



## Monkfrith School

### Pupil Premium Strategy Statement 2025 to 2028

#### School overview

Detail	Data
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028
Date this statement was published	January 2026
Date on which it will be reviewed	September 2026
Statement authorised by	Jude Deasey
Pupil premium lead	Jude Deasey
Governor / Trustee lead	Jay Mudhar

#### Funding overview 2024-5

Detail	Amount
Pupil premium funding allocation this academic year	£26,055
Recovery premium funding allocation this academic year	0
<b>Total budget for this academic year</b> <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>	£26, 055

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background, feel happy and safe in school in order that they can achieve well. We want our children to make good progress from their starting points and we use our Pupil Premium to support our disadvantaged pupils to do this.

High quality teaching is central to supporting all children, particularly those who are disadvantaged to make progress. This has the greatest impact on closing the gap.

Our approach considers both the needs of groups of children and individual needs. Where a specific intervention or approach is needed, this will be identified through diagnostic assessment and knowledge of the child's learning.

### Our priorities

- Ensuring the quality of teaching is good or better in every classroom for every child.
- Closing the attainment gap
- Ensuring that PPG offers children opportunities beyond the classroom.

### Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments, observations, and discussions with pupils suggest show that some pupils need some additional support to ensure that they meet/exceed age-related expectations, especially in writing.
4	Our assessments and observations have identified a lack of enrichment opportunities which have impacted on disadvantaged pupils experiences, resilience and attainment.

## Intended Outcomes 2025/8

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

Intended Outcomes	Success Criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Improved oral language and communication skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"><li data-bbox="568 1397 1334 1469">• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li></ul>

## Activity in this academic year 2025/6

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

### High Quality Teaching

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed phonics scheme	<a href="https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes">https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</a>  Reading Framework 2021 (DfE)  Writing  Drawing Club - a structured approach to enriching language skills, love of reading and developing fine motor. (Greg Botrill)	1, 2, 3
Whole Class Reading of high quality texts in KS2.  Use of Literacy Shed+ for structured resources for whole class reading.	EEF – Improving Literacy in Key Stage 2	1, 2, 3

## Targeted Academic Support

Budgeted cost: £18, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Sessions with literacy specialist teacher	<p>Focused teaching to improve phonic skills to enable identified children to be more confident readers.</p> <p>(Sutton Trust, Marc Rowland The Pupil Premium) (Education Endowment Fund)</p>	1,2, 3
Individual maths tuition (Maths)	<p>Evidenced based intervention focusing on preteaching to build confidence.</p> <p>Regular opportunities for consolidation of key mathematical concepts</p>	2, 3
Individual Reading Comprehension Support	Regular opportunities for consolidation of comprehension skills	1, 2, 3
Word Shark as a bespoke intervention for PP children in Key Stage 2 (with some additional adult support)	<p>Builds children's confidence and independence for spelling in a motivating way.</p> <p>Adult support helps to develop word attack strategies.</p>	1, 2, 3
Writing Intervention for WA/GDS for Year 6	<p>Opportunities for feedback on writing with teacher</p> <p>Focused writing support.</p> <p>(Sutton Trust , Marc Rowland The Pupil Premium)</p>	1, 2, 3

## Wider Strategies

Budgeted cost: **£7,555**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social skills groups  1:1 Emotions Coaching work using Zones of Regulation approach	Teach children skills to interact and have meaning conversations in arrange of situations.  (Sutton Trust, Educational Psychologist advice, ASC Advisory Teacher)	1, 4
Provide support funding trips and other enrichment opportunities  Musical instrument tuition  Pay for additional extracurricular activities.	To enable children to take part in a wide range of activities	1, 4

**Total Budgeted Cost: £ 26, 055**

### Review of the previous academic year 2024/5

Our Year 6 results at the end of KS2 show that 86.7% of children achieved the expected standard in Reading, Writing and Maths combined, compared to 62% of the National average.

90% of our children achieved the expected standard or more in Reading or Writing. 98.3% of children achieved the expected standard in Maths with over 61% achieving Greater Depth. Next year we need to continue to focus on securing more children at Greater Depth in all three subjects through whole class teaching and targeted support.