Pupil premium strategy statement

This statement details our school's use of pupil premium for the academic year 2024-27 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 following years and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Monkleigh Primary School
Number of pupils in school	131 (with Nursery) 102 (main school)
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 -27
Date this statement was published	June 24
Date on which it will be reviewed	June 26
Statement authorised by	Head Teacher and PP Governor
Pupil premium lead	Karen Reeves
Governor / Trustee lead	Kate Slocombe

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£30,245
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	£30,245

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	There are specific SEND needs in our PP children which need identifying, addressing and supporting, if not addressed these special educational needs may result in lower ability and attainment by our PP pupils
2	Many of our disadvantaged children have struggled with anxiety and social and emotional issues and they need specialist one to one and small group work to help them.
3	School readiness including speech and language delays.
4	Some indication of low attendance for individual PP children affects attainment.

Intended outcomes

Intended outcome	Success criteria
To raise the standards of achievement in English and maths in line with AGE or in line with progress of individuals from their starting point	PP tracking data will show ARE or progress from starting points
To improve attendance of all pupils and diminish the difference between disadvantaged pupils.	School attendance target met 96% Attendance of disadvantaged pupils in line with peers. Strategies to improve attendance have positive impact - free breakfast club, walking bus, pastoral care.
To ensure children's social and emotional needs are being met and their mental well being is as good as possible	Pupil voice, parent/carer meetings and consultations, in house assessments, discussions with children and teachers will demonstrate that their SEMH needs are being met.
Identification of specific Special educational needs, targeted support put in place resulting in IEP targets being met and good progress made.	IEP/EHCP targets being met, progress of children from their staring points.

Activity in this academic year

This details how we intend to spend our pupil premium, **this is a three year pan** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching targeted at individual PP children's needs in small groups	Educational Endowment Foundation recommendations.	1
CPD for teachers on developing strategies to improve attainment.	Educational Endowment Foundation recommendations about high quality CPD improving teaching and learning	4
CPD for EYS/KS1 staff on RWI interventions to support all children but particularly lowest 20%	Educational Endowment Foundation recommendations about high quality CPD improving teaching and learning	1

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

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality interventions for PP children in small groups or 1 to 1 e.g. 1 to 1 RWI interventions, fresh start, tot by toe, number sense	In school data of these interventions have shown high levels of progress and excellent results.	1
One to one and small group work with dedicated welfare TA, to work on a range of SEMH needs	Pupil voice, parent consultation and teacher feedback demonstrates a high level of success from these interventions and support programmes.	2
Speech and language interventions using Elklan, and in house interventions	Second year of using this intervention and ongoing assessment shows improvement in S and L.	5

SEN support in the early years to identify need, lead interventions and carry out referrals, particularly in S and L	Needs identified early and correct support interventions put in place asap to ensure the gap with peers does not become greater. Early interventions a proven successful strategy as seen with recent RWI interventions and data from these.	3

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the outside space into a resourced forest school area for use by SEN and PP children to help with SEMH needs but also meet the needs of SEN children who need time out of class.	**NEF Key findings** **The evaluation suggests Forest Schools make a difference in the following ways:** Confidence, Social skills Communication, Motivation, Physical skills, Knowledge and understanding	2,3 and 3

Total budgeted cost: £33,000

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.

Work with welfare TA was very positive and all children on the programme showed a marked improvement on their thrive assessment. Data from speech link shows steady improvement in language skills .

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
None	