

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 academic year) 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	Montem Academy
Number of pupils in school	871
Proportion (%) of pupil premium eligible pupils	199
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Ann Probert
Pupil premium lead	Jenn Devine
Governor / Trustee lead	Shuhab Hamid

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 295,365
Recovery premium funding allocation this academic year	£ 29,435
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0,000
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 324,803

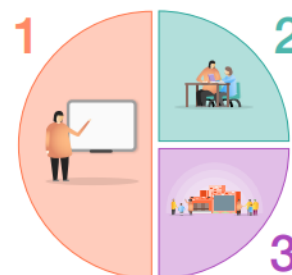
Part A: Pupil premium strategy plan

Statement of intent

At Montem Academy it is our intent to ensure that no child is left behind. We believe that every child has the right to reach their full potential regardless of the inequalities between themselves and their peers. Our aim is to ensure that all disadvantaged pupils reach their full academic potential and experience real life experiences that will enable them to leave Montem Academy as well rounded young adults.

At Montem Academy, we strongly believe that:

- 1) high quality first teaching is paramount to the achievement of all pupils;
- 2) targeted academic support;
- 3) a wide range of strategies that tackle non-academic difficulties; such as attendance, wellbeing and access to technology



Our aim is to ensure that disadvantaged pupils are provided with every opportunity to achieve as well as their peers and to reach age related expectations.

Pupil Premium Grant funding will be used to provide provision for:

- Small group teaching with specialist teachers
- One to one interventions focusing on the specific barriers and gaps of each child
- Extended School Day
- Enrichment sessions
- Personal Development sessions and clubs
- Raising aspirations activities and trips
- Creating positive learning partnerships with parents

Our key strategy is to continue to raise attainment for our disadvantage pupils. Montem Academy has a good track record of significantly narrowing the gap between the attainment of disadvantaged children and all other children nationally. Therefore, we feel our strategies and use of such allocated money is successful. We have also made effective use of research conducted by the Education Endowment Foundation (EEF), in particular the EEF Toolkit in supporting us to determine the most effective strategies to implement and inform decision making.

For this academic year, we have looked at projects we have previously found to have made good impact and also introduced a number of new initiatives.





Challenges








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

Challenge number	Detail of challenge
1	Disadvantage pupils who achieve the higher standard in Reading, Writing and Maths are not making expected progress and are therefore not achieving the higher standard in some year groups
2	Assessment data highlights that pupils who are not reaching age related expectation, are not making accelerated progress in reading in order to narrow the gap between their reading age and their chronological age. Assessment, discussion and observations indicate poor fluency and weak reading strategies as areas to target.
3	Attendance data last academic year showed a gap between disadvantage and non-disadvantage pupils. Attendance for non-disadvantage was 92 % and attendance for disadvantage was 91% Furthermore, there is also a gap between the proportion of disadvantage and non-disadvantage pupils arriving late. Disadvantage 1.7% Non-Disadvantage 0.8%
4	Due to financial constraints, pupils are unable to engage in residential and school trips in order to participate fully in academic work that proceeds or follows.
5	The quality of phonics teaching across EYFS and KS1 leads to good outcomes for disadvantage however; there are inconsistency in the delivery of the programme that impact on achievement. The programme is continuously developing and improving and ongoing training is required to ensure the integrity of programme is maintain.

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
Challenge: 1 To improve writing outcomes through quality first teaching and effective interventions	<ul style="list-style-type: none">  The proportion of disadvantage pupils reaching the expected standard in Reading and maths is in-line with the national average and is in line with their peers.  To proportion of prior high attaining disadvantage pupils making expected progress is in-line with their peers and national.
Challenge: 1 To improve maths outcomes through quality first teaching and effective interventions	<ul style="list-style-type: none">  The proportion of disadvantage pupils reaching the expected standard in Reading and maths is in-line with the national average and is in line with their peers.  To proportion of prior high attaining disadvantage pupils making expected progress is in-line with their peers and national.




<p>Challenge: 1,2, To improve reading outcomes through quality first teaching and effective interventions</p>	<ul style="list-style-type: none">  The proportion of disadvantage pupils reaching the expected standard in Reading and maths is in-line with the national average and is in line with their peers.  To proportion of prior high attaining disadvantage pupils making expected progress is in-line with their peers and national. Pupils read with fluency and with a age appropriate level of comprehension.
<p>Challenge: 3 To improve and sustain improved attendance for all pupils, particularly for disadvantage pupils</p>	<ul style="list-style-type: none">  Attendance for disadvantage pupils is at last 96%  The proportion of pupils arriving late is reduced to below 0.5%
<p>Challenge: 4 To provide all Pupil Premium pupils the opportunities to experience a wide range of in school and external trips and workshops which increases the knowledge and extends that vocabulary across the curriculum</p>	<ul style="list-style-type: none">  Pupil Premium Pupils gain knowledge and understanding that is transferrable across the curriculum.
<p>Challenge: 5 All phonics lessons are highly effective ensure that no pupil is left behind</p>	<ul style="list-style-type: none">  Pupil Premium pupils make rapid progress by the end of Year 1 so that they are able to pass the phonics screening test.  The proportion of Pupil Premium pupils who passing the phonics-screening test continues to be above national.




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: £20,000






Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Shine Reading Intervention CPD</i></p> 	<p><i>The Shine reading Intervention programme has been designed to analyse pupil data and to use this to inform targeted intervention focusing on the content domains for reading. It has been created by Rising Stars.</i></p> <p><i>'Robust baseline assessments, including those used for diagnostic purposes, can provide a useful picture of what a child knows or can do at a certain point in time, as well as gaps in their learning. This information should be used to inform subsequent teaching and learning activities. Without good baseline assessment – a strong starting point – it is impossible to measure progress well.'</i> Extract: <i>Assessment and Monitoring Pupil Progress – EEF (Education Endowment Foundation)</i></p>	Challenge 1
<p><i>Shine Maths Intervention CPD</i></p> 	<p><i>The Shine maths Intervention programme has been designed to analyse pupil data and to use this to inform targeted intervention focusing on the content domains for reading. It has been created by Rising Stars.</i></p> <p><i>'Robust baseline assessments, including those used for diagnostic purposes, can provide a useful picture of what a child knows or can do at a certain point in time, as well as gaps in their learning. This information should be used to inform subsequent teaching and learning activities. Without good baseline assessment – a strong starting point – it is impossible to measure progress well.'</i> Extract: <i>Assessment and Monitoring Pupil Progress – EEF (Education Endowment Foundation)</i></p>	Challenge 1
<p><i>Mastering Numbers CPD</i></p> 	<p><i>This new programme, called "<u>Mastering Number</u>", is aimed at strengthening the understanding of number, and fluency with number facts, among children in the first three years of school.</i></p> <p><i>'The impact of mastery learning approaches is an additional 5+ months progress on average over the course of the year, with 6 month progress in maths.'</i> (EEF)</p>	Challenge 1





<p>Read Write Inc Development Days CPD</p> 	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>Overall, the evidence base related to phonics is very secure. (EEF)</p>	<p>Challenge 5</p>
<p>Phonics Workshops for parents (Parental Engagement)</p> 	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Parental engagement strategies are typically more effective with parents of very young children.</p>	<p>Challenge 5</p>
<p>White Rose CPD (3 day initial training)</p> 	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p>	<p>Challenge1</p>

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

Budgeted cost: £260,000





Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reduced class sizes for core subjects in upper Key Stage 2 providing a group for high attaining Disadvantage pupils</p> 	<p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers. (EEF)</p>	<p>Challenge 1 Challenge 2</p>
		<p>Challenge 2 Challenge 5</p>





<p>Extended School day in Year 6</p> 	<p>Programmes to extend the school time have a positive impact on pupil outcomes. In addition to providing extending learning time, it also enables targeted small group interventions and one to one tuition to take place frequently.</p> <p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p>	
<p>Breakfast reading catch up. (READING EGGS)</p> 	<p>Young children have a real desire to learn to read and if they are supported and successful in their efforts, this interest and desire will continue to grow. Reading Eggs helps to develop this intrinsic motivation by creating an instructional environment that embeds instruction in game-like activities.</p>	<p>Challenge 1</p>
<p>Whole school subscription Reading Eggs</p> 	<p>Reading Eggs recognises the importance of student motivation in improving student learning outcomes and takes seriously the task of creating age appropriate, motivational elements that will increase students' time-on-task (Taylor & Aldeman; 1999 Hannover, 1998; Nenniger, 1992; Schiefele, 1991).</p> <p>Evidence suggests that technology approaches should be used to motivate students to practise more. (Education Endowment Foundation)</p>	<p>Challenge 1</p>
<p>Read, Write, Inc intervention teacher providing One to One intervention</p> 	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p>	<p>Challenge 5</p>
<p>Read, Write Inc Phonics interventions. Online learning</p> 	<p>Evidence suggests that technology approaches should be used to motivate students to practise more. (Education Endowment Foundation)</p>	<p>Challenge 5</p>
<p>Small Group Daily Maths Teaching for More Able Attaining Pupils</p>	<p>Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure</p>	<p>Challenge 1</p>

<p>(Years 2, 4 and 6 delivered by SLT)</p> <p></p>	<p>effective progress, or to teach challenging topics or skills.</p>	
<p>Reduced class sizes for Reading and Writing in upper Key Stage 2</p> <p></p>	<p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p>	<p>Challenge 1 Challenge 2</p>
<p>Maths Recovery: Small group/One to One Tuition Mastering Number</p> <p></p>	<p><i>This new programme, called “<u>Mastering Number</u>”, is aimed at strengthening the understanding of number, and fluency with number facts, among children in the first three years of school.</i></p> <p>The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. (EEF)</p>	<p>Challenge 2</p>
<p>Collaboration Friday (Maths focus)</p> <p></p>	<p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned.</p> <p>The impact of collaborative approaches on learning is consistently positive.(EEF)</p>	<p>Challenge 1 Challenge 2</p>

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Read, Write, Inc Resources to support pupils with limited access to online resources.</p> 	<p><i>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</i></p> <p><i>Parental engagement strategies are typically more effective with parents of very young children.</i></p>	Challenge 6
<p>Parental Engagement : Read, Write Inc Home support kits</p> 	<p><i>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</i></p> <p><i>Parental engagement strategies are typically more effective with parents of very young children.</i></p>	Challenge 6
<p>Kindle devices to support reading at home- reading for pleasure</p> 	<p><i>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).</i></p> <p><i>Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).</i></p> <p><i>There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007).</i></p>	Challenge 1 Challenge 2
<p>Foundation Subject Workshops and Field Trips</p> 	<p><i>Whilst there has been no extensive research on the impact of school trips, there are many reasons to ensure all pupils have access to learning opportunities beyond school. School trips are a way of augmenting the learning process.</i></p>	Challenge 4
<p>Personal Development programme</p>	<p><i>The average impact of successful personal development interventions is an additional four months' progress over the course of a year.</i></p>	Challenge 4

	<p><i>Alongside academic outcomes, Personal Development have an identifiable and valuable impact on attitudes to learning and social relationships in school.</i></p>	
<p>Family support worker/Attendance Ambassador</p> 	<p><i>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</i></p> <p><i>Parental engagement strategies are typically more effective with parents of very young children.</i></p>	<p>Challenge 3 Challenge 6</p>
<p>Triple P parenting course to support behaviour and attendance.</p> 	<p><i>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</i></p> <p><i>Parental engagement strategies are typically more effective with parents of very young children.</i></p> <p><i>Research shows that attendance is an important factor in pupil achievement. Pupils who attend school regularly have been shown to achieve at higher levels than pupils who do not have regular attendance.</i></p>	<p>Challenge 3 Challenge 6</p>
<p>Home work resources packs and study guide, and homework clubs</p> 	<p><i>Homework has a positive impact on average 5 + months. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning. It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area) (EEF)</i></p>	<p>Challenge 1 Challenge 2 Challenge 6</p>

Total budgeted cost: £335,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2022-2023

In 2022-2023 the school received £351,900,000 for Pupil Premium. This additional funding was used to support the raising of standards for Disadvantaged children. Last year, there were 230 children, out of 852, who were entitled to Pupil Premium funding.

Montem Academy has a good track record (see results below) of significantly narrowing the gap between the attainment of disadvantaged children and all other children nationally. Therefore, we feel our strategies and use of such allocated money is successful. We have also made effective use of research conducted by the Sutton Trust, in particular the Sutton Trust Toolkit in supporting us to determine the most effective strategies to implement and inform decision making. For this academic year, we have looked at projects we have found previously to have made good impact and also introduced a number of new initiatives.

Measuring impact

The impact of the expenditure of Pupil Premium funding is tracked rigorously by the Senior Leadership Team (SLT) and the impact of interventions is monitored throughout the year. Intervention Data is collected half termly and recorded on a detailed track grids/system which are analysed by the school Principal, who oversees the whole school work on Pupil Premium. The aims are to ensure the funding is allocated to each Pupil Premium child, measure impact of strategies in place and advise where performance needs addressing.

Summative assessments are sat by the children in years 2 to 6 each term to assess the progress they are making in core subjects: reading, writing, grammar and maths. Ongoing assessments are made of all pupils (Early Years to year 6), including disadvantaged, so we can ascertain attainment and progress in any moment of time.


Pupil Progress analysis are shared and discussed with year groups each half term. Pupils who are falling behind are placed on a Personalised Intervention Plan (PIP) to ensure that gaps are continuously addressed and narrowed.


Progress of Disadvantage pupils (Whole School)


The progress of funded children (Disadvantaged Pupils) has been similar to or better than non-funded pupils (All other pupils) in all year groups. The progress of Disadvantaged pupils is at least 'good' and in most aspects in line with their peers.


Where there is strong progress this is a result of targeted intervention groups, Pupil Premium teachers, and extra tuition classes across all year groups, additional phonics teaching in Year 1 and extra reading support at breakfast club. However, the impact of the national lockdown has meant that some initiatives and interventions have not taken place or were not fully completed.


The impact of the Pupil Premium has been positive, demonstrating good value for money with the following results:

	Proportion meeting the expected standard (TA) at the end of Summer 2022					
	Reading		Writing		Maths	
	Dis	All Pupils	Dis	All Pupils	Dis	All Pupils
Year 1	69	84	68	76	75	89
Year 2	77	70	74	68	74	75
Year 3	86	80	82	84	79	86
Year 4	74	79	69	79	66	74
Year 5	92	76	89	84	89	86
Year 6	80	72	85	85	91	90

	Proportion meeting the higher standard (TA) at the end of Summer 2022					
	Reading		Writing		Maths	
	Dis	All Pupils	Dis	All Pupils	Dis	All Pupils
Year 1						
Year 2	26	33	6	18	13	24
Year 3	39	40	47	43	80	47
Year 4	23	30	22	38	16	23
Year 5	46	42	46	45	56	56
Year 6	39	35	56	58	39	41

	Proportion meeting the expected standard (Standardised Test) at the end of Summer 2022					
	Reading		Grammar		Maths	
	Dis	All Pupils	Dis	All	Dis	All Pupils
Year 1	83	87			79	83
Year 2	84	75			81	74
Year 3	85	78			83	85
Year 4	74	79			63	71
Year 5	92	81			89	83
Year 6	80	72	85	85	91	90

	Proportion meeting the higher standard (Standardised Score) at the end of Summer 2022					
	Reading		Grammar		Maths	
	Dis	All Pupils	Dis	All	Dis	All Pupils
Year 1	33	33			42	40
Year 2	39	38			29	38
Year 3	37	38			48	47
Year 4	29	23			20	26
Year 5	43	37			47	45
Year 6	39	35	56	58	39	41

	Attendance September 2022-July 2023	
	Disadvantage Pupils	Other Pupils
Whole School	91%	92%