

Pupil premium strategy statement

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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	£ 303,400
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	£ 303,400

Part A: Pupil premium strategy plan

Statement of intent

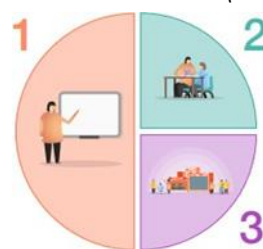
At Montem Academy, we are committed to ensuring that no child is left behind, regardless of their individual circumstances or background. We firmly believe that every child, without exception, has the fundamental right to reach their full academic and personal potential, even in the face of significant social or economic inequalities that may exist between students. The school's primary aim is to provide targeted support and enrichment opportunities to all disadvantaged pupils, empowering them to overcome any barriers to learning and excel in their studies. Through a combination of tailored interventions, mentoring programs, and real-world learning experiences, Montem Academy strives to equip each student with the knowledge, skills, and confidence to thrive both inside and outside the classroom. The ultimate goal is for every young person who passes through the school's doors to graduate as a well-rounded, capable, and self-assured individual, fully prepared to make a positive impact on their community and the world beyond. By upholding its steadfast commitment to inclusivity, equity, and the holistic development of the whole child, Montem Academy ensures that no learner is ever left behind, but rather given the tools and opportunities to reach the full heights of their potential.

The Pupil Premium Grant is a crucial source of funding that schools in the United Kingdom can utilise to support the educational needs of our most disadvantaged students. This targeted financial assistance is designed to help close the attainment gap between pupils from low-income families and their peers. Montem Academy will be using this Pupil Premium funding to provide

- 🌱 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*

Montem Academy's key strategy is to consistently raise attainment for its disadvantaged students. The school has a strong track record of significantly narrowing the gap between the achievement of disadvantaged children and their peers nationally. As a result, the school believes its strategies and use of allocated funding have been successful. Additionally, Montem Academy has effectively utilized research from the Education Endowment Foundation (EEF), particularly the EEF Toolkit, to identify and implement the most effective interventions to support 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	The assessment data reveals a significant gap in writing performance at the expected standard between disadvantaged students and their peers in Year 1 and 2.
2	While the 2024 data shows the proportion of disadvantaged pupils achieving the higher standard in writing is above the national average in most year groups, the assessment data reveals a significant gap in writing performance at the higher standard between disadvantaged pupils and their peers across both Key Stage 1 and Key Stage 2.
3	Pupils from disadvantaged backgrounds in Year 1 perform lower than their peers across all subject areas, both at the expected standard and the higher standard.
4	On the Multiplication Test Check, disadvantaged students scored lower on average compared to their peers.
5	The 2024 data shows that the proportion of pupils achieving the higher standard in math is above the national average for most year groups. However, the assessment data reveals a gap between disadvantaged pupils and their peers in most year groups. This gap does close by the end of Key Stage 2. Nevertheless, the school needs to ensure that it's teaching and resources enable all pupils to achieve their full potential at every stage of their education.
6	To help students develop a deeper understanding of their own learning process, enabling them to become active participants in their academic progress and achievement.
7	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.

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 increase the proportion of disadvantage pupils achieving the expected standard in year 1 and 2	<ul style="list-style-type: none">  The proportion of disadvantage pupils reaching the expected standard in writing is in line with their peers.  The proportion of disadvantage pupils achieving the higher standard in writing is in line with their peers.
Challenge: 2 To increase the proportion of disadvantage pupils achieving the higher standard in writing	<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: 3 To increase the proportion of disadvantage pupils achieving the expected standard in all core subjects in year 1</p>	<ul style="list-style-type: none">  The attainment of disadvantage pupils is in line with or above the attainment of their peers  The attainment of disadvantage pupils is in line with or above the attainment of disadvantage pupils in other year groups.
<p>Challenge: 4 To increase the average score for disadvantage pupils MTC</p>	<ul style="list-style-type: none">  To increase the average score for disadvantage pupils so that it is the same as or higher than all other pupils
<p>Challenge: 5 To increase the proportion of disadvantage pupils achieving the higher standard in maths</p>	<ul style="list-style-type: none">  The proportion of disadvantage pupils achieving the higher standard in maths is in line with or above the attainment of their peers.  The proportion of disadvantage achieving the higher standard in Key Stage 2 will be in line with or above the national average in all year groups.
<p>Challenge: 6 To ensure that all pupils make at least expected progress in all subject areas including foundation subjects</p>	<ul style="list-style-type: none">  Pupils are able to articulate their learning and how they learning with clarity and impact. Pupils know what they have learnt and what they can do to overcome a barrier, misconception or area of weakness.  Pupils retain more knowledge over time and can talk with clarity about connections made between new and prior learning  Pupils demonstrate greater confidence and independence in their learning demonstrating progress within lessons and learning over time.
<p>Challenge: 7 To provide all disadvantage pupils the opportunities to experience a wide range of in school and external trips and workshops to increase their knowledge and understanding of the curriculum and the wider world.</p>	<ul style="list-style-type: none">  Pupils are able to make connections between learning within and beyond the classroom  Pupils are able to demonstrate the ability to transfer knowledge across the curriculum  Pupils make at least expected progress in all subjects including foundation subjects



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: £15,500




Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>The Science of Teaching CPD</i></p> 	<p>The school will provide professional development for all staff, focusing on the key principles of The Science of Learning: meta-cognition, adaptive teaching, cognitive load, questioning techniques, wait time, and cold calling. These evidence-based strategies will be integrated throughout all continuing professional development sessions, demonstrating how effective teaching methods can enhance pupils learning across all subject areas.</p> <p>‘Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.’ Extract: Assessment and Monitoring Pupil Progress– Education Endowment Foundation)</p>	<p>Challenge 1-6</p> <p>£5000</p>
<p><i>Developing Oracy across the Curriculum CPD</i></p> 	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. The Voice 21 Oracy Improvement Programme supports schools to develop pupils’ use of speech to express their thoughts and communicate effectively.</p> <p>‘Evidence suggests that Oral language interventions that explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary.’ Extract: Assessment and Monitoring Pupil Progress- Education Endowment Foundation)</p>	<p>Challenge 1-6</p> <p>£2500</p>
<p>Mastering Numbers CPD</p> 	<p>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.</p> <p>‘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.’ (Teaching and Learning Toolkit Education Endowment Foundation)</p>	<p>Challenge 1 Challenge 4 Challenge 5</p> <p>£2000</p>


<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.</p> <p>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. (Teaching and Learning Toolkit Education Endowment Foundation)</p>	<p>Challenge 2 Challenge 3 £2000</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. (Teaching and Learning Toolkit Education Endowment Foundation)</p>	<p>Challenge 3 £500</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>'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.' (Teaching and Learning Toolkit Education Endowment Foundation)</p>	<p>Challenge 5 Challenge 6 £2000</p>

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

Budgeted cost: £240,200




Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extended School day in Years 5 and 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.’ (Teaching and Learning Toolkit Education Endowment Foundation)</p>	<p>Challenge 2 Challenge 5 Challenge 6</p> <p>£57,000</p>
<p>Bitesize Booster: Individualised Instruction</p> 	<p>‘Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective.</p> <p>Various models of individualised instruction have been researched over the years in education, particularly in subjects like mathematics where pupils can have individual sets of activities which they complete, often largely independently. More recently, digital technologies have been employed to facilitate individual activities and feedback.’ (Teaching and Learning Toolkit Education Endowment Foundation).</p> <p>Pupils will attend a daily 45-minute session using Century, a digital educational tool that facilitates personalized learning. This will allow them to work through gaps in their knowledge and receive targeted feedback and next steps.</p>	<p>Challenge 4 Challenge 5</p> <p>£7000</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</p>	<p>Challenge 3</p> <p>£58,000</p>






<p>Read, Write Inc Phonics interventions. Online learning</p> <p style="text-align: center;"></p>	<p>literacy strategy.</p> <p>‘Evidence suggests that technology approaches should be used to motivate students to practise more.’(Teaching and Learning Toolkit Education Endowment Foundation)</p>	<p>Challenge 3</p> <p style="text-align: center;">£2000</p>
<p>Bite Size Booster (KS2)</p> <p style="text-align: center;"></p>	<p>The Bitesize Booster Sessions provide 15 minutes of targeted instruction, reinforcing previous learning to help cement new concepts in long-term memory and alleviate cognitive overload. Pupils will participate in retrieval practice techniques to supporting automaticity in Grammar, Maths and Spelling</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.’ (Teaching and Learning Toolkit Education Endowment Foundation)</p> <p>Retrieval practice tops a list of the most effective evidence-based learning strategies.¹ It was shown to be effective for learners of all ages and subjects. (Dunlosky, J (2013) Strengthening the student toolkit)</p>	<p>Challenge 4 Challenge 5 Challenge 6</p> <p style="text-align: center;">£35,000</p>
<p>Maths Recovery: Small group/One to One Tuition Mastering Number</p> <p style="text-align: center;"></p>	<p>‘<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. This programme is now being extended to years 4 and 5</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.’ (Teaching and Learning Toolkit Education Endowment Foundation)</p>	<p>Challenge 4 Challenge 5 Challenge 6</p> <p style="text-align: center;">£68,400</p>

<p>Writing Recovery: Small group teaching focusing on increasing, composition and grammar.</p> 	<p>An experienced Literacy teacher provides targeted small group instruction, tailoring the intensive tutoring sessions to address the specific needs of the students.</p> <p>'Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.' (Teaching and Learning Toolkit Education Endowment Foundation)</p>	<p>Challenge 1 Challenge 2 Challenge 3</p> <p>£11800</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £47,700

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>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 3 Challenge 6 Challenge 7</p>
<p>Parental Engagement : Read, Write Inc Home support kits</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.' (Teaching and Learning Toolkit Education Endowment Foundation)</p>	<p>Challenge 3 Challenge 6 Challenge 7</p>
<p>Arts Participation</p> 	<p>'The school offers a variety of extracurricular activities that allow students to explore artistic and creative pursuits, including dance, drama, music, painting, and sculpture.'</p> <p>'Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.'</p> <p>'Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.'</p> <p>'Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.'</p> <p>'Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.' (Teaching and Learning Toolkit Education Endowment Foundation)</p>	<p>Challenge 1 Challenge 2 Challenge 3 Challenge 6 Challenge 7</p>

<p>Foundation Subject Workshops and Field Trips</p> 	<p>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.</p>	<p>Challenge 6 Challenge 7</p>
<p>Personal Development programme</p> 	<p>‘The average impact of successful personal development interventions is an additional four months’ progress over the course of a year.’</p> <p>‘Alongside academic outcomes, Personal Development have an identifiable and valuable impact on attitudes to learning and social relationships in school.’ (Teaching and Learning Toolkit Education Endowment Foundation)</p>	<p>Challenge 6 Challenge 7</p>
<p>Family support worker/Attendance Ambassador</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.’ (Teaching and Learning Toolkit Education Endowment Foundation)</p>	<p>Challenge 1-7</p>
<p>Triple P parenting course to support behaviour and attendance.</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>‘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.’ (Teaching and Learning Toolkit Education Endowment Foundation)</p>	<p>Challenge 1-7</p>
<p>Homework resources packs and study guide, and homework clubs</p> 	<p>‘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)’ (Teaching and Learning Toolkit Education Endowment Foundation)</p>	<p>Challenge 1-7</p>

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2023-2024

In the 2022-2023 academic year, the school received £324,803 in Pupil Premium funding. This money was used to support initiatives aimed at raising standards for disadvantaged students. Of the 887 children enrolled last year, 230 were eligible for Pupil Premium support.

Montem Academy has an excellent track record of significantly narrowing the achievement gap between disadvantaged children and their peers nationally (see results below). This demonstrates the success of our strategies and use of allocated funding. We have also effectively leveraged research from the Sutton Trust, particularly their Toolkit, to inform our decision-making and identify the most impactful interventions. For the 2024-2025 academic year, we plan to build on previously successful projects while also introducing a number of new initiatives.

Measuring impact

The Senior Leadership Team (SLT) rigorously tracks the impact of Pupil Premium funding expenditure. Throughout the year, the school monitors the impact of interventions. Intervention data is collected and recorded on detailed tracking grids/systems every half term. The school Principal, who oversees all Pupil Premium work, analyses this data. The aims are to ensure Pupil Premium funding is allocated to each eligible child, measure the impact of strategies in place, and identify areas where performance needs to be addressed.

Pupils in Years 2-6 take summative assessments each term to evaluate their progress in core subjects: reading, writing, grammar, and math. Ongoing assessments are conducted for all pupils from early years through to Year 6, including disadvantaged learners, to continuously monitor their attainment and academic growth.


Each half term, teachers analyse and discuss pupil progress data with their year groups. They identify any struggling pupils and provide them with targeted support and interventions to help close learning gaps. Quality First Teaching, which focuses on effective teaching and learning for all pupils, is a key factor driving the overall success of the pupils.


Progress of Disadvantage pupils (Whole School)

Funded children (Disadvantaged Pupils) have made progress is in line with or exceeding that of non-funded pupils (All other pupils) across all grade levels. The progress of Disadvantaged pupils is consistently 'excellent' in most year groups, however, the attainment of writing in KS1 is an area for improvement.


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. All pupils in Year 6 receive an additional 30 minutes teaching per day, through our extended school day offer.


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 2024					
	Reading		Writing		Maths	
	Dis	All Pupils	Dis	All Pupils	Dis	All Pupils
Year 1	60	71	30	56	40	68
Year 2	87	81	50	61	82	78
Year 3	83	73	77	68	90	78
Year 4	79	76	73	72	76	75
Year 5	85	86	73	81	85	90
Year 6	87	82	87	82	93	86

	Proportion meeting the higher standard (TA) at the end of Summer 2024					
	Reading		Writing		Maths	
	Dis	All Pupils	Dis	All Pupils	Dis	All Pupils
Year 1	20	19	10	13	10	29
Year 2	22	33	19	27	23	31
Year 3	40	42	23	30	36	44
Year 4	49	48	30	36	42	50
Year 5	21	32	21	33	45	53
Year 6	37	35	21	25	47	43

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	Proportion meeting the expected standard (Standardised Test) at the end of Summer 2024					
	Reading		Grammar		Maths	
	Dis	All Pupils	Dis	All	Dis	All Pupils
Year 1	30	60			50	63
Year 2	86	80	68	76	82	78
Year 3	80	76	73	71	83	80
Year 4	82	81	76	74	82	79
Year 5	79	81	73	80	82	90
Year 6	87	82	95	87	92	87

	Proportion meeting the higher standard (Standardised Score) at the end of Summer 2024					
	Reading		Grammar		Maths	
	Dis	All Pupils	Dis	All	Dis	All Pupils
Year 1	10	16			10	25
Year 2	14	28	14	30	14	34
Year 3	40	40	47	29	40	45
Year 4	51	48	30	36	40	51
Year 5	22	31	24	40	42	53
Year 6	42	36	74	69	53	47

	Attendance September 2022-July 2023	
	Disadvantage Pupils	Other Pupils
Whole School	94%	94%