

Monkhouse Primary School Pupil Premium Strategy

Pupil premium strategy statement 2024-2027

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
Number of pupils in school	222 (including nursery)
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-25, 2025-2026 & 2026-2027 3 year plan
Date this statement was published	December 2024
Date on which it will be reviewed	annually
Statement authorised by	Laura Baggett
Pupil premium lead	Laura Baggett
Governor / Trustee lead	Laura Tullock

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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,730
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£74,730

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Part A: Pupil premium strategy plan

Statement of intent

Monkhouse Primary School is a school for primary aged children with a wide range of additional needs including complex, and multiple learning difficulties, severe and moderate learning difficulties, speech and language needs, physical, perceptual and sensory needs. Pupils' Education Health Care Plans identify these needs, the provision they require and sets aspirational aims and outcomes for each individual.

We will use pupil premium funding to help all our children overcome their personal difficulties through trained and expert specialist teaching, through our individualised curriculum pathway approach and our partnership work with parents / carers and health professionals.

We are proactive in analysing the challenges faced by our most vulnerable children. This remains important with the ongoing additional challenges as a result of the COVID-19 pandemic. We serve a very diverse and mixed catchment. Our children have a broad range of vulnerabilities which have the potential to hinder their progress. Our holistic approach to learning is designed to support all children, regardless of their background and whether or not they are from a disadvantaged background. We are a positive staff team who have a 'can do' approach to ensuring all pupils succeed.

Despite our success, we continually strive for more. We successfully introduced our 'feelings ladders' approach in 2021 to support well-being and behaviour and reviewed our behaviour policy for a more regulate, redress and repair approach in March 2025. This approach is firmly rooted in EEF research. It is essential that there is a positive climate for learning and high expectations of behaviour for learners to be able to succeed. Quality first teaching is central to our approach. This emphasises high quality, inclusive teaching for all pupils irrespective of their background. Through routine monitoring of teaching and learning and data analysis, we are able to identify any areas in which disadvantaged children require the most support. We have strategies in place across school which are designed to ensure that children 'keep up' rather than 'catch up'. This is proven to be beneficial to all children, including those who are non-disadvantaged.

Looking back over the previous three-year cycle, we have achieved many of our goals and projects – as detailed in the School Development Plan. We are proud of our school, yet as always, we are relentless in our resolve to continuously improve our offer to our pupils and families. Our pupil premium strategy compliments our School Development Plan through our commitment to ensuring the high quality of children's Education Health Care Plans, a high-priority for reading and maths, Life skills learning, and embedding an inclusive trauma-informed practice through our relationship support.

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Challenges

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

Challenge number	Detail of challenge
1	Wider experiences in life Our knowledge of our children informs us that for many of our disadvantaged children, they have fewer wider experiences than many of their peers, for a range of reasons. Family finances may make trips, experiences and opportunities less available to our disadvantaged children, than to others in school. Family finances are under increasing strain as utility bills and other costs keep rising as the 'cost of living crisis' continues and takes an ever firmer hold.
2	Learning Difficulties An increasing number of children at Monkhouse Primary School, including those eligible for pupil premium have significant learning disabilities, often linked to wide-ranging cognition, communication, emotional, physical and sensory needs. Many pupils may not have developed learning-to-learn skills to enable them to access academic learning. Pupils may also require a much higher level of adult support to be able to access learning at all. An increasing number of children at Monkhouse Primary School have medical needs such as those that affect their mobility, sight and hearing. An increasing number of children also have sensory needs, which require high levels of therapeutic intervention. If children do not receive sufficient levels of high quality therapy they may have difficulties in accessing other areas of learning. Pupils' learning difficulties have a big impact on their levels of independence and practical life skills.
3	Parental Engagement Evidence shows that improving parental engagement can have a significant impact on pupil attainment. Our families make up a diverse community with a wide range of differences in socio-economic status. Our observations, discussions and safeguarding processes show that the extent of parental engagement with our most disadvantaged pupils is variable. Some parents may not have the capacity, understanding or skills required to consistently support their child's education. This may be further compounded by a lack of access to social care services, community OT and housing that is unsuitable for the needs of the child.
4.	Emotional Development For many children who attend Monkhouse Primary School, it can be a challenge for them to engage in new or unfamiliar learning activities. Their emotional needs may also impact their ability to learn. At Monkhouse Primary School we are seeing an increase in the number of pupils with complex autism and high sensory regulation needs. Our assessments and safeguarding processes show that a relatively high percentage of children who attend our School have SEMH issues around attachment, trust, self-esteem and

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	well-being. Children can find it difficult to regulate their behaviour in different situations, and may lack the confidence to fully engage in learning opportunities
5.	<p>Health Needs</p> <p>Many children at Monkhouse Primary School , including those eligible for pupil premium have complex physical and health needs such as those that affect their wellbeing, mobility, motor skills, sight and hearing as well as conditions such as epilepsy. These issues can have a profound impact on their ability to access learning.</p>

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
Strong outcomes at the end of each KS so that children are ready for the next stage in learning and at the end of KS2 are 'high school ready' academically.	Outcomes for disadvantaged pupils to be above those of DP nationally and as close to those of non-disadvantaged pupils in school as possible.
To promote the wellbeing of our school community. To ensure all pupil premium children have a positive wellbeing and supported when needed.	Improve pupil confidence, resilience, behaviour and motivation. Pupils who are experiencing emotional and behavioural difficulties will be further supported through targeted programmes / support. This will ensure that safeguarding and behaviour remain effective across the school and the mental health and well-being of our pupils remains a high priority.
Secure foundations of reading embedded in Early Years and KS1 resulting in improved reading attainment for all pupils.	Ongoing investment in our systematic synthetic phonics scheme (RWInc) in EYFS and beyond. Staff confidence, knowledge and skills in delivering our whole-class reading approaches across school. Highly effective identification of specific reading gaps using the programme assessments. Targeted rapid interventions support pupil progress. A greater proportion of disadvantaged children achieve at least the expected standard in statutory key stage phonics and reading assessments by the end of KS2. EYFS children achieve well and meet age expectations. A large % of children are successful in the KS1 phonics screening and reading test.
SEMH needs of pupils will be supported so that they are able to access and engage in learning.	Access to and engagement with specific programmes to support needs. Involvement of teaching team with expertise in delivering programmes to target areas of concern. Life

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	Skills curriculum will incorporate strategies to regulate and manage emotions. Strong and positive relationships with families.
To achieve and sustain improved support for disadvantaged children and families across school, including with their mental health and well-being and to continue to secure high levels of attendance and low PA.	<p>Sustained measurable levels of well-being demonstrated by:</p> <ul style="list-style-type: none"> ● Monitoring of support provided ● Pupils will have the uniform that they need ● Families will be supported to access food and support if and when they need it ● Families will be supported to be sign posted to support and advice around housing and / or financial support and other wider support services ● High levels of attendance ● Limited occasions of poor behaviour across school ● Pupils supported to be able to be resilient when they feel challenged ● Case studies of the successful journey made through school by individual children ● Discussions with children ● Evidence of provision in Life Skills Floor Books ● Student voice data ● Parent survey data ● SDP visits
Full access to a range of extra-curricular opportunities.	<p>High percentage of take-up for extracurricular clubs and school trips. Offer of lunch time clubs as well as after school</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: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
DHT& AHT with responsibility for Assessment, Teaching and Learning and SENCo to support teachers in delivering Quality First Teaching to meet the needs of all pupils.	Strong evidence to indicate that high-quality teaching is the most important factor in improving pupil attainment. Support for teachers to deliver this standard of teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. EEF School Planning Support: High-Quality Teaching	2
Whole-school access to training through extended working hours for support staff to attend weekly CPD sessions.	Well-designed, selected, and implemented CPD has a positive impact on pupil attainment. EEF Guidance Report: Effective Professional Development	2,4,
CPD for all staff to support the whole school approach to the RWInc phonics programme.	Strong evidence base demonstrating the positive impact of phonics sessions on attainment in reading. EEF Teaching and Learning Toolkit: Phonics	2
SENCo and curriculum lead to identify training needs and provide CPD opportunities for staff (generally and to deliver specific interventions).	Targeted and high-quality deployment of support staff to deliver interventions has a positive impact when used to supplement Quality First Teaching. EEF Teaching and Learning Toolkit: Teaching Assistant Interventions	2

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<p>Provide class teachers with dedicated time to ensuring that disadvantaged pupils' EHCPs accurately detail their current needs, priorities, outcomes (long-term and short-term) , provision, learning approaches. As agreed with parents and relevant health professionals.</p>	<p>Our observations show that high-quality EHCPs are effective in driving children's individual curriculums – ensuring the child receives what they need in order to learn and develop. The EHCP process makes teachers and the leadership team (and relevant health and social care professionals) accountable for the child receiving the provision as set out in their EHCP.</p>	2,4,5
<p>Effective use of our outdoor learning environment in order to improve outcomes for pupils. Utilising community spaces such as the beach and local parks. Strengthened links with other schools in our community.</p>	<p>Our observations show that children who can be described as 'hard to engage' can become active learners when their learning is taken outside.</p>	1,4
<p>Our school offers a range of wellbeing activities to support all children's emotional health, including drawing sessions designed to encourage creativity and self-expression. These activities provide a calming space where children can explore their feelings through art, develop mindfulness skills, and build confidence in a supportive environment. Drawing allows pupils to relax, focus, and strengthen their emotional resilience while enjoying a positive and engaging experience.</p>	<p>Research and evidence show that wellbeing activities such as drawing have significant benefits for children's mental health and emotional development. Incorporating drawing into wellbeing strategies aligns with evidence-based approaches recommended by the Education Endowment Foundation (EEF) and NHS mental health frameworks, reinforcing its value in fostering a balanced and supportive learning environment.</p>	4

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

Budgeted cost: £42,301

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily phonics rapid catch-up interventions. 9 hours per week	Strong evidence base demonstrating the positive impact of phonics sessions on attainment in reading. EEF Teaching and Learning Toolkit: Phonics,	2
NELI - Yr R	Rationale - EEF trials demonstrated effectiveness and following our own trials we also found good progress therefore have identified this intervention tool as a key part in boosting early language and communication issues which many of our children display on entry. Evidence The Teaching and Learning Toolkit has an ongoing research for this programme. Early findings suggests that, the Nuffield Early Language Intervention had a positive impact on the language skills of children in the trial.	2
Small group support to target specific identified gaps in learning assembly masterclasses R&M interventions	Targeted and high-quality deployment of support staff to deliver interventions has a positive impact when used to supplement Quality First Teaching. EEF Teaching and Learning Toolkit: Teaching Assistant Interventions	2,3,4
Small group support to target specific SEND.	Positive environments, holistic understanding of the needs of pupils, high quality teaching and effective working alongside support staff impacts positively on outcomes for children with SEND. EEF Guidance Report: Special Education Needs in Mainstream Schools	2
Effective Multidisciplinary approach including physiotherapists, SaLT and OT. Appropriate, individual outcomes are jointly set between teachers and multidisciplinary team, feeding into	Progress discussed and evidenced during pupils' annual review of Education Health Care Plans emphasizes the effectiveness of multidisciplinary working in line with a shared long-term vision for the child.	2,3,4,5

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the shared long-term vision as set out in Section A of the child's EHCP. Resulting in disadvantaged pupils' PLP outcomes being, achieved, evidenced and built on.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13775

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide RWINc and accelerated reader programmes	RWINc - systematic phonics programme Accelerated reader is a trusted platform and can be shown to support accelerated progress EEF .	2
Access to wellbeing and nurture sessions.	EEF research <ul style="list-style-type: none"> • School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning; • Universal programmes which generally take place in the classroom with the whole class; and • More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs 	1,4
Cultural Capital fund	Music, extra-curricular clubs, education visits Extra-curricular opportunities, educational visits, extended educational opportunities can support the learning progress and wellbeing of children. EEF research https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1
To achieve the Attachment and Trauma Friendly & Sensitive Schools in 2025/26	http://www.attachmentandtraumasensitiveschoolsaward.com/the-award.html	2,3,4,5

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<p>Opportunities for children to attend extra curricular clubs - provided by school staff and external providers</p>	<p>Evidence indicates that children who participate in these clubs demonstrate higher engagement and motivation in lessons and make faster progress in their academic work.</p> <p>Extra-curricular clubs provide opportunities for children to interact with peers outside their regular classroom environment, helping to develop teamwork, communication, and leadership skills.</p> <p>Exposure to a variety of extra-curricular clubs allows children to explore new hobbies and interests, helping them to discover and develop their passions.</p> <p>Children involved in extra-curricular clubs often demonstrate a stronger connection to school, which improves overall attendance and behavior.</p>	1
<p>Staff member to organise and lead parental engagement opportunities across school.</p>	<p>Greater parental engagement builds a sense of shared responsibility for education and strengthens community ties. Parental engagement initiatives, such as clear communication channels, parent workshops, and attendance support programs, have led to higher attendance rates and reduced lateness among pupils.</p>	3

Total budgeted cost: £73,076

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Part B: Review of outcomes in the previous academic year

JULY 2025 Statutory Data	Pupils eligible for Pupil Premium (PP)		Pupils NOT eligible for Pupil Premium (PP)	
	school	National non PP	school	National
Year 6 % achieving expected standard in reading, writing and maths (combined)	100%	47%	81%	69%
Year 6 % achieving expected standard in reading	100%	63%	100%	81%
Year 6 % achieving expected standard in writing	100%	59%	91%	78%
Year 6 % achieving expected standard in Spelling Punctuation and Grammar (SPaG)	100%	60%	100%	79%
Year 6 % achieving expected standard in maths	100%	61%	91%	81%
Year One % achieving expected standard in Phonics	89%		90%	83%
Reception % achieving a Good Level of Development (EYFS)	50% only * 4 PP children		94%	

JULY 2024 Statutory Data	Pupils eligible for Pupil Premium (PP)		Pupils NOT eligible for Pupil Premium (PP)	
	school	National non PP	school	National
Year 6 % achieving expected standard in reading, writing and maths (combined)	88%	67%	81%	68%
Year 6 % achieving expected standard in reading	100%	83%	90%	80%
Year 6 % achieving expected standard in writing	88%	78%	87%	72%

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Year 6 % achieving expected standard in Spelling Punctuation and Grammar (SPaG)	88%	78%	77%	72%
Year 6 % achieving expected standard in maths	88%	79%	83%	73%
Year One % achieving expected standard in Phonics	80%	83%	90%	80%
Reception % achieving a Good Level of Development (EYFS)	67% *7 PP children	72%	81%	68%

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-24 academic year.

*The combination of data-driven strategies, prompt interventions, and focused classroom support aligns with best practices recommended by educational research, such as those from the **Education Endowment Foundation (EEF)**, further strengthening the success of the approach.*

Outcomes Above National Averages

- *In **Year 1 Phonics Screening Check**, all children (including those eligible for pupil premium) **achieved scores above the national average for non-pupil premium pupils.***
- *At **Key Stage 2 (KS2)**, pupil premium children performed **above national non-pupil premium figures** in all core areas (reading, writing, and mathematics).*

This demonstrates that the tailored support and resources allocated through the pupil premium strategy have effectively closed the attainment gap and supported all children in achieving strong academic outcomes.

Same-Day Interventions for Immediate Support

- *Implementing **same-day interventions** has been a critical success factor, ensuring that children do not fall behind in their learning.*

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- *Prompt and focused feedback sessions have enabled teachers and teaching assistants to address misunderstandings on the same day, allowing students to stay on track with their peers.*

*This approach has promoted **timely learning recovery** and built pupil confidence, contributing to sustained progress.*

In-Class Targeted Support

- ***Targeted, in-class support** provided by skilled staff has ensured that children receive **immediate and precise support** tailored to their specific needs.*
- *This includes differentiation strategies, scaffolding for more challenging tasks, and frequent check-ins to boost engagement and understanding.*

*The **proactive and responsive classroom environment** has fostered a culture of "keep up, not catch up," significantly reducing gaps in knowledge and skills.*

Targeted SEN Support for Pupil Premium Children

- *The implementation of tailored **Special Educational Needs (SEN) interventions** has had a significant impact on the progress and engagement of children in receipt of pupil premium.*
- *These interventions include **personalized learning plans, small-group sessions, and individualized resources** to address specific learning needs.*
- *As a result:*
 - *Children receiving both SEN and pupil premium support demonstrated **improved rates of progress** across core areas, narrowing the attainment gap compared to their non-SEN peers.*
 - ***Improved access to learning tools and strategies** has enhanced pupils' independence and confidence in their own abilities, contributing to better classroom engagement.*

A focus on early identification of needs and the proactive provision of tailored support ensures that pupils keep pace with learning objectives while also meeting their unique educational needs.

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Promoting Wellbeing Activities Across All Classes

- *A school-wide focus on **wellbeing activities** has had a measurable and positive impact on pupil outcomes, behavior, and overall school engagement.*
- *Strategies such as **mindfulness sessions, emotional literacy support, and daily check-ins** have equipped children with tools to better regulate their emotions and build resilience.*
- *For pupil premium children:*
 - ***Improved emotional self-regulation** has reduced barriers to learning, with children demonstrating greater **concentration, persistence, and motivation** during lessons.*
 - *A stronger emphasis on **positive mental health** has increased participation and reduced incidents of absenteeism and behavioral challenges.*

*Wellbeing initiatives have also fostered a more inclusive and nurturing environment, promoting a **whole-child approach** to learning and personal growth.*

*Parental engagement is a **key driver of pupil success**, positively impacting academic outcomes, attendance, emotional wellbeing, and overall school culture. Schools that prioritize strong partnerships with parents foster an environment where children are supported holistically, enhancing their chances of achieving their full potential.*

Mrs L Baggett December 2025

To be reviewed December (data) 2026