

Pupil Premium Strategy Statement

E-ACT Montpelier High School

This statement details our school's use of pupil premium funding to help improve the progress of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	859
Proportion (%) of pupil premium eligible pupils	27.71%
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	July 2024
Statement authorised by	Vanetta Spence
Pupil premium lead	Emma Young
Governor / Trustee lead	Niall Gallagher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£249 900
Recovery premium funding allocation this academic year	N/A
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£249 900

Part A: Pupil premium strategy plan

Statement of intent

At Montpelier High School, we aim to create a culture of high expectations where pupil premium is embedded and integrated into everything that we do, and for staff to know pupil premium is not an underachieving group, but instead look at needs, not labels.

At MHS, everyone is responsible for pupils' outcomes with the belief that everyone can achieve. We aim for high challenge, with high support. At Montpelier High School, we are dedicated to fostering academic excellence within a supportive and challenging environment. Grounded in our core values of kindness, hard work, and have courage, we empower every student to pursue their aspirations with passion and resilience. Through a commitment to inclusivity and a focus on nurturing individual growth, we ensure that all pupils, regardless of background, thrive and succeed in their educational journey and beyond. Pupil premium is on the agenda for every meeting, and all CPD is explicitly linked to raising the achievement of pupil premium.

We spend our pupil premium funding in two ways: Academic support and wider strategies. All spending is evaluated to ensure that it is evidence based and directly benefits our most disadvantaged pupils. We recognise the impact of high-quality teaching, in-class intervention, metacognition and quality feedback and assessment. This guides our approach to teaching and learning.

We know that one of the key barriers to achievement for pupil premium is literacy and the vocabulary gap. Therefore, a proportion of our funding is spent on literacy interventions, particularly targeted at Key Stage 3.

We also use our pupil premium funding to ensure that quality pastoral support is in place. We have 5 non-teaching Heads of Year and a family support worker who have extensive experience in the pastoral system.

Over the next three years, we plan to ensure that the achievement and progress gap between pupil premium and non pupil premium is closed. We will do this through our use of raising achievement plans, faculty improvement plans and academy improvement plans. All of these documents will have long and short term strategies to success for pupil premium cohorts. We will continue to use

EEF guidance on implementation and our wider E-ACT Trust networks to ensure that we are confident that our strategy is embedded effectively and has a robust quality assurance procedure to measure the progress and attainment of pupil premium groups.

We use continue to use systems of recording information, such as Provision Map and ClassCharts, so that relevant strategies can be shared across teaching and support staff and information can be shared in real time with parents and carers. Scaffolding of learning is expected of all staff, and there are robust systems of quality assurance to ensure that this is implemented and measured for impact.

Challenges

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

Challenge number	Detail of challenge
1	<p>Gap in attainment 8 performance at KS4. PP A8 47.96 and NPP 60.08. Progress gap has narrowed but the average attainment is still wider for our PP students across their subjects.</p> <p>Basics 4+ and 5+ also show gaps in learning for English and Mathematics – PP 71% 4+ NPP 88% 4+</p>
2	<p>Key stage three assessment data and NGRT and CATs show there are gaps in learning for those with pupil premium. These gaps in learning are preventing access to some curriculum areas. This is evident in reading age data and literacy comprehension. Increase access to all areas of the curriculum to support their learning.</p>
3	<p>Attendance data shows that there is a disproportionate number of sessions missed for pupil premium cohort than none. Approximately 5% year on year from 2022 – 2024. This gap persists across year groups.</p>
4	<p>Destinations of those with pupil premium continue to be area that require additional support to ensure they have high aspirations of post-16 placements and courses to reach post-18 goals for future careers.</p>

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
<p>1. Improved attainment and closing gaps between pupil premium and non-pupil premium to raise achievement at key stage four outcomes.</p>	<ul style="list-style-type: none"> • Basic matching for pupil premium in both English and Maths at 4+, 5+ and 7+. • Narrowing of the attainment gap in GCSE results at the end of KS4. Improvement in NEA outcomes for all pupil premium cohort to remove barriers to success. • Increased curriculum opportunities for achieve in additional qualifications such as GCSE Statistics, home languages and higher level qualifications.
<p>2. Increased opportunities for pupil premium cohort to ensure equity within provision for year groups. Access to resources, trips, clubs and curriculum needs are diminished and allow all pupils to take part in any area of the curriculum and extra-curricular opportunities that can reasonably be supported.</p>	<ul style="list-style-type: none"> • GCSE options process at year 9 ensures all pupil premium students have their first choice or reserve options to ensure motivation and success at key stage four. • Additional enrichment and intervention options are offered first to pupil premium cohort for increased opportunities to close gap and build cultural capital. • Pupil premium cohort proportionally represented in most activities across the school. • Increased curriculum opportunities for achieve in additional qualifications such as GCSE Statistics, home languages and higher level qualifications.
<p>3. To improve attendance of pupil premium cohort to support access to school provisions and remove barriers to learning through absences.</p>	<ul style="list-style-type: none"> • The attendance gap between pupil premium cohort and non-pupil premium is narrowed. Especially for unauthorised absents. • Punctuality to school for pupil premium cohort it in-line or better than non-pupil premium cohort. • Weekly attendance checks for vulnerable students identifies with their pupil premium characteristic who are severely absent and actions are put in place to improve attendance. • Termly attendance data analysis of pupil premium cohort actions is logged and individual meetings with parents/careers are logged.
<p>4. Careers and post-16 guidance and support is bespoke to all individuals in receipt of pupil premium funding that</p>	<ul style="list-style-type: none"> • Destinations for leavers at post -16 and post-18 are as ambitious showing proportional numbers attending sixth forms and universities.

<p>ensures they have ambitious destinations in line with their peers.</p>	<ul style="list-style-type: none"> • Increased number of pupil premium cohort attending V6 sixth form to remain part of the Montpelier High School. • Pupil premium cohort all receive one to one careers guidance from independent advisor. • Range of provisions are shown to pupil premium students to give them ambition or their futures. • Careers days target pupil premium cohort first for opportunities. • Work experience placements are supported and ensure all those with pupil premium funding have a suitable placement that is supporting their career ambitions.
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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: **£40,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training and CPD teachers to ensure high challenge for all students</p>	<p>High quality teaching is the key to reducing disadvantage. Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on Maths and Science progress:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>WaIKTHURs CPD for teaching and learning</p>	<p>With support from E-ACT we use the WALKTHURs pedagogy for quality first teaching and scaffolding techniques for learners.</p> <p>Teaching WalkThrus Multi-Platform Teaching Tools & Resources To Support Teachers - Primary Schools -</p>	<p>1,2</p>

	Secondary Schools - Further Education - Coaching Tools - Webinars Oliver Cavigioli - Tom Sherrington UK	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£80,900**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision for those not at age related expectations in year groups, especially KS4. Sparx Maths	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low progress pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF Supporting the attainment of disadvantaged pupils: articulating success and good practice Sparx Maths - Community	1, 2
NGRT reading programme for all year groups. Sparx reader Little Wandle	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Sparx Reader - Community Everybody read! Letters and Sounds	1, 2
Staff training in pastoral support. Emotional Literacy Support Assistants (ELSA) and Mediating Learning Support Assistants (MeLSA)	Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk) School-based interventions are shown to be effective in groups with elevated but sub-clinical symptoms. We are continuing to develop a clear graduated response to presenting mental health difficulties, starting with universal approaches delivered via PSHE and whole staff training, and involving	1, 2, 3

	<p>form tutors and the wider pastoral and head of year team.</p> <p>Learning support team and use of Provision Map support pupils to become independent learners and work with them on these skills.</p>	
Curriculum resources	<p>Every student has access to all resources required for learning and accessing the curriculum. This may include ingredients for food and nutrition, art supplies, revision materials, copies of texts for annotation etc.</p> <p>Supporting the attainment of disadvantaged pupils: articulating success and good practice</p>	1, 2

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

Budgeted cost: **£119,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral staff, including Heads of Year, family support worker, trainee social care and the Bridge Foundation.	<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Attendance strategies are implemented by Heads of Year. Other pastoral agencies in school support the well-being supported in specific year groups by Heads of Year.</p> <p>Home: The Bridge Foundation - Leaders in child and family mental health</p>	2, 3
Online recording systems to support early intervention with BfL, SEND, pastoral/emotional support and safeguarding	<p>EEF guidance on improving behaviour in schools https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</p> <p>Evidence shows that all students should have a supportive relationship with a member of staff. We are continuing to develop this within our head of year team. Targeted approaches are needed to meet the needs of students presenting with specific issues. We continue to develop a</p>	3, 4

	thrive informed approach across all staff to support this.	
<p>Careers and personal development opportunities, advice and guidance.</p> <p>Independent careers guidance.</p> <p>Unifrog platform for logged careers.</p> <p>High quality work experience placements for all pupil premium cohort.</p>	<p>Careers Education, International Literature Review</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_review.pdf</p> <p>Evidence shows that the impact of a process of learning, individually or in groups, designed to help young people to develop the knowledge, confidence, and skills they need to make well-informed, relevant choices and plans for their future, so they can progress smoothly into further learning and work is high.</p> <p>Good Career Guidance Education Gatsby</p>	3, 4
<p>School trips for the curriculum. Contributions for extra-curricular activities.</p>	<p>Paul Hamlyn Foundation: Evaluation of Learning Away: Final Report</p> <p>http://learningaway.org.uk/wp-content/uploads/LA-Final-Report-May-2015-1-1.pdf</p> <p>Duke of Edinburgh</p> <p>Impact of the DofE - The Duke of Edinburgh's Award</p> <p>Evidence shows that learning outside the classroom has a positive impact on wellbeing and a student's sense of achievement.</p> <p>Outward Bound Outdoor Learning Educational Charity The Outward Bound Trust</p>	2, 3, 4

Total budgeted cost: £249 900

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 4 performance data and our own internal assessments.

For 2024, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was 0.54, compared with 0.66 for non-PP students, an increase on 2023 which saw a gap of 0.05 compared to 0.5 for non-PP. Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 4.80 (a gap of 1.21 with non-PP).

Key stage 4 data and our internal assessments suggest that the gap for pupil premium students in narrowing from 0.45 to 0.12 from the efforts of the three year strategy. We are continuing many of the measures of the next three years to continue this trend whilst also refining out approaches with some additional pastoral and raising attainment strategies.

Absence among disadvantaged pupils was higher than their peers in 2023/24. We recognise this gap needs to be diminished which is why raising the attendance of our disadvantaged pupils continues to be a focus area that we can apply the same rigour as we have for our attainment and progress for all of students.

Careers support has meant that all our students at KS4 went onto successful post-16 destinations with a third of the year 11 cohort entering our internal sixth form provision V6 and others attending sixth forms or colleges across the city. As one of our measures for 2024 – 26 we hope to increase the number retaining in our sixth form.

All key stage four students had a successful work experience placements in 2023/4 and this has supported their careers journey. We will be using Unifrog to ensure our careers provision grows further and all opportunities are offered to pupil premium cohort first so that they have enhanced placements for 2024/26.

Externally provided programmes

Programme	Provider
Online Maths homework and support	Sparx
Reading – improving students' reading ages	Sparx reader NGRT Little Wandle
Careers	Unifrog
Extra curricular	Duke of Edinburgh Outward Bound