strategy is to be adaptive and creative when facing barriers the children face on an individual basis if needed. Where whole school measures are needed robust diagnostic assessments not assumptions will be used when approaching the idea of disadvantage. To ensure they are effective we will:

- Make pupil premium a focused topic of conversation during progress review meetings – challenging and supporting all staff to engage with the evidence in front of them
- Have high expectations for all disadvantaged learners and strive to ensure all pupils have equitable opportunities to learning
- Celebrate success for learners across the whole curriculum

## Challenges

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

Challenge number	Detail of challenge
1	Attendance – when looking at attendance data, within all year groups disadvantaged pupils' attendance is below that of non-disadvantaged pupils. disadvantaged pupils attendance is below the schools overall average attendance.
2	The numbers of disadvantaged children in each year group is highly variable. However in Year 1 the proportion of disadvantaged children achieving the phonics benchmark is often lower than those who are not eligible for pupil premium. By not being able to decode fluently or accurately children will also find learning in other areas of the curriculum challenging.
3	Across the school, attainment in writing for those who are disadvantaged is lower than that of non-disadvantaged pupils
4	Discussions with teachers indicate across the school children continue to demonstrate low resilience and concern over well-being which therefore impacts children's readiness to learn
5	41% of children eligible for pupil premium also have special educational needs.
6	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils upon entry

## 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 pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

<p>Improved progress and attainment in reading, writing and maths for disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>• Y2 &amp; Y6 SATs gaps demonstrate a narrowing attainment gap between disadvantaged and non-disadvantaged pupils.</li> <li>• Internal assessments demonstrate a narrowing attainment gap over time. This is the result of some disadvantaged children making accelerated progress.</li> <li>• Phonics screening at end of school year demonstrates that the majority of disadvantaged children achieve the phonics screening standard (no attainment gap).</li> </ul>
<p>To achieve and sustain improved attendance for disadvantaged pupils.</p>	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>• the percentage of all pupils who are persistently absent being below national levels and the figure among disadvantaged pupils being inline with their peers.</li> </ul>
<p>Metacognitive approaches lead to improved resilience and self regulation</p>	<p>Sustained high levels of resilience and self regulation by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> </ul>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</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: £ 35000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics CPD and partnership with Ramsbury Hub to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	2,3,6
Embedding 5 a day strategies and adaptive teaching in every day classroom practice	5 a day approaches (number of elements in the EEF T&L toolkit) have strong evidence base which indicates that there is a positive impact on pupil achievement.  <a href="#">EEF-Moving-from-differentiation-to-adaptive-teaching</a>  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf</a>	
Implement 'Cracking Communication' Project as part of pilot EEF project alongside Wiltshire LA & Somerset Research School	Strong evidence that communication and language approaches have a significant impact on learning. This involves intentionally acting to develop young children's understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively.  <a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</a>	6

<p>Whole school metacognition training</p>	<p><b>Rationale:</b> SLT discussions have be used to clarify difficulties many vulnerable learners in particular face with maintaining resilience, working independently and deploying learning strategies to be more successful and reflective on how they learn and how they can help themselves.</p> <p><b>Evidence</b> The potential impact of metacognition and self regulation approaches is high. Evidence indicates that explicitly teaching strategies for children to help plan, monitor and evaluate specific aspects of their learning can be effective.</p> <p><a href="#">Metacognition-and-self-regulation - EEF</a></p>	<p>4</p>
<p>Purchase implementation and training in the use of new technology</p>	<p>Evidence from EEF 5 a day strategy indicates that the use of technology can support a range of needs in the classroom.</p>	<p>3, 5</p>

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

Budgeted cost: £ 15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of same day intervention in phonics</p>	<p><b>Rationale:</b> Same day interventions are being used to gather up any children that have not made the desired progress during the lesson – with particular focus on Y1/2 and the children who did not achieve the target result for the Phonics Screening Check.</p> <p><b>Evidence:</b> 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> <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2,3,6</p>

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

Budgeted cost: £ 16000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time Family Link Worker	<p><b>Rationale:</b> The Family Link Workers role linked to attendance is to monitor and gather information on attendance, flagging up children that need to be monitored and sharing with SLT. This then feeds into our Attendance Policy and dealing with attendance issues. FLW is part of the process offering support through phone calls and meetings to address any barriers effecting attendance.</p> <p><b>Evidence:</b> EEF -Parental Engagement <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/parental-engagement</a></p>	1,4
<b>SEMH Interventions</b>	<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="https://outdoorplayandlearning.org.uk/researchand-evidence/">https://outdoorplayandlearning.org.uk/researchand-evidence/</a></p> <p><b>EEF – Behaviour interventions</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/behaviour-interventions</a></p> <p><b>EEF - Social and emotional learning</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/socialand-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/socialand-emotional-learning</a></p>	1,4

<p><b>Wrap around care</b> Breakfast club, after school club, extracurricular activities</p>	<p><b><u>Rationale:</u></b> Through discussions in staff meetings, alongside the holistic knowledge of the Family Link Worker of more disadvantaged children, staff to identify children on a need by need basis that could benefit from access to reduced cost wrap around care or promoting extracurricular activities towards.</p> <p><b><u>Evidence:</u></b> <b>EEF – Physical activity</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/physical-activity</a></p>	<p>1,4</p>
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**Total budgeted cost: £ 66000**



## Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

### **Ongoing 3 year strategic outcome review:**

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.

The data demonstrated that:

- 76% of pupils achieved the phonics screening benchmark in Y1. 2 out of 5 disadvantaged children achieved the benchmark. Analysis shows an improving average score.
- 71% of pupils achieved a 'good level of development' at the end of EYFS. This was above the national average.
- A significant improvement was shown (from the previous academic year) in the number of children achieving 25/25 in the multiplication check. 42% of children achieved full marks which was higher than the national average of 34%. The average score for disadvantaged children was lower.
- 71% of pupils achieved age related expectations in Reading, Writing & Maths combined. This was above the national average of 61%. There were only 3 disadvantaged pupils in this year group.

Monitoring has also shown that:

- SEMH interventions have made a positive impact for several disadvantaged children
- Wrap around care continues to be a key support for families with reduced costs for Pupil Premium children. Extra-curricular activities continue to be well supported by staff and external agencies.
- Attendance remains above national average and a robust range of processes are in place.

Based on all the information above, the performance of our disadvantaged pupils *met#* expectations, and we are at present *on course* to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

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