# Pupil premium strategy statement

This statement details our school's use of pupil premium funding (2024/25 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 2025-26 and the outcomes for disadvantaged pupils last academic year.

## School overview

| Detail | Data |
|---|---|
| School name | Bishop Monkton CE Primary School |
| Number of pupils in school | 105 pupils (+30 in nursery) |
| Proportion (%) of pupil premium eligible pupils | 7.6% PP<br>3.8% SPP |
| Academic year/years that our current pupil premium strategy plan covers | 2024/2025 to 2026/2027 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Sally Cowling - Headteacher |
| Pupil premium lead | Sally Cowling |
| Governor lead | Judith Smith |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £13,055.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £13,055.00 |

# Part A: Pupil premium strategy plan

## Statement of intent

**Bishop Monkton CE Primary School Vision**

**Act justly, love kindness and walk humbly with God** *Micah 6:8*

At Bishop Monkton CE Primary School we support our children to be healthy, happy and vibrant individuals, preparing them to become responsible and respectful citizens in the wider world. We want every child to flourish, to achieve their very best, and education is a fundamental part of this. Through our rich and stimulating curriculum, we promote a positive attitude towards learning where children are eager to face challenges and have the courage and resilience to learn from their mistakes. We have high expectations of our whole school community, believing that hard work and ambition can help you to achieve your goals.

As a welcoming and inclusive school, our intention is that every child, irrespective of their background or the challenges they face, should achieve their potential and make good progress across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils, by identifying the challenges these children may face, and outlining strategies to support them and enable them to achieve. High quality teaching is at the heart of our approach, with a focus on providing effective support within the classroom and targeting disadvantaged pupils that require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. If we enable children to *keep up* rather than *catch up* we enable them to have the best possible chances in the future.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

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

Our strategy aims to respond to the common challenges and individual needs of our disadvantaged children, lessening the impact of those worst affected as a result of the pandemic and ensuring that we offer targeted support that will enable them to flourish.

## 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 suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts on their development as readers. |
| 2 | Assessments, observations and discussions with pupils indicate under-developed oracy skills and vocabulary gaps among some of our disadvantaged pupils. This in turn becomes a barrier to writing.<br>Teacher assessments and monitoring indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. |
| 3 | Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, and this impacts their attainment. |
| 4 | Many of our disadvantaged children have contributing factors (often environmental/familial) that prevent full engagement in lessons. |
| 5 | Financial pressures on families, particularly those who are disadvantaged, has meant that families are unable to pay voluntary contributions for enrichment activities. If disadvantaged pupils do not attend enrichment activities, such as trips and residentials, the gap widens between them and their socially mobile peers. |

## 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 writing attainment for disadvantaged pupils at the end of KS1 and KS2. | KS1 and KS2 writing outcomes in 2025/26 show that attainment for disadvantaged pupils is at least in line with expected standards nationally. |
| Improved reading attainment for disadvantaged pupils at the end of KS1 and KS2. | KS1 and KS2 reading outcomes in 2025/26 show that attainment for disadvantaged pupils is at least in line with expected standards nationally. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils, so that they are ready to learn | Sustained high levels of wellbeing from 2025/26 demonstrated by:<br>✓ qualitative data from pupil voice, pupil and parent surveys and teacher observations |

| | |
|---|---|
| | ✓ a significant increase in participation in enrichment activities, particularly among disadvantaged pupils<br>✓ qualitative and quantitative data reflecting improved learning behaviours across the school |
| Improved oral language skills and vocabulary among disadvantaged pupils, which feeds in to all children as writers. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Increased participation of all disadvantaged pupils in enrichment activities, trips and residential visits. | Monitoring of participation of enrichment activities, trips and residential visits indicate that all disadvantaged pupils are able to access these. |

## 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: £8,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Subscription to and the purchase of standardised diagnostic assessments (PIRA, PUMA and GaPS)<br><br>Training to ensure that all staff administer and interpret the assessments correctly. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:<br>Standardised tests \| Assessing and Monitoring Pupil Progress \| Education Endowment Foundation \| EEF | 1, 2, |
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:<br>Oral language interventions \| Teaching and Learning Toolkit \| EEF | 2, 4 |

| | | |
|---|---|---|
| teacher training and release time. | | |
| Purchase of further SSPP (Little Wandle) resources to secure stronger phonics teaching for all pupils | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics \| Teaching and Learning Toolkit \| EEF | 2 |
| Improve the quality of social and emotional (SEL) learning.<br><br>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving_Social_and_Emotional_Learning in Primary Schools \| EEF | 3 |
| Increase capacity for Quality First Teaching across the school by utilising further support staff across the school. | Reducing adult to pupil ratios allows us, as a school, to meet individual learning needs more effectively and provide greater support for disadvantaged pupils. | 1,2,3,4,5 |

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

Budgeted cost: £2,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be supported by Little Wandle training for staff delivering phonics | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics \| Toolkit Strand \| Education Endowment Foundation \| EEF | 1, 2 |
| Targeted interventions using pre/post-teaching methods to boost attainment and progress. TAs to provide targeted and specific additional support through interventions: by | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. | 1, 2, 4 |

| | | |
|---|---|---|
| identifying and focusing on gaps in learning, highlighted by formative and summative assessment results. | Standardised tests \| Assessing and Monitoring Pupil Progress \| Education Endowment Foundation \| EEF | |
| Increase capacity for high quality teaching across the school by utilising a full time HLTA | Reduce adult to pupil ratios which then allows teachers to meet individual needs more effectively.<br>Use of teaching assistants in school DfE Sept 24 | 1, 2, 3 |

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

Budgeted cost: £ 2,055

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Increased focus on the mental health and wellbeing of our disadvantaged pupils through pastoral 1-1 support. | Individual sessions allowing children to identify, understand and respond to their emotions in order to improve engage-ment.<br>Improving SEL in Primary Schools \| EEF | 3, 4 |
| Allocate disadvantaged pupils in 1:1 coaching for Social and Emotional support and in 1:1 pre-teaching/post-teaching intervention sessions | Individual sessions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:<br>One to one tuition \| EEF (educationen-dowmentfoundation.org.uk) | 1, 2, 3 |
| Supporting most vulnerable pupils to access trips, visits (including residential visits), clubs (breakfast clubs/sport) and other experiences. | There is extensive evidence associating enrichment opportunities with improved wellbeing, outcomes at school and in later life (eg. improved academic performance, attitudes, behaviour and relationships with peers).<br>Improving SEL in Primary Schools \| EEF | 5 |

## Total budgeted cost: £ 13,055.00

# 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 2024 to 2025 academic year.

During 2024-25 our pupil premium was utilised to help fund support staff to provide targeted and specific additional support through interventions/booster work and pre/post-teaching: by identifying and focusing on gaps in learning, highlighted by formative and summative assessment results. We prioritised supporting children at the top end of school to ensure that they were ready for their next step in their education journey.

Based on our KS2 SATs results, it is evident that our additional support had a strong impact on reading, writing and maths for children eligible for the Pupil Premium:

In reading, 100% of pupils made expected or better progress from their individual starting points;
In writing, 100% of pupils made expected or better progress from their individual starting points;
In maths, 100% of pupils made expected or better progress from their individual starting points;

We have also put more social and emotional support in place for children eligible for pupil premium.

We are building on that approach in 2025-26 with the activities detailed in this current PP strategy plan.

## 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 |
|---|---|
| | |

## 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? | Additional teaching support in the classrooms allowed children to be better supported in their learning. |
| What was the impact of that spending on service pupil premium eligible pupils? | Teaching staff provided targeted support through pre-teaching, intervention activities and social/emotional support resulting in increased engagement and access to learning. |