

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	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/21-2023/24
Date this statement was published	December 2021 Updated December 2022 Updated December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Aaron West
Pupil premium lead	Laura Dyer & Georgia Clegg
Governor / Trustee lead	Rob Adamson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,276 (2021-22) £112,185 (2022-23) £140,370 (2023-24)
Recovery premium funding allocation this academic year	£11,455 (2021-22) £12,325 (2022-23)
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	£140,370

Part A: Pupil premium strategy plan

Statement of intent

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

At Montpelier, 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;

- Ensuring teachers use robust, tracked interventions to ensure good progress
- Hold high expectations from EYFS & KS1 through the implementation of our continuous provision offer
- Developing our CAF team and building relationships with parents, particularly for our SEND pupils
- Developing in pupils' vocabulary, communication and language skills and increasing pupils' self-esteem while raising 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.
7	Although behavior is generally good, there is an increasing number of low-level behavior incidents during learning time, which can impact on pupil focus.

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"> ➤ Child and Family team use graduated approach to identify areas of concern for our most vulnerable families and offer targeted support where needed.
Increase evidence in pupils' aspirations and self-esteem.	<ul style="list-style-type: none"> ➤ Specific pupils identified to attend extra-curricular activities such as: Stargazers, Music tuition, additional trips and experiences. ➤ PP pupils are widely represented in our many pupil voice groups across MPS.

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: **£27,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To increase staffing ratios to support our PP pupils with SEND</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1668504535</p> <p>Following the EEF recommendations for the ‘Making the Best Use of Teaching Assistants’ and ‘Special Educational Needs in Mainstream Schools’ to:</p> <ul style="list-style-type: none"> • Create a positive and supportive environment for all pupils, without exception • Build an ongoing, holistic understanding of pupils and their needs • Ensure all pupils have access to high quality teaching • Complement high quality teaching with carefully selected small-group and one-to-one interventions 	<p>2, 3, 4</p>
<p>To deliver staff CPD on:</p> <ul style="list-style-type: none"> • enhancing the implementation of our curriculum • improving behaviour by establishing a shared language to meet the needs of pupil • Character education, building towards PP pupils PLACE awards 	<p>Both targeted interventions for behaviour and universal approaches have positive overall effects (+4 months) (EEF, 2021)</p> <p>Character Education – ‘Non-cognitive skills are increasingly considered to be as important as, or even more important than, cognitive skills or IQ in explaining academic and employment outcomes’. (EEF, 2013)</p> <p>https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/EEF_Lit_Review_Non-CognitiveSkills.pdf</p>	<p>2, 3, 7,</p>

<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) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</p>	<p>1,2,3,4</p>
<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>	<p>2,3,4</p>
<p>To improve outcomes in reading, writing and maths by imbedding new phonics scheme 'Little Wandle' and the maths schemes 'White Rose' and 'Mastering number'.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics#:~:text=Phonics%20approaches%20have%20been%20consistently,as%20they%20begin%20to%20read.</p> <p>https://www.littlewandlelettersandsounds.org.uk/about-us/our-impact/</p>	<p>2,3,4</p>

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£56,550**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 Bromcom, 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
The use of MAST to provide 1:1 targeted support for pupils with particular social and emotional needs.	Interventions which focus on improving social interaction tend to be more successful (+6 months) (EEF, 2021) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4, 5

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

Budgeted cost: **£40,900**

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>
<p>Continue to develop the Child and Family Team (CAFT) lead by our Safeguarding lead, alongside PTSA, SENDCo and 11 other staff members across the school to support vulnerable families including attendance and safeguarding concerns.</p> <p>Running a community café for parents to attend and meet with members of the CAFT.</p>	<p>Research on the factors affecting parental engagement with school suggests the need for a whole-school approach that is embedded over the long term.⁷ Effective partnership with parents is likely to be supported by several ingredients at the school level, including a leader who prioritises it and ensures that it is integrated into school planning, and a plan for working with parents that is informed by an understanding of families' lives.</p> <p>A convenient time and accessible location, paired with an informal and welcoming environment, appear to be most important for enabling parents to attend group sessions. (EEF, 2018)</p>	<p>5,7,4</p>

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Total budgeted cost: £140,370

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.

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.

Position Autumn 2022:

Based on the Strategic plan from 2021, Montpelier's oracy work is now embedded within day to day practice. This area needs to continue to be strengthened and refined through CPD to ensure lasting impact on pupil progress. Continuous provision across KS1 is now established, providing pupils with opportunities to be exposed to rich language experiences alongside developing their social and emotional wellbeing. We are now focussing on whole school strategies to improve outcomes for PP pupils. This includes work on behaviour, including extensive CPD opportunities for staff which will ensure less low-level behaviour incidents. There will also be further training for leaders across the school responsible for the curriculum development, to ensure progression of skills and acquisition of knowledge, which will directly impact pupil premium pupils. Following the C19 pandemic, we are now able to establish strong 'face to face' relationships with families, offering support from multiple agencies as well as within our school community and café. Stargazers now has a greater link to our character education work, enabling pupils' significant opportunities to make links with the local community and build their participation in events and whole school responsibilities, leadership skills, arts enrichment (raising cultural capital), alongside enterprise skills to prepare pupils for a successful future.

Position Autumn 2023:

Over the last year, extensive CPD into improving behaviour across the school has taken place. Staff are now using this knowledge to imbed additional routines which is beginning to impact all pupils, particularly our most vulnerable. The child and family team are continuing to support PP families within our community, who are regularly supported by staff and external professionals including our educational psychologist and community support officer in our community café. Looking ahead, to improve outcomes for our pupils, this year we have introduced Little Wandle to build pupils phonic knowledge and reading ability. Staff are accessing significant CPD opportunities to provide improved teaching and learning opportunities for our youngest pupils across the early years foundation stage and key stage 1.

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.