

Pupil premium strategy statement – West Monkton Church of England Primary School

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
School name	West Monkton Church of England Primary School
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	14.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26, 2026-27 and 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs Helen Newstead, Headteacher
Pupil premium leads	Mrs Andrea Lloyd & Mrs Philippa Sgorlon, Miss Nadia Conner
Governor / Trustee lead	Mrs Michelle Payne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,530
Recovery premium funding allocation this academic year	£0
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	£95,530

Part A: Pupil premium strategy plan

Statement of intent

At West Monkton, our intention is that all pupils—regardless of their background or the challenges they face—make strong progress and achieve high attainment across all subject areas. This commitment is underpinned by our school vision: “*A place for growing together and learning to fly*”, where every child leaves us with enhanced self-efficacy and a well-developed knowledge and skillset to support their next steps.

Our pupil premium strategy is designed to ensure that disadvantaged pupils are fully supported in achieving this goal, including those who are already attaining highly. We are mindful of the complex challenges faced by vulnerable pupils, such as those who have experienced trauma, have a social worker, or act as young carers.

The activities outlined in this statement are intended to meet the needs of all pupils, whether disadvantaged or not. Central to our approach is high-quality teaching, with targeted support in areas where disadvantaged pupils need it most. Evidence shows this has the greatest impact on closing the attainment gap, while also benefiting non-disadvantaged pupils.

We align our teaching practices with the Education Endowment Foundation’s (EEF) 7-step model to ensure all pupils receive an equitable and high-quality educational offer.

Embedded within our intended outcomes is the aim to sustain and improve the attainment of non-disadvantaged pupils alongside the progress of their disadvantaged peers.

Our strategy also contributes to the wider school plans for educational recovery, particularly for those whose learning has been most disrupted—regardless of their background. It is responsive to both common barriers and individual needs, informed by robust diagnostic assessment rather than assumptions about disadvantage.

To ensure our approach is effective, we will:

- Adopt a whole-school ethos where all staff take collective responsibility for the outcomes of disadvantaged pupils and maintain high expectations of their potential.
- Intervene early, responding swiftly when needs are identified.
- Ensure disadvantaged pupils are consistently challenged through the work they are set.

Challenges

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

Challenge number	Challenge	Detail of Challenge
1	Early Reading	With an increase in SEND in school phonics attainment has been affected.
2	Writing	Writing attainment, specifically with GPS (Grammar, Punctuation and Spelling) and stamina for writing, has been impacted by the disruption to children's education.
3	Maths	Despite a comprehensive and well sequenced curriculum that enables the progression of knowledge of skills (based on the theory of building composite knowledge from teaching of smaller component parts) Maths attainment (based on formative and summative assessments) still indicates that mathematics is less accessible for lower attainers, and particularly our disadvantaged pupils. In addition evaluative monitoring shows the need for an increase in pedagogical expertise to respond to needs of all pupils
4	SEND	Increased numbers of pupils with SEND (including those who are disadvantaged) requires staff training and support to ensure achievement for all pupils. High needs pupils require the types of provisions that need to be supported by staff who are highly trained and experts in meeting needs.
5	Language and Oracy	Poor oral language and speech is evident within the baseline for EYFS pupils, alongside our observations and discussions with pupils. This is evident from our nursery to Year 6, and, in general, is more prevalent with our disadvantaged pupils. Research shows that the language gap can impact on attainment throughout the education system.
6	Cultural Capital and Personal Development	There is variation in the levels of aspiration and cultural capital of our pupils and their families. The cost of lockdown and increased living costs have reinforced this gap. Our assessments, observations and discussions with pupils and families have identified increased social and emotional need in pupils. These challenges particularly affect disadvantaged pupils, including their attainment.

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
<ul style="list-style-type: none"> • Early Reading <p>To have a clearly defined approach that enables all pupils, from an early age, to make good progress in reading</p> <p>Complete fidelity to school policies with increased confidence and competence of staff delivery programme</p> <p>To increase phonics attainment</p>	<ul style="list-style-type: none"> ➤ A whole-school reading strategy is documented, shared, and consistently implemented across all year groups. ➤ Pupils in Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) demonstrate age-appropriate progress in reading, as measured by internal tracking and national benchmarks. ➤ Regular pupil voice and book looks show increasing engagement and enjoyment in reading. ➤ Reading progress data shows a narrowing gap between disadvantaged and non-disadvantaged pupils. ➤ All relevant are staff trained in phonics programme and follow it with fidelity ➤ Year 1 phonics screening check results show an upward trend, with disadvantaged pupils making accelerated progress. ➤ The percentage of pupils achieving expected phonics outcomes by the end of Year 2 increases year-on-year.
<ul style="list-style-type: none"> • Writing <p>Fidelity to writing policies, that focus on explicit transcription and composition skills that enable children to write with confidence and not be unnecessarily taught abstract or complex concepts before they are able and have secured pre-requisite knowledge</p> <p>Increase in the expertise of teaching so that outcomes rise positively across all year groups</p> <p>To increase data outcomes with a specific focus on early writing in KS1</p> <p>The number of pupils at greater depth will increase</p>	<ul style="list-style-type: none"> ➤ A clear Communication, Language and Literacy (English) policy sets out a clear evidence-informed approach to teaching writing which is consistently implemented by all staff. ➤ Writing lessons across the school demonstrate a clear focus on transcription (spelling, handwriting) and composition (sentence structure, idea development), appropriate to pupils' developmental stage. ➤ Pupils are not exposed to abstract or complex writing concepts before securing foundational skills ➤ Staff subject knowledge and pedagogical confidence in teaching writing continually improves. ➤ Key Stage 1 (KS1) and Key Stage 2 (KS2) writing attainment data shows year-on-year improvement, particularly among disadvantaged pupils. ➤ Pupils in KS1 demonstrate secure transcription and composition skills appropriate to their age, as evidenced by internal assessments and external moderation. ➤ The percentage of pupils achieving greater depth in writing increases across year groups, with a particular focus on end of KS1 and KS2.
<ul style="list-style-type: none"> • Maths 	<ul style="list-style-type: none"> ➤ A clear and evidence informed maths policy is in place and consistently applied across all year groups. ➤ Staff engage in any appropriate professional development to maintain a high quality of teaching

<p>Clear maths policies to ensure robust and effective assessment systems that enable feedback practises that deepen critical thinking and problem-solving skills in Maths</p> <p>Increase of attainment data and progress (in-year) and upon 2024-25</p> <p>Lessons to demonstrate consistency of teacher expertise and pupil progress</p> <p>Positive pupil voice and self-efficacy around learning of mathematics</p>	<ul style="list-style-type: none"> ➤ Assessment systems are used effectively to identify gaps, inform planning, and provide targeted feedback. ➤ Feedback promotes deeper thinking and problem-solving, as evidenced in pupil work and lesson observations. ➤ In-year tracking data shows upward trends in pupil attainment and progress across all key stages. ➤ End-of-year data for 2025–26 reflects improved outcomes in mathematics, particularly for disadvantaged pupils. ➤ Pupil voice indicate increased confidence, enjoyment, and independent engagement in maths lessons. ➤ Classroom environments promote a growth mindset and resilience in mathematical thinking. ➤ Feedback from all evaluative monitoring informs ongoing improvements to teaching and curriculum design.
<p>• SEND</p> <p>Pupils with range of needs will reach their full potential</p> <p>Staff will feel confident and knowledgeable on meeting needs in pupils with SEND</p> <p>Increase of targets being met on IEPs and EHCPs</p> <p>Increase in attendance of pupils with SEND and/or disadvantaged</p>	<ul style="list-style-type: none"> ➤ Senior leaders, SENDCo, and teachers will feel supported with knowing where a pupil is in APDR cycle. ➤ Tracking systems will allow for easily retrieval of information and next steps. ➤ Staff leads confirmed and trained to deliver continuous professional development (CPD) from external partners (for e.g. Mental Health Support Team) and internal expertise (SENCo, Specialist Teachers). ➤ Enhanced provision beyond the age-appropriate classes are robustly monitored to ensure inclusivity and positive impact on the children that attend these. ➤ Lesson observations show application of inclusive strategies. ➤ Positive feedback from parents of children with SEND and disadvantaged. ➤ EHCP targets are planned for and delivered by staff, resulting in increase of targets being met over time ➤ IEP targets are planned for and delivered by staff, resulting in increase of targets being met over time ➤ Precision teaching and other measurable intervention programmes are used and pupils demonstrate an increase in progress and attainment
<p>• Oracy</p> <p>The school will have a framework to deliver high quality oracy across the curriculum which influence</p>	<ul style="list-style-type: none"> ➤ Monitoring will demonstrate teacher confidence increasing, and that Voice 21 is an integral part of school life. ➤ Talk Tactics will be evident in classroom practice. ➤ Lesson slides will be populated across all domains and linked lesson design with clear intent to promote oracy

<p>attainment in all subjects for disadvantaged pupils</p> <p>To develop a strategy for how we evidence impact of oracy on our most disadvantaged pupils</p>	<ul style="list-style-type: none"> ➤ A system for tracking disadvantaged progress will be created and progress measured ➤ 100% teachers will report strong knowledge of oracy framework ➤ All pupils will demonstrate use of talk tactics and have opportunities to use them
<p>• Cultural Capital and Personal Development</p> <p>To ensure a breadth of opportunities and a knowledge rich curriculum is delivered to all pupils.</p> <p>Increase pupil engagement and ownership in leadership groups by enabling learner-led initiatives that directly address school priorities</p> <p>Provide children with opportunities for cultural capital experiences to enhance their knowledge as rounded citizens</p>	<ul style="list-style-type: none"> ➤ Robust monitoring will demonstrate pupils are being taught and exposed to a curriculum that has breadth and depth ➤ Pupils will have access to a wide range of extra-curricular activities across the year ➤ Extra-curricular activities and those to support personal development will be encouraged and tracked. ➤ Regular pupil voice gathered and acted on ➤ Parent voice gathered around perceptions of personal development (Parent Board, surveys) ➤ Pupil advocates further developed with demonstrable positive impact ➤ Clear whole school strategy developed around 'cultural capital and personal development (aligned with curriculum) that all staff understand and adopt ➤ Evidence of effective community engagement (local and wider) ➤ Annual Events Calendar published and accessible to all staff and parents ➤ Additional funding secured or allocated to support activities ➤ At least 3 showcases held with positive learner and parent feedback ➤ At least 3 long cycles (8weeks) or 5 short cycles (4 weeks) of after school club offer available, with targeted offer given to disadvantaged pupils ➤ Additional sports and music provision provided each half term

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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure staff are supported to plan for how oracy can deepen and enhance pupil learning in a given subject- using the Voice 21 Framework.	Extensive EEF evidence base showing a potential impact of +6 months: click here	1, 2, 3, 4 & 5
To focus on the effective delivery of shared and modelled writing.	Ofsted's Research Overview (Jul 2022) summarises evidence relating to shared and modelled writing: Click here The EEF Improving Literacy publications, November 2021, also advocate modelled and supported practice: click here	2
To ensure the writing planning process is being implemented consistently in all year groups throughout the year.	Our planning process is underpinned by evidence in the EEF Improving Literacy publications: click here . Ofsted's research report (Mar 2024) summarises evidence relating to strengths and weaknesses in writing and provides recommendations: Click here	1 & 2
To embed use of 1:1 conferencing feedback to pupils to support the progressive teaching of editing throughout the school and across the whole curriculum.	The importance of formative assessment and editing is advocated by EEF: click here .	1, 2 & 5
Purchase of standardised diagnostic assessments for 3 summative assessment windows.	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: Click here	1, 2 & 3

To implement and embed an additional maths fluency slot for KS2 classes.	The importance of teaching fluency of advocated by the National Centre for Excellence in Teaching Mathematics: click here .	3 & 5
Develop and improve mathematical teaching practises to deepen critical thinking and problem-solving skills in Maths, focusing on our most disadvantaged children EEF 2- year project – Somerset Counts.	The importance of critical thinking and application of maths knowledge being applied to wider problem solving can be found here: Click here NCETM materials emphasise the importance of pupils understanding core concepts and application of critical thinking: Click here	3 & 5
To improve phonics CPD by investing in all necessary training from provider	EEF evidence illustrates the impact of an effective approach to teaching phonics: click here	1 & 2
To ensure teachers are supported to make necessary adaptations for dyslexic pupils.	Ofsted's Research Overview (Jul 2022) summarises evidence relating to making adaptations to the teaching of writing: Click here	1 & 2
To use the updated TOP Curriculum to inform planning to enhance the curriculum offer, supporting more opportunities for cultural capital	The Ofsted Framework summarise the crucial importance of a school's curriculum to the development of cultural capital. <i>Ofsted added the term 'cultural capital' to the inspection handbook in 2019. In paragraph 226, it defines it as: ... the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.</i> <i>In her speech in 2019, Chief Inspector Amanda Spielman explained what the term means in practice: By [cultural capital], we simply mean the essential knowledge, those standard reference points, that we want all children to have.</i>	1, 2, 3, 5 & 6

	<i>... So for example, it's about being able to learn about and name things that are, for many, outside their daily experience.</i>	
To enhance support for curriculum opportunities outside of the school and through the local community using effective parental engagement, including sporting opportunities using specialist provision	EEF evidence illustrates the impact of an effective approach to community engagement here: click here	5 & 6
To establish and support subject leaders across the curriculum	The importance of a broad curriculum well led in each subject is rich: Click here	1,2,3, 4 & 5
CPD to improve Art and Creativity Curriculum in order to improve offer and build confidence, character and resilience through creativity.	EEF research illustrates the positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported: Click here	4 & 6
CPD to improve all staff skills in supporting children's behaviour using a trauma-informed approach	DfE offer advice and guidance to Headteachers around behaviour with a clear intent of: 'Creating a culture with high expectations of behaviour will benefit both staff and pupils, establishing calm, safe and supportive environments conducive to learning' Click here	1, 2, 3, 4, 5 & 6

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To review and implement a system of phonics interventions to support every child being able read with accuracy, fluency and understanding as well as support their GPC knowledge	The EEF highlights research the show the positive impact of well implemented phonics interventions: click here .	1 & 2

To sustain Speech Link language interventions for our younger pupils	The EEF highlights the impact of language interventions: click here .	1,2 & 5
To support pupils in accessing interventions and high-quality education programmes (e.g. Nesy, precision teaching, Number Sense, ILI, Mastering Number, phonics interventions)	EEF research demonstrates that the highest impact upon pupil progress is targeted deployment of highly trained staff: Click here In school data shows rapid progress using individualised literacy intervention	1, 2, 4 & 5
To support pupils in accessing high quality onsite alternative provision (Flamingo and Parakeet Classes, Forest School) and to ensure effective strategy, referral process, defined curriculum and assessment tracking is in place for each pupil	EEF research demonstrates that the highest impact upon pupil progress is targeted deployment of highly trained staff: Click here	1, 2, 3 & 4
To support pupils with their emotional literacy – ELSA	EEF research demonstrates impact on learning when children’s SEMH is supported: click here	5

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

Budgeted cost: £5,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
To sustain school’s pastoral offer including support for children with ‘emotional based school avoidance (EBSA) and mental health needs	DfE research is clear around the need to tackle emotional based school avoidance and conducted pilot programmes in Wakefield: Click here	4, 5 & 6
To support pupils to access extra-curricular activities.	EEF research is strong on the impact of pupils with sport and the Arts- click here	6

Total budgeted cost: £95,530

Part B:

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the last academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that from Summer 2024 to Summer 2025, pupils who are pupil premium made the following progress: 81% made above expected progress in reading and maths, with a further 6% making expected progress in maths. In writing, 31% made above expected progress 56% made expected progress.

When analysing Key Stage 2 school performance measures for 2024-25, 44% of pupils met the combined standard compared to 34% for 2023-24. Key Stage 1 measures demonstrated that 14% of pupils met the combined standard, just 1% difference from the previous year and hence a priority for school.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

Summary of Key Results from 2024-2025 for all children:

Key Results - 2024-2025						
Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	57	60%	Below	62%	43rd
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	57	2%	Below	8%	25th
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	60	47%	At or above	37%	72nd
Phonics Screening Check	% of pupils passing in Year 1	59	69%	Below (significant)	80%	16th
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	58	71%	At or above	68%	55th

Summary of Key Results from 2024-25 for disadvantaged children:

Assessment	Statistic	Cohort	School Result	National result where available for disadvantaged	National and School Comparison
KS2 Reading, Writing & Maths expected standard	% of pupils achieving expected standard	13	38% (43% in 2024, 14% in 2023)	47%	Close to average (non-sig)
MTC	% of pupils scoring full marks (25/25)	2	50%		Above National at 21.0 (all pupils)

	Average score		22		Close to school average at 22.4 (all pupils)
Phonics Screening Check	% of pupils passing in Year 1	7	14%		77% for non-disadvantaged 80% National average (all pupils)
Early Years Foundation Stage	% of pupils achieving a good level of development	7	29%		74% for non-disadvantaged pupils (53) 71% National average (all pupils)

The data above clearly shows that despite an upward trend in attainment of our disadvantaged children as well many making above expected and expected progress the attainment gap is still too big. Hence, the strategy aims to address key attainment areas.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	356	95.4%	94.8%	Close to average	Relative improvement	-
2023/24 (3 term)	363	94.9%	94.5%	Close to average	Relative improvement	-
2022/23 (3 term)	373	94.1%	94.1%	Close to average	Relative decline	-
2018/19 (3 term)	352	96.1%	96.0%	Close to average	Not available	-

► [Chart](#)

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	52	93.5%	92.4%	Close to average	In line	-
2023/24 (3 term)	58	93.1%	92.0%	Close to average	Relative improvement	-
2022/23 (3 term)	58	89.1%	91.6%	Below	Relative decline	-
2018/19 (3 term)	47	93.0%	94.4%	Below	Not available	-

As the tables above illustrate, attendance is in line with averages for all pupils including disadvantaged. For the last few years school attendance in both groups has increased and tracked above National.

With regards behaviour and wellbeing, our internal data has shown alignment between non-disadvantaged and disadvantaged with clear impact of interventions and provisions to maintain this.

There is a demonstrable link between pupils who are pupil premium *and* SEND with attainment outcomes being below age-related expectation. This link demonstrates a pattern of pupils accessing either pre-key stage curriculum or curriculums which are a year to two-years below their intended curriculum.

Based on all the information above, the performance of our disadvantaged pupils has a combination of meeting and not meeting expectations as stated in the intended outcomes section.

To conclude, the school's 2025-26 strategy, therefore, reflects the further work the school will undertake to decrease the attainment gap between disadvantaged pupils and their peers. Foci and strategies have been adjusted to ensure greater emphasis on precise teaching strategies which are embedded in high quality delivery and understanding of supporting needs.

The 2024-25 academic year launched the EEF 7-step model to support this and further work will ensure it continues to be embedded well. The DfE national research and recommendations published for writing and maths will underpin the complete approach the school will need to take to support progress. The link between pupils who are pupil premium *and* SEND emphasises the need to ensure effective tracking is in place to measure progress and attainment for those pupils who are not accessing their current intended curriculum.

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
N/A	N/A

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

That will include:

- Continued work around effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. This was initiated in 2021 with a whole school CPD/ action research project led by Shirley Clarke.
- Continued focus on enabling learning environments, underpinned by researched (Chartered College of Teaching review; Reggio Emilia Approach)
- Continued work developing the teaching of reading in Key Stage 2 (Wayne Tennent)
- Work to establish an instructional coaching system to support teacher professional development, using Walk Thrus.