



Pupil Premium Statement

2023-2024

Pupil premium strategy statement – Montreal Church of England Primary School

This statement details our school's use of pupil premium (and recovery 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	125
Proportion (%) of pupil premium eligible pupils	40.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	L.Wilson
Pupil premium lead	L.Wilson
Governor / Trustee lead	Kath Lee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78570
Recovery premium funding allocation this academic year	£6343.75
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£84913.75

Part A: Pupil premium strategy plan

Statement of intent

Our intent is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the centre of our curriculum, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy supports all staff that work in our school to understand the needs of OUR pupils by focussing on the specific needs of our current cohorts and is informed and led by our in-school information alongside evidence-based approaches

Evidence tells us that the impact we have on our children is highly dependent on positive, supportive relationships- 'Every interaction is an intervention'. Our strategy aims to ensure that this philosophy is at the forefront of everything we do to support our pupils.

Our strategy gives a clear platform to ensure that there is a shared understanding and responsibility to support our pupils who are at risk of educational disadvantage (not just those pupils who receive Pupil Premium funding).

We know that our community can feel isolated from the wider world and some children have few opportunities to leave the immediate local area, experience enrichment visits or clubs and establish 'cultural' and 'social' capital. Our strategy therefore aims to ensure that all pupils experience these wider curriculum opportunities.

We will consider the challenges faced by vulnerable pupils, such as those who require external support from a range of agencies and professionals. The outline we have in this statement is also intended to support needs, regardless of disadvantaged or not.

Ultimately our strategy aims to ensure that all of our pupils leave our school equipped with learning behaviours to ensure they can fully access their next steps in education at secondary school. Our evidence tells us that those pupils with well-developed metacognitive and self-regulation skills have the best chances of academic success at their secondary school and feel empowered to take part in school life, making a positive contribution and feeling like they belong.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions indicate that oral language skills and vocabulary practice is yet to be embedded in EYFS. The impact of COVID-19 has meant that this gap has widened for a number of PP children.
2	Regular assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties acquiring the fluency required in reading to enable them to make progress once they have completed the RWI phonics scheme. Specific focus is to be given to fluency practice in EYFS, year 1 and 2.

3	Some children in receipt of Pupil Premium have limited life experiences beyond their home and immediate community, creating a 'cultural capital' disadvantage. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc).
4	Some pupils in receipt of Pupil Premium are not socially and emotionally ready to access learning due to a lack of self-regulation, self-belief, determination and resilience. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve. Some disadvantaged children arrive in school not ready to learn due to these difficulties.
5	Our assessments show that children are still behind in their writing. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, in writing across key stage 2. There were no pupil premium children at greater depth in writing at the end of the academic year 22-23.

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
Children with lower than typical speech and language skills to receive timely and effective intervention.	Staff trained in NELLI and Talk Boost. Assessment taken early in EYFS. All children to have received intervention if needed by the end of reception.
Improved level of fluency in reading among pupils in EYFS, Year One and Year Two.	KS1 phonics outcomes in 2023/24 show that more than 90% of disadvantaged pupils met the expected standard.
Children to receive a wide, varied, and progressive experience of cultural capital.	Children in each year group to have real life experiences relevant to their curriculum and age.
To narrow gaps for all identified 'catch up' children across core curriculum subjects.	School led tutoring has a positive impact on pupil progress. Interventions have clear success criteria so impact can be measured.
Children with low self-esteem and those who find managing behaviours and emotions a challenge will be supported to deal with issues which may affect their ability to work and reach their full potential.	Children to have access to and use pastoral support, mental health and well-being opportunities, ELSA and Forest school.
To improve the ARE/ GD percentage in writing across the whole school.	A higher proportion of children are assessed at ARE /GD by the end of the academic year.

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: £ 30,000 (cost of cover teacher & PD/training related costs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject leadership time and PD to improve systems of monitoring and evaluating the curriculum offered and the impact on those pupils at most educational disadvantage	EEF 'Putting Evidence to Work' guidance report. EEF 'Effective Professional Development' guidance report Giving staff time to follow the effective implementation process- Explore, Prepare, Deliver and Sustain.	1,2,3,4,5
Quality First Teaching for all Quality INSET/CPD and sharing good practice to ensure there is quality first teaching for all.	<ul style="list-style-type: none"> - Sensory Processing - Adaptive Teaching - CUSP - Assessment 	1,2,3,4,5
Ensure that both formative and summative assessment enables teachers to understand what children know and plan for next steps/plug gaps	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	

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

Budgeted cost: £ 30,000 (cost of Teacher/TA time to deliver interventions and group support)

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI intervention and language screener to identify those with oral language and vocabulary gaps at baseline in EYFS.	Language screener to identify children entering school with language skills lower than the expected standard.	1,2,4,5
Delivery of intervention programmes to support pupils reading... RWI daily lessons Reciprocal Reading Paired Reading Precision Teaching	EEF Improving Literacy at KS1' guidance report: Recommendations 8: additional targeted literacy support will be needed such as small group and one to one tutoring.	2,3,4,5
Ensure high quality targeted intervention can be delivered to support those identified as needing to 'catch up' or PP.	The EEF research recommends developing effective strategies and diagnosing the challenges for children who are identified as pp or need to 'catch up'. Ensuring adequate staff to deliver focused intervention is a strategy to narrow gaps	2,5

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of ELSA support for pupils identified in need to help to develop emotional literacy skills (alongside oracy development work in class)	ELL Project evaluation of ELSA support in schools in West Cumbria 2021-22 and 2022-23. EEF 'Social and Emotional Learning' Guidance Report: Recommendation 1- development of self-awareness and expressing emotions	4, 3
Education Support Manager	EF 'Social and Emotional Learning' Guidance Report: Recommendation 5- Reinforce SEL skills through whole-school ethos and activities.	4,3

Forest School	Evidence shows being outside and interacting with nature have been shown to have positive impacts on mental health and well-being.	1,3,4,5
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Total budgeted cost: £ 85,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcome	Impact
Children with lower than typical speech and language skills to receive timely and effective intervention.	Use of NELI, SALT support and small group work has improved the language skills of disadvantaged learners.
Children who have been impacted by school closure to be given interventions and tutoring opportunities in order to accelerate progress	School led tutoring has a positive impact on pupil progress.
Children to receive a wide, varied, and progressive experience of cultural capital.	Visits including residential subsidised for disadvantaged children. After school clubs and breakfast club provided. Sporting events and clubs provided.
Teaching and learning in Key Stage 2 to be supported by investment in promising projects, teacher development and training.	Assessments identifying pupils starting points are in place and half termly tracker used to monitor progress. Subject lead PD established as part of staff meeting. Moderation -internal, external and cluster work established.
Children have low self-esteem and find managing behaviours and emotions a challenge	Use of ELSA support, Forest School and Learning mentor has established interventions for pupils in need
Improved writing standards across all subject across the school.	Standards in writing remain a concern and this work will continue next year to address the needs of pupils.

Externally provided programmes

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

Programme	Provider
White Rose Maths and Tuition	White Rose
Power Maths	Pearson
Accelerated Reader	Renaissance Learning
Read Write Inc	OUP