



PUPIL PREMIUM STRATEGY STATEMENT: 2024 – 2025

This statement details our school’s use of the Pupil Premium funding for the 2024 to 2025 academic year, 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 the school.

School Overview:

Detail	Data
School name	Monkton Infants
Number of pupils in school	97
Proportion (%) of pupil premium eligible pupils	73%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2025
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Mrs C Askwith Headteacher
Pupil Premium Lead	Mrs C Askwith Headteacher
Trustee Lead	Mrs C. Owens: Chair

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£100,640
Total LAC and PLAC Premium funding allocation	£2,570
Pupil Premium funding carried forward from previous years	£ 0
Total budget for this academic year	£103,210

Part A: Pupil Premium Strategy Plan

Statement of Intent:

The school has the following intentions with regards to its use of the Pupil Premium & Recovery Premium funding:

- To provide additional educational support to raise the achievement of disadvantaged pupils in all areas of the curriculum, but with a particular emphasis on Maths and English skills
- To continue to narrow the gap between the educational achievement of these disadvantaged pupils and their peers
- To address underlying inequalities between pupils, as far as possible
- To make a significant impact on the education and lives of these pupils and their peers; as our intention is that all pupils, irrespective of background, make good progress and achieve to their full potential.
- To provide high quality teaching and high expectations, as evidence has shown that this has the greatest impact on narrowing the gap between disadvantaged pupils and their peers while also benefitting non-disadvantaged children.
- To ensure all children have daily access to high quality resources, including reading books, which are fit for purpose and matched to ability and individual need.

Our strategy is also integral to wider school plans for high attainment, notably in the targeted support to overcome non-academic barriers to learning including, attendance, behaviour and emotional support for pupils, particularly disadvantaged pupils.

The challenges of vulnerable pupils, such as those with a social worker or young carers, will also be included within this strategy, regardless of whether they are disadvantaged or not.

Our approach will be responsive to common challenges and individual needs, identified through stringent assessment and tracking of attainment.

We will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified to ensure disadvantaged pupils have the opportunity to keep up with their peers
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges:

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

Challenge number	Detail of challenge
1	Assessments and observations show that children have poor oral language skills on entry to school – these have been exacerbated as a result of the prolonged waiting time for Speech & Language therapy.
2	Assessments have indicated children have poor phonic skills on entry to school, which negatively affects their development as readers
3	Assessments and observations have shown that children have poor writing skills, especially when asked to write at length/ include detail or imaginative features.
4	Attendance and persistent absence continues to be a concern
5	Parental engagement is low, including attendance at curriculum-related Parent Workshop events. While parents support the school, they are hesitant when engaging with approaches to learning.

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 language and oral skills for disadvantaged pupils in the EYFS	EYFS pupils eligible for Pupil Premium make consistent progress by the end of the year and meet age related expectations.
Improved reading/ phonic attainment among disadvantaged pupils	Disadvantaged children make better progress in reading so that their writing is influenced by this Children enjoy reading and can talk enthusiastically about a book they are enjoying Disadvantaged children achieve in line with peers in the Year 1 Phonic Screening and at end of Key Stage 1.
Improved writing skills among disadvantaged pupils at the end of Key Stage 1	Disadvantaged children make consistent progress in writing and are able to write at length about a subject which interests them Disadvantaged children achieve in line with their peers at end of Key Stage 1.
Improvement in attendance	Children attend school every day unless ill, parents recognise the importance of consistent attendance and support the school in this.
Increased parental engagement	Increased attendance at all school events, including curriculum-related workshops/ family learning events.

Activity in the Current Academic Year: 2024 -2025

This details how we intend to spend our Pupil Premium **this academic year** to address the challenges listed in the previous section.

Teaching:

Budgeted cost: £44,816

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued employment of an additional classteacher to increase staff:pupil ratio	<p>There is evidence of additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school.</p> <p>Smaller classes impact upon learning as the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption.</p> <p>Reference: EEF Teaching & Learning Toolkit/ Reducing Class Size</p>	1, 2, 3
Purchase of a range of subscriptions/apps to support reading, writing, spelling, maths – for use at school and home	<p>Progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading.</p> <p>Children require a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. Research has shown that these should include active engagement with different media and genres of texts and a wide range of content topics.</p> <p>Mathematics should be explored through different contexts, including storybooks, puzzles, songs, rhymes, puppet play, and games.</p> <p>Evidence suggests that how homework relates to learning during normal school time is important. In the most effective examples, homework was an integral part of learning, rather than an add-on.</p> <p>Reference: EEF Teaching & Learning Toolkit/Homework EEF Guidance – Improving Literacy/ Improving Mathematics</p>	1, 2, 3

<p>Purchase of a further range of ‘Little Wandle’ decodable reading books, matched to phonological understanding</p>	<p>There is a strong evidence base which shows the teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>Phonics improves the accuracy of the child’s reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</p> <p>Reference: EEF Teaching & Learning/ Phonics EEF Guidance – Improving Literacy</p>	<p>2</p>
<p>Embed oral activities/ interventions in the Early Years to support language development and communication skills – resources will be purchased/ staff attend appropriate training (‘BLAST’)</p>	<p>Oral language approaches which focus on speaking, listening and a combination of the two all show positive impacts on attainment and also are of benefit to reading development.</p> <p>Reference: EEF Teaching & Learning/ Oral Language Interventions EEF Guidance – Improving Literacy</p>	<p>1</p>
<p>Provision of enrichment activities, including visits and visitors, to enhance curriculum provision</p>	<p>Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills, and problem solving are developed, as well as knowledge.</p> <p>EEF Guidance – Improving Literacy</p>	<p>1, 3</p>

Targeted Academic Support:

Budgeted cost: £52,894

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued employment of a Higher Level Teaching Assistant to deliver one-to-one tuition/ small group interventions both curriculum based and to improve social & emotional well-being	<p>Teaching assistants can provide a large positive impact on learner outcomes, targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has shown high impact on learning.</p> <p>Social and emotional learning approaches have shown to have a positive impact on academic outcomes over the course of an academic year</p> <p>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p> <p>Reference: EEF Teaching & Learning/ Teaching Assistant Interventions EEF: Social & Emotional Learning</p>	1,2,3,4
Continued employment of a Teaching Assistant to support targeted pupils/ provide classroom support both curriculum based and to improve social & emotional wellbeing	<p>Teaching assistants can provide a large positive impact on learner outcomes, targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has shown high impact on learning.</p> <p>Social and emotional learning approaches have shown to have a positive impact on academic outcomes over the course of an academic year</p> <p>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p> <p>Reference: EEF Teaching & Learning/ Teaching Assistant Interventions EEF: Social & Emotional Learning</p>	1,2,3,4

Wider strategies:

Budgeted cost: £ 5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased parental involvement in supporting children's learning—through family workshops/ Family Evenings	<p>There is strong evidence to show parental engagement has a positive impact on progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Support for parents must ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home is more beneficial to pupil outcomes than simply giving a book to pupils or asking parents to provide generic help to their children.</p> <p>Reference: EEF Teaching & Learning/ Parental Engagement</p>	5
Improvement in attendance	<p>Consistent attendance is crucial to learning and there is strong evidence to show good attendance has a positive impact on progress and attainment.</p> <p>Reference: EEF Evidence Briefing on Improving Attendance & Support for Disadvantaged Pupils</p>	4
Provision of an after school club Monday - Thursday—accessible by all pupils	<p>After school programmes which provide stimulating environments and activities or develop additional personal and social skills have been proven to be beneficial to young children. These programmes are more likely to have an impact on attainment than those that are solely academic in focus.</p> <p>Reference: EEF Teaching & Learning/ Extending School Time</p>	4
Contingency fund for urgent/unplanned events	<p>As a result of our experiences over the past three years, we have identified a need to retain a small amount of unallocated funding in order to enable the Academy to respond quickly and effectively to needs that have not yet been identified.</p>	1, 2, 3, 4

Pupil Premium Grant: £100,640

LAC & PLAC Premium: £2,570

Total budgeted cost: £103,210

Part B: Review of Outcomes in the Previous Academic Year: 2023 - 24

Pupil Premium Strategy & Recovery Premium Outcomes:

This details the impact that our Pupil Premium and Recovery Premium activity had on pupils in the 2023 - 2024 academic year.

EARLY YEARS

Children join school with exceptionally low levels in communication, language and literacy; this has been especially noticeable as a result of the disruption to education caused by the pandemic. As they progress through the early years they make good progress in their learning.

75% of children achieved a Good Level of Development at the end of Reception (*summer 2024*) which was a slight decrease of 2% on 2023 (77%). The national average for 2024 is 68%.

<u>END OF EYFS</u>	Number in cohort	Achieved GLD	% GLD	Not Achieved	% Not achieved
All pupils	36	27	75%	9	25%
Boys	21	15	71%	6	29%
Girls	15	12	80%	3	20%
SEND	9	4	44%	5	56%
Non SEND	27	23	85%	4	15%
Pupil Premium	22	17	77%	5	23%
Non Pupil Premium	14	10	71%	4	29%

YEAR 1 PHONICS CHECK – JUNE 2024

Children in Yr 1 undertook the screening, the pass rate was **77%** which is only 3% lower than the National figure. Of the 7 children who did not pass the screening, 1 child is a selective mute who did not respond during the screening.

	Number in cohort	Passed	Pass %	Failed	Fail %
All pupils	31	24	77%	7	23%
Boys	18	12	67%	6	33%
Girls	13	12	92%	1	8%
SEND	7	2	29%	5	71%
Non SEND	24	22	92%	2	8%
Pupil Premium	28	21	75%	7	25%
Non-Pupil Premium	3	3	100%	0	0%

END OF KEY STAGE 1- summer 2024

- Achievement at the end of Key Stage 1 is consistently good. The gap between the attainment of Disadvantaged/ Non Disadvantaged has narrowed in all areas.
- Two children in Year 2 attended Alternative Provision but remained on the school roll: one attended for both Yr 1 & Yr 2 while the other attended for Yr 2. Therefore, two sets of data are shown, one which does not include these pupils and one which does.

2 Pupils NOT Included

	Number in cohort	Reading		Writing		Maths		Science		RWM	
		Exp	Exp+	Exp	Exp+	Exp	Exp+	Exp	Exp+	Exp	Exp+
All pupils	34	74%	15%	71%	3%	82%	-	85%	-	71%	-
Male	17	65%	18%	65%	-	76%	-	82%	-	65%	-
Female	17	82%	12%	76%	6%	88%	-	88%	-	76%	-
SEND	8	25%	-	25%	-	25%	-	63%	-	-	-
Non SEND	26	88%	19%	85%	4%	92%	-	92%	-	85%	-
Pupil Premium	22	73%	9%	68%	5%	86%	-	86%	-	68%	-
Non Pupil Premium	12	75%	25%	75%	-	75%	-	75%	-	75%	-

2 Pupils Included

	Number in cohort	Reading		Writing		Maths		Science		RWM	
		Exp	Exp+	Exp	Exp+	Exp	Exp+	Exp	Exp+	Exp	Exp+
All pupils	36	72%	14%	67%	3%	83%	-	83%	-	67%	-
Male	18	67%	17%	61%	-	78%	-	83%	-	61%	-
Female	18	78%	11%	72%	6%	89%	-	83%	-	72%	-
SEND	10	30%	-	20%	-	40%	-	60%	-	-	-
Non SEND	26	88%	19%	85%	4%	92%	-	92%	-	85%	-
Pupil Premium	24	71%	8%	63%	4%	88%	-	83%	-	63%	-
Non Pupil Premium	12	75%	25%	75%	-	75%	-	75%	-	75%	-

The attainment of pupils in receipt of Pupil Premium funding remains an area of focus across the school.