

Pupil premium strategy statement 2025-2026

This statement details our school's use of pupil premium for the 2025 to 2026 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	251
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Steve Rafferty
Pupil premium lead	Andrew Prosser
Governor / Trustee lead	Peter Dodd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65240
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£65240

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
- Focus on build strong, positive relationships with disadvantaged pupils within our classrooms and across the school

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, disadvantaged pupils' attendance dropped slightly below national average last academic year by 0.9% even though the schools average attendance sits above the national. Disadvantaged pupils' attendance remains below that of non-disadvantaged pupils at our school and persistent absences increased last academic year.
2	The numbers of disadvantaged children in each year group is highly variable. 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. Disadvantaged learners are more likely to show a disliking of school compared to non-disadvantaged pupils.
5	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
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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.
Improved progress and attainment in reading, writing and maths for disadvantaged pupils	<ul style="list-style-type: none"> • Y2 & Y6 SATs gaps demonstrate a narrowing attainment gap between disadvantaged and non-disadvantaged pupils. • Internal assessments demonstrate a narrowing attainment gap over time. This is the result of some disadvantaged children making accelerated progress. • Phonics screening at end of school year demonstrates that the majority of disadvantaged children achieve the phonics screening standard (no attainment gap).
To achieve and sustain improved attendance for disadvantaged pupils.	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • 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. • The percentage of all pupils who are persistently absent being below national levels and the figure among disadvantaged pupils being in-line with their peers.
Metacognitive approaches lead to improved resilience and self-regulation	<p>Sustained high levels of resilience and self-regulation by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent surveys and teacher observations
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

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.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional Development for Teachers on increasing engagement through adaptive teaching & metacognitive strategies	<p><u>Rationale:</u> Invest in continued development of adaptive teaching strategies through the development and implementation of a Monkton Park Teaching & Learning framework rolled out during staff meetings to enhance staff ability to engage and motivate pupils by increasing our school offer in lessons so all can access learning.</p> <p><u>Evidence:</u> Studies suggest that teacher engagement and delivery of teaching directly impact student attendance and participation. Teachers trained in dynamic and inclusive teaching strategies are better equipped to make lessons stimulating, thereby increasing school attendance.</p>	1,3,4
Develop the role of subject leaders across the school	<p><u>Rationale:</u> Developing subject leadership ensures leaders can monitor and evaluate curriculum implementation effectively, so that teaching meets the needs of all learners. Strong subject leadership supports high expectations and consistency across the school, helping to close gaps and raise outcomes for disadvantaged pupils.</p> <p><u>Evidence:</u> The EEF highlights the importance of high-quality teaching as the most significant factor in improving outcomes for disadvantaged pupils. Effective subject leadership builds teacher expertise, drives curriculum consistency, and ensures disadvantaged pupils benefit from well-sequenced, ambitious learning.</p>	2,3,5
Phonics CPD and partnership with Ramsbury Hub to secure stronger phonics teaching for all pupils.	<p><u>Rationale:</u> To strengthen the quality and consistency of phonics teaching so that all pupils secure the essential early reading skills needed to become fluent, confident readers. By investing in staff CPD and working in partnership with the Ramsbury Hub, the school can ensure fidelity to a proven approach, build teacher expertise, and close gaps for disadvantaged and vulnerable learners.</p> <p><u>Evidence:</u></p>	2,3,5

	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	
To build on the implementation of the Cracking Communication Project	<p>Rationale: To improve communication and language of the children in our early years setting</p> <p>Evidence There is 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.</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches https://researchschool.org.uk/somerset/events/partnerships</p>	2, 6
Purchase, implement and train staff on the use of new technology	<p>Rationale: New technology and staff training will ensure all pupils, especially disadvantaged pupils, can access engaging, high-quality learning that removes barriers and supports progress.</p> <p>Evidence: EEF research shows technology has the greatest impact when paired with staff training and targeted use, helping to close gaps for disadvantaged pupils.</p>	3, 4, 5

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

Budgeted cost: £ 12000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Keep up – catch up	<p><u>Rationale:</u> Same day groupings are being used to gather up any children that have not made the desired progress during the lesson – with particular focus on Year 2 and the children who did not achieve the target result for the Phonics Screening. Phonics Tracker used to identify target children who are in danger of dropping below expected progress. Lower KS2 using the same model based on Teacher judgements and formative assessment.</p> <p><u>Evidence:</u> Groups 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: One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2,3,6
A needs led teaching assistant deployment strategy for in-class support	<p><u>Rationale:</u> Deploy teaching assistants strategically to support all pupils needs with all aware of disadvantaged pupils within the classroom as key children to check in on.</p> <p><u>Evidence</u> This support can help to mitigate feelings of falling behind or alienation from the peer group, which can be a critical factor in regular attendance.</p>	1, 3, 4
A designated SALT trained teaching assistant for targeted interventions	<p><u>Rationale:</u> A designated SALT-trained TA will provide consistent, targeted support to pupils with speech, language and communication needs, helping them access learning and make better progress.</p> <p><u>Evidence:</u> EEF research shows that well-delivered, structured interventions by trained staff can significantly improve language development, especially for disadvantaged pupils.</p>	2, 5

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

Budgeted cost: £ 35000

Activity	Evidence that supports this approach

<p>SEMH Interventions</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, attitude to behaviour and relationships with peers).</p> <p>https://outdoorplayandlearning.org.uk/researchand-evidence/evidence/</p> <p>EEF – Behaviour interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/behaviour-interventions</p> <p>EEF - Social and emotional learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/socialand-emotional-learning</p>
<p>Support for Parents and Communication Strategies</p>	<p><u>Rationale:</u></p> <p>Enhance communication pathways between schools and parents of disadvantaged children through the Family Link Worker and class teachers.</p> <p><u>Evidence:</u></p> <p>Regular interaction can help ensure that parents are aligned with educational goals and understand the importance of regular attendance, making them more likely to encourage their children to attend school.</p>
<p>Wrap around care:</p> <p>Breakfast club, after school club, extracurricular activities</p>	<p><u>Rationale:</u></p> <p>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><u>Evidence:</u></p> <p>EEF – Physical activity</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/physical-activity</p>

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 2024 to 2025 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:

- 79% of pupils achieved the phonics screening benchmark in Y1. 3 out of 3 disadvantaged children did not achieve the benchmark. Analysis shows 1 child was only 2 marks away from the benchmark of 32. 33% of the disadvantaged pupils in this Year group are SEN.
- 67% of pupils achieved a 'good level of development' at the end of EYFS. This was above the national average.
- The number of children achieving full marks in the multiplication check was 37% which was higher than previous national averages. 40% of pupil premium children scored 20 or above with 30% achieving 25/25. 40% of the disadvantaged pupils in this year group are also SEN.
- 61% of pupils achieved age related expectations in Reading, Writing & Maths combined. 60% of our disadvantaged pupils achieved the Expected standard in Reading and 60% achieve the Expected standard in writing. 40% of the year group were SEN.
- A case study of a pupil before and after the implementation of Cracking Communication in the school showed that the child has now moved away from early mark making and is able to form recognisable letters. Her ability to play with peers rather than just alongside has resulted in her making new friendships. She is now increasingly able to explain likes and dislikes and talk about things that have happened during the school day.

Monitoring has also shown that:

- SEMH interventions have made a positive impact for several disadvantaged children.
- Adaptive teaching approaches are embedded across the school and evidence is seen in all lessons.
- Disadvantaged SEN pupils are supported by a robust plan, do and review process which includes TA recording templates for careful handover and communicate along with a way to monitor the fidelity to the intervention. Streamlined interventions that target specific pupil barriers identified by the class teacher and good communication with parents.
- 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 with Pupil Premium, invite only clubs, being very popular and well attended.

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.