Pupil premium strategy statement – Monks Risborough CE 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	219
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024-2025, 2025-2026, 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Miss Amy Robinson
Pupil premium lead	Mr Simon Mullen
Governor / Trustee lead	Mr Rui Pestana

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,130
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£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*	£61,630

Pupil premium strategy plan

Statement of intent

At Monks Risborough Church of England Primary School, we aim for all pupils to have an outstanding all-round education, providing them with the firm foundations, opportunity and support, to achieve everything of which they are capable and be fully prepared for their next stage in learning. At the heart of this is our school vision:

'A school family where everyone thrives in every way'.

Monks Risborough Church of England Primary School is a school in a rural location which draws pupils from a number of urban neighbourhoods in and around Monks Risborough and Princes Risborough.

We aim for pupils entitled to pupil premium, and those identified as disadvantaged, to overcome their personal barriers and to achieve academic outcomes in line with their peers. We also aim for them to engage with the wider opportunities presented to them in their life at school and beyond. This plan outlines what the main barriers are for these pupils and the steps we will take to ensure that these barriers are minimised for them.

Using *'meaningful assessment, not generalised assumptions',* the following elements were identified as having potential positive future impact through shared ways of working within school, with the wider community and with Monks Risborough Church of England Primary School.

- **Shared identification of vulnerabilities** (not label only; drivers not symptoms) - a similar process for identifying individual barriers (and improved transfer of information)
- **Shared attendance principles** - consistent approaches for dealing with low attendance.
- **Shared approach to vocabulary and oral language** - a strong approach to developing vocabulary and oral language.

Challenges

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

<table>
<tr><th>Challenge number</th><th>Detail of challenge</th></tr>
<tr><td>1</td><td>
Progress:
For the academic year 2024-2025, Pupil Premium & Disadvantaged children’s progress was not in line with their peers.
<table>
<tr><td>Progress Data</td><td>PP & Disadvantaged</td><td>Non-PP & Disadvantaged</td></tr>
<tr><td>Reading</td><td>43.8%</td><td>87.8%</td></tr>
<tr><td>Writing</td><td>37.5%</td><td>79.7%</td></tr>
<tr><td>Maths</td><td>46.9%</td><td>86.5%</td></tr>
</table>

The progress of our Pupil Premium & Disadvantaged children has increased in Reading and Writing between 2023-2024 and 2024-2025 but it has dropped in Maths. This will be a focus area for 2025-2026 through targeted support.
<table>
<tr><td>Progress Data</td><td>PP & Disadvantaged 2024-2025</td><td>PP & Disadvantaged 2023-2024</td><td>PP & Disadvantaged 2022-2023</td></tr>
<tr><td>Reading</td><td>54.5%</td><td>53.3%</td><td>64.5%</td></tr>
<tr><td>Writing</td><td>60.6%</td><td>53.3%</td><td>54.8%</td></tr>
<tr><td>Maths</td><td>45.5%</td><td>50%</td><td>64.5%</td></tr>
</table>

Attainment:
Attainment at the end of Key Stage 2 (2024-2025) showed that 33% of Pupil Premium & Disadvantaged pupils achieved the combined expected standard in Reading, Writing and Maths, compared to their peers at 58%.

However, attainment at the end of Key Stage 2 (2023-2024) showed that 100% of Pupil Premium & Disadvantaged pupils achieved the combined expected standard in Reading, Writing and Maths, compared to their peers at 65%.
</td></tr>
<tr><td>2</td><td>
Attendance:
For the academic year 2024-2025, Pupil Premium & Disadvantaged children’s overall attendance was 91%, which is 4% less than their peers (95%). This is a 2% decrease from the previous academic year (2023-2024) when it was recorded to be 93%.
</td></tr>
<tr><td>3</td><td>
Social, Emotional & Mental Health:
Social, Emotional & Mental Health screening of Pupil Premium & Disadvantaged pupils (2025-2026) shows that:
</td></tr>
</table>

	● 44% of pupils have an identified social, emotional and mental health need that they require support for. This is a decrease from last year (2024-2025) whereby 49% of Pupil Premium & Disadvantaged pupils had an identified social, emotional and mental health need
4	**Vocabulary & Oral Language – Early Intervention:** Language screening in EYFS & KS1 (2025-2026) shows that: ● 52% of Pupil Premium & Disadvantaged children have Language and Communication Needs as identified by Language Link and Speech Link screening.

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
The implementation of effective interventions, led by the SENDCo, teaching assistants and the Inclusion Assistant.	Data shows that progress and attainment for Pupil Premium & Disadvantaged pupils is improving year on year. For the academic year 2024-2025: ● 47% of Pupil Premium & Disadvantaged pupils achieved the combined expected standard in reading, writing and maths **nationally.** ● 33% of Pupil Premium & Disadvantaged pupils achieved the combined expected standard in reading, writing and maths at **Monks Risborough.** For the academic year 2023-2024: ● 46% of Pupil Premium & Disadvantaged pupils achieved the combined expected standard in reading, writing and maths **nationally.** ● 100% of Pupil Premium & Disadvantaged pupils achieved the expected standard in reading, writing and maths at **Monks Risborough.**

<table>
<tr><td>Pupil Premium and Disadvantaged pupil’s attendance improves together with persistent absences.</td><td>Attendance of Pupil Premium & Disadvantaged pupils will continue to increase and be at least 96% by the end of the 2026-2027 academic year.<table><tr><th>Attendance Data</th><th>2024-2025</th><th>2025-2026</th><th>2026-2027</th></tr><tr><td>PP & Disadvantaged</td><td>94%</td><td>95%</td><td>96+%</td></tr></table></td></tr>
<tr><td>The implementation of successful social and emotional mental health support delivered by all school staff.</td><td>Upward trends in Pupil Premium & Disadvantaged pupils reporting school life as a positive experience.</td></tr>
<tr><td>The implementation of effective vocabulary and oral language screening that provides the evidence to narrow the gap.</td><td>Upward trends in Pupil Premium & Disadvantaged pupils vocabulary and oral language data as indicated by Language Link screening and British Picture Vocabulary Scale screening.</td></tr>
<tr><td>PP children progress in the wider curriculum is in line with non-PP children and cultural capital is developed and sustained.</td><td>Data shows the PP pupils perform broadly in line with PP children. Pupil voice shows a greater understanding of the world around them.</td></tr>
<tr><td>Parents report during specific meetings (SEND Support meetings, Parent’s Evening meetings) that there is a strong partnership between them and the school.</td><td>Upward trend in parents reporting a strong school and parent relationship.</td></tr>
</table>

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: £19,836

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training accessed on 'Trauma Informed Practices' provided by the Virtual School.	*'For children and young people who have experienced trauma, school can be a stressful and difficult place, as they are trying to cope in an environment that imposes expectations on them that they may find hard to meet. In the classroom, trauma can affect a student's ability to learn, form relationships, and regulate their behaviour.'* *'Professional learning can help school staff recognise the signs of trauma, respond appropriately and know when to refer students for mental health support (Wong et al. 2007).'* Evidence from the NSW Government Click here	1, 2, 3, 4
Effective professional development for teaching staff to support high-quality teaching.	*'Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.'* *'Mechanisms are the core building blocks of professional development. Examples of mechanisms include revisiting prior learning, goal setting, providing feedback, and action planning.'* Evidence from the Education Endowment Foundation Click here	1

Effective professional development for staff to support the development of Oral Language skills.	*'The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.'* Evidence from the Education Endowment Foundation Click here	4
Participation in the Buckinghamshire Challenge Programme by the school's Pupil Premium Lead.	*'A good education is fundamental to improving life chances and is one of the most powerful tools in lifting children out of poverty. It should provide an exciting journey of self-discovery and fulfilment, enabling children and young people to engage with the world around them and supporting them to become active and compassionate citizens. A good education sets children and young people up for a lifetime of learning, ambition, and achievement. The Buckinghamshire Challenge sets out to achieve this for every child.'* Evidence from the Head Teacher and Governor Handbook 24/25 Click here	1, 2, 3, 4

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

Budgeted cost: £36,918

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early identification by SENDCo and Inclusion Officer of children with Social, Emotional and Mental	*'The connection between mental health and academic performance is an important aspect of a student's overall wellbeing and learning journey. Studies have consistently shown that a student's mental health significantly influences their*	3

Health needs using Boxall Profile.	*academic success. When mental health and wellbeing is neglected, it can lead to difficulties in concentration, memory, and motivation, hindering the learning process.'* Evidence from the Boxall Profile® Click Here	
Inclusion Officer to deliver targeted Social, Emotional and Mental Health intervention.	*'The average impact of successful SEL interventions is an additional four months' progress over the course of a year.'* Evidence from the Education Endowment Foundation Click here	3
Teaching Assistants to deliver targeted vocabulary and language interventions for Pupil Premium & Disadvantaged Pupils.	*'The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.'* Evidence from the Education Endowment Foundation Click here	4
Family Support Hub – Wellbeing Matters	*'The average impact of successful SEL interventions is an additional four months' progress over the course of a year.'* Evidence from the Education Endowment Foundation Click here	3
Identified teaching assistant to deliver social and emotional support for those children identified as a young carer.	*'The average impact of successful SEL interventions is an additional four months' progress over the course of a year.'* Evidence from the Education Endowment Foundation Click here Link to Young Carers Bucks Click here	3

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

Budgeted cost: £4,376

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental Engagement i.e. Meet and Greet, Support Meetings etc.	*'Parental engagement approaches have, on average, a positive impact of five months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. There is extensive evidence on the positive impact of parental engagement approaches.'* Evidence from the Education Endowment Foundation Click here	1, 2
Education Welfare Officer (County Attendance Team)	*'The County Attendance Team provides a high-quality front-line service that enables schools, academies, and the local authority to fulfil their statutory responsibilities in respect of school attendance, safeguarding, and child employment/entertainment. It provides holistic, child centred support which facilitates good practice and ensures that the welfare of the child remains paramount.'* Evidence from the Education Endowment Foundation Click here	2
Residentials & Class Visits.	*'Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.'*	1, 3

	Evidence from the Education Endowment Foundation Click here	
School Uniform	*'There is a belief in some countries that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation. Some also believe that a uniform promotes social equity. There is a general belief in the UK that school uniform leads to improvements in pupils' behaviour.'* Evidence from the Education Endowment Foundation Click here	1, 2
Food Provisions e.g. breakfast, healthy snacks etc.	*'Experts agree that getting kids to eat breakfast is important. Breakfast has been associated with many benefits.'* *For example:* *'Studies show that eating breakfast positively affects school performance. They have better concentration and more energy. Research findings include:* ● *Kids who eat breakfast the morning before a standardized test have significantly higher scores in math, spelling and reading than those who don't.* ● *Breakfast eaters have better brain function, memory and attention.* ● *Eating breakfast improves kids' performance on vocabulary tests, math problems and challenging mental tasks. It also helps them deal better with frustration.* Evidence from healthychildren.org Click here	1, 2, 3
Attendance	Close monitoring of each child's attendance has been set up and will be reported on a half-termly basis. If pupil attendance is below 97%, a member of the Senior Leadership Team (SLT) will discuss this with the parent/carer. In some cases, it might	2

	be necessary to involve the Educational Welfare Officer/County Attendance Officer. Evidence from the Education Endowment Foundation Click here	
Access to advice and recommendations from Professional Services e.g. Educational Psychology, Specialist Teaching Service, Occupational Therapy, Speech and Language Therapy.	The use of Educational Psychologists to work with both pupils and staff to ensure pupils have SMART targets to narrow the gap.	1, 2, 3, 4

Total budgeted cost: £61,130

Review of the previous academic year

Outcomes for disadvantaged pupils

Phonics Check Data 2024-2025

Year 1

Whole Year Group Achieved Phonic Score of 32+	*Non-Pupil Premium Children Achieved Phonic Score of 32+*	*Pupil Premium Children Achieved Phonic Score of 32+*
93%	*92%*	*100%*

Phonics results – 93% achieved the pass mark which is **higher** than the local authority average (82%) and **higher** than the national average (80%) in 2024-2025.

Phonics Check Data 2023-2024

Year 1

Whole Year Group Achieved Phonic Score of 32+	*Non-Pupil Premium Children Achieved Phonic Score of 32+*	*Pupil Premium Children Achieved Phonic Score of 32+*
100%	*100%*	*100%*

End of KS2 Data 2024-2025

	% Children Achieving Expected Standard or Higher	*% Non-Pupil Premium & Disadvantaged Children Achieving Expected Standard or Higher*	*% Pupil Premium & Disadvantaged Children Achieving Expected Standard or Higher*
Reading	*63%*	*86%*	*33%*
Writing	*63%*	*80%*	*44%*
Maths	*71%*	*93%*	*56%*

	% Children Achieving Expected Standard	% Pupil Premium children Achieving Expected Standard

Reading, Writing and Maths Combined	*58%*	33%

End of KS2 Data 2023-2024

	% Children Achieving Expected Standard	*% Non-Pupil Premium Children Achieving Expected Standard*	*% Pupil Premium Children Achieving Expected Standard*
Reading	*77%*	*75%*	*100%*
Writing	*77%*	*75%*	*100%*
Maths	*77%*	*75%*	*100%*

	% Children Achieving Expected Standard	% Pupil Premium children Achieving Expected Standard
Reading, Writing and Maths Combined	65%	100%