Pupil Premium Strategy Statement – 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	905
Proportion (%) of pupil premium eligible pupils	20.88%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Vanetta Spence
Pupil premium lead	Rachael Jones
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,951
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	£157,951

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 believe disadvantaged students are not an underachieving group, but instead look at needs not labels.

At MHS, everyone is responsible for student outcomes with the belief that everyone can achieve. We aim for high challenge, with high support. All pupils are encouraged and supported to become compelling individuals who can advocate for a better future for all. Pupil premium students are on the agenda for every meeting, and all CPD is explicitly linked to raising the achievement of disadvantaged students. Over the next three years we will ensure that this is fully implemented by school leaders and middle leaders into all subjects across the curriculum.

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 students. 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 disadvantaged students 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 who have extensive experience in the pastoral system.

Over the next three years, we plan to ensure we use even more thoroughly evidence-based research to inform our spending plans. This plan is intended to be long term and is embedded into our school improvement plan. We will be using the EEF guidance on implementation to ensure that we are confident that our strategy is embedded effectively. We use systems of recording information, such as Edukey 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. Personalisation 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	Gap in attainment between PP and non-PP. This gap has persisted over several years. In 2023, at GCSE, the average attainment 8 grades indicate a large gap between PP and non-PP (4.18 to 6.06). Furthermore, the average total progress gap continues to persist with 0.49 for non-PP and 0.05 for PP students. At A level, the gap persists with the average grade per pupil was a C+ for non-PP and a C- for PP. Furthermore, the value added for non-PP was -1.05 and -1.52 for PP students.
2	In our setting, data from the NGRT reading test shows that a higher proportion of disadvantaged pupils having reading ages lower than their peers and need intensive support with literacy to close the gap.
3	Attendance data shows that disadvantaged students have lower attendance than their peers on average (5.98% lower than non-PP for the academic year 2022-23). This gap persists across year groups.
4	SEMH-The school's Behaviour for Learning data shows that disadvantaged students are disproportionally represented among those presenting with behavioural difficulties.

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
1. Improved progress among disadvantaged pupils across the curriculum at the end of KS4, with a focus on improved progress in maths and percentages of students achieving both English and Maths	• -Narrowing of the progress gap in GCSE results at the end of KS4-measured via results data. We should also see this replicated in assessment outcomes at KS3.
2. Disadvantaged students to report levels of wellbeing in line with those of peers	-Decrease in behaviour incidents in and out of lessons, rankings at data points will show similar behaviour for learning across PP and non-PP students
3. Increased opportunity for all, with higher numbers of PP students having the accessing an academic curriculum at KS4 (Ebacc), which studies show leads to facilitating subjects at A level increased participation in HE	-Numbers of PP students achieving a broad and balanced curriculum to increase at the end of the 2024 options process -PP students will show increased access to extra-curricular activities such as theatre tips and Duke of Edinburgh Award. This will be reflected in numbers doing these activities. -Increase in numbers of PP students remaining at V6 for A levels -Destinations for leavers to show proportional numbers of PP students attending university
4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	- The attendance gap between PP and non-PP students decreases -Termly attendance data indicates that the gap is decreasing

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
Training and CPD teachers to ensure high challenge for all students	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: Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF	1

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

Budgeted cost: **£37,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision for those not at age related expectations in year groups, especially KS4.	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	1, 2
NGRT reading programme for all year groups	Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)	1, 3

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

Budgeted cost: **£100,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral staff, including Heads of Year	Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. Attendance is also supported in specific year groups by Heads of Year.	2, 4
Staff training in pastoral support, e.g. ELSA	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 form tutors and the wider pastoral and head of year team.	2, 3, 4
Online recording systems to support early intervention with BfL, SEND, pastoral/emotional support and safeguarding	EEF guidance on improving behaviour in schools https://d2tic4wvo1iusb.cloudfront.net/eef -guidance- reports/behaviour/EEF_Improving_beha viour_in_schools_Report.pdf 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.	2, 3, 4

	Targeted approaches are needed to meet the needs of students presenting with specific issues. We continue to develop a thrive informed approach across all staff to support this.	
Careers and personal development opportunities, advice and guidance	Careers Education, International Literature Review https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_review.pdf 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.	1, 3
School trips and other extra-curricular activities	Paul Hamlyn Foundation: Evaluation of Learning Away: Final Report http://learningaway.org.uk/wp-content/uploads/LA-Final-Report-May-2015-1-1.pdf Duke of Edinburgh Impact of the DofE - The Duke of Edinburgh's Award Evidence shows that learning outside the classroom has a positive impact on wellbeing and a student's sense of achievement.	2, 3, 4

Total budgeted cost: £157,500

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 2022/23 academic year using key stage 4 performance data and our own internal assessments.

For 2023, 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 0.05, compared with 0.49 for non-PP students. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 4.18 (a gap of 1.88 with non-PP).

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations.

EBacc entry for disadvantaged pupils was 13%, which is similar to the previous years and 73% below that for non-disadvantaged pupils.

Absence among disadvantaged pupils was 5.98% higher than their peers in 2022/23. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

Externally provided programmes

Programme	Provider
Online Maths homework and support	Sparx
Reading – improving students' reading ages	Lexia NGRT