

# Pupil premium strategy statement

1. Summary information					
School	Montalbo Nursery and Primary School				
Academic Year	2017-18	Total PP budget	£35360	Date of most recent PP Review	January 2018
Total number of pupils	156	Percentage eligible for PP	15%	Date for next internal review of this strategy	April 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	82.2	76%
% making progress in reading	82.2	86%
% making progress in writing	82.2	82%
% making progress in maths	87.5	84%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Basic Literacy Skills- on entry skills to Nursery/Reception are generally lower for pupils receiving Pupil Premium than for other pupils, particularly boys in receipt of this.
<b>B.</b>	Listening and concentration skills – some children receiving Pupil Premium have lower than expected skills
<b>C.</b>	Social and emotional issues – some children receiving Pupil Premium need extra support to be ready to learn. Social groups, listening skills, Relax Kids, support from Behaviour Support in the form of Emotional Health support
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance and punctuality – some of the children receiving Pupil Premium have lower than target attendance and punctuality. Attendance/punctuality of those children to be tracked carefully and support put in place to raise to at least National Levels.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve Basic Literacy Skills and narrow the gap with peers	Children in receipt of PP achieve End of Year Age Related Expectations. Increasing proportions achieve higher grades.
<b>B.</b>	Improve listening and concentration skills	Children in receipt of PP are more able to access work and are ready to learn and are making at least expected progress.
<b>C.</b>	Develop and improve social relationships and emotional health of children	Children can work and play with others without adult support. No behaviour incidents logged.

<b>D.</b>	Attendance and punctuality of pupils eligible for pupil premium to be at least in line with the rest of the school. SLT to monitor, work with parents and Family Workers to support children's attendance and punctuality.	Attendance at National Average or better
<b>E.</b>	Increase parental engagement	Parents have strong relationship with school.

### 5. Planned expenditure

<b>Academic year</b>	£35360
----------------------	--------

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

#### i. Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improved oral language skills in Nursery and Reception	<p>Communication Print</p> <p>1:1/Small group discussion S and L</p> <p>Speech Link and Language Link</p> <p>Talk in Dales Therapy Sessions</p> <p>Learning library</p>	<p>Programme recommended in numerous reports from professionals used to create scaffolding resources for receptive and expressive language, visual timetables etc. (£179)</p> <p>Adults work through recommendations from speech and language therapists. All during are screened in school using Speech and Language link on entry to Reception. (£2000)</p> <p>Assessment and therapy sessions carried out in addition to NHS service. (£3000)</p> <p>Specific resources loaned from service based on individual needs of children. (£50)</p>	<p>Used every day to create resources</p> <p>Implemented to each child to give a baseline and activities to support</p> <p>AB to monitor improvements in children accessing additional support</p> <p>Swap resources as often as allowed to ensure maximum opportunity</p>	AB	Half termly

A. Improve reading and writing skills across school	Read Write Inc small groups	Read Write Inc (RWI) approach has had a huge impact on successful phonics teaching in this school and others. (see phonics results). For the last 3 years school has achieved above National average in phonics. (resources - £2000 ; staff - £12000)	Extra TAs employed to ensure RWI groups are small.	AB	Every half term
	Fresh Start	Fresh Start is a programme for Key Stage 2 children who find phonics hard. It uses similar strategies to RWI (resources - £300 ; staff - £3000)			
	Lexia	Lexia is an activity computer program which children can access at school and home to aid reading and writing (£500)			
	Small group guided reading/ Daily readers Booster groups after school from Feb to May	Each class reads each day with Teacher or Teaching Assistant. Identified children may read daily 1:1 too (resources £2000 staff - £4971)			
<b>Total budgeted cost</b>					£30000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
B Improve listening and concentration skills	Build to Express Relax Kids Yoga sessions Visual prompts Additional adult support Time to Talk	Recommended by external agencies e.g. SALT, CAMHS, EP and tailored to individual needs.	Ensure staff attend training to build skills and cascade information to all relevant staff. In house CPD to refresh and revisit practice. Reviewing impact of interventions regularly. Regular communication between school, specialists, parents, children.	AB	Half Termly

C Develop and improve social relationships and emotional health of children	Build to Express Relax Kids Social Stories Behaviour Support	Recommended by Behaviour Support to support children with emotional needs. Social stories recommended by Educational Psychologists	Ensure staff attend training to build skills and cascade information to all relevant staff. In house CPD to refresh and revisit practice. Reviewing impact of interventions regularly. Regular communication between school, specialists, parents, children.	AB	Half Termly
<b>Total budgeted cost</b>					£4360
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D Attendance and punctuality of pupils eligible for pupil premium to be at least in line with the rest of the school	Reward attendance  Report attendance each week on newsletter  Highlight links between attendance and attainment	This approach has been working well last year and reduced the number of absentees across school.  Children/parents interested to know which class is performing well and competition between classes can improve attendance.  By using statistics from the Attendance Toolkit, parents/carers become more aware of the link between attendance and progress.	Consistent approach. Children rewarded every half term with certificates/treats.  Report weekly. Check attendance of specific classes/pupils each week.	CM/SR	Review each half term
Increase parental engagement	Form positive relationships with parents  Invite parents into school as often as possible for assemblies/SEND meetings/Meet the Teacher/Information evenings  Hold regular information/parents evenings	Positive relationship with home in the best interest of the child. Consistent messages from school and home can help manage behaviour, help with homework, key dates etc. Then the child feels confident as they are organised and feel well supported.	Ensure that we know important information about each child and their family. This will help us to explain key points of their school life to important family members.	CM/AB	Review in SLT meetings
<b>Total budgeted cost</b>					£1000

6. Review of expenditure				
Previous Academic Year		2016-17 review (£31980)		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
75% of Pupil Premium to achieve Age Related Expectations in RWM	High Level of Teacher/TA support  Small group guided reading  Daily reading  Maths and English booster groups after school  Lexia  Maths revision materials	75% met target. 1 child had SEND so 3 out of 4 children met Age Related across combined Reading, Writing and Maths. In Maths alone 100% achieved ARE	Approach worked.	£8000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve Good Level of Development for EYFS children in receipt of Pupil Premium	Additional reception TA to create favourable ratios  Small group work	100% of EYFS children in receipt of Pupil Premium achieved GLD compared to 56% National Average.	Approach worked	£20000
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on	Lessons learned (and whether you will continue with this approach)	Cost

		pupils not eligible for PP, if appropriate.		
To improve transition to local secondary schools for Y6 children who received PPG	Extra transition sessions Extra meeting with key staff from both settings Attendance at every event organised by the secondary schools	Children with emotional needs felt more confident moving on. Children have settled quite well (as judged by conversations with parents/children)	Further work this year (Feb 2018) on transition with our main secondary school to ensure transition improves for all children.	£3180

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.