

# Pupil premium strategy statement 2024 – 2025 Nun Monkton Foundation Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	33
Proportion (%) of pupil premium eligible pupils	6.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/2025
Date this statement was published	Dec 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Headteacher
Pupil premium lead	Headteacher
Governor / Trustee lead	Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2960
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£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>	£2960

# Part A: Pupil premium strategy plan

## Statement of intent

### **What is Pupil Premium?**

Pupil Premium is the name given to additional funding designed to raise the attainment of disadvantaged pupils so that they have the same outcomes and life chances as their non- disadvantaged peers. This funding is allocated to schools in accordance to how many pupils are judged to be eligible. Eligibility is outlined in a variety of ways including benefits a household may receive, free school meals, children in local authority care or recently in local authority care and service children.

Nun Monkton Foundation Primary School is a very small rural primary school. For the year 2024-2025 we received a total of £2960 Pupil Premium funding. Schools are able to spend PPG to suit the needs of their pupils.

### **Our ultimate objectives for our disadvantaged pupils**

At Nun Monkton Foundation Primary School, the Headteacher and Governors have targeted Pupil Premium money specifically to the benefit of the pupils is intended for. In the academic year 2024 / 25 the school received £2960 of pupil premium money.

Pupil premium money will be spent on interventions, widening pupils' experiences, resources and training for staff who work specifically with those children. The impact intended is that pupils are more confident, show improved key skills, are more engaged in learning, have wider opportunities made available to them, have access to resources which the school could otherwise not provide and crucially are making progress to narrow any gaps.

### **Statement of intent**

At our school, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. In addition, our intention is that all pupils are able to access similar opportunities for personal development and that they have good social, emotional and mental health and wellbeing. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve our goals, including progress for those who are already high attainers.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the Education Endowment Foundation (EEF). Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and

attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### **Our school’s key principles**

In making decisions about the spending of our PPG, we use the following principles:

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups - this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

The Nun Monkton ethos is that in order for children to achieve their full potential there needs to be an all-inclusive approach to teaching and learning. We treat each and every child as an individual and are fully committed to ensuring they have every opportunity to thrive and succeed.

### **Strategies**

High-quality teaching is at the heart of our approach, with a focus on areas in which PPG pupils require the most support. This is proven to have the greatest impact on closing the attainment gap and at the same time will also benefit the non-PPG pupils in our school.

At Nun Monkton, we will consider and use any strategies which we feel will be of most benefit in improving the outcomes for pupils in receipt of Pupil Premium or where we can use recovery funding to best support the needs of pupils. This will include using some of the following approaches

- 1:1 and small group support with learning
- Supporting all staff to track progress effectively by using rigorous assessment for and of learning.

- Looking for opportunities to widen pupil experience *e.g. through forest school learning*
- Pay for activities, educational visits and residential visits, ensuring children have first-hand experiences to use in their learning in the classroom
- Ensure that all our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations
- Support transition into EYFS, into the more formal learning of KS1, transitions internally and from primary to secondary
- Bespoke approaches to provide families with individualised support.
- Support pupils to have the correct equipment and uniform for learning activities

## Challenges

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

Challenge number	Detail of challenge
1	Lower attainment than peers within reading, writing and maths
2	Supporting family lives and low income families.
3	Children entering a new Year group with low attainment in Reading, Writing, Phonics or Maths
4	Self-resilience, independence and confidence when approaching learning and social situations

## 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 narrow the attainment gap between disadvantaged and non-disadvantaged pupils in national assessments and also within internal school data.	PPG eligible children to demonstrate increased progress so that the attainment is narrowed, evidenced by internal data.
For all disadvantaged pupils in school to make or exceed national expected progress rates.	Pupil progress is monitored effectively & efficiently to ensure progress scores are in the positive range. Flexible interventions (keep up, catch up Little Wandle) in place and offered to disadvantaged pupils so that an increased % of children achieve EXS/GDS

To ensure pupils have the same extra-curricular activities learning opportunities with leaning as non-disadvantaged pupils and enhance children’s cultural capital	Ensure a wide range of experiences for all pupils (including wider cultural opportunities and ahead of community events) to ensure PPG pupils are not disadvantaged about taking part if there is a cost implication
Positive interactions and relationships are built with peers	Wrap around care and PTFA activities allow pupils to socialise and interact positively with peers.

## 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: £580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for classes during 1 morning a week.	<p>We recognise and understand that the use of additional adults in classrooms allows the class teacher to have more targeted support time with the PP children. This will enable opportunities for accelerated progress and catch up with learning.</p> <p>Additional support for classes with PPG pupils. This will be used to provide small group work or 1:1 support to aid with closing the gap in specific areas of English and Maths where a pupil began the year not as Age-related standard. EEF: Targeted small group and one-to one interventions have the potential for the largest immediate impact on attainment.</p>	3, 1, 4
CPD for Certain TA staff	<p>Time within School day for training on Catch Up aspects of the Little Wandle programme to enable TAs to confidently deliver programme to PPG pupils</p> <p>Impact – improved decoding, prosody and comprehension skills. Evidenced by PIRA and National test scores</p>	

Using robust assessment tracking system so that pupil progress is closely monitored and interventions closely targeted, shared in staff training.	Using assessments and on-going detailed tracking of Reading and Maths progress	1, 3
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 1520

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Reading support with trained TAs	Using new Little Wandle Catch up materials in 1:1 situation with pupil to support decoding and prosody in addition to in-class QFT Teaching assistant support Reading practice has impacted on swifter decoding and much improved fluency and prosody. More effective comprehension and text retrieval as a result of focused 1:1 time. Evidence in National and PIRA test scores of improvement.	1 & 3
Targeted in- class support by TA hours	Supporting pupil with maths misconceptions, pre-learning and carrying out extra practice with new work Providing pupil with 1:1 in-class support for some parts of mornings and intervention out of class to support writing (handwriting, composition and SPAG) Providing extra reading opportunities, extra phonics interventions and support with understanding new Maths and English concepts within class learning.	1, 3 and 4

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

Budgeted cost: £960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment activities	<p>Provision of out of school clubs without charge to pupil premium children to broaden their experience. Every child in receipt of Pupil premium has been offered a free place at a club after school every week in every term. The impact is to raise self-esteem by widening their social interactions with their peers in a different context to school time. Also, to give experience of other skills outside of curriculum.</p> <p>All eligible children have taken up this weekly offer. Children have opportunity to take part in social interactions with pupils otherwise not available to them. Opportunities to socialise and work in teams with peers and other year groups which going home at 3.30 would not have allowed</p>	2 and 4
Enrichment by access to cultural/ community events with a cost	<p>When our PTFA organise community events for pupils with a cost implication, we are proactive in using funding to enable the pupils to attend without cost to families</p> <p>Organising cultural events for pupils to attend to extend their cultural experience e.g. to visit an historical or spiritual site , to experience going to theatre performances</p>	2 and 4
Equipment	Offer to purchase one set of uniform and waterproof forest equipment for each pupil premium child per year.	2 & 4

**Total budgeted cost: £ 3060**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

It is important to note that the very small numbers in each cohort mean that each child is a very large percentage of a cohort. Please note the number of children as a truer indication of the outcomes for our pupils rather than the percentages. To compare our PPG % to other schools is statistically unsound, due to the high percentage that each one of our pupils equates to.

#### EYFS 2025

Total no. of pupils	No. of PPG meeting all ELGS	No of non-PPG meeting all ELGS
8 – no Pupil Premium	n/a	6

#### Year 1 phonics (2025)

There were no PPG pupils involved in these tests in 2025

#### KS2 2024

Subject	Total no. of pupils	No. of PPG meeting Expected Standard	No of non-PPG meeting Expected Standard
Reading	6	n/a – no PPG pupils in this cohort	5 (2 at GD) (83% of all non PPG pupils in our school)
Writing	6	n/a – no PPG pupils in this cohort	6 (2 at GD) (100% of all non PPG pupils in our school)
Maths	6	n/a – no PPG pupils in this cohort	5 (2 at GD) (83% of all non PPG pupils in our school)
SPAG	6	n/a – no PPG pupils in this cohort	6 (1 at GD) (100% of all non PPG pupils in our school)
RWM	6	n/a – no PPG pupils in this cohort	4 (1 GD) (67% of all non PPG pupils in our school)

Last year marked the end of a previous pupil premium strategy plan.

By the end of academic year 2024/25 we are on target to achieve the outcomes of our strategy in relation to our 4 outcomes. The impact of our strategy so far has been that pupils are showing more emotional resilience, better behaviour for learning and therefore their aptitude for learning is improved. Another impact has been increased motivation to engage with learning activities – particularly with Reading, as well as engaging in increased opportunities to mix socially with other pupils at community events and appreciation of the opportunity to experience two theatre productions during 2024/5

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

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## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
We do not have any Service pupil premium funding.
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*