

Pupil premium strategy statement – Montpelier Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	644 (2024-25) TBC (2025-26) TBC (2026-27)
Proportion (%) of pupil premium eligible pupils	22% (2024-25) TBC (2025-26) TBC (2026-27)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Aaron West
Pupil premium lead	Georgia Clegg
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,188.50 (2024-25) TBC (2025-26) TBC (2026-27)
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£177,188.50 (2024-25)

Part A: Pupil premium strategy plan

Statement of intent

At Montpelier, reversing disadvantage is deeply important to our school community. We are dedicated to getting to know the families we serve, ensuring that we understand the challenges they have faced or are currently experiencing. We pride ourselves on building trusted relationships with our school families, identifying those who are likely to face disadvantage in the future, allowing us to provide early intervention at the first possible opportunity.

Our aim is to ensure that all pupils at our school receive an excellent education, with quality first teaching at the heart of everything we do. From the moment our children enter the school site, they are warmly welcomed by teachers, leaders and support staff who are aware of their power to make a difference. This dedication continues throughout the school day; our interactions with pupils are considered and intentional with opportunities to develop curious, creative and confident learners who are well equipped to face the future.

"There are no great schools without great teachers. The quality of teaching is the single most important in-school factor for improving pupil outcomes and it is particularly important for pupils from disadvantaged backgrounds." (DfE, 2021)

Our Pupil Premium strategy is based on national, evidence-based practice to help us address disadvantage and raise the attainment of our pupils, leading to better life chances, life choices and opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Some pupil premium pupils make slower progress compared to non - pupil premium pupils, particularly in reading, writing and mathematics.
2	Some Pupil Premium pupils enter EYFS with lower attainment levels than that of their peers particularly within the following areas: communication & language, fine motor skills and word reading.

3	Oral language and literacy skills are a barrier for some of our pupil premium pupils.
4	32% 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	Our pupil premium families can require extra support in engaging and supporting learning at home.
8	Some of our pupil premium children's attendance is below that of their peers who are not in receipt of the pupil premium grant

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
Pupil premium pupils make good progress or rapidly catch up, particularly in reading, writing and mathematics.	<ul style="list-style-type: none"> ➤ Evidence based early interventions in place – including Little Wandle keep-up and catch up programmes from EYFS- Year 3 – with pupils making good progress ➤ Specific pupils to receive targeted tutoring from highly skilled teaching assistants to help pupils to catch up. Assessments will reflect pupils are making good or better progress ➤ High quality CPD will improve the teaching of writing across the school, this will be reflected in better outcomes for pupils in writing
Higher rates of progress across EYFS particularly in the following areas: communication & language, fine motor skills & writing	<ul style="list-style-type: none"> ➤ Early intervention and targeted support for pupils identified as needing extra support will show an increase in pupils communication & language, fine motor and writing attainment levels ➤ Use of the pegs to paper intervention successfully deployed. ➤ Children from disadvantaged backgrounds will make as much progress as their peers across EYFS and those who are identified as low prior attaining make accelerated progress. ➤ Progress will be visible in DDIs, learning walks and in learning journeys.

<p>Increase in pupils' vocabulary, communication and language skills</p>	<ul style="list-style-type: none"> ➤ Member of staff assigned to lead oracy across the school resulting in increased CPD for staff and a better understanding supporting pupils in developing their vocabulary, communication and language skills ➤ Increase in pupils' skills in this area compared to baseline measure ➤ The teaching of vocabulary is consistently introduced across all areas of the curriculum. Pre-teaching supports pupils who have limited language experiences ➤ Impact on outcomes in core subjects at the end of EYFS, KS1 and KS2
<p>To continue to strengthen our SEND practice into our universal offer</p>	<ul style="list-style-type: none"> ➤ Ongoing CPD for teachers to increase their understanding of scaffolds and interventions to best support pupils with SEND including: improving our oracy teaching, the use of visual aids, pre-teaching and the use of movement breaks. This will be visible during learning walks, DDIs and book looks. ➤ Pupils with SEND make good progress against their Learning Plan targets ➤ All members of staff see themselves as leaders of SEND ➤ CPD sessions and discussions of outcomes are consistently seen through a SEND lens. ➤ Teachers are well equipped to support the needs of all pupils

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 65,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality teaching including the use of: scaffolding, live modelling, guided practice, feedback and adaptive teaching in all lessons.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide-to-the-pupil-premium-evidence-brief.pdf?v=1726046314</p>	<p>1 - 4</p>

	‘ Evidence indicates that high quality teaching is the most powerful way to improve pupil attainment especially for disadvantaged pupils.’	
<p>Provide high quality CPD for teaching assistants to ensure pupils are supported most effectively including</p> <ul style="list-style-type: none"> - Supporting pupils with SEND - Implementing the ShREC model and interactions in EYFS - Continuing to strengthen our ELSA interventions, ensuring these sessions are highly focused 	<p>https://d2tic4wvo1iusb.cloud-front.net/eef-guid-ance-reports/teaching-assistants/TA_Guid-ance_Report_MakingBestUseOfTeachingAssis-tants-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 	1- 5
Assign an oracy lead to strengthen our approach to the teaching of oracy and vocabulary	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>‘The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.’</p>	1-4

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

Budgeted cost: £89,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tutoring	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Evidence show small group tuition as a effective a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum, and focused on the areas where pupils would most benefit from additional rehearsal or feedback.	1, 4
The use of MAST to provide 1:1 targeted support for pupils with particular social and emotional learning needs.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Evidence shows that the average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	5
Little Wandle Keep Up & Catch up Programme	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Evidence shows that 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.	1-5

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

Budgeted cost: £25,988.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raise aspirations and improve disadvantaged pupil's cultural capital by; <ul style="list-style-type: none"> ➤ Improving our curriculum entitlement (character curriculum) ➤ Improving aspirational and enrichment opportunities through increasing attendance to a 	https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility Research suggests that extra-curricular activity is particularly advantageous in helping to improve the life-chances of those from disadvantaged backgrounds.	6

<p>range of clubs and pupil voice groups, exposure to a variety of school visitors, including sports and music tuition</p> <p>➤ Financially support disadvantaged pupils to reduce barriers to participation</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>	7

Total budgeted cost: £ £177,188.50

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Looking back on our previous Pupil Premium Strategy, good progress was made against the intended outcomes. Our previous years data shows that PP pupils in our school are achieving above national outcomes in phonics, which give a positive insight into pupils future reading outcomes. There is a gap of around 17% between the amount of PP pupils achieving the ELG against all pupils nationally. Our data also confirms the need for more work in increasing outcomes in reading, writing and maths for our pupil premium pupils to ensure that more pupils are achieving age related expectations; this is directly reflected in this year's pupil premium strategy statement.

EYFS GLD PP

National

Reading		Writing	Maths		GLD
Comp	WR		Number	Num. Patterns	
75%	60%	60%	75%	75%	50%

Children with a good level of development
67.7%
Up from 67.2% in 2022/23 and 65.2% in 2021/22

Year 1 Phonics Screening Check 73% met the threshold. 5% Above national.

Disadvantaged pupils meeting the expected standard in year 1
68%
Up from 66% in 2023

Year 2 End of Year Assessments:

	Reading	Writing	Maths
PP pupils	57%	39%	43%

Year 6 End of Year Assessments:

Reading	Writing	Maths
55.56%	33.33%	51.85%

Percentage of pupils meeting the expected standard in reading
74%
up from 73% in 2023

Percentage of pupils meeting the expected standard in writing TA
72%
up from 71% in 2023

Percentage of pupils meeting the expected standard in maths
73%
unchanged since 2023

Intended outcomes from 2020/21-2023/24	Reflections
Increase in pupils' vocabulary, communication and language skills	<ul style="list-style-type: none"> ➤ Teacher's understanding of supporting pupils in developing their vocabulary, communication and language skills has increased but there is further work to do in this area, reflected within the new statement ➤ There was an overall increase in pupils' skills in this area compared to baseline measure during stargazers interventions
Pupils will make good progress in interventions, as they will be robust and closely tracked (Edukey)	<ul style="list-style-type: none"> ➤ Pupils progress was closely monitored throughout the year with interventions constantly adapted based on pupils needs. ➤ Phonics and ELSA intervention data showed an overall improvement and good progress against targets
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. ➤ Relationships with families recognised a key strength for school
Increase evidence in pupils' aspirations and self-esteem.	<ul style="list-style-type: none"> ➤ Increased percentage of pupils attended 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.

Externally provided programmes

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

Programme	Provider
Letters & Sounds Revised	Little Wandle
Digital Reading Log	Learning with Parents
TT Rockstars	Maths Circle
Spelling Shed	Education Shed
MAST	Plymouth Learning Partnership
White Rose Education	Trinity Mat
Mastering Number	NCETM

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
<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 extensive real-life enrichment opportunities weekly including trips & family events.
The impact of that spending on service pupil premium eligible pupils
Children and families felt well supported as part of school family. Allowed PSA and class teachers to build strong relationships with families.