# Pupil Premium Strategy Statement 2020 – 2022

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| **Metric** | **Data** |
| School name | Montgomery Infant School and Nursery |
| Pupils in school | 265 |
| Proportion of disadvantaged pupils | 20.37% |
| Pupil premium allocation this academic year | £72,630 |
| Academic year or years covered by statement | April 2021 - August 2022 |
| Publish date | September 2021 |
| Review date | Spring 2022 |
| Statement authorised by | Sue Bridgeman |
| Pupil premium lead | Sue Bridgeman |
| Governor lead | Peter Andrews |

## Disadvantaged pupil attainment scores for last academic year 2019 pre-covid (national data)

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| **Measure** | **Score** |
| Reading | 71% (78%) |
| Writing | 57% (73%) |
| Maths | 57% (79%) |
| **Measure** | **Score** |
| Phonics Year 1 | 33% (84%) |
| Phonics Year 2 | 0% |

## Strategy aims for disadvantaged pupils

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| **Measure** | **Score** |
| Meeting expected standard at KS1 | NA |
| Achieving high standard at KS1 | NA |

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| **Measure** | **Activity** |
| Priority 1 | Remove barriers to learning: Identify and support children with SEMH issues. Emotional (some medical admin) interventions introduced to children that have difficulties accessing the curriculum. |
| Priority 2 | Core subject interventions identified and targeted learning support initiated |
| Barriers to learning these priorities address | Ensuring that our pupils have the best start in their learning journey by giving them emotional tools to access learning and targeted educational support, so they can work alongside their peers. |
| Projected spending | SS,KF,MS £19708.32. Training, Thrive £530, Medical/Admin £1085.40 £21,323.72 |

## Teaching priorities for Disadvantaged pupils, current academic year KS 1 results (2021-2022)

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| **Aim** | **Target (as National)** | **Target date** |
| Attainment in Reading | 78% | July 2022 |
| Attainment in Writing | 73% | July 2022 |
| Attainment in Mathematics | 79% | July 2022 |
| Attainment in Phonics (yr1) | 84% | July 2022 |

## Focused support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

## Targeted academic support for current academic year

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| **Measure** | **Activity** |
| Priority 1 | Phonics – We have worked with the English Hub to introduce a new phonics scheme across the whole school. Little Wandle Letters and Sound Revised scheme has been purchased and training undertaken for teaching to be implemented September 2021 |
| Priority 2 | Introduction of a new reading scheme Little Wandle with books aligned to phonics teaching. High quality sharing books including Monty Must Reads. |
| Barriers to learning these priorities address | Phonics teaching across the school was good but lowest achievers needs were not always met due to inconsistency of resources across the school. Reading is a priority to successful learning and high quality and consistent phonics teaching will enable all children to achieve.  Monty Must Reads available in each class for children to share independently. These are read regularly by staff to engage children in the joy of reading. |
| Projected spending | Phonics/lunch £12663.37, AHT/SENCo £2709.40, Reads £400, £15,772.77 |

## Wider strategies for current academic year

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| **Measure** | **Activity** |
| Priority 1 | Interventions Teacher 1 Academic Year  (mixed funding, remainder of catch up grant, PPG, Contingency Staffing) smaller group sizes to support learning |
| Priority 2 | Classroom intervention support - 1 per year group to implement targeted interventions to support learning including speech and language. |
| Barriers to learning these priorities address | Targeted support for all low ability children with interventions in KS1 (out of the classroom) and targeted support with extra assistance (in the classroom) |
| Projected spending | Welfare £23,448.96, Subs £1042.80, Assist with Teacher Sept: £11041.75 £35,533.51 |

## Monitoring and Implementation

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| **Area** | **Challenge** | **Mitigating action** |
| Teaching | Professional Development and training to be identified and implemented where needed as part of our school improvement plan. | Use of INSET days to provide training and to ensure staff are all fully autonomous with our curriculum and Monty Way |
| Targeted support | Result led timetabled interventions to be monitored and reviewed in line with expected progress | Intervention Teacher 1 year fixed term to ensure all pupils are in line with expected progress. Small group led interventions and Thrive to continue. |
| Wider strategies | Working with the families to encourage learning and provide them with appropriate tools for learning where necessary | Working closely with families and organisations to reach the best outcome for each child. |

## Review: last year’s aims and outcomes

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| **Aim** | **Outcome** |
| Targeting low attainment | Two step progress intended where possible, measuring progress not achievable during lockdowns 2020 |
| Remove barriers from learning | As much support was provided for children at home, as children in school during 2020. Packs and resources were prepared and distributed |
| Class room support | Support in class was invaluable during 2020, as teachers were able to initiate online learning whilst children in class continued to be supported |