

Montgomery Infant School and Nursery

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	257
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2024
Date this statement was published	20 th December 2023
Date on which it will be reviewed	July 2024
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	£110,745.00
Recovery premium funding allocation this academic year	£ 8,120.00
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	£118,865.00

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 2024. 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 engaging reading for the library and introducing a library log system.</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: £9,751

<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: £62,263

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Interventions</i>	Maths: EPS Maths (Daily Group Intervention – 12 week programme)	1
	Number Stacks (Daily 1:1 Intervention – ongoing programme)	1
	IDLS Maths (App based home/school intervention – ongoing programme)	1
	Writing: Bearing Away (Daily Group or 1:1 Intervention – ongoing programme)	1
	Apples and Pears (Daily Group Intervention – 12 week programme)	1
	IDLS Literacy (App based home/school intervention – ongoing programme)	1
	Dyslexia Gold (Daily Group or 1:1 Intervention – 12 week programme)	1
	Reading: Phonological Awareness (Daily Group Intervention – ongoing programme)	3

	<p>Little Wandle Catch Up (Daily Group or 1:1 Intervention – ongoing programme)</p> <p>Dyslexia Gold (Daily Group or 1:1 Intervention – 12 week programme)</p> <p>Speech and Language: Class LSA delivery of SALT programmes as direct by SAL Therapists.</p> <p>Talk Boost (Group Intervention, 3 x pw)</p> <p>SEMH Thrive Programme (Ongoing daily support through class Thrive Areas and central Thrive Area for those most in need. 1:1 Sessions weekly/daily depending on level of need) Where classes are identified as requiring extra support for attainment including teacher release time</p>	<p>3</p> <p>3</p> <p>2</p> <p>2</p> <p>2</p>
<i>Supporting equipment</i>	Embedding of SALT, Sound Builders, Talk Boost, IDLS, Numberstacks, Provision Mapping, whole school reading continued	1,3
<i>Maths Interventions – Support Staff</i>	A programme of measured and sustained interventions for low ability children with EPS, Number Stacks and IDLS Maths.	1
<i>Speech & language Interventions</i>	Communication interventions to remove barriers to learning and enable catch up with SALT and Talk Boost	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: £46,851

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Thrive – Support Staff</i>	<p>Identification, scaffolding and feedback</p> <p>https://www.thriveapproach.com/about-thrive/impact-of-thrive/</p>	2,4
<i>SEN LSAs</i>	<p>Support in class where required for behaviour and SEN issues identified.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning</p>	1,2,3,4,5
<i>Administration – Attendance,</i>	Administration in a school with significant turbulence, EAL, Pupils with religious and medical needs is	2,4,5

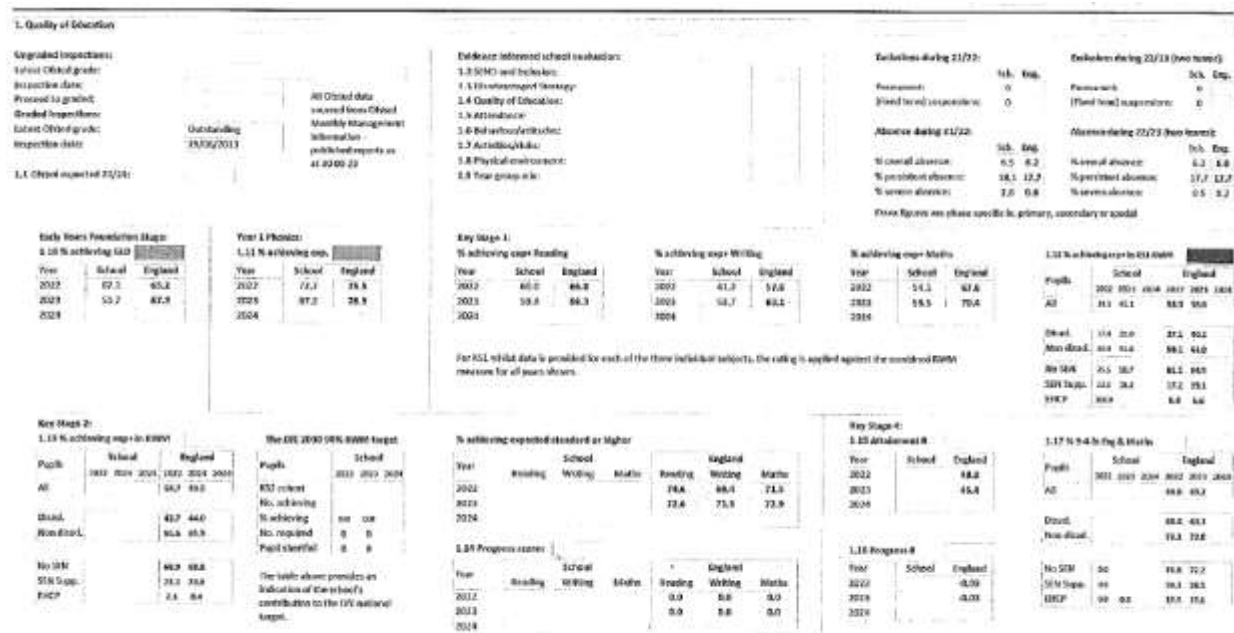
<i>Medical, EAL, FSM eligibility checks, pastoral</i>	significantly higher. Attendance has to be regularly checked and monitored. Support with uniform provision and trips	
<i>Mindfulness interventions</i>	Self regulation through reflection on self https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation 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. Football, multi-skills and Dance offered. Lunchtime Little Troopers (Autumn/Spring 22/23)	4
<i>Educational Psychologist</i>	Identified need and targeted support	1,2,3,4, 5

Total budgeted cost: £ 118,865.00

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 2022 to 2023 academic year.



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
EPS Maths	ECC EPS MI
IDLS Maths	IDLS
Bearing Away	Sound Foundations
Apples and Pears	Sound Foundations

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

2022 - 23 Service Premium Expenditure – Total spend £42,880.00

PPG Allocation	Amount	New or Continued	Overview	Intended outcomes
Monty Must Reads	£2,550	New	Targeted reading books	Shared fiction for engagement and familiarity
Pastoral Mentor Non class based	£ 9,431	Continued	Experienced practitioner supporting children with pastoral needs	Remove barriers to learning. Improve self-esteem. Thrive Practitioner
Intervention LSAs Non class based	£18,884	New	Thrive area constantly manned and in use for children with elevated emotions. LSAs in class supporting SEMH	Brief time out of the classroom to engage in Thrive for self-regulation and re-engagement with learning. Support from same LSAs (time-tabled) in the classroom
LSA Support Outdoor Learning	£2,505	New	Support in small groups with LSA – predominantly outdoor learning.	Pupils supported are enabled to make positive relationships and quality social interaction Behaviour Management and support of communication
Administration	£ 1,296	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
Attendance	£582	New	Attendance administrator	To improve attendance
Clubs	£950	Continued	Little Troopers	Lunchtime club for Armed forces Pupils

Clubs	£291	New	Family Gardening Club	After school club for families to 'grow' together
Supporting Lunchtimes	£3,636	New	MDA employ solely to engage with individual pupils where support is required	Increased MDAs to support lunchtime behaviours, pastoral care and engaging play
Training	£2,755	Continued	Staff Training	Step on, Thrive, Elkan