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	Montgomery Primary School
Number of pupils in school	391
Proportion (%) of pupil premium eligible pupils	31.2%
Academic year/years that our current pupil premium strategy plan covers	24-25 <mark>25-26</mark> 26-27 (reviewed yearly)
Date this statement was published	31/12/25
Date on which it will be reviewed	30/11/26
Statement authorised by	Katrina Way
Pupil premium lead	Steph Walker
Governor / Trustee lead	Rosalind Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186,999
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£186,999

Pupil premium strategy plan

Statement of intent

At Montgomery our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to ensure that key support is in place to enable all of our pupil premium children to achieve this goal, including progress for those pupils who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

At Montgomery, providing pupils with a rich and varied curriculum through high quality teaching is at the heart of all we do. Therefore, this is what is at the heart of our pupil premium strategy. High quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and will also benefit the non-disadvantaged pupils in our school. Implicit in the outlined strategy below is the intention that attainment for our non-disadvantaged pupils will be improved and sustained alongside their disadvantaged peers.

During the school year 2024-2025 we adopted a new whole school Pupil Premium Promise (attached at the end of this document). We intend this to be the foundation stones to our approach to Pupil premium that will allow all pupils to be ready to learn and to be able to achieve their individual targets.

Our strategy will take into account and be responsive to common challenges and individual needs. These will always be based on robust, diagnostic assessment and not based on assumptions on the impact of disadvantage. The approaches we have adopted will work hand-in-hand with our School Improvement Plan and the approaches will complement each other to help our pupils excel.

To ensure the strategy is effective we will:

- adopt a whole school approach, ensuring that all staff fully understand what disadvantaged means and how it affects the pupils in our school.
- Ensure that all staff know who their pupil premium children are and take responsibility for disadvantaged pupil's outcomes and raise expectations of what they can achieve.
- Act early to intervene at the point that need is identified.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers
2	Internal assessments indicate that reading, writing and maths attainment among disadvantaged pupils is significantly lower than that of non-disadvantaged pupils.

	This is evident on all areas, our PP children come into reception significantly below their peers. However, this is particularly prevalent in years 4, 5 and 6.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in large knowledge gaps leading to pupils falling further behind age-related expectations, this is significant in writing. We are also aware- from observations, safeguarding logs and close relationships with our parents - that our disadvantaged pupils and families have a greater social and emotional need, with wider family support often needed.
4	Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. In the first half of Autumn term 25-26, 40% of our disadvantaged pupils had attendance below 95% compared to 27% of our non-disadvantaged pupils.
5	Data from attendance at school events, observations, and discussions with staff indicate that disadvantaged pupils' parents are significantly less engaged than non-disadvantaged pupils. This lack of engagement significantly impacts pupils' progress.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language and vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil voice through subject monitoring, book scrutiny and ongoing formative assessment.
Improved maths, writing and reading attainment for disadvantaged pupils.	Internal teacher assessments and data show disadvantaged pupils progressing at the same rate as their non-disadvantaged peers.
To achieve and sustain improved parental engagement for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of parental engagement from 2026/27 demonstrated by: - qualitative data from student voice, student and parent surveys and teacher observations - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils - Increased attendance at Parents evenings/school events by parents of disadvantaged pupils.
Attendance data has improved to meet national data.	Children have a sense of belonging and have built relationships with trusted adults. Attendance is in line with the school target of 95%

Persistent absence is less prevalent in disadvantaged pupils.	Persistent absence figures show a marked decrease in difference between disadvantaged pupils and non-disadvantaged pupils.
Pupils have participated in the 11 identified enriching experiences by the age of 11. These experiences include visits to religious buildings, a university, a theatre, opportunities to use different modes of transport, and visits to varied locations and terrains beyond the core curriculum. The school will provide structured opportunities and support to enable access for PP pupils, including financial assistance and tailored planning.	These experiences will; **Broaden Horizons:** Pupils will develop a wider understanding of their community, culture, and the world, fostering curiosity and engagement beyond the classroom. **Increase Aspirations:** Exposure to diverse experiences will inspire pupils to set higher personal and academic goals, supporting the school's vision of raising aspirations and enabling children to aim high. **Enhance Knowledge and Skills:** Pupils will gain knowledge and life skills that contribute to their personal development, social understanding, and readiness for future education and life challenges. **Provide equity of Opportunity:** Ensuring PP pupils access these experiences helps close the gap in cultural capital and opportunity, promoting equality and inclusion. **Develop positive Attitudes to Learning:** Pupils will demonstrate increased motivation, confidence, and resilience as a result of engaging with new environments and challenges.

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

Budgeted cost: £115,847.83

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure RWI is embedded across the school to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1, 2
Adress the gap in speech and language within Early years to enhance communications skills and	Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Adults have a	1,2

improve overall learning outcomes for pupils. We will work to do this inline with our SDP by: Developing targeted speech and language interventions tailored to identified gaps. Training staff on effective strategies for promoting speech and language development in the classroom. Rich and varied texts chosen specifically to support the learning experiences. Ensure a high priority is placed upon books and reading is celebrated. Embedding a 'Story of the Week' initiative to promote familiarisation with stories. - Organise regular storytelling sessions led by staff and guest readers. - Create a designated reading corner with diverse books that reflect the school's cultural diversity. - Implement workshops for parents to support reading at home.	vital role to play in modelling effective language and communication. Use a wide range of approaches including shared reading, storytelling and explicitly extending children's vocabulary. Preparing for literacy (EEF) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary, and their early reading skills. On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. Communication and language approaches | EEF	
CPD for all staff delivered in house by the English lead, to improve staff knowledge and use of assessment. Providing support for all staff through writing moderation opportunities, both across school and with other local links.	Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons. https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&utm_medium=search&utm_campaign=site_search&search_term=assesment	2

Employ a teacher so that the Y6 cohort can remain as 2 classes (41 pupils total in cohort) allowing class sizes to be small so that Maths and English lessons can be tailored very specifically to each group's needs.	International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1,2,3
Use AR data to pick up those children whose ZPD does not increase.	Accelerated reader report (EEF) https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader	2
Use AR HLTA to identify these children and then supply additional 1:1 sessions as necessary. Offer 1:1 sessions before and after school.	Accelerated reader report (EEF) https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader	2
Employ teacher for 0.1 to enable maths lead to monitor maths across the school and provide small group maths and writing interventions in year 5/6?	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining 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, 3
Purchase of Natterhub to upskill and support teachers in the teaching of online safety and SEMH skills.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	3
All teaching staff to attend Steplab teaching CPD across the school year and to fully commit to deliberate practice.	Implementing Steplab teaching CPD for all staff with a full commitment to deliberate practice can have significant positive impacts on high-quality teaching and outcomes for disadvantaged pupils (Pupil Premium, PP.) A measurable improvement in teaching quality, with teachers better equipped to meet diverse needs Enhanced progress and attainment for PP pupils, narrowing gaps with their peers. A stronger culture of reflective practice and professional growth among staff.	2

	Greater alignment with our school improvement priorities around teaching, assessment, and inclusion.	
All staff to attend Paul DIX behaviour positive noticing CPD this year.

All staff to attend Oracy CPD this year. | The EEF guidance states:

Good relationships matter Supportive relationships are a key motivation for teachers joining the profession, and happily, both teacher and pupil surveys show that teachers usually have positive relationships with students. Research suggests that teachers knowing their students well can have a positive impact on classroom behaviour.8 In settings where multiple adults frequently work with individual pupils, effective communication between those key adults is important. Information needs to be sought and willingly shared by pupils and parents. Understanding pupils better can be more effective than relying on a default response

[Improving behaviour in schools](#)

[Oral language interventions | EEF](#)

1. On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress).

2. Interaction for learning is a key aspect of these interventions. Approaches often involve spoken interaction between the practitioner and pupils and between peers.

3. The evidence is strongest on interventions that are integrated with the existing curriculum. It is important to consider how any changes or refinements to practice are integrated with the curriculum.

4. Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be. | 2, 3 |
| Employ x1 1.0 teacher for x2 months to support with year 5 transition to Year 6 and provide 1:1 teaching for those pupils that need solid start and fill gaps ready for year 6 learning. Teacher to develop EYFS | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:
[One to one tuition | EEF (educationendowmentfoundation.org.uk)](#)
And in small groups: | |

| | maths skills and support in embedding coaching . | Small group tuition \| Toolkit Strand \| Education Endowment Foundation \| EEF | |

Targeted academic support.

Budgeted cost: £47,732.28

Activity	Evidence that supports this approach	Challenge number(s) addressed
To upskill support staff with appropriate approaches and pedagogy to teaching interventions	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, Teaching assistant intervention (EEF) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2
PSHE Lead to provide training for support staff to ensure that we are delivering quality social and emotional interventions for disadvantaged and non disadvantaged pupils that need extra support. SEMH approaches will be embedded into routine educational practices and supported by professional development and training for support staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	3
PP lead (and subject leads) to analyse PP attainment data termly to ensure needs of disadvantaged pupils are identified early and that interventions across the school are consistent and are in place to close gaps with TA's deployed appropriately to ensure impact.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining 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

| | Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact,

 Teaching assistant intervention (EEF)
 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions | |

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

Budgeted cost: £23, 262.04

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use Seesaw as an ongoing communication tool and alongside MCAS move to using this as a whole school approach to communication for teaching and learning.	Evidence shows that 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4,5
Assistant head and safeguarding lead to analyse attendance and punctuality trends. Compare to historic trends pre-Covid. Ensure systems in place are being followed and efficiently address this. Admin staff to be released 1 day a fortnight to be able to fully analyse and prepare data on attendance and punctuality.	Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes Attendance interventions (EEF) https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_cam	4
Proactively contact those persistently absent to discuss potential barriers. Likewise for persistent lateness.	Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent,	4

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<td></td>
<td>2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes

Attendance interventions (EEF)

https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_cam m</td>
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<td>Provide disadvantaged pupils support, to access wider curriculum enrichment opportunities. Including providing Rock steady places for PP pupils.

Pupils to be funded attending a local theatre for a pantomime in December 25.

PP Lead to actively seek extra-curricular opportunities aimed at PP pupils and organise these in partnership with subject leads, including – but not limited to – opportunities offered by Exeter university.</td>
<td>At Montgomery our curriculum is enriched by trips, visitors, and experiences. Our children come from a diverse range of social backgrounds. This means that there is a wide variety of first-hand experiences encountered by the children outside of school. It is therefore our expectation that we will ensure all children leave Montgomery with a broad range of experiences. These experiences also help to deepen children's knowledge and to make links between units of learning.

With this in mind, we will support disadvantaged pupils to access these wider experiences.</td>
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<td>Invite 12 pupils with highest persistent absence records to a before school breakfast club. Club will include a breakfast offer plus opportunities to access resources targeted towards those pupils' academic gaps.</td>
<td>Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes

Attendance interventions (EEF)

https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_cam m</td>
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Release Literacy lead and SENCO for 1 day a term to provide high quality teacher led workshops for parents to upskill them in phonics/writing and SEMH knowledge.	Evidence shows that 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4/5

Total budgeted cost: £186,842

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Aim	Outcome
Improved oral language skills and vocabulary among disadvantaged pupils.	Through observations and pupil voice it is clear that knowledge and use of vocabulary for disadvantaged pupils is improving.
Improved maths, writing and reading attainment for disadvantaged pupils.	Attainment for PP pupils in maths, writing and reading is improving, however this continues to be an area of improvement with gaps between our PP children and their peers. This continues to be prevalent in our current 4,5 and 6 year groups.
To achieve and sustain improve parental engagement for all pupils in our school, particularly our disadvantaged pupils.	Over the last two academic years the school offered wider and more varied opportunities for parents to engage with the school. These were well attended, and work will continue this year to specifically target our hard-to-reach families from disadvantaged backgrounds.
Attendance data has improved to meet national data.	Attendance is improving and moving towards national figures however disadvantaged pupils school attendance figures are still below that of non-disadvantaged.
Persistent absence is less prevalent in disadvantaged pupils.	Although much work has been done in the last year to try and decrease the persistent absenteeism levels within our disadvantaged pupils, data from the end of 24-25 still shows that our persistently absent pupils are still many of our disadvantaged pupils. It was recognised by Ofsted that the school are doing, and continue to do all they can to improve attendance.

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	Provider
Accelerated Reader	Renaissance
Times Tables Rock Stars	Maths Circle
One Decision	1 Decision LTD
White Rose Maths and Science	White Rose
Natterhub	Twinkl
Seesaw	Seesaw

Montgomery Primary School

Pupil Premium Promise

This document looks to highlight 3 key whole school approaches we have at Montgomery to ensure that we are meeting the needs of our Pupil Premium children. This does not look to replace our Pupil Premium Strategy, which is a key document for all staff to be aware of, nor does it look to replace the Pupil premium learning plans, or the individual targets set for pupil premium pupils by class teachers. These 3 whole school approaches intend to be the foundation stones that allow pupils to be ready to learn and to be able to achieve their individual targets.

Whole school approach 1: A SENSE OF BELONGING.

At Montgomery we want all pupils to feel a sense of belonging and be able to identify where they fit into our school and wider community. Our curriculum is designed to enable this for all pupils. However, we know that for many of our pupils from disadvantaged backgrounds this will be harder to establish. We know that many of these families connect with the local area less. Pupils will have less familiarity with local services and events. They will also have less experience of communicating and building relationships with adults. For some of these pupils the only relationships they have with adults could be unhealthy.

To enable our disadvantaged pupils to build a sense of belonging within the school we will ensure that each child has a relationship with at least 1 trusted adult. This is a key focus for us over the coming year. Within each year group adults will be aware of who their key PP children are and will ensure they are checked in with each day- this could be a simple "hello, how was your weekend".

We know all staff are very proactive at building relationships with pupils and most likely this is something that is already happening for the majority of our PP pupils, however this being a focus will ensure that we are actively seeking this for all pupil premium pupils. Feeling safe and having a sense of belonging will allow pupils to be ready to learn.

Whole school approach 2: Parental Engagement.

We know that our relationships with parents are also extremely key to pupils being successful in school. Many of our hard-to-reach parents are those parents of children from disadvantaged backgrounds. This could be for many reasons, a lack of trust of people in authority, a lack of understanding of the importance of home-school communication or even poor school experiences in their own childhoods.

Having a whole school focus on ensuring that we are reaching out to those parents and working to build engagement with them is something that we already do at Montgomery. However, we want to ensure that all staff know what that looks like and ensure that all staff are on board and reaching out to those parents. As we work on this focus, we will formalise what this means and how we ensure that this is consistent across the school.

Whole school approach 3: Wider opportunities.

Our curriculum intent states: *We know our children come from a diverse range of social backgrounds. This means that there is a wide variety of first-hand experiences encountered by the children outside of school. It is therefore our expectation that we will ensure all children leave Montgomery with a broad range of experiences.*

Over the last few years, a lot of work has been done to ensure that this is true. We now offer many trips and experiences year in, year out. Our 11 by 11 at Montgomery plan also highlights wider opportunities that we want to ensure all pupils receive by the time they leave us.

It is important that we foresee any barriers to our disadvantaged pupils participating in these experiences and work to remove those in advance of the opportunity happening. As we continue to evolve our offer for wider opportunities, we will work to ensure that our offer is accessible to all and that we go above and beyond to provide our PP children with wider opportunities.