

Pupil premium strategy statement

This statement details our school's use of pupil 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	Monkston Primary School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023 - 2026
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	LGB
Pupil premium lead	Lyndsey Loy
Governor / Trustee lead	Karolina Ainge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,357
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	£85,357

Part A: Pupil premium strategy plan

Statement of intent

At Monkston Primary School, our staff strive to achieve the very best outcomes they can across the curriculum for every child regardless of their background or challenges they face through quality first teaching. We invest in highly effective training for all staff to ensure teaching and learning is consistently outstanding for everyone. We recognise that not every child receiving PP funding is socially disadvantaged and also that not every child who is disadvantaged receives PP funding. By focusing on children's individual needs, we aim to enable every child to achieve and make the best progress they can, including progress for high attainers. Whilst maintaining a careful track of all pupils' progress, we also closely monitor how well PP children are achieving in comparison to their peers in order to close the gap.

Our strategy is designed to ensure that all disadvantaged pupils are given the best start to their academic journey. Developing confident and secure readers lies at the heart of our Pupil Premium strategy as we believe the ability to read well will unlock the future for our disadvantaged pupils.

The following strategies have been selected to ensure that a child's academic success is exceptional, that their interests are nurtured and that their emotional well-being is secure.

Challenges

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

Challenge number	Detail of challenge
1	A gap between PP progress and non-PP progress is still evident in some year groups.
2	The most disadvantaged pupils have less opportunities to experience a broad range of enriching experiences outside of the school day. Pupil's activity passports show less activities achieved at home compared to their peers.
3	Lower attendance for a small number of PP pupils. The attendance gap between disadvantaged pupils and non-disadvantaged pupils remains.

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
<p>To ensure that PP pupils make accelerated progress in reading, writing and maths in order to close any gaps.</p>	<p>PP pupils will make accelerated progress in order to close the gap.</p> <p>Progress will be discussed at pupil progress meetings and reviewed and monitored by the pupil premium lead. Progress in writing and maths will be at least good, with a particular focus on progress in reading and maths.</p> <p>All PP pupils who take the year 1 phonics screening check will pass with 32+ marks.</p> <p>Pupil premium reading groups for all PP pupils across the school with a focus on fluency.</p> <p>Library golden tickets will be used by teachers to encourage pupil premium pupils to use the library at lunchtimes and to change their books more often.</p>
<p>To broaden the life experiences of our most disadvantaged pupils to enhance their future aspirations and life chances and further increase their vocabulary range</p>	<p>80% of PP pupils taking part in additional music tuition will take part in school concerts and the MK Music Festival</p> <p>Year 4 & Year 6 PP pupils who attend the residential will be able to discuss the positive impact these activities have had on their SMSC development.</p> <p>The % of PP pupils taking part in sporting competitions and sporting clubs will increase</p> <p>100% of our PP pupils will take part in school trips and enrichment activities as on our Monkston Road Map.</p> <p>The impact questionnaire for the PP mentor scheme will show a 100% success rate</p> <p>Pupil passports will be brought into the mentor scheme for the high attaining pupil premium children meaning more pupils will achieve a higher percentage of activities.</p> <p>Free sporting clubs will be available for PP pupils once a term.</p>

<p>For PP pupils to attend school regularly and on time</p>	<p>Attendance % will improve for PP pupils with a reduced gap between PP and non-PP pupils.</p> <p>Clear attendance monitoring will show an increase in pupil premium attendance and reason for attendance drops to be discussed with parents and support offered.</p> <p>Attendance built into the parent consultations each term and shared on reports.</p>
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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: £51,592

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School focus on disadvantaged pupils. SLT observations, marking, CT focus groups, staff training, pupil progress meetings</p> <p>Staff training and PP data tracking grids given out to new class teachers in summer term to allow for discussions in preparation for the new term</p> <p>A whole school focus on maths fluency will be delivered through additional staff CPD and an additional four sessions per week will be taught in all year groups focused on maths fluency.</p> <p>Lesson observations and learning walks focus on PP pupils.</p> <p>Termly pupil progress meeting focus on PP pupils</p> <p>Pupil profiles for LAC and PLAC children to allow the child's history to be shared and to give staff a better understanding of</p>	<p>EEF – The EEF Guide to the Pupil Premium. Evidence brief: Using research to support your spending decisions</p> <p>High quality teaching - Evidence indicates that high quality teaching is the most powerful way to improve pupil attainment, especially for socioeconomically disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>Wider strategies – 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.</p>	<p>1</p>

the child prior to starting school		
<p>Smaller class sizes in Year 6 for English and maths – size reduced by 33%</p> <p>Class sizes reduced with approximately 20 per class allowing for more focused support from class teachers and learning to be aimed at individual needs and ability.</p> <p>Additional TA in lesson when possible, for further support.</p>	<p>EEF Teaching and Learning Toolkit [appendix 1] – Reducing class size</p> <p>Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller.</p>	1
<p>Staff CPD focused on developing quality first teaching Professional development, training, support for early career teachers, and investing in recruitment and retention.</p>	<p>EEF – The EEF Guide to the Pupil Premium. Evidence brief: Using research to support your spending decisions</p> <p>Evidence indicates that high quality teaching is the most powerful way to improve pupil attainment, especially for socio-economically disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p>	1 & 2

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

Budgeted cost: £25,449

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading interventions in years 1-6 for pupils who need additional help with comprehension and word reading.</p>	<p>EEF Teaching and Learning Toolkit [appendix 1] – Reading comprehension strategies: Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>	<p>1</p>
<p>EYFS – speech and language group to improve CLL / Social interaction group / 1:1 reading / Welcome GL Assessment</p>	<p>EEF Early Years Toolkit [appendix 2] – Communication and language approaches: Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p>	<p>1</p>

<p>More Able mentor scheme: More Able PP pupils inspired and supported to aim high in their future ambitions through a mentor scheme. Particular interests will be nurtured and supported financially. Fortnightly 1:1 mentoring sessions take place with more able PP pupils. These sessions are highly individualised and focus on pupil interests and aspirations for the future.</p>	<p>EEF Teaching and Learning Toolkit [appendix 1] – Mentoring: On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p>	<p>2 & 3</p>
<p>Structured reading programme for pupils in Upper KS2. Reading Support Assistant works with PP pupils in UKS2 to focus on fluency and vocabulary. This is closely linked with the whole class texts being studied.</p>	<p>EEF Teaching and Learning Toolkit [appendix 1] – Reading comprehension strategies Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>Reading sessions are related to the research of Christopher Such – The Art and Science of Teaching Primary Reading & Primary Reading Simplified.</p>	<p>1 & 2</p>
<p>Small group writing tuition for selected pupils in Year 6</p>	<p>EEF Teaching and Learning Toolkit [appendix 1] – Small group tuition Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p>	<p>1</p>

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

Budgeted cost: £22,344

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play therapy for specialist support	EEF Teaching and Learning Toolkit [appendix 1] – social and emotional learning: The average impact of successful SEL interventions is an additional three months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	2 & 3
Nurture groups for support for social and emotional difficulties Young Carers support group meet twice weekly	EEF Teaching and Learning Toolkit [appendix 1] – social and emotional learning: The average impact of successful SEL interventions is an additional three months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	2 & 3
Giving disadvantaged pupils opportunities outside of the classroom to gain new experiences by fully funding all school trips [Including the Year 4 and Year 6 residential]	EEF Teaching and Learning Toolkit [appendix 1] – Outdoor adventure learning: Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	2

<p>KS2 peripatetic music lessons fully funded</p>	<p>EEF Teaching and Learning Toolkit [appendix 1]</p> <p>–Arts participation: There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment. Where the arts are being taught as a means to boost academic achievement for those eligible for the pupil premium, schools should carefully monitor whether this aim is being achieved.</p>	<p>2 & 3</p>
<p>Tri-weekly attendance reviews for disadvantaged pupils whose attendance is below 96%.</p> <p>Structured support in place to support families if attendance drops.</p>	<p>Embedding principles of good practice set out in DfE’s Improving School Attendance advice</p> <p>https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance - August 2024.pdf</p>	<p>3</p>

Total budgeted cost: £99,385

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Intended outcome	Impact
<p>To ensure that PP pupils make accelerated progress in reading, writing and maths in order to close any gaps</p>	<p>Across KS2, PP pupils make positive progress in reading. At the end of year 6, PP pupils leave with a positive progress score in reading, writing and maths. The gap between PP and non-PP pupils is minimal.</p> <p>2024-2025 KS2 Data</p> <p>Reading National average for non-PP 106 Monkston PP 107</p> <p>Maths National average for non-PP 105 Monkston PP 105</p> <p>Writing attainment at expected level National average for all pupils 72% National average for disadvantaged pupils 59% Monkston disadvantaged pupils 92%</p> <p>Greater Depth PP attainment at Monkston Reading – 50% Writing – 17% Maths – 33%</p> <p>Greater Depth National Non-PP Reading – 33% Writing – 13% Maths – 26%</p>
<p>To broaden the life experiences of our most disadvantaged pupils to enhance their future aspirations and life chances</p>	<p>80% of PP pupils taking part in additional music tuition took part in school concerts and the MK Music Festival.</p> <p>PP pupils were taken to the Open University for an additional visit to watch their orchestra perform. Their feedback from this was overwhelmingly positive.</p>

and further increase their vocabulary range	<p>Year 4 & Year 6 PP pupils who attend the residential were be able to discuss the positive impact these activities have had on their SMSC development and this positive impact was observed by school staff.</p> <p>The % of PP pupils taking part in sporting competitions and sporting clubs increased.</p> <p>100% of our PP pupils took part in school trips and enrichment activities</p> <p>The impact discussion for the PP mentor scheme showed a very positive response rate. Pupil comments Included the following responses:</p> <ul style="list-style-type: none"> ○ <i>It encouraged me to read more</i> ○ <i>I tried new things, and we worked together if it was tricky</i> ○ <i>I can share my worries, and they help me</i> ○ <i>I know there is someone I can talk to when I feel angry. They help me to calm down</i>
For PP pupils to attend school regularly and on time	<p>2024-2025 academic year</p> <p>National whole school 94.8% National FSM 92.2% Monkston whole school 95.4% Monkston FSM 91.2%%</p>

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
N/A	
N/A	

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?	N/A