Monken Hadley Pupil premium strategy statement

School vision:

Growing as a learning community through Joshua 1:9, we endeavour to seek what is good, treasure what is true and do what is right.

Our strategic plan for the use of the Pupil Premium (PP) and the recovery premium grant reflects our school vision of being a growing school. This document sets out our plan to ensure that our children are in the best possible position to succeed to their full potential. It is monitored by the school's governing body.

Setting priorities is key to maximising the use of the Pupil Premium Grant (PPG), which is well below average. The allocated funding to Monken Hadley and therefore clear, strategic use of this funding is critical if it is to generate success.

Our priorities are as follows:

1. Ensuring that quality first teaching exists in each class
2. Closing the attainment gap between disadvantaged pupils and their peers
3. Providing targeted academic support for pupils who are not making the expected progress
4. Addressing non-academic barriers to attainment such as attendance and behaviour
5. Ensuring that the PPG reaches the pupils who need it most

School overview

Detail	Data
School name	Monken Hadley
Number of pupils in school	147
Proportion (%) of pupil premium eligible pupils	18% (September 2025)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2025 to 2028
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Julie Eyres, Headteacher
Pupil premium lead	Julie Eyres, Headteacher
Governor / Trustee lead	Pippa Reid

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£38,990

Part A: Pupil premium strategy plan

Statement of intent

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the school development plan to ensure that all of our children can achieve their potential.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

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 that quality first teaching exists in each class
- Close the attainment gap between disadvantaged pupils and their peers
- Provide targeted academic support for pupils who are not making the expected progress
- Address non-academic barriers to attainment such as attendance and behaviour
- Ensure that the PPG reaches the pupils who need it most

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, to ensure our approach is effective and we cease or amend interventions that are not having the intended impact.

The review process:

During our annual review, we will assess the impact of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed throughout and at the end of interventions.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils, and how we will support them.

Challenge number	Detail of challenge
1	Support to be highly targeted
2	Engaging with parents, particularly those who are hard to reach or have less involvement with the school
3	Supporting families where there is school anxiety and low self-esteem
4	Low numbers of pupil premium pupils (16%) is a challenge in itself along with the numbers not being evenly spread across the school

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
Targeted groups to have sustained improvements in all areas of learning	That the limited budget is able to sustain focussed improvements in learning for core pupils making equal or better progress/attainment than none PP pupils.
That all teaching is at least good	Learning is consistently delivered to meet individual learners' needs. Learner make expected or better progress
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: ● qualitative data from student voice, student and parent surveys and teacher observations ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils ● whole school well-being approach

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above. (September 2025 - July 2026)

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To maintain strong phonics teaching for all pupils to secure teaching through decodable texts and training of early reading strategies across the school. Additional Teacher and LSA support	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1, 2, 3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Additional staff employed to support children's social and emotional needs.	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): EEF Using Pupil Premium	3,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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	2,3

	effective when delivered as regular sessions over a period up to 12 weeks: EEf and Phonics	
Additional reading, handwriting and maths sessions targeted at disadvantaged pupils who require further support. Learning support staff	Individualised instruction involves providing different tasks for each learner and support at the individual level. Individual instruction	2,3
Additional support staff to accelerate progress of PP pupils with additional SEND need,	Targeted 1:1 support delivered through structured, small-group sessions focused on developing pupils' independence in writing and securing core number skills.	2,3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school approach to growth mindset to be embedded. Further training resources Child Focussed wellbeing opportunities throughout the curriculum. Further increase in therapeutic coach support	Collaborative learning, with a common goal (such as reinforcing the well-being of others and themselves) has proven to have a very high impact for a low cost. Supporting the emotional well-being of children by providing weekly individual sessions, alongside broader family-focused work. These sessions are child-led and take place in a safe, nurturing environment. Research such as the Adverse Childhood Experience (ACE) Study indicates that early exposure to trauma has long-term effects into adulthood, influencing physical, social, and emotional health. The Education Endowment Fund (EEF) sets targets for PP spending including "supporting students' social, emotional, and behavioural needs" and "communicating with and supporting parents." These principles are central in our well-being work. Additionally, guidance on improving attendance and academic learning is closely	4

	integrated, with collaboration among staff to implement a holistic approach.	
PP pupils targeted/supported to access learning beyond the curriculum.	Educational visits including residentials, pastoral coaching, access to extracurricular activities (E.G Art clubs, sports and individual music lessons).	4
		All
Total Money received: £38,090		

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.

Our internal assessments during 2024/2025 shows that the progress of disadvantaged pupils was either in line or better than non-pupil premium in key areas of the curriculum.

End of Key Stage 2 outcomes our pupil premium children performed in line with None Pupil Premium pupils. For example all pupils achieved ARE in Math and Grammar Punctuation and Spelling.

In 2024/25 attendance for pupil premium children was 94% compared to school average of 96% on non pupil premium. Raising attendance for all remains a priority for the school and maintaining positive relationships with families, challenging unauthorised attendance and supporting families to ensure high attendance is maintained. (Such as access to wrap around provision, access to clubs, pastoral support)

Pupil behaviour in the school is exceptional. Where children have needed support, this has been provided with some increased 1:1 support, external agency support and working with families. No child was at risk of exclusion during 24/25.

PP pupils accessed a range of cultural capital opportunities this year. PP pupils experienced residential trips, extra-curricular sports and clubs funded through the pupil

premium grant. PP families have been able to access wrap around services to support overall well-being when required funded by the school.

Therapeutic coach supported PP children throughout the year, having a positive impact on well-being and enabling pupils to flourish. This intervention has been key in improving the overall emotional and social development of pupils, equipping them with the resilience and coping strategies needed to overcome challenges. This support, combined with a strong focus on family engagement, has fostered a more supportive and understanding school community. As a result, Pupil Premium pupils have shown improved emotional regulation, better relationships with peers and adults, and increased readiness to engage in their learning, setting a foundation for lifelong success.