

Pupil premium strategy statement – Monks Coppenhall 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	615 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	35% (215 – excluding Nursery)
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Carl Leech, Principal
Pupil premium lead	Robert Alcock, Vice Principal
Governor / Trustee lead	Gordon Fairbairn – Pupil Premium Governor Julie Alexander-Orrell - Pupil Premium Trustee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 278, 760
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>	£ 278, 760

Part A: Pupil premium strategy plan

Statement of intent

At Monks Coppenhall Academy, we recognise through our internal data and tracking that disadvantaged children have lower attainment than their peers. It is our intention that all children, irrespective of their background or any challenges they face, make at least good progress and achieve well across all subjects.

Reception entry data for September 2025 shows disadvantaged children start school significantly below their non-disadvantaged peers. For instance, only 15% of disadvantaged children are on track for Word Reading, compared to 38% of non-disadvantaged. This is also reflected in maths, with 30% of disadvantaged children on track in Number compared to 57% of non-disadvantaged.

Studies show that in some socially disadvantaged areas around 50% of five year olds have significant language delays. The WellComm language screening results from 2025 indicate that only 29% of pupils entered Monks Coppenhall academy with age appropriate language skills.

At the end of Key Stage One and Key Stage Two (2024-25) a smaller percentage of disadvantaged children achieved the expected standard in reading, writing and mathematics when compared to non-PP.

We adopt the tiered approach to supporting disadvantaged children with Quality First teaching at the heart of everything we do. Through formative and summative assessment, children are identified for targeted support through evidence-based interventions and tutoring. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school (EEF Guide to Pupil Premium). It is our intention that non-disadvantaged children's attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs and framed by our participation in the Raising Attainment for Disadvantaged Youngsters (RADY) project. To ensure they 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	Assessments, observations, and discussions with children indicate a vocabulary deficit on entry to school and underdeveloped oral language skills among many children. These are evident from Reception through to Year 6 and, in general, are more prevalent among our disadvantaged children than their peers. This impacts on their ability to fully comprehend and understand age-appropriate texts.
2	Assessments and observations suggest that disadvantaged children are attaining lower in writing across the school.
3	Assessments and observations suggest that disadvantaged children generally attain lower in reading and mathematics than their non-disadvantaged peers.
4	Our attendance data indicates that attendance and punctuality among disadvantaged children is lower than for non-disadvantaged children. A greater percentage of disadvantaged pupils have been 'persistently absent' than their peers during the academic year 2024-25. Our assessments and observations indicate that absenteeism is negatively impacting some disadvantaged pupils' progress in reading, writing and mathematics.
5	As a result of high levels of deprivation in the local area, some of our disadvantaged children do not always have access to cultural capital experiences and may not have access to an electronic device to complete learning activities at home.
6	Our assessments, surveys, observations and discussions with children and families have identified social and emotional challenges , which particularly affect disadvantaged pupils. As a result, many disadvantaged children have been identified for additional emotional support as well as Extra Help and Family Help assessments.

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 oral language skills, vocabulary and reading amongst disadvantaged children.	Assessments and observations will indicate improved oral language among disadvantaged children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved outcomes for disadvantaged children in Reception.	An increase in the percentage of disadvantaged children achieving a 'good level of development' at the end of the EYFS in relation to their baseline assessment.

	<p>52% of disadvantaged children in the 2027/28 cohort achieve a 'Good Level of Development' (GLD) by the end of EYFS.</p> <p>Nursery EYPP children have been targeted for extra support and at least 50% are on track in Speech and Language (WellComm assessment) when they start Reception in 2027/28.</p>
Improved writing attainment among disadvantaged children.	<p>KS2 writing outcomes in 2027/28 will show that at least 59% of disadvantaged children in this cohort meet the expected standard.</p> <p>This is an aspirational target due to 35% of this cohort's disadvantaged children are currently on track in writing. 54% of disadvantaged children in this cohort also have Special Educational Needs.</p>
Improved maths and reading attainment for disadvantaged children at the end of KS2.	<p>KS2 outcomes in 2027/28 show that more than 63% of disadvantaged pupils met the expected standard for reading and 61% in maths.</p> <p>By the end of KS2, disadvantaged children will be attaining above national in reading and mathematics. 54% of disadvantaged children in this cohort also have Special Educational Needs.</p>
To achieve and sustain improved attendance for all children, particularly our disadvantaged children.	<p>By 2027/28, the attendance of children eligible for pupil premium will be at least 94.5%.</p> <p>Persistent absence will be less than 18%.</p>
To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent questionnaires and teacher observations

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

Budgeted cost: £ 56,159

Activity	Evidence that supports this approach	Challenge number(s) addressed
Participation in the Raising Attainment for Disadvantaged	The programme is designed to gain a thorough knowledge of disadvantaged children and explore	1,2,3,6

<p>Youngsters (RADY) Programme.</p> <ul style="list-style-type: none"> • Equitable approaches to teaching and learning are planned. • Teachers apply the concept of proportional representation into their practice (e.g. questioning, groupings, levels of challenge etc.) • Teachers use assessment opportunities to diagnose and address the needs of disadvantaged children. 	<p>what is hindering their attainment, with a focus on diagnosing pupils' needs.</p> <p>Improving Literacy at Key Stage 2 EEF – Recommendation 6</p>	
<p>To enhance and enrich children's vocabulary through explicit teaching and planned incidental learning of vocabulary.</p> <ul style="list-style-type: none"> • Delivery of language-rich English lessons through continued subscription to 'Ready Steady Comprehension' and 'Ready Steady Write' schemes. • Word Aware approach to be used to extend vocabulary across the curriculum. • Retrain staff and fund ongoing teacher training and release time. 	<p>There is a strong evidence base that suggests children in areas of high deprivation are language deprived.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Improving Literacy at Key Stage 2 Guidance Report EEF</p> <p>Preparing for Literacy Improving communication, language and literacy in early years Guidance Report</p> <p>Why Closing the Word Gap Matters -Oxford Language Report</p>	1,2
<p>Purchase of 'Accelerated Reader' for use from Year 2-6.</p> <ul style="list-style-type: none"> • Children will take half-term assessments to ensure that they are reading books that match their needs. 	<p>Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and suggests books that match pupils' needs and interests.</p> <p>Pupils take computerised quizzes on completion of a book to check understanding.</p> <p>EEF Accelerated Reader Project</p> <p>EEF Accelerated Reader – What does the research tell us?</p>	1,3
<p>Purchase of standardised diagnostic NTS assessments.</p> <p>Mentoring for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	3

	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
Participation in the Everybody Write School Improvement Project aimed at improving writing through a structured curriculum implementation and professional development programme, including coaching, modelling, monitoring/feedback and action planning.	The programme follows many of the principles and recommendations outlined in the following report. EEF Effective Professional Development Guidance Report	1,2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Funding teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). Continuation of the 'Mastering Number Programme' in Reception, Year 1 and Year 2, and introduction in Year 3-5.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics. The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Early Years and Key Stage One Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	3
Purchase access to a DfE validated Systematic Synthetic Phonics and Spelling programme (RWI) to secure stronger phonics teaching for all children.	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	2
Maths Champions Programme in Early Years	There is strong evidence for the effectiveness of the Maths Champions programme for improving children's maths outcomes in early years settings. Maths Champions	3
Senior Leaders and class-based subject leaders to lead change and further strengthen teaching and learning in priority areas, such as writing, maths and reading.	Effective Professional Development Report Whilst professional development will seek to include mechanisms from each of the 4 groups, several mechanisms apply directly to this activity, including arranging practical social support (e.g. coaching relationship), monitoring and providing feedback, instructing teachers on how to perform a technique and modelling techniques (e.g. Literacy Counts videos and expert practitioners)	2,3

Within and across school writing moderation and assessment activities to be used to strengthen subject knowledge and equip teachers to adapt planning and feedback.	Moderation training and activities have been shown to impact on teacher knowledge and understanding of the requirements for achieving the expected standard. Formative and summative assessments inform teachers of the individual and group needs of the children in their class, in order to tailor planning and feedback.	2
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £105,419

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language support for targeted children, delivered by a qualified Speech and Language Therapist and Assistant. Wellcomm assessments and targeted interventions.	There is a strong evidence base that suggests children in areas of high deprivation are language deprived. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
'Ready Steady Jump' reading intervention programme, delivered by trained teaching assistants.	The 'Ready Steady Jump' approach is tailored to the needs of individual children with a focus on comprehension strategies. This is delivered by trained teaching assistants through 1:1 sessions, four times a week, over a period of 10 weeks. Improving Literacy at Key Stage 2 Guidance Report EEF – Recommendation 7	2,3
Additional phonics sessions targeted at disadvantaged children who require further phonics support. This will be delivered through the Read Write Inc programme, including the bottom 20%.	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 effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF Read Write Inc Research and Evidence	3
Targeted maths, writing and reading interventions delivered by high quality teaching assistants to address gaps in learning.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	1,2,3

(e.g. precision teaching, pre-teaching vocabulary, reading interventions, handwriting, fine motor control)	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Providing school-led tutoring for targeted children in reading and maths. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3

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

Budgeted cost: £128,678

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of a pupil premium 'pledge' to ensure an equitable experience for children from low-income families, including free pieces of school uniform, access to clubs, music opportunities and heavily subsidised access to a device and financial support towards the cost of educational visits and residential.	<p>The cost of the school day can impact negatively on attendance and participation in cultural capital opportunities: Blog - How School Costs Make it Harder to Go to School and Priced Out of School</p> <p>The Child Poverty Action Group report 'The Cost of the School Day in England: Pupils' Perspectives' recognises the exclusion and stigma faced by pupils from low-income families.</p>	4,5
Enabling and proactively encouraging disadvantaged children to access an extra-curricular club each half term free of charge. <ul style="list-style-type: none"> Lunchtime and after-school clubs delivered by a specialist PE provider. Lunchtime and after-school clubs delivered by a music specialist. Teaching assistant-led after school clubs 	<p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs.</p> <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance. Physical Activity EEF</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts Participation EEF</p>	4,5

Subsidised small group music tuition for disadvantaged children, delivered by Love Music Trust.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts Participation EEF	4,5
Introduction of a mentoring system to help disadvantaged children to build confidence, develop resilience and raise aspirations.	Mentoring has a positive impact on academic outcomes and behaviour. Mentoring EEF	4,5,6
Implementation of mental health and emotional wellbeing support through bespoke interventions (e.g. ELSA, Art Therapy, Friendship Terrace, MHST) in order to equip children with the tools and resources to address mental health challenges that interfere with life, learning and wellbeing.	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): Social and Emotional Learning Toolkit - EEF The Impact of Emotional Literacy Support Assistant Cheshire East (ELSA) EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	6
Employment of Family Link Workers and bilingual teaching assistants, working with parents and children.	Engaging with parents is crucial when supporting families in crisis and supports children's attendance and emotional wellbeing. Evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support. Family Link Worker – Mentoring Toolkit EEF	4,6
Embedding principles of good practice set out in the DfE's Working Together to Improve School Attendance, including assisted places at Breakfast Club and commissioning of an Education Welfare Management Officer.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving school attendance: support for schools and local authorities EEF Report – Breakfast Clubs	4
Development of a pupil 'passport' outlining a range of planned enrichment opportunities and activities that all children, including those who are disadvantaged, will participate in.	Addressing the cultural capital deficit for some disadvantaged children.	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £290,256

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Summary of intended outcomes from the three-year pupil premium strategy:

Intended Outcome: Improved oral language skills, vocabulary and reading amongst disadvantaged children.

Success Criteria: Assessments and observations indicate significantly improved oral language among disadvantaged children.

Wellcomm assessments are used to successfully identify and diagnose the needs of Early Years children. Targeted Wellcomm interventions have been used to accelerate the progress of identified PP eligible children alongside bespoke Speech and Language interventions, delivered by the Speech and Language Therapist, the Speech and Language Assistant and teaching assistants. Sharing and discussing key vocabulary is embedded across all subject areas. Children in Year 2-6 discuss the meaning, in context, of at least five key words during the daily reading lessons.

By the end of the academic year 2024-25, 78% of PP eligible children were on track in Speaking and 73% were on track in Listening, Attention and Understanding.

Intended Outcome: Improved writing attainment among disadvantaged children.

Success Criteria: KS2 writing outcomes in 2024/25 show that at least 60% of disadvantaged children in this cohort met the expected standard.

End of KS2 teacher assessments in writing (July 2025) show that 64.3% of pupil premium eligible children achieved the expected standard, compared with 59% nationally (see below). Internal data shows that outcomes for PP eligible children are also improving in KS1 and broadly in line with national outcomes. However, the attainment of children in Year 3-5 was below national KS2 expectations.

Pupil Group	Combined						Reading						Writing						Mathematics					
	Below		Above		Expected & Above		Below		Above		Expected & Above		Below		Above		Expected & Above		Below		Above		Expected & Above	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Year 6 – SATS Results (Reading and Mathematics) & Teacher Assessment (Writing)																								
All Pupils (64)	20	31.2%	5	7.8%	44	68.8%	14	21.9%	19	29.8%	50	78.1%	14	21.9%	11	17.2%	50	78.1%	15	23.4%	13	20.3%	49	76.6%
PP (28)	15	53.6%	1	3.6%	13	46.4%	11	39.3%	5	17.9%	17	60.7%	10	35.7%	2	7.1%	18	64.3%	11	39.3%	2	7.1%	17	60.7%
National Data		38%		8%		62%		25%		33%		75%		28%		13%		72%		26%		26%		74%
PP National		53%		4%		47%		37%		21%		63%		41%		7%		59%		39%		15%		61%

Intended Outcome: Improved outcomes for disadvantaged children in Reception.

Success Criteria: An increase in the percentage of disadvantaged children achieving the 'expected' level at the end of the EYFS in relation to their baseline assessment.

75% of disadvantaged children achieve the 'expected' level at the end of EYFS.

52% of all children achieved a good level of development at the end of the 2024-25 academic year and 42% of disadvantaged children.

Intended Outcome: Improved maths and reading attainment for disadvantaged children at the end of KS2.

Success Criteria: KS2 outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard for reading and 65% in maths. This is from the below or well below age related expectations on entry to school. By the end of KS2 the attainment gap will have reduced and these children will be more in line with their non-pp peers.

End of KS2 teacher assessments in reading (July 2025) show that 60.7% of pupil premium eligible children achieved the expected standard, compared with 63% nationally (see table above). End of KS2 teacher assessments in mathematics (July 2025) show that 60.7% of pupil premium eligible children achieved the expected standard, compared with 61% nationally (see table above).

Intended Outcome:To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged pupils.

Success Criteria:

Sustained high levels of wellbeing from 2024/25 demonstrated by:

- qualitative data from student voice, student and parent questionnaires and teacher observations
- quantitative data (e.g. 'Me and My Feelings', Southampton Score, Boxall Profile)
- a significant increase in participation in enrichment activities, particularly among disadvantaged children

Whilst some quantitative data has not been used with children due to capacity, pupil surveys confirm that the vast majority of disadvantaged children enjoy school and know who to speak to if they are upset or unhappy. The Wellbeing Team have delivered interventions with targeted children to support emotional wellbeing. This has been supplemented by other agencies, including the Mental Health Support Team and CLASP. The pupil premium tracker captures the wellbeing interventions that disadvantaged children are accessing.

Intended Outcome:To achieve and sustain improved attendance for all children, particularly our disadvantaged children.

Success Criteria:Sustained high attendance from 2024/25 demonstrated by:

- the overall absence rate for all children being no more than 4%, and the attendance gap between disadvantaged children and their non-disadvantaged peers being reduced to 1.7%.
- the percentage of all children who are persistently absent being below 8% for disadvantaged.

The overall absence rate for all pupils of compulsory school age was 4.9% with a gap of 1.9% between disadvantaged and non-disadvantaged. Disadvantaged persistent absence for the academic year 2024-25 was 21% (20.1% for two terms), which was 3.5% better than national disadvantage (2 terms). While persistent absence is below national (2024-25) it was not significantly below national, as was the case in 2023-24.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Ready Steady Jump	Literacy Counts
Ready Steady Comprehension	Literacy Counts
Ready Steady Write	Literacy Counts
Read Write Inc Phonics	Ruth Miskin / Oxford Owl
Read Write Inc Spelling	Ruth Miskin / Oxford Owl