

Montpelier Primary School Pupil Premium Strategy Statement

School overview

Metric	Data
School name	<i>Montpelier Primary School</i>
Pupils in school	<i>647</i>
Proportion of disadvantaged pupils	<i>13%</i>
Pupil premium allocation this academic year	<i>£149,333.</i>
Academic year or years covered by statement	<i>2018-21</i>
Publish date	<i>01 December 2019</i>
Review date	<i>01 November 2020</i>
Statement authorised by	
Pupil premium lead	<i>Emily Lonnen and Georgia Clegg</i>
Governor lead	<i>Dave Cantin</i>

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-0.94
Writing	0.78
Maths	-1.84

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2 in RWM	42%
Achieving high standard at KS2 in RWM	4%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all staff have received further training on embedding a range of practices to improve pupil's oracy skills and close the vocabulary gap
Priority 2	Develop further feedback strategies, both adult and peer to peer, so that pupils understand their next steps in learning and are able to close the attainment gap
Barriers to learning these priorities address	Encourage pupils to speak with confidence, clarity and fluency; For disadvantaged pupils to maintain the same standard of attainment from their previous key stage

Teaching priorities for current academic year

Aim	Target	Target date
Progress in reading	Achieve national average progress cores in KS2 reading	Sept 20
Progress in writing	Achieve national average progress scores in KS2 writing	Sept 20
Progress in maths	Achieve national average progress scores in KS 2 mathematics	Sept 20
Progress in phonics	Achieve national average standards in PSC	Sept 20
Improved attendance	Improve attendance of disadvantaged pupils to be in line with other groups	Sept 20
Progress in self esteem	Increase disadvantage responses in class participation	Sept 20

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Priority 1	To develop continuous provision opportunities in Foundation and Year 1 to support learning
Priority 2	Ensure high quality teaching and interventions are continued to maintain disadvantage pupils reaching the expected standard
Barriers to learning these priorities address	Some pupil premium pupils have low levels of attainment on entry to school and early interventions can accelerate progress

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Develop resilience and raise self – esteem for our disadvantage pupils by:</p> <ul style="list-style-type: none"> • purchasing a new PHSE scheme of work and resources, • working on small project based learning interventions • training further ELSA teaching assistants on emotional logic • developing a nurture room for both SEND pupils and disadvantage pupils • ensure pupil voice groups reflect the views of our disadvantaged pupils • postcards of success to send out
Priority 2	Establish small group maths interventions, particularly in Year 6 and Year 3, and during scoop time for disadvantaged pupils
Barriers to learning these priorities address	<p>Provide catch up opportunities for mathematics based on evidence based teaching interventions.</p> <p>Raise self –esteem and resilience for our most disadvantage pupils</p>

Wider strategies for current academic year

Measure	Activity
Priority 1	<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 opportunities to attend a range of clubs, additional visits, including sports and music clubs • Financially support disadvantaged pupils to reduce the barriers to participation
Priority 2	<p>Improving parental engagement strategies for all disadvantaged parents by including:</p> <ul style="list-style-type: none"> • Ensuring a proportion of our PSA time is used to support and encourage families with attendance and home issues • adopting better communication strategies to inform parents of key events including parents evening • arranging many informal opportunities for parents to be involved in school life including invitations
Barriers to learning these priorities address	Improving readiness to learn, aspiration and attendance for the most disadvantaged pupils and reduce barriers to participation (e.g. cost, timing, resources)

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure that training on oracy and feedback strategies are embedded in classroom practice and are consistent across the school	Staff meeting time for English co-ordinator and PP leads to implement and monitor impact of actions
Targeted support	Ensure key disadvantage pupils who are not making expected progress are being targeted Ensure sufficient curriculum time is purposely allocated to PHSE	Intervention teacher's time redefined to ensure development of project based learning
Wider strategies	Engage the families facing the most challenges	Work closely with the PSA and class teacher to identify and support key families

Review: last year's aims and outcomes

Aim	Outcome
<p>To improve oral language and literacy skills for PP pupils, particularly in Foundation and KS 1</p>	<p>Good Level of Development: Whilst national benchmarks have not been maintained progress steps of disadvantaged pupils has been good. 22% of Foundation pupils met GLD which is below the national benchmark. However, average step progress for disadvantaged has been good in foundation. Early identification of gaps in learning and prompt interventions. Reading average step progress 5.75 all 8 disadvantage pupils made 4 steps, 6 made 5 or more Writing average step progress 5.63 7 pupils made 5 or more steps Number average step progress 6.25 All pupils made 5 steps or more.</p> <p>PHONICS outcomes Progress evidence indicates that a consistent daily phonic session in Year 1 have been successful and will continue next year 75% of pupils achieved their phonics screening which will is slightly above the 2018 national benchmark for pupil premium pupils</p> <p>Outcomes in Reading at Key Stage 1 54% of disadvantage pupils achieved the expected standard in Year 2. This is likely to be slightly below the national benchmark but an improvement of 4% from the previous year. The majority of the 12/14 pupils (86%) made expected progress from EYFS. 3 out of the 14 pupils made better than expected progress</p> <p>Outcomes in writing at Key Stage 1 39% of disadvantaged pupils achieved the expected standard in Year 2. This is likely to be lower than the national benchmark and 11 % lower than the previous year. 79% (11/14) pupils made expected progress from their EYFS starting point whilst 2/14 made better than expected progress from EYFS</p>
<p>Disadvantaged pupils maintain at least the standard of attainment at end of the previous year and previous key stage.; those that have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards</p>	<p>Positive progress has been achieved in writing, but progress has been less strong across Key Stage 2 in mathematics and reading</p> <p>Reading outcomes at Key Stage 2 54% of pupil premium pupils achieved ARE at the end of Key Stage 2 in reading which is likely to be slightly below the national average and a decline from the previous year. The gap between outcomes for Pupil Premium and Non – Pupil premium was 19%. 4% of pupil premium achieved GDS in reading. Progress scores – reading - 0.94</p> <p>Writing outcomes at Key Stage 2 69% of pupil premium pupils achieved ARE at the end of Key Stage 2 in writing which was similar to last year and is likely to be in line with national benchmarks. Progress across Key Stage 2 was 0.78 which is positive progress</p> <p>Mathematics Outcomes at Key Stage 2 54% of pupil premium pupils made ARE which is likely to again be lower than national benchmarks and a decline in previous years. -1.84</p>
<p>For lateness and absenteeism to be at least in line with national averages</p>	<p>Attendance rates and lateness for mini – bus have improved. Of the five pupils, 3/5 pupils have no lates. One pupil one late and three pupils have one late last year. All pupils attendance was at least 90% with 60% being above 95% Attendance of Pupil Premium pupils whilst above 93% is still lower than that of all pupils and needs further monitoring</p>
<p>For an Increased desire and motivation of PP pupils to achieve personal academic goals; disadvantage pupils have aspiration and better opportunities to widen their life experience. They develop a positive mind set and positive attitudes towards learning</p>	<p>A variety of rich opportunities widen children's knowledge and understanding of the wider world, we need to continue to expand the cultural provision for pupil premium children.</p>

