

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Monksmoor Park CE Primary School
Number of pupils in school	(Oct census) 233 on roll 204 on roll R – Y6
Proportion (%) of pupil premium eligible pupils	12% (Oct census)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2027
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Vicki Otway
Pupil premium lead	Pip Bates
Governor lead	Katie Thurston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,875 (PP) £2,630 (PLAC) £2,328 (Nursery) Based on Oct 25 census
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£42,833

Part A: Pupil premium strategy plan

Statement of intent

As a school, we pride ourselves on having high aspirations and ambition for all pupils, regardless of their background or the challenges they face.

Our school vision is: **“Nurturing all to flourish and aspire.”**

Rooted in our Christian values of acceptance, friendship, hope, joy, respect, and wellbeing, we are *safe, ready, and respectful*. Through our strong inclusive ethos, everyone is nurtured to behave with integrity, take responsibility for their actions, and develop enquiring minds so to achieve their potential. In doing so, we ensure that the school community follows **“The Monksmoor Way.”**

We have high expectations for all our pupils and believe that, with great teaching and a positive learning environment, every child can fulfil their potential. Good teaching is the most important lever we have to improve outcomes for disadvantaged (and all) pupils. Using Pupil Premium funding to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While Pupil Premium is provided as a separate grant from core funding, this should not create separation from whole-class teaching. Many of our school strategies are targeted towards improving the attainment and progress of all pupils.

There is a strong evidence base showing the impact that high-quality interventions can have on the outcomes of struggling pupils. However, while interventions may form one part of an effective Pupil Premium strategy, they are most effective when deployed alongside efforts to improve teaching and to address wider barriers to learning, such as attendance and behaviour.

Our approach is responsive to both common challenges and individual needs, rooted in assessment and professional discussion rather than assumptions about the impact of disadvantage. This ensures that disadvantaged children are appropriately challenged in the work they are set and that we intervene early when need is identified.

Funding is allocated within the school budget on a financial-year basis. This budget enables the school to plan and deliver its intervention and support programmes.

Core Principles

- We will ensure that teaching and learning opportunities meet the needs of all pupils.
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups, including ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals are socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate Pupil Premium funding to support any pupil or group of pupils the school has legitimately

identified as being socially disadvantaged.

Pupil Premium Grant Spending Focus

Our focus is integral to the School Improvement Plan and is based on Tom Sherrington's *Learning Rainforest* model: establishing the conditions, building the knowledge, and exploring the possibilities.

Our approach is always evidence-based (primarily drawing on the Education Endowment Foundation) and follows a three-tiered model.

Teaching - We will invest in professional development, training, and support for all staff, including early career teachers and support staff, alongside providing access to high-quality teaching resources.

Targeted Academic Support - We will use evidence-based targeted academic support for groups of pupils who may not be making good progress across the curriculum and who may therefore be at risk of not achieving national benchmarks.

Wider Strategies - We will promote and support children and families in overcoming non-academic barriers to success in school, including attendance, behaviour, and social and emotional needs, as well as enabling access to trips, visits, and clubs.

Our strategy is also integral to wider school plans for educational recovery following periods of closure linked to the pandemic, notably through targeted support such as the National Tutoring Programme for pupils whose education has been most affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Observations and discussions with parents and teachers have exposed lower academic achievement in core subjects including phonics/reading, writing and number skills. It is the school's intention to close the gap between disadvantaged children and their peers in all core subjects.
2	Assessments and observations have identified that there are a significant number of our disadvantaged pupils who present with additional barriers to learning (SEND); this includes communication and interaction needs & attention and focus.
3	Observation and discussion with pupils and families have identified social and emotional issues for many children. Disadvantaged children with SEND may not be equipped emotionally to make accelerated progress in their learning and experience low self-esteem and lack of resilience leading to lower self-expectation.

4	Assessments, observations and discussions with parents and pupils indicate underdeveloped oral language skills and vocabulary gaps amongst our most disadvantaged pupils; this is particularly the case for children in EYFS and Key Stage 1.
5	Observations and discussions with pupils and families have identified that increasing engagement with a broad range of experiences outside of the classroom has a positive impact on the experience within the learning environment. This is particular so for disadvantaged children who have limited access to extra-curricular activities

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
1. Close the attainment gap between disadvantaged children and their peers in all core subjects.	Progress across our curriculum is in-line with peers (based on national benchmarks.) Evidenced in positive impact measured from our programme of interventions and support that targets specific areas including literacy and numeracy development. Evidenced in learning engagement, book scrutiny & learning walks.
2. Increase the skill set of staff to successfully identify and support additional needs in children with a specific focus on communication and interaction and attention and focus.	Trained staff who can implement specific communication & regulation strategies into their everyday practice, including teaching and modelling language. Robust screening programme in place for EYFS for early identification. Evidenced in the positive impact of targeted interventions and quality first teaching.
3. Improve the self-esteem and resilience in disadvantaged children with SEND so they can make accelerated progress in their learning.	Trained ELSA staff in place. Evidence of additional training for staff members, including emotion coaching. Nurture provision in place for pupils with EHCP and nurture lunchtime is accessible for children.
4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils, and increase their access to a broad	Sustained high levels of wellbeing are demonstrated through data and observations. There is a significant increase in participation in enrichment activities, particularly amongst

range of extra-curricular activities.	disadvantaged pupils, including day trips out, music/ dance lessons, sports clubs etc
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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: £ 10,429

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development on evidence-based approaches		
<u>Pedagogy:</u> Coaching and mentoring within school to ensure consistency in teaching practices and approaches including collaborative and mastery learning. Regular CPD training provided by the trust for support staff to increase inclusivity, understanding, accessibility and targeted approaches.	There is strong evidence that when children are taught using mastery approaches and given opportunities to develop fluency through retrieval practice, their attainment is higher. EEF – Collaborative learning approaches (+5m) EEF – Mastery learning (+5m) Disadvantaged children have the greatest need for excellent teaching and are entitled to a provision that supports achievement and enjoyment in school. EEF - Teaching Assistant Intervention (+4m)	1,2,3
Phonics training for all staff involved in the delivery or support of phonics	DfE: Supporting the attainment of disadvantaged pupils 2015 McArthur et al., 2012 Phonics approaches have been consistently found to be effective in supporting younger readers to master	1

Ruth Miskin RWI	the basics of reading, with an average impact of an additional five months' progress.	
Nurture UK training - ELSA training Educational psychologist training Emotion Coaching	EEF: Special Educational Needs in Mainstream Schools: 'Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology' EEF: Social and emotional learning approaches have a positive impact - (+ 3 m)	3
Talk Boost training & resources for specific staff members.	EEF - Evidence consistently shows that communication and language approaches benefit young children's learning. 'Talk Boost is a targeted intervention aimed at four-seven years. Speech, language and communication skills are key skills for young children, enabling them to access all areas of the Early Years Foundation Stage Curriculum (EYFS) & KS1.'	2,3

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

Budgeted cost: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 intervention	<p>EEF guide to pupil Premium</p> <p>EEF: Making best use of Teaching assistants guidance report</p> <p>EEF Toolkit: Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average</p> <p>'Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons.'</p>	1, 2, 3
<p>Spelling & reading Intervention:</p> <p>Nessy</p> <p>IDL</p>	<p>Phonic approaches to spelling have a strong evidence base indicating a positive impact on pupils, particularly those from disadvantaged backgrounds.</p> <p>Regular targeted intervention will support those with spelling/reading delay – particularly for those with dyslexia.</p> <p>EEF- Individualised instruction (+4m)</p>	1,2,3

<p>Numeracy Intervention: Additional maths sessions targeted at disadvantaged pupils who require further maths support in mastering the four number operations & number sense.</p> <p>Numberstacks intervention</p>	<p>When used effectively, small group work, precision teaching, overlearning strategies and interventions enable children to close gaps and to access class learning alongside their peers.</p> <p>EEF- one to one tuition (+5m) EEF – small group tuition (+4m)</p>	<p>1,2,3</p>
<p>Communication and Interaction Interventions: Attention Autism Intense Interaction Talk Boost</p>	<p>Communication and language approaches involve 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>EEF: Communication and Language approaches (+ 7m)</p>	<p>2</p>

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

Budgeted cost: £ 19,404

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engage parents with additional opportunities such as music lessons and extra-curricular clubs and outline financial support as appropriate, this includes: Multi-sports Music tuition Trips</p>	<p>EEF: ‘...enriching education has intrinsic... We think all children, including those from disadvantaged backgrounds, deserve a well- rounded, culturally rich, education.’</p> <p>‘Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning’</p>	<p>3, 5</p>

Sensory Circuits & Regulation stations throughout the school	EEF: Improving behaviour in schools EEF: Improving social and emotional learning in schools 'Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole- class approaches as well as targeted interventions, monitoring the impact of these choices carefully'	2
ELSA staff Nurture provision & staffing	Disadvantaged children often have less access to experiences outside the curriculum, and less support with learning at home. By targeting supporting this, we will enable children to have a wider experience on which to base their learning. EEF: Improving behaviour in schools (+4m) EEF: Improving social and emotional learning in schools (+4m)	2,3
Lunches, breakfast Club & afterschool provision. Extra-curricular programme in operation throughout the week. Forest School Provision or R-Y4 <i>We subsidise wrap around care, music lessons, Ball room dancing, Lego and knitting clubs to ensure that children have equitable opportunities with their peers.</i>	Financial hardship	5

Total budgeted cost: £ 42, 833

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 2022 to 2025 academic year.

1. Close gap (keep closed) between disadvantaged children and their peers in at core subjects:

EYFS Early Learning Goals: 73% (National 67%)

KS1 Phonics: 90% (National 80%)

KS2 outcomes: RWM Combined 52% (National 58%)

2. Skilled staff who can identify and support additional needs in children and provide activities/support to meet identified needs.

Provisions accessible for pupils – 19% children accessed SEN Support 98 provisions available to pupils; 264 pupils received a provision (some pupils received multiple)

3. All children access a broad range of additional activities outside of the classroom:

Our wrap around care has consistently been accessed by pupils, particularly our disadvantaged. A large proportion of children with PP access breakfast and afterschool club and additional clubs. The additional clubs include multi-sports club throughout the school week and Superstar Sports that is available during school holidays.

4. Support families to attend school and receive adequate food to sustain learning throughout the day.

Whole school attendance 2024-25 – 93.6% (unauthorised 1.6%, persistent, 12%)

Externally provided programmes

Programme	Provider
ELSA network	Northamptonshire EP service
Nurture	Nurture UK
RWI phonics	Ruth Miskin
Numberstacks	www.numberstacks.co.uk
Nessy	www.nessy.com
IDL	idlsgroup.com
Talk Boost	www.speechandlanguage.org.uk

Further information

Our approach has been formed following careful evaluation of what has worked for our children in previous years. We have also considered relevant research and guidance documents from EEF, OFSTED, DfE and NFER. We have also consulted specialists, professionals and our local authority.