

# Pupil premium strategy statement – Monkton Wood Academy

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1267
Proportion (%) of pupil premium eligible pupils	25
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-25 – 2026-27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Hannah Jones
Pupil premium lead	Louise Husband
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£345,654
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£345,654

# Part A: Pupil premium strategy plan

## Statement of intent

At Monkton Wood Academy (MWA), our objectives for disadvantaged students align with the Cabot Learning Federation intent and values. We intend to use the Pupil Premium funding to help improve the life chances of our students who have experienced disadvantage and to support them in achieving outcomes that are at least in-line with their peers both locally and nationally.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their best, this includes supporting them to attend school and participate in school life removing any barriers that hinder this. We will provide high quality pastoral care and CEIAG to support our pupils and open doors for their future by raising their own aspirations and giving them opportunities to enjoy life and live well.

Our areas of focus will also include;

- High quality teaching and raising attainment is at the heart of our approach and are 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 academy. This is done through consistent use of formative assessment.
- Improving the attendance of our Pupil Premium students, because we know that attendance has an impact on raising attainment and narrowing the disadvantage gap.

All our strategies are evidence informed and have specifically been selected to support the needs of disadvantaged students. A wider array of strategies (e.g. uniform, equipment etc) are in place to support disadvantaged students but they may not support student progress directly but do support a positive and equitable experience for disadvantaged students at MWA.

## Challenges

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

Challenge number	Detail of challenge
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1	During the academic year 2024-2025 the attendance of students who have experienced disadvantage was 80.3% The attendance for all years was 88.7%.
2	Disadvantaged students are not achieving as well as non-disadvantaged students. The average point score gap was -1.70.
3	Low reading levels for PP students on entry to MWA, impacting their ability to access the curriculum and make progress.
4	Exclusions and negative behaviour points. Behavioural issues of PP students effecting ability to access the curriculum . Higher rates of PP students being sent to refocus. Higher rates of PP students being internally and externally excluded.
5	Some of our disadvantaged pupils do not realise their own potential or how to access progression routes to colleges and apprenticeships.

## 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
Improving the attendance of our disadvantaged pupils.	We strive for PP attendance to be in line with non-PP attendance. The proportion of PP pupils persistently absent is at least national average.
Attainment for students who have experienced disadvantage will be in line with their non- disadvantaged peers.	<i>The attainment of learners experiencing disadvantage (CLF Standards expressed as number &amp; %)</i> <ul style="list-style-type: none"> <li>&gt;65% will achieve 9-4 E&amp;M (80% all)</li> <li>&gt;40% will achieve 9-5 E&amp;M (55% all)</li> </ul> <i>The progress of learners experiencing disadvantage (CLF Standards expressed as number &amp; %)</i> <ul style="list-style-type: none"> <li>+0.1 P8 (+0.35 P8 all)</li> </ul>
Disadvantaged students will leave MWA as functional readers.	Reading data improved for Y7 cohorts across the three reading assessment points across the term via AR programme. All Year 11 students leave MWA as functional readers.
Disadvantaged students will not be further disadvantaged by losing learning time from referrals and exclusions.	Disadvantaged students will not be over represented in exclusion data.

	<p>Reduction in the proportion of behaviour incidents given to PP students compared to that of non-PP students.</p> <p>Improvement in attainment as a result of improved behaviour in lessons.</p> <p>Positive feedback from teachers as to students behaviour in lesson.</p> <p>Improvements seen across classcharts and behaviour data</p>
For all disadvantaged students to progress onto post -16 courses and open doors to a positive future.	All students will have a destination post MWA and complete their next qualification.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 173,237

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Raising Standards Leaders for each year group to focus solely on raising educational standards and increase PP progress.</p> <p>RSL's to refine pupil tracking and intervention, especially for our PP students</p>	<p>More PP students make expected progress and KS4 grades improve bringing PP in line with non – PP students.</p> <p>Educational Endowment Foundation (EEF) : Feedback +8 months</p>	2, 5
<p>PP lead in Learning Enhancement Office (LEO)- to oversee the PP cohort and act as their voice ensuring high quality interventions and support are available.</p>	<p>Outcomes improve for the Y11 PP cohort each year, P8 improves with the additional support and interventions.</p> <p>EEF: Feedback +8 months Homework +5 months</p>	1, 2, 5

Mentoring is also provided to support and guide the PP students.	Mentoring +1 month Small group tuition +4 months	
<i>Pastoral Support teams focus on providing support for students to engage in their learning by removing barriers, particularly for our PP cohort. Communication with families and outside agencies, as well as support with attendance and school engagement help to remove disadvantage.</i>	PP students are supported to achieve their full potential and barriers to attendance and learning are removed,  EEF: Social and Emotional support +4months. Mentoring +1 month	1, 2, 4
<i>Year 7 Accelerated Reading lessons, provide a time each week for PP students to solely focus on their reading. Teaching and support staff in the lessons, direct their attention to listen to the PP students first and support their reading choices.</i>	PP students will feel supported with their reading and encouraged to achieve. PP students will develop a greater confidence in their reading and this will lead to a more positive feeling around their lessons.  EEF: Feedback +8 months Reading comprehension strategies +5 months	2, 3
<i>Tutor – led reading during tutor time for KS3 tutor groups. Books selected for each year group to choose from, ensuring that PP students have a voice in the decision.</i>	Research shows that PP students have been read to at home less than non-PP students. Listening to and following a book together promotes awareness and enjoyment of a story and helps to encourage independent reading.  EEF: Reading comprehension strategies +5 months	3

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

Budgeted cost: £ 137,930

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Intervention for students who are not making the expected progress in English, Maths and Science with particular focus on PP students. These sessions are run by the Heads of Department during tutor times.</p>	<p>PP students to close the gap with their learning and make at least expected progress.</p> <p>EEF: Small group tuition +4months</p>	2
<p><i>My Lexia Power Up for students who are significantly below with their reading age. A high proportion of these are PP students.</i></p>	<p>PP students reach age related expectations.</p> <p>EEF: Phonics +4 months Reading comprehension strategies +5 months Individualised instruction +3 months 1:1 tuition +5 months</p>	3
<p><i>Some Year 10 and 11 students offered an alternative pathway to the standard KS4 route, allowing students to access entry level certificates in core subjects and an ASDAN qualification instead of an option subject. This provides the students with smaller groups and is particularly beneficial to our PP cohort.</i></p>	<p>PP student confidence is increased by accessing the entry level certificates, leading to better engagement with their other subjects and school in general.</p> <p>EEF: Small group tuition +4 months</p>	1, 2, 4, 5
<p><i>Alternative provision arrangements for students who struggle with mainstream school and who display challenging behaviours. Some of these students are PP.</i></p>	<p>To help support students build confidence with themselves and develop a greater understanding about themselves. PP students who access alternative provision are likely to develop additional skills to help them continue with their mainstream education.</p> <p>EEF: Behaviour interventions + 4months</p>	4, 5
<p><i>Careers Advisor will support Year 10 and 11 students by</i></p>	<p>PP students will have the support they need to access further education and be given opportunities to widen</p>	5

<i>providing CEIAG to support them to realise their potential. PP students will be prioritised first and will be given enhanced support.</i>	<p>their perspectives of future careers available to them.</p> <p>EEF: Mentoring +1 month Individualised instruction +3 months 1:1 tuition +5 months</p>	
<i>Homework club every lunchtime for PP students allowing them a space and time to complete their independent study with support from the PP Learning mentor.</i>	<p>A safe place for PP students to complete their independent study tasks whilst having support from a learning mentor available to them.</p> <p>EEF: Individualised instruction +3 months</p>	2
<i>Support with curriculum trips to ensure all PP students can access the opportunities available and develop their cultural capital.</i>	PP students are prioritised places on school trips.	2, 5
<i>Calculators and exam packs</i>	Students are well-resourced and class teachers can ensure use as part of quality first teaching. Students feel ready for their lessons and this is not a barrier to attendance.	1, 2
<i>DT and Food payment support for PP students. The DT and Food department are provided with a contribution to enable the department to buy ingredients and materials so PP students can access all lessons.</i>	Students are well-resourced and class teachers can ensure use as part of quality first teaching. Students feel ready for their lessons and this is not a barrier to attendance.	1, 2
Provision of revision guides for PP students in Year 11.	Students have support with content to revise and are not disadvantaged without this.	2, 5
<i>Provision of Art resource pack for students in Years 10 and 11.</i>	Students have all the equipment they will need in school for Art and at home.	2

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

Budgeted cost: £ 34,487

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Students who need support with uniform are supported with the purchase of items.</i>	Students are supported with uniform to enable them to feel part of the academy and to keep high standards and a positive culture. We do not want disadvantaged students getting in trouble for their uniform or lack of. EEF: Uniform 0 months	1, 4
<i>Leadership roles within the academy, PP students are supported to engage with these. Head/Deputy of school, Prefects, House captains.</i>	% of PP students in these positions is increasing in line with non-PP. Raising PP aspirations.	1, 4, 5
<i>School Councillor who provides our students with a confidential and professional counselling service within the school environment to ensure their emotional and mental health needs are supported.</i>	PP students feel an increased sense of emotional wellbeing and feel supported by the school having another trusted adult they can talk to.  EEF: Social and Emotional support +4months.	1, 4
Summer school for vulnerable year 6 students transitioning to year 7	Previously a project financed by Children in need. In school case studies show positive impact.  EEF: Summer school +2months  Intended impact the same year on year as this in embedded. To provide additional support to students with a higher level of need as identified by primary schools prior to transition. Familiarising students with school, introducing them to new staff as well as providing additional opportunities to raise questions. A notable proven impact on the students selected.	1, 4

	<p>Attendance within year 7 increased for the students involved.</p> <p>Improvement in confidence, cognition, creativity and personal and social development.</p> <p>Academy staff have a greater understanding of some of the students starting at the school</p>	
Breakfast Club every morning from 8am providing PP students with food and drink before school.	Incentive to attend school and an opportunity to create a sense of belonging which can lead to an increase in attendance and participation.	1
Support for PP students accessing Duke of Edinburgh and it's associated costs.	D of E builds a sense of belonging and achievement for those involved which is particularly important for our PP students.	1, 5

**Total budgeted cost: £345,654**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### *Outcomes for 2024 - 2025*

*Last academic year our PP students did not achieve well enough, achieving an A8 of 2.83 vs the national PP figure of 3.46. The attainment gap also increased from 1.52 to 1.7 grades. The lack of prior attainment data for this cohort, due to no SATs, makes it difficult to identify if this is impacted by differing levels of prior attainment between PP and Non-PP. However, no matter the cause this gap is unacceptable and needs to close this academic year. Looking at our internal data shows that there was an attainment gap across all subjects between PP and Non –PP. Considerable work is being done this year to focus on our PP students, with particular emphasis on improving the quality of teaching and targeted interventions to support our PP students. We know that both PP and Non – PP outcomes all need to improve further.*

*Basics 9-4 PP was 24.1% compared to Non-PP Basics 9–4 at 66.3%*

*Basics 9-5 PP was 12.1% compared to Non-PP Basics 9-5 at 42.2%*

*It is worth noting that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling.*

#### *Attendance:*

*Our PP attendance has improved*

*2023 – 24 PP attendance was at 78.6% compared to non- PP at 90.5% for 2024-25.*

*Last year the PP attendance was at 80.3% compared to non-PP at 91.5%.*

*Attendance continues to be a key focus going forwards.*

#### *Raising aspirations:*

*All Year 11 students received support with college applications and we engaged with Somerset Works to support students at risk of NEET. For the 2024 – 25 leavers, 3% were NEET. This is a percentage we aim to reduce further each year.*

*Last year our Year 11 students moved to range of providers in the local area after school:*

97% in education or training

3% NEET

0% Employment without training.