

Pupil premium strategy statement

This statement details our school's use of pupil premium funding 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Monk Fryston Primary School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	7/10/2025
Date on which it will be reviewed	30/9/2028
Statement authorised by	Rick Weights, Executive Headteacher
Pupil premium lead	Rick Weights, Executive Headteacher
Governor / Trustee lead	Tom Willan & Louise Turner, Leads for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,741
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	£31,741

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, is to have equal access to opportunities and provision so that they make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, and will make adjustments to our provision wherever necessary to ensure that there is equality of access for all. We want all our pupils to be able to participate, engage, and achieve success regardless of their personal circumstances.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy ensures that financial challenges do not present a barrier to participation. We therefore allocate funding to ensure that all our pupils in receipt of the Pupil Premium have the same opportunities as other pupils.

Our approach will be responsive to our knowledge of individuals. Our approach will be tailored according to need. To ensure our strategies 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

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations indicate that self-esteem and wellbeing are specifically linked to pupil achievement. We will provide support for learners to access activities that support their wellbeing.
2	Our assessments, pupil surveys, observations and discussions with disadvantaged pupils and their families have identified financial challenges in accessing social and extra-curricular opportunities. These challenges have impacted on wellbeing and attainment.
3	Assessments, observations and discussions with disadvantaged pupils indicate that additional support and challenge within teaching provision is needed to ensure that they achieve highly.
4	Assessments and observations highlight a lack of fluency in literacy and numeracy skills due to gaps in learning, retention and recall.
5	Individual and specific barriers to learning

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 achievement in English and Maths among disadvantaged pupils, particularly the most able.	Children develop fluency in English and maths in order to move to greater depth learning more frequently. This will be demonstrated through higher rates of ARE+ in each core subject than in 2024; engagement in lessons, book scrutiny and ongoing formative and summative assessment.
Improved wellbeing, particularly for disadvantaged pupils.	High levels of wellbeing among pupils. Pupils report that they feel safe and happy, and are learning and achieving well. Qualitative data from student voice, student and parent surveys and teacher observations
Improved access to extra-curricular and enrichment activities for disadvantaged pupils.	Children benefit from a broad and rich curriculum including having access to extra-curricular activities. Significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved understanding of individual barriers to learning and application of pedagogy.	Individual needs of disadvantaged children to be effectively met. Listening to the views

	<p>of children and working with them to overcome what they perceive to be their barriers to learning. This ensures levels of participation in all areas of school life are at least equivalent to all other pupils.</p>
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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: £2399

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training in aspects of English including handwriting, reading and writing.	EEF guidance reports for EYFS, KS1 and KS2 indicate the importance of effective English: "Supporting socially disadvantaged pupils to excel in literacy at this stage of life is critical to closing the attainment gap between this group of pupils and their peers."	3, 4
Staff CPD and coaching in effective pedagogy linked to the Model for Great Teaching in order to ensure that in all lessons, individual pupils are supported effectively.	The Model for Great Teaching has been developed by Evidence Based Education. It is promoted by the Teaching School Hub (EdExchange) as good practice and forms the basis for their school improvement CPD.	1, 2

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

Budgeted cost: £23,042

Activity	Evidence that supports this approach	Challenge number(s) addressed
In-class support for learning to offer individualised instruction to pupils, enabling pre and post teaching when appropriate.	The EEF states that: 'working with teaching assistants can lead to improvements in pupils' attitudes' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3,4,5
CPD and coaching in adaptive teaching approaches, ensuring that	"Adaptive teaching is therefore an inherently more inclusive approach, recognising differing learning needs as well as moving away from ableist language of ability... In effect, adaptive teaching can help us label less, and show expectations for all remain high." (Dr Katy Broom)	1, 2

lessons meet the needs of all pupils effectively.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to emotional and social interventions to support SEMH development- particularly interaction with other pupils. Targeted support driven by analysis of need; Pastoral Team TA delivery 1:1	<p>1 Children who have additional needs associated with Social, Emotional and Mental Health need extra support to ensure they can access the curriculum. The EEF highlights the importance of emotional support.</p> <p>2 'Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores'.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1,2,5
Access to activities and resources for disadvantaged children to ensure full participation in school life, including extra-curricular and enrichment activities.	<p>Children from lower income families may not be able to attend school trips and extra-curricular activities which will disadvantage their access to a broad and balanced curriculum. They may not be able to purchase uniform or other equipment that will enable equal access to school, and supporting this financially ensures pupils are well placed to access learning alongside their peers.</p> <p>European Platform for Investing in Children (EPIC) has published a research note that examines the benefits of extracurricular activities for children, the extent to which extracurricular activities can improve or support social inclusion of children, and how disadvantaged and vulnerable children can be supported to access such activities.</p>	2,5

Total budgeted cost: £31,741

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.

Targeted academic support impacted positively upon attainment and attendance. Children in receipt of the Pupil Premium were given access to additional resources and activities that supported their full participation in school life. This supported their wellbeing and emotional regulation so that they were confident in coming into school and engaging in academic activities. Providing uniform and equipment removed the financial pressure on families and ensured that children were well-presented in school. This increased their confidence and enabled them to engage in activities alongside their peers. Attendance improved steadily throughout the year and remained above the national average.

Pupil progress has been good. Whilst the percentage of pupils attaining age-related expectations remains lower than non-Pupil Premium children, the gaps in their learning have been addressed and they have made small steps of progress to narrow the gap with their peers. More now needs to be done to increase the number attaining ARE.

Additional grant funding was obtained to support pupils during the holiday periods. This supported their general wellbeing, interaction with their peers, and gave them a breadth of experiences. For example, food parcels were obtained to ease the financial burden on families, and free places on forest school activity camps were provided.