

Monkton Academy Pupil Premium Strategy Statement 2024-2025

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Academy
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025
Date this statement was published	20 th December 2024
Date on which it will be reviewed	1 st December 2025
Statement authorised by	Steve Bowler Principal
Pupil premium lead	Louise Heathfield
Governor / Trustee lead	Alison Sharp Pupil Premium Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170,200
Recovery premium funding allocation this academic year	
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	

Part A: Pupil premium strategy plan

Statement of intent

**The targeted and strategic use of pupil premium will support us in achieving our vision to:
'Inspire, Achieve, Empower'**

We intend to do this by:

Improving the quality of teaching and learning for all.

We are clear that Pupil Premium is about children's needs and the quality of teaching and learning in the classroom. We believe that all of our pupils, irrespective of background or the challenges they face in life, make good progress and achieve well. Ideally, Pupil Premium is used with the priority aim of raising attainment for those who benefit from it, however at Monkton Academy we are clear that there are times when it can be used to support those pupils who are not eligible for this, in addition to those who are. We aim to use the premium to extend a culture of excellence for all through high quality first teaching, so all pupils are equally challenged and supported, thus motivating one another to achieve to the best of their abilities.

Improving the targeted support available for specific groups of learners.

We know that many of our disadvantaged pupils have additional learning needs. When investigating barriers to learning for those children eligible for the Pupil Premium, teaching staff identified a significant barrier for 28% of pupils from Y3-Y6 was an additional special educational need. A range of intervention strategies must clearly be planned according to needs. Effective and regular analysis of data with teaching staff is recognised as being crucial as part of this with regular reporting to our SLT and linked Governors.

Supporting the 'whole child' through targeted social and emotional support, increasing opportunities for extended learning and instilling secure life skills which in turn promote high aspirations.

It is clear that many of our disadvantaged pupils have significant barriers to learning which fall within this priority area. During discussions with staff, they identified the following as being significant issues for those pupils who benefit from Pupil Premium:

- Pupils having difficulties broadly in line with the category of social, emotional, mental health and wellbeing needs. This having been a significant factor now for a number of years.
- Increasing numbers of pupils facing specific difficulties in their home lives, some of which has been recognised through outside agency support.
- Pupils with issues around attendance and punctuality. (However this issue is becoming less significant, thanks to the impact of decisions made through previous strategy areas)

It is therefore clear that supporting the whole child continues to be a significant priority moving forward and that we require a continued focus from previous plans.

These priorities are also embedded within our culture of recovery, following the significant disruption faced to the education of our pupils in recent years. For the past 4 academic years, we have offered a range support through additional tutoring for pupils whose education has faced challenges (which includes disadvantaged and non-disadvantaged pupils) Last year 2023-2024 we made a secure investment in securing a year of tutoring in mathematics and reading for pupils in Years 5 and 6. Such tutoring will again take place with key learners moving into the 2024-25 academic year, Our intent is to shape priorities around a tiered approach, as we understand that this is most effective in narrowing the gaps often evidenced between disadvantaged and non-disadvantaged learners.

Challenges

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

Challenge number	Detail of challenge
1	There is, across all year groups, evidence of higher levels of disadvantaged learners not achieving the expected standards in reading, writing and mathematics when compared to non-disadvantaged pupils.
2	<p>Fewer pupils (including disadvantaged and non-disadvantaged learners) achieve at higher standards in reading, writing and mathematics. This is evident both in end of KS2 Year 6 results and through yearly tracking across years 3-5.</p> <p>Observations across school and interrogation of data show that this links to differences in higher-level inference skills, understanding of vocabulary/mathematical language, higher level of reasoning skills and access to wider life experiences.</p>
3	<p>Many pupils (including both disadvantaged and non-disadvantaged learners) have low aspirations and expectations of life-long goals and outcomes.</p> <p>Many pupils are unaware of the range of careers available in both the local and national fields and have limited experiences and opportunities to explore these.</p> <p>Limited STEM opportunities have previously compounded this too.</p>
4	A high proportion of pupils on our SEND register and our 'concern' register are disadvantaged. This creates an additional, and in some cases very profound, barrier to learning.
5	<p>Our assessments (including teacher questionnaires into barriers to learning and pupil wellbeing and self-care questionnaires carried out termly since September 2023) continue to identify a significant number of social, emotional and wellbeing concerns amongst all pupils, but particularly in disadvantaged pupils. These needs have undeniably escalated across school since the pandemic.</p> <p><i>Pupil wellbeing questionnaires are carried out termly across school. The outcomes are triaged by senior staff and key pupils are discussed by SMT and placed on our 'vulnerable register' to target support for and monitor over the course of the academic year, based on the feedback they provided in the survey. High proportions of these pupils are disadvantaged.</i></p>
6.	<p>Our administrative data shows that attendance amongst disadvantaged pupils in the 2023-2024 was lower than for non-disadvantaged pupils</p> <p>Since the COVID pandemic, persistent absenteeism has become an increasing challenge amongst all of our pupils. In February 2020, for instance PA stood at 14% and in December 2021 stood at 28% (double the pre-pandemic climate). We are, thanks to actions from the previous plan, beginning to see this figure</p>

	<p>drop (17% in September 2023 and 11% at the end of the 2023-24 academic year)</p> <p>Persistent absenteeism is higher amongst disadvantaged pupils.</p> <p>The impact of absenteeism has been further evidenced by Ofsted in loss of learning reports, with those pupils categorised as having medium-high absence showing double the learning loss of those pupils categorised as having low levels of absence.</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
To reduce the gap between disadvantaged and non-disadvantaged pupils achieving the expected standard in reading, writing and mathematics.	<p>KS2 outcomes show the gap between disadvantaged and non-disadvantaged learners is reduces significantly (around 10% when the high % of disadvantaged learners with SEND is taken into account).</p> <p>Internal summative assessment for years 3-5 also reflects a similar picture.</p>
To see an increase in the number of pupils (both disadvantaged and non-disadvantaged) achieving at higher standards in reading, writing and mathematics.	<p>KS2 outcomes show that the % of pupils achieving higher standards has increased significantly on last academic year, moving in line with the national standard.</p> <p>Internal summative assessment for years 3-5 also reflects a similar picture.</p>
To improve aspirations and expectations of life outcomes for all pupils.	<p>Introduction of careers service for Y5/6 pupils shows a difference in understanding based on entry/exit data to the project.</p> <p>Focus groups of disadvantaged learners building clear links with local industries and further education institutions.</p> <p>Increase in STEM opportunities (including computing curriculum) across school.</p>
Better targeted intervention requirements with set time periods to be provided to teachers termly to allow for better progress of disadvantaged learners.	<p>Teaching staff are clear on targeted pupils – whether that be at ARE, higher standard or combined data.</p> <p>Interventions are planned in line with English/maths leads (lowest 20% of learners being a focus) and school SENCO</p> <p>Gaps between groups of learners reduce.</p>
To provided targeted support for all pupils with an additional learning need where this support is required to improve progress and outcomes, particularly our disadvantaged pupils.	<p>Pupils regularly discussed at SENCo runarounds and interventions put in place where needed. Progress of all interventions is monitored closely with exit data compared to entry data. SEND, or pupils highlighted as</p>

(including phonics support)	a concern to be shown to make clear progress based on starting points.
To achieve and sustain improved wellbeing for pupils in our school, particularly our disadvantaged pupils.	<p>Sustained levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil questionnaires, teacher observations and parental feedback • A significant increase in participation in enrichment activities (linked to physical and emotional wellbeing) particularly amongst disadvantaged pupils. • All pupils identified as benefitting from a service of support available through school (healthy minds, school pastoral nurture support) where supported by parent agreement have accessed some level of targeted support.
To achieve and sustain improved attendance for all pupils, particularly for our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • The attendance gap between disadvantaged and non-disadvantaged pupils being less than 1% (it being understood by school that being disadvantaged should not be a contributing factor at all to a child's lack of school attendance). • The percentage of all pupils persistently absent across school falls the below 10% target • Targeted family support through our Pastoral lead for those with ongoing patterns of poor attendance.

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: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Enhancement of our English curriculum, to develop higher level reading skills and support writing provision in helping pupils achieve their expected standards.</i></p> <p><i>Targeted intervention to improve early English skills and phonics.</i></p> <p><i>This will fund ongoing staff CPD, teacher release time and access to resources deemed suitable in light of advice from training.</i></p> <p><i>Specific support will be offered through our school improvement SLA</i></p>	<p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1 and 2</p>
<p><i>Enhancement of our Mathematics curriculum, to develop higher level reasoning skills while maintaining a clear focus on effective calculation and varied fluency.</i></p> <p><i>Targeted intervention to improve early mathematical skills and tables knowledge.</i></p> <p><i>This will fund ongoing staff CPD, teacher release time and access to resources deemed suitable in light of advice from training.</i></p>	<p>Mastery approaches (such as the format used within our current mathematics curriculum) states that a high level of success should be required before pupils move on to new content.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Metacognitive strategies have a potential impact of up to 7 months. These approaches are more effective when they are applied to challenging tasks rooted in existing curriculum content (such as mathematical reasoning).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1,2,3</p>

<p><i>Specific support will be offered through our school improvement SLA.</i></p>		
<p><i>Targeted subject leader development to allow time to be spent extending all wider curricular areas thus improving the quality of teaching and learning across the curriculum.</i></p> <p><i>This includes: release time for subject leaders, specific subject budgets; investment in capital projects as appropriate (previous work on Forest school/science labs/art studios); effective packages; investment in specific staff training such as NPQML and NPQSL programmes.</i></p> <p><i>Specific support will be offered through our school improvement SLA</i></p>	<p>In planning a curriculum, it is crucial that support is provided through well-structured and carefully designed learning activities to ensure that lower-attaining pupils are involved, challenged and learn successfully.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	<p>1,2,3,4</p>

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

Budgeted cost: £ 65,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Ongoing yearly costs for interventions to support pupils with SEND or who have an identified concern.</i></p> <p><i>This includes, at times, targeted use</i></p>	<p>EEF states that short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>4, 5</p>

<p><i>of support staff time and ongoing CPD and release time for those involved in delivering support (including our SENCo)</i></p> <p><i>Increasing our level of support staff and improving the quality of training they receive.</i></p>		
<p><i>Small group targeted support in mathematics (group identified by our maths lead based on improvement priorities) with a senior teacher, to address concerns regarding gaps in maths attainment.</i></p>	<p>EEF research states that smaller classes impact upon learning when the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	<p>1, 2, 4</p>
<p><i>Employment of a specific reading and maths tutor to provide targeted, short-focussed intervention for pupils at risk of not achieving targets – with a priority for disadvantaged pupils.</i></p> <p><i>Y6 pupils in Autumn and Spring term 2024</i></p>	<p>Tuition is an effective strategy for providing targeted support for pupils identified as having low prior attainment or are struggling in particular areas.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 2, 4</p>

Y5 pupils in Summer term 2025		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole staff training/release time in extending understanding of safeguarding, pupil behaviour, pupil wellbeing</i>	EEF research states that when supporting the social and emotional wellbeing of pupils, improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5
<i>Targeted wellbeing support through counselling and mental health practitioners, informed by well-trained senior leaders in school.</i> <i>Nurture provision through our Pastoral and Attendance lead.</i> <i>Ongoing partnership with Healthy Mind service.</i>	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5
<i>Embedding principles of good practice set out in the DfE's 'Working together to improve school attendance' guidance.</i> <i>This will be put into practice with local authority SLA support on statutory issues, training and release time for staff.</i>	The DfE guidance states that 'attendance is the essential foundation to positive outcomes for all pupils'.	6

<p><i>Quick and effective intervention from our Pastoral and Attendance lead in tackling attendance issues.</i></p> <p><i>Focused management roles to monitor attendance at a phase level (Y3/4; Y5/6) across school.</i></p>		
<p><i>Promoting extended learning opportunities ‘a love of learning’ fostered by a carefully planned wider curriculum supported by termly visits and visitors in each year group (with residential visits planned in Years 4 and 6 – subsidised costs for disadvantaged pupils in Y6)</i></p> <p><i>This in turn widens opportunities for disadvantaged pupils to explore outside of the local community.</i></p> <p><i>Careers related learning project – DfE led</i></p>	<p>Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils.</p> <p>Although EEF research in this area is hard to validate, we know that opening opportunities for our most disadvantaged pupils often creates a ‘lightbulb moment’ that can shape their learning moving forward.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	<p>All points</p>
<p><i>Contingency fund for acute issues.</i></p>	<p>Based on historic and ongoing need, we have identified a need to set a small amount of funding aside to respond quickly to needs not yet identified. E.g. uniform requirements.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform?utm_source=/education-evidence/teaching-learning-toolkit/school-uniform&utm_medium=search&utm_campaign=site_searchh&search_term</p>	<p>All points</p>

Total budgeted cost: £170,200

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 2023 to 2024 academic year.

Intended outcome	Success criteria	Impact
To reduce the gap between disadvantaged and non-disadvantaged pupils achieving the expected standard in reading, writing and mathematics.	KS2 outcomes show the gap between disadvantaged and non-disadvantaged learners is reduced significantly (around 10% when the high % of disadvantaged learners with SEND is taken into account). Internal summative assessment for years 3-5 also reflects a similar picture.	Y6 2023/24 data shows that there was a 30% gap between disadvantaged and non-disadvantaged learners, however 30% of disadvantaged learners were SEN in this intake. When SEN pupils are taken into account, the gap reduces to just over 15%
To see an increase in the number of pupils (both disadvantaged and non-disadvantaged) achieving at higher standards in reading, writing and mathematics.	KS2 outcomes show that the % of pupils achieving higher standards has increased significantly on last academic year, moving in line with the national standard. Internal summative assessment for years 3-5 also reflects a similar picture.	3% of pupils achieved combined RWM at the higher standards. Results show that although higher numbers of pupils achieved at the higher standard in reading and mathematics, they did not in writing. This needs to be a key focus moving forward.
To improve aspirations and expectations of life outcomes for all pupils.	Introduction of careers service for Y5/6 pupils shows a difference in understanding based on entry/exit data to the project. Focus groups of disadvantaged learners building clear links with local industries and further education institutions. Increase in STEM opportunities (including computing curriculum) across school.	Computing curriculum has now been developed, with work alongside the LA. Science curriculum is well established and successful. Initial careers programme was met with success, development into careers related learning programme this academic year. Life skills programmes to be introduced: cooking skills for 2024-25
Better targeted intervention requirements with set time periods to be provided to teachers termly to allow for better	Teaching staff are clear on targeted pupils – whether that be at ARE, higher standard or combined data. Interventions are planned in line with English/maths leads (lowest	Termly staff meeting time to focus on targeted pupils. Staff work together with subject leads to plan suitable interventions for those pupils at risk of falling behind.

<p>progress of disadvantaged learners.</p>	<p>20% of learners being a focus) and school SENCO Gaps between groups of learners reduce.</p>	<p>Spring term data review will have a focus on looking at combined outcomes: are there specific areas (RWM) that need to be more of a focus for key pupils?</p>
<p>To provided targeted support for all pupils with an additional learning need where this support is required to improve progress and outcomes, particularly our disadvantaged pupils. (including phonics support)</p>	<p>Pupils regularly discussed at SENCo runarounds and interventions put in place where needed. Progress of all interventions is monitored closely with exit data compared to entry data. SEND, or pupils highlighted as a concern to be shown to make clear progress based on starting points.</p>	<p>SEND pupils benefit from an adaptive curriculum as appropriate, carefully planned for by teachers. Interventions are organised by the SENCo and administered by HLTAs. New base developed in the 2024-25 academic year to support those pupils working at EYFS level. Phonics curriculum to be developed in the 2024-25 academic year.</p>
<p>To achieve and sustain improved wellbeing for pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil questionnaires, teacher observations and parental feedback • A significant increase in participation in enrichment activities (linked to physical and emotional wellbeing) particularly amongst disadvantaged pupils. • All pupils identified as benefitting from a service of support available through school (healthy minds, school pastoral nurture support) where supported by parent agreement have accessed some level of targeted support. 	<p>Pupil wellbeing surveys continue to be carried out termly by all pupils across schools, with senior leaders triaging and monitoring against our vulnerability tracker. Targeted support identified at an early point and monitored termly. This will continue moving forward, with many more avenues of support now becoming available (for instant nurture provision in line with our school improvement plan)</p> <p>All pupils across school are offered enrichment activities through our school sporting programme. This now includes programmes to support vulnerable pupils during school holiday periods. (school mini bus was used to transport pupils to South Shields Cricket club x2 per week during summer break who would otherwise be unable to attend due to lack of transport)</p> <p>Continued strong uptake on healthy minds service.</p>

		Increase in young carers and school pastoral nurture support.
To achieve and sustain improved attendance for all pupils, particularly for our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • The attendance gap between disadvantaged and non-disadvantaged pupils being less than 1% (it being understood by school that being disadvantaged should not be a contributing factor at all to a child's lack of school attendance). • The percentage of all pupils persistently absent across school falls the below 10% target • Targeted family support through our Pastoral lead for those with ongoing patterns of poor attendance. 	The % of persistently absent pupils decreased dramatically over the course of last academic year, falling from 17% in the previous academic year to 11% in the 2023-24 academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
National Tutoring Programme	Connex Education

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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