

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	254
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2023
Date this statement was published	20 th December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sue Bridgeman
Pupil premium lead	Sue Bridgeman
Governor / Trustee lead	Steven Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,565.00
Recovery premium funding allocation this academic year	£ 7,395.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£122,960.00

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, targetted 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 targetted 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 targetted high quality interventions</i></p>	<p>Summer 2023. 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 targetted 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. Targetted support given at lunch-times.</p> <p>Learning friends for self-regulation and meta-cognition</p>
<p><i>Phonics – continuing Little Wandle</i></p> <p><i>Whole school reading and update of library resources</i></p>	<p>Whole school approach to new programme, all staff trained and parents sharing the programme at home.</p> <p>Keep up sessions for identified children</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</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.</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: £35,066

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Interventions Teacher</i> 01/09/21-31/08/2022 (5/12ths)(April22-Aug22)	To support the Catch-Up programme. Identify Pupils who require catch-up with small group interventions	1
<i>Intervention Teacher</i> 0.20. (4 months)	Where classes are identified as requiring extra support for attainment including teacher release time	1
<i>Leadership Support</i>	Head, SENDCo and SLT Support	1,2,4,5
<i>Funding CPD</i>	Quality first teaching in all classes every day, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf 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: £ 32,992

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Supporting equipment</i>	Implementation of SALT, Sound Builders, Talk Boost, IDLS, Numberstacks, whole school reading continued	1,3
<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 & language Interventions</i>	Communication interventions to remove barriers to learning and enable catch up	1,2
<i>Phonics and English Interventions</i>	A programme of measured and sustained interventions for low ability children to enable catch up	1,3

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

Budgeted cost: £ 54,902

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Thrive – Support Staff</i>	Identification, scaffolding and feedback https://www.thriveapproach.com/about-thrive/impact-of-thrive/	2,4
<i>SEN LSAs</i>	Support in class where required for behaviour and SEN issues identified. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning	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. Support with uniform provision and trips	2,4,5
<i>Mindfulness interventions</i>	Self regulation through reflection on self https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2,4
<i>MDA (SEMH, behaviour management)</i>	Exclusive support of behaviours and SEMH at lunchtime for better behaviours and learning in the afternoons	2,5
<i>Clubs</i>	Families growing together in Gardening Club. Fencing and Dance offered	4
<i>Educational Psychologist</i>	Identified need and targetted support	1,2,3,4, 5

Total budgeted cost: £ 122,960.00

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 2021 to 2022 academic year.

End of EYFS

Percentage of children MEETING OR EXCEEDING the expected standard						
Aspect of learning	All children	Boys	Girls	Disadvantaged	Service pupils	National 2022
GLD	67.1%	59.1%	75.6%	44.4%	76.2%	65.2%

Key Stage 1**Phonics (Year 1)**

Percentage of children MEETING OR EXCEEDING the expected standard						
Curriculum area	All children	Boys	Girls	Disadvantaged	Service pupils	National 2022
Working at the expected standard	72.7%	64%	79.6%	38.9%	84.6%	75%

End of Key Stage 1

Percentage of children MEETING OR EXCEEDING the expected standard						
Curriculum area	All children	Boys	Girls	Disadvantaged	Service pupils	National 2022
Reading	60%	61%	59.1%	55.6%	76.2%	67%
Writing	41.2%	36.6%	45.5%	27.8%	50%	58%
Maths	54.1%	63.4%	45.5%	38.9%	59.5%	68%

Percentage of children EXCEEDING the expected standard						
Curriculum area	All children	Boys	Girls	Disadvantaged	Service pupils	National 2022
Reading	14.1%	9.8%	18.2%	16.7%	19%	18%
Writing	11.8%	9.8%	13.6%	5.6%	19%	8%
Maths	9.4%	9.8%	9.1%	5.6%	16.7%	15%

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
Little Wandle	Little Wandle Letters and Sounds
Thrive	Fronting the Challenge
Talk Boost	ICAN
Number Stacks	NumberStacks

Service pupil premium funding (optional)

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

Measure	Details
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

2021-2022 Service Premium Expenditure – Total spend £42,160.00

PPG Allocation	Amount	New or Continued	Overview	Intended outcomes
Pastoral Mentor Non class based	£ 3,645	Continued	Experienced practitioner supporting children with pastoral needs	Remove barriers to learning. Improve self esteem
Intervention LSAs Non class based	£4,567	Continued	Gaps in communication identified through S&L, core subjects	Strong impact in previous years to increase understanding through communication
LSA Support	£9,221	Continued	Extra pastoral support in class (in addition to class Teacher and LSA)	Pupils supported are enabled to make positive relationships and quality social interaction Behaviour Management and support of communication
LSA Support - Phonics	£4,299	New	Introduction of Little Wandle	Phonics provision for pupils requiring support, access to learning - SEMH
Administration	£ 1,542	Continued	High mobility increases the administration within school Pupil welfare and the upholding of families religious beliefs through meal provision and festivals	Timely reporting of mobility, transfer of records, enquiries. Identify food allergies and religious requirements
Clubs	£1,072	New	Little Troopers	Lunchtime club for Armed forces Pupils
Supporting Lunchtimes	£5,628	New	LSAs supporting their own class pupils during lunchtime	Pastoral care for pupils struggling with appropriate social interactions, communication and transitions

Subscriptions – Safeguarding and assessment resources	£ 2,502	Continued	Safeguarding monitoring and behaviour support. Assessment for staff and pupils	Timely transfer of information. Recording and monitoring pupil progress. Pupil sharing information with parents. Monitoring and action of safeguarding issues
SENCo and Headteacher Support and Management	£ 3,983	Continued	High level monitoring and response to pupil needs	Management of pastoral need, placing support where required. Communication with external agencies.
Class Cover	£3,151	New	Providing teacher release to communicate with SENCo on prioritising strategies for pupils beyond PPA time	Identifying need and planning individual strategies to remove barriers to learning
Training	£2,550	Continued	Staff Training	AHTs and SENCo Step-On Training and Thrive update for Pastoral Mentor