Pupil premium strategy statement – Montpelier 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	648
Proportion (%) of pupil premium eligible pupils	112 (18%)
Academic year/years that our current pupil premium strategy plan covers	Year 2 of 3 years 2023- 2026
Date this statement was published	October 2024
Date on which it will be reviewed	July 2026
Statement authorised by	Sam Bracken & Camilla Garofalo
Pupil premium lead	Charlotte Lannigan
Governor / Trustee lead	Enya Glanz

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164,280
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*	£164,280

Part A: Pupil premium strategy plan

Statement of intent

At Montpelier we have an increasing number of pupils eligible for pupil premium and this number rises in KS2. Many of these pupils have additional barriers to learning and some join us from other school and are part of our mobile population. We intend for all our pupils from a disadvantaged background to leave ready for the next phase of learning, confident in who they are as individuals and what they are capable of academically. They will be fluent and motivated readers who self-select a variety of authors, reading widely and able to offer their thoughts and opinions. They will be able to communicate clearly orally and in writing and express their views confidently, solve mathematical problems and gain a wider knowledge of the world in which they live through the carefully constructed, ambitious curriculum and real-life experiences they benefit from. Our pupils will have high personal aspirations and will have opportunities to be a leader and feel successful. Additionally, they will thrive on challenge and be able to challenge themselves, recognising their skills and targets as an individual. This statement of intent aligns with our school ethos of BASICS (Belonging. Aspirations, Safety, Identity, Challenge and Success).

Challenges

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

Challenge number	Detail of challenge
1	A high proportion of disadvantaged pupils do not join at the usual entry points (Nursery/Reception) and a high number join at KS2. These pupils require more individualised provision maps.
2	Mobility: This group of pupils are highly mobile. A clear understanding of prior learning and behavioural needs to be understood on entry to ensure pupils keep up and don't fall behind during transition between schools
3	Multiple barriers to learning. Including low self-worth, some disadvantaged pupils also have SEND/LAC/CIN/CP or have little opportunity outside school to communicate in English
4	Attendance and punctuality. Regular attendance and punctuality is a challenge for a small minority of our disadvantaged pupils. Attendance of pupils eligible for PPG to be in line with the 'all pupil' group
5	Increased levels of declining mental health needs of 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 mathematics and 100% to meet the expectations for the Y1 phonics check and Y4 multiplication check	100% of non – SEND disadvantaged pupils to meet the requirements of PSC and MTC 100% OF non –SEND disadvantaged pupils to reach at least age related expectations in RWM
To ensure disadvantaged pupils with additional barriers and learning individual needs are addressed so that they make at least expected progress from starting points in, reading, writing and mathematics and meet the requirements of the Y1 phonics check and the Y4 multiplication check.	There will be systematic approach to the case studying of individual pupils who: • have a SEN/D • are P/LAC • are subject to a CIN/CP plan and are in receipt of PPG to ensure steps in progress can be more readily measured in Pupil Progress Meetings – careful delineation of "SEND, PLAC and other disadvantage barriers" This could include • Access to our emotional literacy mentor • nurture clubs • Personalised learning plans • Individual mentor for all disadvantaged pupils to be their 'champion' (follows them throughout their school journey at Montpelier)
To reduce the effect of the local socio-economic gaps	Outcomes for disadvantaged pupils will continue to rise through opportunities for pupils to be recognised as confident members of their class, with some representing the school or attaining a leadership role. All disadvantaged pupils working at or above expectations will take part in a specialist club, role or receive specialist teaching such as music tuition as an enrichment activity. All disadvantaged pupils will have the opportunity to attend subsidised trips to destinations, to widen knowledge and experiences. Eg museum trip, or cultural trip, linked to learning a skill or growing knowledge. All key stage 2 disadvantaged pupils will have the opportunity to part in a subsidised residential trip. For teacher to talent spot and mentor pupils in class to apply for leadership roles in school including, peer mediator,

	playground friend, sports leader, librarian, eco committee. Increased number of pupils learning a musical instrument and participating in the school choir.
For all disadvantaged pupils to attend school regularly and on time.	There will be a consistently sharp focus by teachers on the attendance and punctuality of disadvantaged pupils. Attendance and punctuality of targeted pupils will improve to be in line with all pupils.

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: £ 57,924

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Teaching. Mentoring and coaching of ECTs , RQTs and middle leaders	• EEF T& L toolkit, teacher subject knowledge	1-5
Maths: Fluency in Number implement Year 1 & 2 programme- training for teachers,	Teachers to engage with the most up to date thinking from the Maths hub, utilising the inhouse expertise of Maths hub lead and EY/KS1 lead. • EEF T& L toolkit, teacher subject knowledge • EEF T &L toolkit, mastery teaching 2,3 & 4	1,2 & 3
Writing: develop teacher pedagogy through action research, focused in	• EEF T& L toolkit, teacher subject knowledge	1, 2 & 3

raising attainment in writing CPD for staff		
Phonics: RWI phonics training for those staff new to school/new to phase Phonics leader to evaluate effectiveness of phonics teaching in each class N-Y2, and KS2, to plan appropriate remedial actions, monitor impact. Continuous training for staff	• DFE reading framework. • Reading from key topical professionals such as Christopher Such • Phonics toolkit EEF + 5 months DfE accredited phonics programmes. • Phonics strategies, EEF T&L toolkit	1, 2 & 3
Self-regulation, continue with implementation of the zones of regulation, • Social and emotional learning, Initiate therapeutic thinking approach to school behaviour and attitudes *2024-2025 Initiate Rights Respecting Language to support pupils understanding of being a positive community leader and global citizen and the importance of children's views and human rights*	EEF +4 months 4&5 6 teacher training and implementation, staff training and resources Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	4 and 5

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

Budgeted cost: £ 106,355

- Additional specialist teachers in KS2 (0.6)
- Small group tuition and intervention groups delivered HLTA

- TA deployment and interventions

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils who need to catch-up receive additional tuition. Vulnerable Children (VP) meetings –DHT and AHTs will be accountable for input from HLTAs and TAs– impact measures will drive provision. DHT & 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, specific focus on gaps in writing and phonics, individual feedback and tilt strategies Pre-teaching of vocabulary linked to whole class reading text	Teacher efficacy. Hattie Visible learning • Feedback EEF T&L toolkit	1& 2
Disadvantaged/SEND pupils will make more than expected progress as a result of targeted provision (individual provision maps)	EEF Blog: Five evidence based strategies to support high-quality teaching for pupils with SEND	3
Individual needs will be met; pupils will make progress similar or better than other pupils so they reach age-related expectations. Demonstrable increase in pupils' confidence and resilience Access to mentoring and specialist external support as required. P/LAC teacher will make links with families. Staff training, on therapeutic thinking and trauma Baseline for emotional literacy to take place using ELSA tools Learning plans with & curriculum maps planned with teachers and named P/LAC teacher •	PHE, link between wellbeing and attainment Trauma informed schools, Beacon house Centre for education neuro science Nurture UK EEF T&L toolkit (social and emotional learning	3 & 5

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

Budgeted cost: £3888

Residential trips

ELSA support delivered by ELSA specialist

Pyramid Club

Access to additional clubs and enrichment activities

Access to school mental health support and counselling for pupils and families

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 attaining at or above expected in RWM, pupil will be entitled to one enrichment activity per academic year Teachers to monitor and evaluate impact of opportunities Residential school trips subsidised for Years 5, & 6 Focus on mental health through ELSA programme and Pyramid Club Access to subsidised wrap around and holiday care for a small number of pupils eligible for PPG	• Newcastle university(Nuffied foundation) afterschool clubs and academic performance Music in school – sound partnerships The importance of music -DfE ArtsEd research, music and academic performance SEL – EEF	1,2 & 5
Extra administration support for attendance monitoring and follow up to improve attendance so that overall attendance is in line with all pupils.	Improving attendance, the key for school leadership summary of research and case studies • DFE case studies • EEF T&L toolkit, parent engagement	4

Total budgeted cost: £ 164,280

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of Year attainment – 2023-2024 Year 6 outcomes							
Unvalidated	*24 pupils eligible for PP*	*Higher standard/greater depth*	*65 Not PP pupils*	*NOT PP higher standard*	*School all pupils 89 pupils*	*Higher scaled score*	*National All* (Not yet available)
% achieved expected + levels in reading	**88%**	**42%**	**87%**	**49%**	**91%**	**43%**	74%
% achieved expected + levels in writing	**83%**	**12%**	**92%**	**44%**	**90%**	**36%**	72%
% achieved expected + levels in maths	**83%**	**42%**	**97%**	**67%**	**93%**	**60%**	73%
% achieved expected + in combined reading, writing and maths							

Attainment – 2023-2024 Year 2 (KS1) outcomes						
	Pupils eligible for PP 18 pupils	*PPG Higher standard/greater depth*	***Non-PP pupils 70 pupils***	*Non PPG Higher standard/greater depth*	***School all pupils* (89)**	***Higher scaled score***
% achieved expected + levels in reading	**67%**	**6%**	**80%**	**34%**	**76%**	**28%**
% achieved expected + levels in writing	**56%**	**0%**	**84%**	**10%**	**66%**	**8%**
% achieved expected + levels in maths	**56%**	**0%**	**71%**	**26%**	**67%**	**22%**
% achieved expected in combined reading, writing and maths	**44%**	**0%**	**64%**	9%	**59%**	**14%**

Current attainment – 2024 Year Phonics

	PP	*Non –PPG*	*All pupils*	*National All*
Y1 % achieved expected levels in phonics	88% (7 pupils out of 8 passed)	96%	97%	81%
Y2 % achieved expected levels in phonics 14 pupils in Y2 took the test. 11 not eligible for PPG and 3 eligible	2 out of 3 passed 67%	75%	93%	

EYFS Good level of development 2023-2024	
PPG = 8 children (100%)	PPG GLD = 5 children (62%)
	PPG NON GLD = 3children (38%)

NON-PPG = 81 children (100%)	NON-PPG GLD = 67 children (82.7%)
	NON-PPG NON-GLD = 14 children (17.3%)

Externally provided programmes

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

Programme	**Provider**
Read Write Inc Phonics	Ruth Miskin Oxford University Press
Times Tables Rockstars	TT Rockstars
Number sense	Number sense
IXL learning	IXL