

Pupil premium strategy statement – Menston 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	393
Proportion (%) of pupil premium eligible pupils	2.79%
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 – 25 2025 – 26 2026 - 27
Date this statement was published	September 2024 – this review September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Full Governing Body
Pupil premium lead	Mrs Charlie Gilmour
Governor / Trustee lead	Mrs A Nottingham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,150
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0 Nothing published
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£15,150

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that pupils who attract the Pupil Premium Grant achieve academically, socially and personally, at least as well as their non-grant peers.

It is our intention that pupils who attract the grant are provided with the whole range of extra-curricular activities and have access to the whole wider school offer. They will have opportunities to read a variety of books, play a musical instrument and join sports teams. Pupils who attract the grant will not be held back from joining in with school trips and residential visits alongside their peers.

Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across 3 areas, with a particular focus on teaching.

1. Teaching

Investing in high-quality teaching, for example:

- training and professional development for teachers
- recruitment and retention
- support for teachers early in their careers

2. Targeted academic support

Additional support for some pupils focussed on their specific needs, for example:

- one-to-one tuition
- small group tuition
- speech and language therapy

3. Wider approaches

Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges. For example:

- school breakfast clubs
- counselling to support emotional health and wellbeing

help with the cost of educational trips or visits

Challenges

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

Challenge number	Detail of challenge
1	Attendance/ lateness for some pupils. Pupils do not attend school every day or are regularly late meaning that they miss QFT and bespoke interventions. Our attendance data last year indicated that our disadvantaged pupils had an average of 93.49%, this is an increase from 2023-2024 where disadvantaged pupils had an average attendance of 89.6% attendance. The whole-school average for 2024 – 2025 was 96.6%.
2	Low prior attainment (LPA) for some pupils or under-performance of academically able pupils. Teachers may have lower expectations on LPA pupils and do not give them opportunities to excel. Teachers do not provide a high-challenge, low-threat curriculum for all.
3	SEND for some pupils. Of our 13 children who are in receipt of the Pupil Premium Grant, 5 are also on the SEND register (2 with an EHCP and one with an EHCP in progress). Accurate and timely diagnosis of SEND needs to be in place. Appropriate SEND provision needs to be implemented by staff with relevant training. Parents and families may need support in accessing medical appointments, understanding diagnostic reports etc. If this is missing, these children will not access appropriate provision and so their specific needs will not be met.
4	Risk of not having full participation in the wider school offer (music lessons, sports clubs, trips and residential visits) for some pupils meaning that their Cultural Capital is not as developed as fully as it is for some of their peers.
5	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

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 attendance for disadvantaged children	Data tracking will indicate a significant improvement in attendance of disadvantaged pupils. Families will engage in meetings and discussions with PIW, Attendance Champion and LA attendance officers.
Children in receipt of the PPG achieve their targets as set at the beginning of the academic year These children will be tracked carefully and funding used for additional 'keep up, not catch up,' interventions as required.	Disadvantaged children will all make good progress from their starting points. Identified children in this group with low prior attainment achieve their targets. Teachers can confidently talk about the provision that is in place for them and the impact that their actions have on pupil progress/ outcomes.

Evidence based interventions will be used with the support of the SCIL team (Bradford LA) where appropriate.	
Children in this group with SEND access a tailored curriculum as appropriate, which may include aspects of 1:1 support by staff trained in relevant strategies/ programmes. Identified children access tailored interventions which are timetabled sensitively so that they continue to have access to a broad curriculum, although this curriculum may be bespoke to the child. Interventions are evidence-based, including those which have been recommended by the EEF as having the greatest impact and are delivered by trained staff. Funding will be used to purchase relevant high-quality training where appropriate.	The PP grant is used effectively to provide tailored support for children with identified additional needs. This will include, for some individuals, contribution towards the employment of staff to support Education Health & Care Plans. For others it will include allocated TA time to deliver high-quality intervention and catch-up programmes. Success criteria will be measured within individual education plans (pupil passports)– reviewed at least half-termly by class teachers and at least annually by the SENDCo for those children with EHC Plans.
Children in this group access the full range of activities/ events within the wider school offer.	The PP grant is used effectively to ensure that all children who attract the funding access the full range of activities/ events within the wider school offer. Success will be monitored by the PIW, who manages clubs, trips, residential visits, music lessons etc. Success will be monitored through CPOMS analysis, which will show (confidential) records of which children and families have accessed wellbeing support.
Improved oral and language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Pupils will have accessed specialist support such as Speech and Language therapy where appropriate.

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:

£4,000 supply cost to release curriculum leaders to work with teachers on this model.

£2,000 supply costs to release teachers to work with and support ECTs over the year.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments, including for speech and language skills. Training for staff to ensure assessments are interpreted and administered correctly. Time to conduct assessments (Verbo)	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF Evidence Is limited for speech and language screening tools, EEF Wellcomm: The complete speech language tool kit (educationendowmentfoundation.org.uk) so Trust level research has been conducted and Verbo has been selected as the tool to use across our primary settings . The is an NHS backed and created resource Verbo - Speech & Language Therapy Toolkit by NHS Professionals	2, 5
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. <i>2 Valleys DHT network to support with this as well as English work and support from Ruth Hill (MLT)</i>	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	5
High quality CPD which focuses on improving the quality of teaching and learning including the Instructional Coaching model, the new writing framework, the use of colourful semantics to embed early writing and maths support through NCETM.	Staff will have access to support from Fiona Whitaker and the wider SCIL team who will support with whole class and individual needs and planning. EEF research on effective professional development highlights the need for strategies that include supervision, modelling and opportunities to embed practice, This model of support from Fiona will help to achieve this. Support from curriculum lead through instructional coaching and hexagonal thinking.	2, 3, 5

	Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk) Support from the Trust strategic leads for SEND, writing, Maths and Early Years. Engagement with and support from the Red Kite Alliance for all subject leaders and SLT.	
Improve the quality of social and emotional (SEL) learning through the use of the MyHappyMind programme and CORAM PSHE curriculum. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): MyHappyMind is backed by the NHS. Home - myHappymind Research into improving attendance shows that a sense of belonging and making school a place that children want to be has a positive impact on attendance. Research has been carried out by the EEF regarding attendance interventions. While some limitations have been identified in the research, mentoring and teaching of social and emotional skills are seen to have had a positive impact on attendance.	1, 2, 4
CG to continue as 'Attendance Champion' working alongside PIW in line with new government guidance, 'Working Together to Improve Attendance.'	Evidence shows that a targeted approach is the most impactful Working together to improve school attendance - GOV.UK (www.gov.uk)	1
High quality support for Early Career Teachers in their first two years (ECT framework is fully funded, but there is a cost implication for releasing teachers).	The ECF provides standards to help early career teachers (ECTs) to succeed at the start of their careers. The framework was designed to make sure ECTs focus on learning the essential skills that make the most difference in the classroom and their professional practice. Our ECF provider (Red Kite) uses an Instructional Coaching model. Ambition Institute research shows that, in terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD. The principles of instructional coaching are linked to the principles of developing expertise in any domain through the use of deliberate practice.	2, 5

All school staff work to provide a wide offer of extra-curricular activities both through the school day and outside of it. Extra-curricular offer to be available on the website. PIW to support PP families in accessing activities.	The government report, 'An Unequal Playing Field' highlights the disparities between the opportunities afforded to wealthier families when compared with disadvantaged families. EEF research also highlights the benefits of arts participation.	4
---	---	---

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

Budgeted cost: £ £3,000 (1 pupil 30 mins per day to support coming to school = £1,560 cost).

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accurate and timely assessment of any Cognition & Learning, Communication & Interaction, Social, Emotional & Mental Health or Sensory & Physical needs. Bespoke provision based on individual pupil needs delivered by appropriately trained staff.	EEF Individualised Instruction research project states that: Individualised instruction can be an effective approach to increasing pupil attainment. It can, however, be a challenging approach to implement given the increased requirements on the teacher to organise. EEF one to one tuition states that: On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.	2 3
Appropriate support for children who attract the PP grant who also have high needs (including	EHCP's are legal documents. IPSEA state that the special educational provision described in an EHC plan must be provided by the child or young person's local	3

those with Education Health and Care Plans). Allocated support from appropriately trained adults who help to deliver bespoke provision as detailed in EHCP's. This includes establishing and resourcing our new 'Discovery Den' for children who still need play-based learning as part of their provision.	authority ("LA"). This means an EHC plan can give a child or young person extra educational support. It can also give parents and young people more choice about which school or other setting the child or young person can attend. Whilst local authorities often partly-fund EHCP's, this funding never equates to the cost of provision. It is therefore appropriate for some of the PP grant for those children who attract it and who also have EHCPs to be allocated to ensure that their needs are met.	
---	---	--

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

Budgeted cost: £6,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
PIW works with families as needed to address attendance/ lateness. PIW seeks support from Bradford Education Welfare team as needed.	The Department for Education (DfE) published research in 2016 which found that: • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons DfE research (2012) on improving attendance at school found that: • Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English • 73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C	1

	DfE research (2022) on securing good attendance and tackling persistent absence states that: • Communication with parents about the importance of attendance is crucial It is clear that leaders who have succeeded in raising attendance levels listen to parents properly and ask the right questions in order to find out why their children are not attending well enough Evidence shows that a targeted approach is the most impactful Working together to improve school attendance - GOV.UK (www.gov.uk)	
PIW supports families to give their children access to the whole wider school offer. Financial support can be offered for children to access music lessons, sports clubs, trips and residential visits. Financial support can also be offered for school uniform and school milk. PIW supports families who may be in crisis to access relevant services.	The EEF Teaching and Learning Toolkit suggests that parental engagement has moderate impact for a low cost. Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. As part of making a judgement about the quality of education, inspectors will consider how well leaders use the curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged. (142 p31 <i>Ofsted Early Years Inspection Handbook</i>, Sept 2019)	4
Further Mental Health training including Mental Health First aid for all teaching staff through the Trust (this was delayed last year due to staff absence at IGS but additional wellbeing training was delivered in house) MyHappyMind will continue to be funded through donations to the PTA but the cost of additional resources to support the approach can	The Anna Freud Centre states: As children and young people spend so much of their time in schools, teachers and support staff are in a prime position to help them build strong mental health and wellbeing - and notice if something is wrong. There are lots of things that schools can do to support children and young people's mental health and wellbeing. By strengthening their ability to cope with day-to-day difficulties – and helping them to feel good about themselves. Schools can do this through developing children and young people's social and emotional skills to help them understand and manage their feelings, develop empathy, establish positive relationships,	1, 3, 4

be taken from the Pupil Premium budget	set goals, build resilience and boost self-esteem and confidence.	
Continuation of positive behaviour management strategies across school including regular CPD updates	EEF research highlights the needs for a simple, consistent approach that takes into account the individual needs of each child.	4

Total budgeted cost: £ 15,150

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2025 attainment data:

% of pupil who receive the PP grant and achieved 'working at' or 'above standard' at the end of the 2024-2025 academic year

50% of pupils in receipt of PPG also have identified cognition and learning needs. 2 have an EHCP and one has an EHCP in progress.

16% are EAL

	Reading	Writing	Maths
WA	33%	11%	25%
GD	27%	0%	11%

0 pupils who receive the PP grant were in Year 4 last year and therefore no disadvantaged pupils took the Multiplication Check.

Only one child in receipt of Pupil Premium took part in KS2 SATs last year and so separate KS2 outcomes would not be reflective of a significant group.

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

N/A

The impact of that spending on service pupil premium eligible pupils

N/A