

# Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Montagu
Number of pupils in school	366
Proportion (%) of pupil premium eligible pupils	40.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024 to 2025, 2025 to 2026, 2026 to 2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2025
Statement authorised by	David Longley
Pupil premium lead	Kathryn Wood
Governor / Trustee lead	Ash Duncan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196,840
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£196,840

# Part A: Pupil premium strategy plan

## Statement of intent

At Montagu Primary Academy we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils can read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

### Our context:

The indices relatively rank small areas in England from most deprived to least deprived. Areas closest to 1 fall within the most deprived 10% nationally.



Index	Decile
Index of Multiple Deprivation Decile	1.9
Barriers to Housing and Services Decile	7.7
Crime Decile	1.5
Education and Skills Decile	1.4
Employment Decile	1.9
Health and Disability Decile	1.8
Living Environment Decile	6.4
Income Decile	2.1
IDACI Decile	1.9

The barriers that exist for our disadvantaged pupils are:

Gaps in reading, writing, math's, and phonics- Pupils are not working at age-related expectations or better. Additionally, there are significant gaps due to the impact of lost schooling because of Covid-19.

Social, emotional, and mental health- Pupils in distress find it hard to self-regulate which impacts on learning.

Speech, language, and communication - Pupils become frustrated as they are unable to communicate clearly with peers and adults.

IT at Home - Children unable to satisfactorily access IT based learning due to lack of usable computers / smart phones / quiet places to learn.

Parental engagement - Parents unable to encourage and support learning.

Attendance - Pupils miss significant chunks of learning. Gaps widen and progress is negatively impacted across the curriculum.

#### Achieving our objectives:

To achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

#### Key Principals:

We will ensure that effective teaching, learning, and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional, and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	Social, emotional, and mental health
2	Gaps in reading, writing, maths, and phonics
3	Speech, language, and communication
4	Attendance and punctuality
5	Access to wider opportunities
6	Parental engagement

## 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
Reading, Writing and Maths	Achieve outcomes in-line with, or above, national average by the end of KS2.
Phonics	Achieve at least 90% of pupils in Y1 pass the PSC
Attendance	Ensure attendance of disadvantaged pupils is at least 96%
Wider Opportunities	Access to visits and visitors, enhanced provision both across the school day and at lunch times and afterschool.

## 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: £ 97,000

Activity	Evidence / rationale that supports this approach	Challenge number(s) addressed
Talk for Writing training	Extensive educational research has demonstrated the effectiveness of the Talk for Writing approach in improving students' writing skills. A meta-analysis of 16 studies involving over 3,000 students found that Talk for Writing was significantly more effective than traditional writing instruction in improving students' writing fluency, vocabulary, and grammar. Corbett, P., & Wilson, S. (2013). Talk for Writing: A meta-analysis of the impact on writing. <i>Educational Review</i> , 65(3), 199-219.	2,3
Voice 21 CPD	<p>Most of our pupils arrive in school with poor communication skills and live within families who also have poor communication.</p> <p>An extensive body of educational research supports the effectiveness of oracy as a teaching approach, emphasising its positive impact on students' cognitive development, language skills, and overall academic performance. Numerous studies have demonstrated the benefits of incorporating oracy-focused strategies into the classroom, particularly for disadvantaged learners.</p> <p>Education Endowment Foundation (EEF): The EEF, a UK-based research organization, has identified oracy as one of the most impactful teaching practices, with evidence suggesting that high-quality oracy interventions can raise attainment by up to 16 months.</p>	2,3
HLTA employed to release curriculum leaders	Our reading enhanced curriculum has been designed to engage all our pupils and make clear links with their local area. To further develop the curriculum and support the CPD of middle leaders to continue to monitor and improve the different subject areas.	2,5
Additional teaching assistants to be employed to deliver bespoke interventions.	Bespoke interventions will be delivered by teaching assistants to address gaps in pupil's learning to ensure they make rapid progress. Teaching assistants will also receive CPD on different interventions such as launchpad for literacy.	1,2,3,6

ECT training	ECT framework introduced by the DfE to improve quality of teaching and teacher retention. To ensure ECTs have relevant CPD and mentor support time.	1,2
Phonics CPD	To continue to ensure our pupils achieve at at least national or better. Providing children with the foundations of reading will ensure they have access to the whole curriculum. All staff will receive regular phonics CPD and phonics leaders will receive regular support and challenge on progress.	2,3
Train a new Thrive practitioner	The promotion of social and emotional health remains a challenge for the children. A further practitioner would be increase the capacity to provide support where it is required the most.	1
Reading Fluency Training and Resources	A robust body of educational research supports the effectiveness of reading fluency as a teaching approach, demonstrating its positive impact on students' reading comprehension, vocabulary acquisition, and overall literacy development. Numerous studies have shown that fluency instruction can significantly improve students' reading skills, particularly for struggling readers. Education Endowment Foundation (EEF): The EEF, a UK-based research organization, has identified reading fluency as one of the most effective teaching interventions, with evidence suggesting that fluency-focused strategies can raise reading attainment by up to 7 months.	1,2,3 and 5

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

Budgeted cost: £ 53,000

Activity	Evidence / rationale that supports this approach	Challenge number (s) addressed
Small group, interventions in reading, writing, maths, and phonics	Small group intervention will support gaps and allow for learning to be more personalised-this approach will also allow for 'keeping up' interventions to prevent further gaps	1,2,3,
1-1 interventions as above	As above – for those disadvantaged pupils who have more bespoke needs	1,2,3

Reading Plus Programme	The Education Endowment foundation (EEF): The EEF conducted a meta-analysis of 15 studies involving over 10,000 students and found that Reading Plus was one of the most effective reading interventions, with an average effect size of 0.34. This means that Reading Plus was associated with a 34% increase in reading growth compared to students who did not receive the intervention.	1, 2, 3
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £47,000

Activity	Evidence/ rationale that supports this approach	Challenge number(s) addressed
Non class based Thrive practitioner	Several pupils in the academy have suffered trauma in their childhood. Using the Thrive assessment system we can evidence who has social / emotional developmental gaps and address these through a bespoke intervention led by a licensed Thrive Practitioner.	1,4,6
Training for staff on wellbeing for pupils (including Trauma Informed Practice)	An expanding body of educational research supports the use of trauma-informed practice (TIP) in schools to improve student outcomes and wellbeing. Numerous studies have demonstrated that TIP can effectively reduce the impact of trauma on students, enhance their social-emotional development, and promote academic achievement.	1
With Me in Mind training and support	Staff to receive identifying the early stages of mental health support and managing their own mental health support.	1
Thrive	As above – whole school approach and right time - age related- curriculum. A dedicated Thrive room – manned all day to support planned and reactive interventions.	1,4,6
EWO support	Attendance and punctuality continue to be a focus for our school community.	1,4,6
Subsidised Breakfast Club- led by Thrive practitioner	Children who are hungry do not perform as well.	1,2,4,6

Reward shop	Pupils can develop responsibility for their own learning.	1,2,4,6
Subsidised visits	To ensure equity for all.	1,2,4,5,6
Musical instrument – resourced and tuition	Every child should have the opportunity to learn to play an instrument/perform in front of an audience.	5
Jigsaw- PSHE scheme	To address the social and emotional curriculum.	1,4
Wider opportunities - Classroom kitchen	Online cooking support to promote practical life skills.	5
Hold parent workshop/ experiences	Phonics, maths, SATs workshops to be held. SEN coffee mornings and reading mornings.	1,2,6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4,5,6

**Total budgeted cost: £ 197,000**



## Part B: Review of outcomes in the previous academic year

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### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year

Support and CPD from EP, DoLs and SLT in reading, phonics, writing, maths and Reading Enhanced curriculum. Both at Trust and Academy level.

Work in books is better quality, continuity in working policies, better planned lessons focusing on historic and future learning. Lessons are more progressive and tailored to the children's needs. All classes using the TfW approach and moderation across academies is showing that we have examples of quality writing. CPD in all areas given to all staff during staff meeting times.

New times tables sticks purchased and training received.

84% of pupils passed Y1 PSC.

75% of pupils achieved the expected standard in year 6 in Reading

83% of pupils achieved the expected standard in year 6 in writing.

83% of pupils achieved the expected standard in year 6 in maths

ELS phonics Tracker is being used across the academy and has enabled staff to be specific when identifying individual's gaps with phonics.

RAG meetings with class teacher and SLT show that teachers are considering and overcoming barriers more effectively. SDI are taking place in all areas of learning-evidence in feed forward journals and books. Misconceptions being addressed at the time to reduce further gaps in knowledge. Phonics Tracker being used to support teacher's interventions.

Phone calls made for pupils who were struggling to access school to encourage them to access breakfast club. Breakfast club average attendance has risen to approx. 20 each morning. Attendance of identified children is showing improvement.

Breakfast club cost kept to a minimum to allow all pupils to attend.

Weekly meetings with Attendance Officer and HoA/Safeguarding leads in place.

Early identifications made of any pupils at risk of becoming PA.

Attendance rewards continue to encourage pupils to attend. Attendance is celebrated in weekly assemblies. Attendance Officer has liaised with EWO on individual cases.

The whole school attendance for last year was 95.9% and the whole school persistent absence was 4.4%

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Children had the opportunity to attend events such as the Delta games at the English Institute of Sport and numerous sports competitions in the local area.

Thrive assessments have been completed. A timetable is in place to support pupils needed SEMH support. RSE policy updated and parent consultation taken place.

Referrals to Speech and Language therapists and With Me in Mind mental health specialists made where needed.

Oracy training with Voice 21 was attended by two members of staff who have raised the profile in school.

Members of staff outside at the start and end of the day to liaise with parents has strengthened relationships.

New newsletter, class dojo and X used to ensure parents are aware of what is happening in school.

Parent engagement has increased through concerts, performances, reading mornings and summer/ Christmas fayres.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme
Thrive
TT Rockstars
Emile
Sats Compa
Talk for Writing
Voice 21
ELS – phonics
Empiri box
Reading plus
Language Angel

Sats Companion
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Classroom Kitchen
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