

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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
School name	Montpelier Primary School
Number of pupils in school	647
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2022
Date this statement was published	December 2021
Date on which it will be reviewed	January 2023
Statement authorised by	Sam Hunter
Pupil premium lead	Laura Dyer & Georgia Clegg
Governor / Trustee lead	Dave Cantin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,276
Recovery premium funding allocation this academic year	£11,455
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£145,731

Part A: Pupil premium strategy plan

Statement of intent

- *What are your ultimate objectives for your disadvantaged pupils?*

At Montpellier, we have high aspirations for our disadvantaged pupils and aim for them to achieve exceptionally well. We want these pupils to hold similarly high aspirations for themselves, leaving primary school equipped with the learning behaviours to overcome the challenges of the wider world.

- *How does your current pupil premium strategy plan work towards achieving those objectives? What are the key principles of your strategy plan?*

To enable pupils to achieve exceptionally well, our strategy plan incorporates evidence-based approaches including;

- Developing in pupils' vocabulary, communication and language skills
- Ensuring teachers use robust, tracked interventions to ensure good progress
- Hold high expectations from EYFS & KS1 through the development of our continuous provision offer
- Developing our CAF team and building relationships with parents, particularly for our SEND pupils through the use of coaching conversations
- Increasing pupils' self-esteem and raise aspirations through improving our character curriculum, implementing extra-curricular experiences, music tuition and enhanced reading enrichment

Challenges

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

Challenge number	Detail of challenge
1	Oral language and literacy skills are a barrier for some of our pupil premium pupils.
2	Some pupil premium pupils make slower progress compared to non - pupil premium pupils.
3	Some pupils enter school with low attainment.
4	20% of our Pupil Premium pupils are on the SEND register, requiring targeted or specialist provision.
5	A number of pupil premium pupils and families have social, emotional and mental health issues due to instabilities at home and within the core family unit which can lead to a lack of self-esteem and resilience or opportunities to extend their learning outside the school environment.

6	Some pupil premium pupils have limited experiences beyond their home life and immediate community leading to a lack of aspiration for their future.
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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
Increase in pupils' vocabulary, communication and language skills.	<ul style="list-style-type: none"> ➤ Increase in staff understanding of supporting pupils in developing their vocabulary, communication and language skills ➤ Increase in pupils' skills in this area compared to baseline measure ➤ Impact on outcomes in core subjects at the end KS1 and KS2
Pupils will make good progress in interventions, as they will be robust and closely tracked (Edukey)	<ul style="list-style-type: none"> ➤ Evidence based interventions in place ➤ Increased pupil progress shown in specific area ➤ Regular monitoring with relevant changes made as necessary
Relationships will be strengthened with key parents, particularly those of children with SEND, allowing for greater home and school learning experiences.	<ul style="list-style-type: none"> ➤ Case study pupils/families assigned to members of the CAF Team to work in partnership ➤ 'Coaching/structured conversations with parents' - staff training to add strength to this
Increase evidence in pupils' aspirations and self-esteem during pupil voice feedback.	<ul style="list-style-type: none"> ➤ Baseline measure taken for PP pupils attending stargazers in Autumn 1 ➤ Monitoring shows increase in self-esteem and class participation

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: **£40,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To further develop pupils' vocabulary, communication and language skills so they have the foundations for future learning and personal development.</p> <ul style="list-style-type: none"> ➤ Training for TAs ➤ Cued Articulation Training ➤ Developing whole school approach 	<p>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. (EEF, 2019)</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</p>	1,2,3,4
<p>Create a clear purpose and vision of continuous provision in Year 1.</p>	<p>The literature on Year 1 teaching and learning consistently challenges that an overly quick transition to formal learning at the start of Year 1 can lead to a general lack of engagement and enjoyment, but particularly for those children with special educational needs or those from deprived backgrounds being labelled as 'low ability' from a very early age (Sanders et al., 2005). A play-based approach utilised into KS1 has been highly advocated.</p> <p>Sanders D, White G, Burge B et al. (2005) A study of the transition from the Foundation Stage to Key Stage 1. National Foundation for Educational Research.</p> <p>Ephgrave A (2017) <i>Year One in Action: A Month-by-Month Guide to Taking Early Years Pedagogy Into KS1</i>. Milton K, UK: Taylor & Francis.</p>	2,3,4

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

Budgeted cost: **£65,501**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that learning is adapted to the needs of our disadvantaged pupils particularly those with SEND through further staff training including the coaching conversations as advocated by the 'Achievement For All Programme' – which has subsequently gone into administration.	The attainment gap is closing in Achievement for All early year's settings, schools and colleges across England. Absenteeism reduced and participation increased in target groups. 75% of targeted pupils surveyed reported increased confidence in their own ability to progress at school. (AfA, 2016)	3,4
Develop reading enrichment opportunities for disadvantaged targeted year groups through additional sessions working with the school librarian.	On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (EEF, 2019) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/	2,3
Ensure high quality teaching and interventions are continued to maintain progress of disadvantaged pupils. Explore methods of tracking successes and outcomes with the use of SIMS, the engagement model and Edukey.	Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families. (EEF, 2019) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention/	2,3,4

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

Budgeted cost: **£41,100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Raise aspirations and improve disadvantaged pupil's cultural capital by;</p> <ul style="list-style-type: none"> ➤ Improving our curriculum entitlement (character curriculum) ➤ Developing after school provision and opportunities through our Stargazers Club, ➤ Improving aspirational and enrichment opportunities through increasing attendance to a range of clubs, exposure to a variety of school visitors, including sports and music tuition and a seasonal programme designed specifically for PP Stargazer attendees. ➤ Financially support disadvantaged pupils to reduce the barriers to participation ➤ Further develop our key principles and vision of character education 	<p>The evidence based on aspiration interventions is very limited. More rigorous studies are required, particularly focusing on pupil-level rather than school-level interventions. (EEF, 2011). Despite this, our own initial research (before C19 pandemic) showed an increase in attendance and classroom participation that we felt was significant.</p>	<p>5,6</p>

Total budgeted cost: £146,601

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Current Position Autumn 2021: Over the last year, significant progress has been made with regard to improving teacher's knowledge of a range of practices to support PP pupils. This included training and development on implementing effective oracy strategies, strengthening our assessment and feedback policies and improving individual provision for the 20% of our PP pupils with SEND. Current tracking of pupil's data and interventions although successful to a point, can be more thorough with regard to measuring the impact of provision leading to more successful evaluation of practice. Responding to research and our own identified patterns and trends, focus now needs to be given to communication and interaction particularly around language need. Oracy work has had a substantial impact but further internal consistencies and development over time will see further impact for PP pupils. Finally, wider enrichment strategies such as Stargazers, musical opportunities and pupil voice groups were well embedded before the C19 pandemic hit. This year, these approaches will be re-established helping to raise pupils' aspirations and self-esteem, complemented by the improvement of our PSHE curriculum over the last year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Achievement for All Achieving Schools Programme	Achievement for All

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none">➤ Partially used towards PSA Salary➤ 'Jam Band' - club exclusively for service premium pupils run by PSA and TA. Offered many virtual and real-life enrichment opportunities, trips, family lunches etc.
What was the impact of that spending on service pupil premium eligible pupils?	Children and families felt well supported as part of school family. Allowed PSA to build

	strong relationships with families.
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