

# Pupil premium strategy statement 2022-23

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
Montpelier Primary School	
Number of pupils in school	668
Proportion of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2025/2026
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Am Rai, Headteacher
Pupil premium lead	Sam Bracken and Camilla Garofalo, Deputy Headteacher
Governor lead	Enya Glanz, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,155
Recovery premium funding allocation this academic year	£15,225
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£154,380



## Part A: Pupil premium strategy plan

### Statement of intent

At Montpelier, our intention is that all pupils, irrespective of their background or the challenges they face, make strong 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 establish high expectations for pupil progress and attainment as early as possible.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. Our school's purpose is not only to have aspirational goals for pupils' attainment but also on developing pupils' non-cognitive skills such as confidence and resilience and support with social and emotional skills.

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.

We develop positive and effective partnerships between staff and parents through a range of strategies, including parent workshops, frequent celebrations of pupils' successes and achievements and informal conversations and parent meetings. We use a broad mix of trips and role models to broaden and raise pupils' aspirations.

The school makes careful decisions about funding in order to target resources where they will have maximum impact. Our approach will be responsive to barriers and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. 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 and plan targeted intervention
- continually monitor and evaluate the impact of interventions to support disadvantaged pupils in accordance with their needs
- 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 pupils indicate under-developed 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.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. In 2022 there was a 12% difference between disadvantaged pupils and non-disadvantaged pupils (although disadvantaged pupils not achieving the phonics screening was only 2 pupils). In ks1 the difference was 9% in reading and ks2 the difference was 27% Although these figures are somewhat cohort dependent there remains a gap between disadvantaged and non-disadvantaged pupils' attainment in reading (difference in progress was only -6%).
3.	Mobility: A clear understanding of prior learning and family context needs to be achieved on entry to ensure pupils keep up/catch up during the transition between school settings.
4.	Assessments indicate that mathematics attainment among disadvantaged pupils is below that of non-disadvantaged pupils.  The gap between disadvantaged and non-disadvantaged in 2022 was 21% at KS1 and 14% at KS2.
5.	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
6.	Multiple barriers to learning. Including low self-esteem, Some disadvantaged pupils also have a SEND, or P/LAC or CIN/CP need or have been identified by the school as vulnerable according to the school's criteria.
7.	Attendance and punctuality: Regular punctual attendance is a challenge for a small minority of our disadvantaged pupils.

## 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
For disadvantaged pupils who do not have a cognitive SEND need to reach age-related expectations in reading, writing and maths and 100% to meet the expectations for Year 1 & 2 phonics check and Y4 multiplication check	100% of disadvantaged pupils who do not have a cognitive SEND need will reach age-related expectations in R,W,M and Phonics. Those that have a SEND need will make more than expected progress from their individual starting points
Improved oral 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.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard
Improved mathematics attainment for disadvantaged pupils at the end of KS2.	KS2 mathematics outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall attendance rate for pupils to be in line with non-disadvantaged pupils</li> <li>• the percentage of all pupils who are persistently absent being below 1%</li> </ul>

## 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: **£86,480**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>DHTs and AHTs will be accountable for outcomes and provision, through agreed timetables of support for disadvantaged pupils • Individual curriculum maps for all pupils who need to catch-up,</p>	<p>Teacher efficacy Hattie Visible learning specific focus on gaps in writing and phonics, individual feedback and tilt strategies</p>	
<p>Purchase of standardised diagnostic assessments.</p> <p>Training 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> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 4, 6
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>Highly trained support staff to deliver communication and language support for the youngest pupils, com-</p>	<p>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:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>High quality teaching, CPD and highly trained staff have a direct impact on pupil progress and attainment.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effect_Research_-_Research_Report_FINAL_v2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effect_Research_-_Research_Report_FINAL_v2.pdf</a></p>	1, 3, 6

<p>munication based interventions, eg bucket time, box clever</p>		
<p>Purchase of further resources from <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure strong phonics teaching for all pupils from all teaching staff.</p>	<p>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:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  Oxford Portal to support staff development in a continuous cycle  Whole staff training and review of implementation from Oct 2002 - 2024</p>	<p>2</p>
<p>Enhancement of our mathematics teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a>  Teachers to engage with the most up to date thinking from the Maths hub, utilising the inhouse expertise of Maths leaders and EY/KS1 lead.  EEF T&amp; L toolkit, teacher subject knowledge</p>	<p>4</p>
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be further embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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):  <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>  Self regulation, Development of the colour zones of regulation, teacher training and implementation, staff training and resources</p>	<p>6</p>

	ELSA benchmark assessments prior to interventions and after completion Pupil voice	
Attendance officer to report to staff on a half termly basis – focusing on disadvantaged pupils  Knowledge organisers made explicitly available to pupils with lower than average attendance to support catch up	Working together to improve school attendance  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</a>	3,6

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

Budgeted cost: **£66,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Each disadvantaged pupil will have a mentor (member of staff) to be their 'champion' Each PPG pupil will be entitled to one extra-curricular club or EMS lesson per term if they are achieving well academically in RWM Teachers to monitor and evaluate impact of opportunities school trips part funded Focus on mental health through ELSA and mentoring programme	Music in school – sound partnerships The importance of music -DfE Arts Ed research, music and academic performance • SEL – EEF	1,2,3,4,5,6,
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:	1

who have relatively low spoken language skills.	<a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2

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

Budgeted cost: **£2,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
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: £155,280**