

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	122
Proportion (%) of pupil premium eligible pupils	46.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£69,560
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</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>	£69,560

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	An ongoing impact of Covid 19 shows the gap has widened for a number of pupil premium children. On average, PP children have lower attainment and make slower progress than their peers due to difficulties in retaining/recalling prior knowledge.
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 anxieties and difficulties.
5	Attendance for all our pupils is a focus of this plan and features on our school improvement plan for 24-25. We continue to address barriers to attendance whilst ensuring parents and pupils understand how absenteeism can negatively impact disadvantaged pupils' progress.

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 expected speech and language skills receive timely and effective intervention.	Staff trained in NELLI and Move To Write. 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 disadvantaged pupils.	Assessments and observations indicate significantly improved reading fluency among disadvantaged pupils. This is evident through sources of evidence including RWI assessments, engagement in lessons and ongoing formative assessment.
Disadvantaged pupils access wide and varied experiences to develop the necessary cultural capital. Children are prepared for success in the next phase of education and in life beyond school.	Pupils have increased aspiration and opportunity through real life experiences enhancing the curriculum. Social skills, independence, perseverance and team work are developed. Pupil surveys reflect enjoyment in school and improved attitudes to learning.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Children with low self-esteem and those who find managing behaviours and emotions a challenge will be supported to deal with issues enabling their ability to work productively and reach their full potential.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024-2025 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils. • The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no lower than their peers

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: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subject leadership time to further develop systems of monitoring and evaluating the curriculum offered and the impact on those pupils at most educational disadvantage</p>	<p>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.</p>	<p>1,2,3,</p>
<p>-Continuing CPD for RWI phonics for all staff engaged in the delivery. - Maintain a robust and consistent approach to phonics in EY, KS1 and LKS2 - To establish a love of reading throughout the school</p>	<p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit':</p>	<p>1,2,3</p>
<p>Quality First Teaching for all Quality INSET/CPD and sharing good practice to ensure there is quality first teaching for all.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p>	<p>1,2,3,</p>

Ensure that both formative and summative assessment enables teachers to understand what children know and plan for next steps/close gaps	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI intervention and language screener to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Language screener to identify children entering school with language skills lower than the expected standard. Oral language interventions Teaching and Learning Toolkit EEF	1,2,
Delivery of intervention programmes to support pupils reading... RWI daily lessons Reciprocal Reading Paired Reading Precision Teaching 1-1 Phonics Intervention	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. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	1,2
-High quality targeted intervention delivered to support those pupils below expected expectations. -Creating additional teaching and learning opportunities -Extra support and intervention groups for targeted pupils, including: - Nelli – RWI 1:1 - TTRockstars -Strive for 5 reading initiative	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 Evidence from Education Endowment Foundation 'Teaching and Learning Toolkit': Individualised instruction = + 4 months One-to-one tuition = +5 months Small group tuition = +4 months Teaching Assistant Interventions = +4 month One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1,2,3

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

Budgeted cost: £ 19,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of ELSA support for pupils identified in need to help develop emotional literacy skills</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Behaviour Interventions = +4 months Social and Emotional Learning = +4 months</p>	<p>3,4,5</p>
<p>Education Support Manager</p>	<p>EF 'Social and Emotional Learning' Guidance Report: Research indicates that school-based support and counselling is perceived by children and pastoral care staff as a highly accessible, nonstigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009)</p>	<p>3,4,5</p>
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. SLT to analyse attendance and contact low attenders. - Office staff to complete First Day Call and support families to raise attendance / punctuality. - Reinforcing the importance of good attendance - Home visit children where necessary. - Clear procedures are shared with all staff and parents through the weekly newsletter - Attendance meetings are held where necessary. - Termly and yearly celebrations for highest attending children and class - Parental support offered to enable good attendance particularly those with anxiety and SEND</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to Spending. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months. working together to improve school attendance.</p>	<p>4,5</p>
<p>Cultural enrichment accessible as part of the curriculum for all children. Subsidising trips, residentials, clubs, uniforms etc. - Cultural capital experiences promoted in the curriculum.</p>	<p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Pupil surveys reflect greater enjoyment and engagement in school.</p>	<p>1,2,3,4,5</p>

<ul style="list-style-type: none"> - Sports events promoted to PP are encouraged to attend - Outdoor learning encouraged 	<p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>EEF – sports participation increases educational engagement and attainment.</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self - confidence.</p>	
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Total budgeted cost: £ 69,560

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2023-2024

Outcome	Impact
<p><i>Our school's percentage of FSM remains above average. SEND support is well above average. Our pupil base deprivation and school location deprivation is above average.</i></p>	
<p>Children with lower than typical speech and language skills to receive timely and effective intervention.</p>	<p>Use of NELI, SALT support and small group work has improved the language skills of disadvantaged learners.</p>
<p>Children to receive a wide, varied, experience of cultural capital preparing them for the next steps in their education and life beyond school.</p>	<p>Visits including residential subsidised for disadvantaged children. After school clubs and breakfast club provided. Sporting events and clubs provided.</p>
<p>Children are supported to deal with issues which may affect their ability to work to their fullest potential.</p>	<p>Use of ELSA support, Outdoor Learning opportunities and Learning mentor internal support has established interventions for pupils in need.</p> <p>As a result, we have had an increase in attendance for some children, better resilience and regulation of emotions and emotional literacy.</p>
<p>All disadvantaged pupils will meet at least national expectations for attendance and persistent absence.</p>	<p>In the academic year 2023/2024, PP attendance was 90.62 % compared to 95.49 & non-PP attendance. Attendance continues to be a huge focus for our school this academic year with lots of strategies in place to support children and families. We have some children who have school-based avoidance linked to mental health and are supported by outside agencies, as well as school, with this.</p>

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
TT Rock Stars	Maths Circle Ltd
Accelerated Reader	Renaissance Learning
Read Write Inc	OUP