



# 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	127
Proportion (%) of pupil premium eligible pupils	44.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	L.Burnett
Pupil premium lead	Sam Little
Governor / Trustee lead	Kath Lee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95427
Recovery premium funding allocation this academic year	£8008.75
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
<b>Total budget for this academic year</b> <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>	£103435.75

## Part A: Pupil premium strategy plan

### Statement of intent

As an inclusive school we have a determination that every child will be able to access high quality education without barriers and are able to engage in all opportunities school has to offer. We believe that no child's education would be impacted by home circumstance or the impact of school partial closures.

Our current plan enables students be supported in the following ways:

- pastorally through work with our Learning Mentor;
- physically and mentally through our Phunky foods and Forest School work,
- educationally through our work with additional speech and language interventions, delivery of additional early reading work and through our development of a mastery mathematics approach.
- Through developing teachers through professional development and research projects.

The key principles to our plan are to:

- Guard against any barriers to engaging with the full school offer
- Train and develop the highest quality staffing to support the children
- Ensure their well-being and health are supported positively

### Challenges

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

Challenge number	Detail of challenge
1	Children come to school with a lower than typical level of speech and language exposure and expertise
2	Children have been impacted by partial school closure and the ability to engage with remote learning
3	Children have limited cultural capital
4	Children make slower progress in Key Stage 2
5	Children have low self esteem and find managing behaviours and emotions a challenge.

## 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. Progress monitored and impact evidenced by SENDCO.
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. Interventions have clear success criteria so impact can be measured.
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.
Teaching and learning in Key Stage 2 to be supported by investment in promising projects, teacher development and training.	All learning in key stage 2 effectively addresses the needs of pupils and leads to good progress from individual starting points.
Children have low self esteem and find managing behaviours and emotions a challenge.	Children to have access and use pastoral support, mental health and well being opportunities, ELSA and Forest school.
Improved writing standards across all subject sacross the school.	Increased proportion of children to meet ARE in writing.

## 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: £ 35000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Power Maths	The mastery curriculum has been well researched and developed to ensure all children have a deep understanding of mathematics.	Children making limited progress in KS2 mathematics.

Accelerated Reader	EEF has shown positive progress with school using AR.	Children making limited progress in Key Stage 2 reading.
CUSP Curriculum	Research suggests that high quality instruction has the biggest impact on children facing disadvantage.	Increased proportion of children to meet ARE in writing.
Read Write Inc	Early Reading Framework supports Read write inc as a programme.	Early speech and language and reading needs.
NELLI Training	DFE recommended programme.	Lower than typical speech and language on entry.

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

Budgeted cost: £ 30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Lead Tutoring	EEF support that 1:1 and 1:2 tutoring have a positive impact on pupils progress.	Children have been impacted by partial school closure and the ability to engage with remote learning
White Rose Tutoring	EEF support that 1:1 and 1:2 tutoring have a positive impact on pupils progress.	Children have been impacted by partial school closure and the ability to engage with remote learning
Speech and Language interventions.	Talk Boost has been shown through the Education Endowment Foundation to have a positive impact on early speech and language.	Children come to school with a lower than typical level of speech and language exposure and expertise
Mathematics	EEF support that 1:1 and 1:2 tutoring have a positive impact on pupils progress	Children make slower progress in Key Stage 2
Paired reading	EEF support that 1:1 and 1:2 tutoring have a positive impact on pupils progress	Children make slower progress in Key Stage 2
Writing Interventions	EEF support that 1:1 and 1:2 tutoring have a positive impact on pupils progress	Children make slower progress in Key Stage 2

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

Budgeted cost: £ 40000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA	Children need to feel safe and secure in themselves and school to have the ability to learn.	Children have low self-esteem and find managing behaviours and emotions a challenge.
<b>Senior Learning Mentor</b>	Ensuring good attendance is shown to be linked to pupil attainment. Children need to feel safe and secure in themselves and school to have the ability to learn.	Children have low self-esteem and find managing behaviours and emotions a challenge.
<b>Forest School</b>	Being outside and interacting with nature have been shown to have positive impacts on mental health and well-being.	Children have low self-esteem and find managing behaviours and emotions a challenge.

**Total budgeted cost: £ 105000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Year Group	Outcomes and Impact
Reception	Significant support was put into speech and language interventions. Data for pupils without EHCP show children performed on par with the Cumbria data.
Year 1	Phonics in school progress data showed significant progress from the beginning of the year.
Year 2	Maths progress and reading was a strength however writing was an area of challenge.
Year 6	There was a significant improvement in progress in maths for those children facing disadvantage.

### 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
IDL	CUSP