



Montpelier Primary School **Pupil Premium Strategy Statement**

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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	625 (2025-26)
Proportion (%) of pupil premium eligible pupils	25% (2025-26)
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	September 2026
Statement authorised by	Aaron West
Pupil premium lead	Georgia Farish
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182,910 (2025-26)
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£182,910 (2025-26)

Part A: Pupil premium strategy plan

Statement of intent

At Montpelier, reversing disadvantage sits at the heart of our mission. We work closely with the families we serve, taking time to understand both the challenges they have faced and those they may encounter in the future. By cultivating trusted relationships, we are able to identify pupils at risk of disadvantage early and intervene swiftly.

Our goal is to ensure that every child receives an excellent education, with *quality first teaching* driving all improvements. From the moment pupils enter our site, they are greeted by adults who understand their influence and responsibility. Throughout the day, interactions are purposeful, supportive and designed to nurture curious, creative and confident learners who are equipped for 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 draws on high-quality national evidence and research, ensuring that our disadvantaged pupils receive the best possible opportunities, life chances and future choices.

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 and language, fine motor skills and word reading.
3	Oral language and literacy skills are a barrier for some of our pupil premium pupils.
4	23% 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 ➤ High quality CPD will improve the teaching of writing across the school, this will be reflected in better outcomes for pupils in writing ➤ Reading enhanced through the introduction of 'Storytime' lessons in EYFS, Year 1 and Year 2. ➤ 'Read, enrich, explore' approach to reading implemented across KS2 – the initial roll out is in Year 3 and 4 - to improve the teaching of reading. ➤ Collaboration with CODE Maths hub to further strengthen our teaching of maths across the school ➤ Introduction of 'Montpelier 10' and associated CPD to further increase expectations of behaviour and learning within the classroom ➤ New Staffing Structure: Restructured support staff to effectively support the needs of all learners and promote disruption-free classrooms. This includes dedicated support for SEND, a behaviour and pastoral hub ➤ Staff CPD on instructional coaching to improve expectations of all pupils and improve the quality of teaching and learning ➤ Staff CPD on the use of scaffolds to support all pupils to access the learning
Higher rates of progress across EYFS particularly in the following areas:	<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 and language, fine motor and writing attainment levels ➤ Strengthened nurture provision for pupils needing extra support when participating in their primary school experience.

communication and language, fine motor skills and writing	<ul style="list-style-type: none"> ➤ 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 Drop-ins, learning walks and in the children's books.
Increase in pupils' vocabulary, communication and language skills	<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
To continue to strengthen our SEND practice into our universal offer	<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 and scaffolds, pre-teaching and the use of movement breaks. This will be visible during learning walks, drop-ins 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. ➤ Development of dedicated SEND hub to nurture and support pupils, providing small group collaborative learning projects based on pupils' individual targets ➤ Teachers are well equipped to support the needs of all pupils
<u>Evidence of Change</u>	<ul style="list-style-type: none"> ○ Increased % of pupils meeting/exceeding EXS in core subjects. ○ Narrowed the attainment gap between SEND/PP pupils and peers. ○ Higher % of pupils achieving GDS in Writing and Maths. ○ Improved consistency and quality of writing across the school. ○ Increased pupil engagement and achievement ○ Continued growth of the culture of continuous learning and professional collaboration ○ Improved pupil focus and reduced disruption. ○ Better scaffolding and structure to support pupils at risk of falling behind. ○ Increased independence, resilience and metacognition. ○ Strengthened professional collaboration and learning. ○ Clear, consistent routines reduce cognitive overload and improve engagement. ○ Modelling and scaffolding make abstract writing skills concrete. ○ STAR Sitting and positive framing maximise focus and participation

	<ul style="list-style-type: none"> ○ Reduction in classroom disruption (staff/pupil surveys, behaviour logs). ○ Fewer suspensions than the previous academic year. ○ Improved pupil engagement and academic confidence. ○ Reduces low-level disruption, increases instructional time, and establishes clear routines. ○ A consistent, calm environment supporting engagement and academic confidence. ○ Reinforces positive behaviour and teacher authority without confrontation. ○ Increased instructional time and focus in lessons. ○ Consistent use of routines and expectations across classrooms. ○ Positive, calm classroom culture sustained across the school.
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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: £ 66,721.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching including the use of: scaffolding, individualised instruction, live modelling, guided practice, feedback and adaptive teaching in all lessons.	‘Evidence indicates that high quality teaching is the most powerful way to improve pupil attainment especially for disadvantaged pupils.’ https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide to the pupil premium - evidence brief.pdf?v=1726046314	1 - 4
High quality teaching of reading to improve reading comprehension through the introduction of: Storytime (KS1) and Read, Enrich Explore (KS2)	Reading comprehension strategies are high impact on average (+7 months). Alongside phonics this is a crucial part of early reading instruction. https://educationendowmentfoundation.org.uk/education-evidence/teaching-	1-4

	<u>learning-toolkit/reading-comprehension-strategies</u>	
Steplab Instructional Coaching	To keep teaching standards high, ongoing professional development is essential. We are implementing instructional coaching, which involves focused observations and targeted feedback. In 2025 we have introduced Steplab, an evidence-based platform that supports effective coaching conversations and rapid improvements in practice. It also provides leaders with useful data to monitor and refine the impact of our development programme. <u>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</u>	1-4
Continue to enhance our Oracy teaching to further develop pupils' spoken language and vocabulary skills.	<u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</u> '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. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.'	1-4

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

Budgeted cost: £90,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of Behaviour and pastoral hubs engaging and equipping our	Metacognition is the learner's ability to be aware of, reflect on, and direct their thinking. Self-regulated learners apply metacognitive strategies to their learning. They demonstrate self-regulation by managing their motivation, thoughts and behaviour to set goals, monitor working, reflect and review	1-5

most vulnerable pupils with metacognition and self-regulation approaches	progress. The average impact of metacognition and self-regulation approaches is high (+8 months additional progress) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	
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 and 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 range of clubs and pupil voice groups, exposure 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>variety of school visitors, including sports and music tuition</p> <p>➤ Financially support disadvantaged pupils to reduce barriers to participation</p>		
<p>Continue to strengthen 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>1 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>2 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>7,8</p>

Total budgeted cost: £182,910

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The outcomes included below reflect our 2024/25 data set, displaying data for the 2025/26 year group allocation - this does not yet include our current EYFS cohort.

Our data 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.

2024/25 Statutory Assessment Data

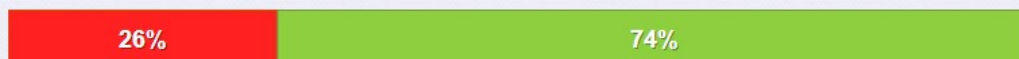
Key Results - 2024-2025						
Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	96	64%	● At or above	62%	54th
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	96	4%	● Below	8%	39th
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	94	48%	● Above (significant)	37%	74th
Phonics Screening Check	% of pupils passing in Year 1	90	81%	● At or above	80%	47th
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	90	72%	● At or above	~ 69%	60th

EYFS GLD PP

Reading - EYFSP

Legend ● Well below ● Just below ● Expected ● Above ● No data

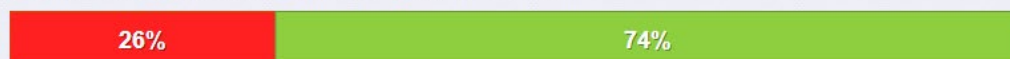
Year 1, Pupil Premium
19 pupils - Average: 1.7



Writing - EYFSP

Legend ● Well below ● Just below ● Expected ● Above ● No data

Year 1, Pupil Premium
19 pupils - Average: 1.7



Maths - EYFSP

Legend ● Well below ● Just below ● Expected ● Above ● No data

Year 1, Pupil Premium
19 pupils - Average: 1.8



EYFS GLD - EYFSP

Legend ● Well below ● Just below ● Expected ● Above ● No data

Year 1, Pupil Premium
19 pupils - Average: GLD



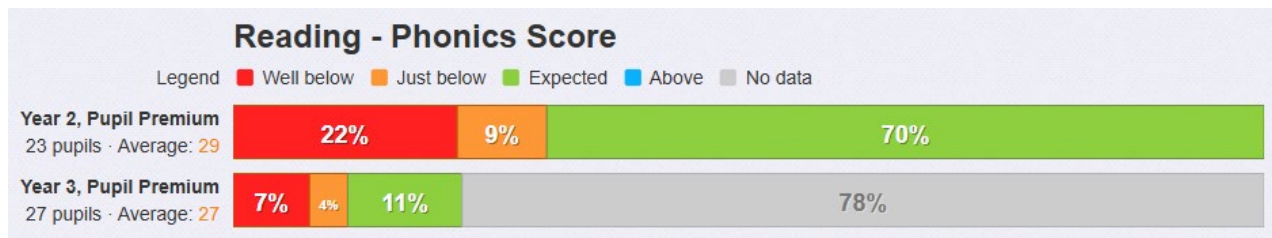
EYFS Attainment 2025 – all children

The Early Years Foundation Stage outcomes for 2025 demonstrate strong early development across all areas. In Communication and Language, 93% of children met the expected standard for Listening, Attention, and Understanding, while 92% met the standard for Speaking. Personal, Social, and Emotional development was particularly strong, with 98% of children achieving the

expected standard in Self-Regulation, 96% in Managing Self, and 100% in Building Relationships. Physical Development was also excellent, with 98% attaining the expected standard in Gross Motor skills and 96% in Fine Motor skills. In Literacy, 93% of children achieved the expected standard in Word Reading and Comprehension, while Writing was slightly lower at 88%. Numeracy outcomes were high, with 91% achieving the expected standard in both Number and Numerical Patterns. Overall, 72% of children achieved a Good Level of Development, above the national average of 69%. These results indicate that children are well-prepared for Year 1, with particular strengths in personal, social, and physical development. Writing remains an area for continued focus.

- 19 Pupil Premium pupils were assessed.
- 37% were below expected, 63% achieved a Good Level of Development (GLD).
- Comparison: National GLD = 69%, Whole school GLD = 72%.
- This indicates that Pupil Premium pupils are performing below both the national and whole school averages in EYFS, though the majority still reach GLD.

Year 1 Phonics



Phonics year 1 screening check

This is provisional data for 2024/25.

[Download PDF to print or save](#)

Percentage achieving the expected standard in phonics

Number of pupils = 90

[View as chart](#)

	School	Local authority average	National average
Percentage achieving the expected standard in year 1	81%	83%	80%

2024-25

In Year 1, 81% of pupils passed the Phonics Screening Check, slightly above the national average of 80%, indicating a strong foundation in early reading skills. Among the 23 Pupil Premium pupils, 70% achieved the expected standard, with 22% well below and 9% just below expected. This shows that while a majority of PP pupils are meeting expectations, attainment remains below the Year 1 Phonics pass rate and still under the national Reading benchmark of 80% for 2024/25.

These results suggest that early Phonics success has translated into progress for many PP pupils, but targeted support is needed to ensure all pupils consolidate and extend their reading skills.

Year 6 End of Year Assessments – all children:

2024-25

At the end of Key Stage 2, Reading outcomes were strong, with 76% of pupils achieving the expected standard and 40% achieving greater depth, both above national averages of 75% and 33%. In Writing, 74% of pupils reached the expected standard, above the national average of 72%, although only 7% achieved greater depth compared with 13% nationally. In Grammar, Punctuation and Spelling, 71% of pupils met the expected standard and 26% achieved greater depth, slightly below national figures of 73% and 30%. Mathematics outcomes were lower, with 69% of pupils reaching the expected standard and 22% achieving greater depth, compared with national averages of 74% and 26%. Combined attainment in Reading, Writing, and Mathematics was 64% for the expected standard and 4% for greater depth, above the national expected standard of 62% but below for greater depth (8%). These results show strengths in Reading and overall expected attainment, while Writing at greater depth, Mathematics, and combined RWM remain areas for development.

Reading, Writing and Maths Pupil Premium data 2024/25

Year 6: Of 18 PP pupils, 62% achieved at or above expected in Reading, 44% in Writing, and 56% in Maths. While Year 6 Reading and Maths outcomes show some improvement, Writing is significantly below.

Year-by-Year summary of combined Pupil Premium attainment

Year 6: Of 18 PP pupils, combined attainment is 39%, below the national average of 62%.

Summary: Overall, combined attainment for PP pupils is below the national average of 62%, with Reading and Writing contributing most to the gap. These results indicate a persistent need for targeted interventions to accelerate progress, particularly in Reading and Writing.

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 and 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
Steplab	Steplab LTD

Service pupil premium funding (optional)

<p><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></p>
<ul style="list-style-type: none"> ➤ Contributes to the salary of our PSA ➤ Contributes to the salary of staff supporting our PSA ➤ 'Jam Band' - club exclusively for service premium pupils run by PSA and TA. Offered extensive real-life enrichment opportunities weekly including trips and family events.
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>Our Service pupil group, JAM Band has had a significant positive impact on service pupil premium eligible pupils and their families. Through initiatives such as the annual Remembrance lunch, support during deployment periods, weekly JAM Band meetings, and celebration events, children and families have felt well supported and included as part of the wider school family. These activities have allowed the PSA and class teachers to build strong, trusting relationships with families, fostering a sense of belonging, community, and togetherness. As a result, pupils have benefitted from increased emotional wellbeing, a stronger connection to school, and opportunities to celebrate their achievements and service family experiences. The spending on this service has therefore directly contributed to both the pastoral and social development of service children, ensuring they feel valued and supported within the school environment.</p>