

# Montgomery Infant School and Nursery

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Montgomery Infant School and Nursery
Number of pupils in school	265
Proportion (%) of pupil premium eligible pupils	20.37%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020 - 2022
Date this statement was published	15 <sup>th</sup> November 2021
Date on which it will be reviewed	February 2022
Statement authorised by	Sue Bridgeman
Pupil premium lead	Sue Bridgeman
Governor / Trustee lead	Peter Andrews

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,480.00
Recovery premium funding allocation this academic year	£ 8,265.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£128,745.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Montgomery Infant School and Nursery, we believe that a pupils' attainment should not be limited by a child's background. The whole school strives to raise attainment for all children and to tackle disadvantage, so that education is accessible. We aim to address the need of every pupil as soon as they arise and promote a culture of early and timely intervention, where needed, and track the progress of all interventions for individual impact.

High quality first teaching is delivered throughout the school. Additional support is deployed where needed through 'on the spot' intervention from LSAs and through planned, targeted interventions for Speech and Language and core subjects (Closing the Gap).

Where children are disadvantaged and fall behind with their learning and social development, they may become disengaged with learning, reluctant to participate, anxious or suffer from lack of confidence. We aim to identify these barriers using our Thrive programme and our intent is to remove those barriers to learning through a mixture of whole class and targeted support.

## Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress made
2	Pupils and their families have social and emotional difficulties, including physical, neurological impairments and mental health issues
3	Pupils reading skills are delayed or below average
4	Low attendance and persistent absenteeism
5	Pupils are experiencing high mobility and turbulence

## 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><i>Expected progress to be made for all children that are able to access learning</i></p> <p><i>Disadvantaged pupils to maintain the standard of attainment they achieved at the end of the previous year.</i></p> <p><i>Those that have 'fallen behind' make accelerated progress through catch-up</i></p> <p><i>Ensure children receive targeted high quality interventions</i></p>	<p>Summer 2022. Measurable results showing expected outcomes – making expected progress.</p> <p>A proportion of pupils will make accelerated progress.</p> <p>Analysis of all interventions will show positive impact on pupils learning and identified pastoral interventions.</p>
<p><i>Progress to be made where children fall behind or are unable to access learning due to social, emotional or turbulent lives outside of school.</i></p>	<p>Collaborative whole school Thrive programme and targeted interventions to support children with barriers to learning.</p> <p>SENCo and Headteacher support for families in need.</p> <p>Pastoral mentor engagement with families.</p> <p>Positive behaviour management and BSL for non-verbal communicators.</p> <p>SEN LSAs to support pupils in class setting.</p> <p>Learning friends for self-regulation and meta-cognition</p>
<p><i>Phonics programme – Little Wandle</i></p> <p><i>Monty must reads</i></p>	<p>Whole school approach to new programme, all staff trained and parents sharing the programme at home. Results to be measured Summer 2022. Keep up sessions for identified children</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Shared fiction for EYFS and KS1 purchasing of a smaller selection of titles in bulk to provide engagement and familiarity in whole class teaching. Still being implemented, emerging results 2023</p>
<p><i>Attendance</i></p>	<p>Disadvantaged pupils will match or exceed national attendance averages in line with non-disadvantaged pupils (96%+)</p> <p>Monitoring of absenteeism by administrator and Headteacher to increase pupil attendance.</p>
<p><i>Mobility</i></p>	<p>High mobility throughout the school creates administration and change issues that require a smart reaction. Administration time is contracted for these needs and starter and leaver procedures are adhered to.</p>

## 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: £33,045

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Interventions Teacher 01/09/21-31/08/2022 (7/12ths)</i>	To support the Catch-Up programme. Identify Pupils who require catch-up with small group interventions	1
<i>New (whole school) Phonics Programme</i>	In collaboration with Myland School English hub. The introduction of Little Wandle for whole school	1,3
<i>Funding CPD</i>	Quality first teaching in all classes every day, <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</a> CPD for interventions, subject leaders, behaviour management and Thrive	1,2

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

Budgeted cost: £ 53,991

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tutoring</i>	Bubble tutoring commenced to bring low ability pupils within class in line with their peers	1
<i>Supporting equipment</i>	Big Cat Books to support reading, Dyslexia Learning support software. Monty must reads	3
<i>Maths Interventions – Support Staff</i>	A programme of measured and sustained interventions for low ability children and Maths mastery throughout the school	1
<i>Speech &amp; language Interventions</i>	Communication interventions to remove barriers to learning	1,2
<i>Phonics and English Interventions</i>	A programme of measured and sustained interventions for low ability children	1,3

<i>Forest school</i>	Group skill building <a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a>	1,2,4
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 41,709

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Thrive – Support Staff</i>	Identification, scaffolding and feedback <a href="https://www.thriveapproach.com/about-thrive/impact-of-thrive/">https://www.thriveapproach.com/about-thrive/impact-of-thrive/</a>	2,4
<i>SEN LSAs</i>	Support in class where required for behaviour and SEN issues identified <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning</a>	1,2,3,4,5
<i>Administration – Attendance, Medical, EAL, FSM eligibility checks, pastoral</i>	Administration in a school with significant turbulence, EAL, Pupils with religious and medical needs is significantly higher. Attendance has to be regularly checked and monitored.	2,4,5
<i>Mindfulness interventions</i>	Self regulation through reflection on self <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	2,4
<i>Clubs</i>	Families growing together in Gardening Club. Fencing and Dance offered	4
<i>Training</i>	Thrive CPD, TPP, Step On Training to embed Thrive and Positive Behaviour Management strategies. Positive Behaviour management encourages self-regulation through problem solving and resolution	2,4, 5

**Total budgeted cost: £ 128,745.00**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

*All our work through the Pupil Premium Grant will be aimed at accelerating progress and moving pupils entitled to Pupil Premium funding to at least age-related expectations in Reading, Writing and Maths. The Headteacher and Senior Leadership Team regularly and rigorously monitor, evaluate and review the strategies in place and report to the Governing body on its progress and impact.*

## 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*

<b>Programme</b>	<b>Provider</b>
Little Wandle	Little Wandle Letters and Sounds
Thrive	Fronting the Challenge

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	See Appendix A
What was the impact of that spending on service pupil premium eligible pupils?	See Appendix A

## Further information

### *Premium Impact Statement*

*Due to the positive impact of our existing whole school strategies in regards to Service and Pupil premium, many chosen approaches are similar/identical to those used in previous years. Expenditure is always critically evaluated and ways of working evolve and where possible improved. Since many of the contextual barriers remain unchanged, the strategies for addressing them need a measure of consistency also.*

### Appendix A

#### Service Premium Expenditure 20/21 – Total spend £44,330.00

<b>PPG Allocation</b>	<b>Amount</b>	<b>New or Continued</b>	<b>Overview</b>	<b>Intended outcomes</b>
Pastoral Mentor Non class based	£ 9,577	Continued	Experienced practitioner supporting children with pastoral needs	Remove barriers to learning. Improve self
Intervention LSAs Non class based	£10,925	New	Gaps in communication identified through S&L, core subjects	Strong impact in previous years to increase understanding through communication
LSA Support	£16,813	New	Extra pastoral support in class (in addition to class Teacher and LSA) Additional support for EAL.in the EYFS	Pupils supported are enabled to make positive relationships and quality social interaction Behaviour Management and support of communication
Administration	£ 5,442	Continued	High mobility increases the administration within school Pupil welfare and uphold religious beliefs	Timely reporting of mobility, transfer of records, enquiries. Identify food allergies and religious requirements
CPoms	£ 507	Continued	Safeguarding monitoring and behaviour support	Timely transfer of information
Assessment Resources	£ 1,066	Continued	Formative assessment supporting targeted teaching	Gap analysis, identify and address attendance issues