

Pupil premium strategy statement

1. Summary information					
School	Montalbo Nursery and Primary School				
Academic Year	2018-19	Total PP budget	£37915	Date of most recent PP Review	March 2019
Total number of pupils	163	Number of pupils eligible for PP	28	Date for next internal review of this strategy	July 2019

2. End of Key Stage 2 Results		
	<i>Pupils eligible for PP (2018 results)</i>	<i>Pupils not eligible for PP (national average 2017)</i>
% achieving in reading, writing and maths	100%	59%
% making standard or above in reading	100%	71%
% making standard or above in writing	100%	78%
% making standard or above in maths	100%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Some children have limited levels of speech and language difficulties on entry
B.	Children arrive from other settings with gaps in their learning
C.	Children's level on entry and other factors mean reaching the greater depth standard can be challenging
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Several PP children have complex SEND issues which require outside agency support

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children's speech and language rise to age related expectations	Children's speech and language is at Age Related Expectations
B.	Children assessed quickly on arrival and support via quality first teaching and interventions help close the gap	New arrivals tracked carefully and make at least good progress in each subject
C.	Some children reach Greater Depth Standards, at least in line with National Average (small cohorts make this challenging)	Children in receipt of PP are at least national standards in higher scores
D.	Children with SEND and in receipt of PP make good progress	From individual starting points, children make at least good progress in Reading, Writing and Maths

5. Planned expenditure					
Academic year	£37915				
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					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children's speech and language rise to age related expectations	Use NHS and Talking Dales speech therapists for greatest needs. TAs to run Speech and Language programmes. Discussion and language develop a key focus in all classrooms through high quality Teaching and Learning	NHS/Talking Dales provide expert support and have had good results. Curriculum rich in language will provide benefits for all.	Talking Dales screen all children who teachers think may benefit from additional support and work with them. NHS support children with ECHPs. Monitor progress through Support Plans and classroom observation cycles.	AB	Reviewed March 2019 Both NHS and Talking Dales has had positive impact on children. Children with complex needs working with both and other outside agencies Review again July 2019
Children assessed quickly on arrival and support via quality first teaching and interventions help close the gap	Early intervention is key in enabling the right support to be put in place quickly.	Early identification helps improve Speech and Language most quickly. Interventions recommended by Talking Dales/NHS and Speech and Language Link	Each year the Early Year team makes baseline assessments including Speech and Language.	AB	Reviewed March 2019 Baselines complete. March - Children who require additional support work with staff on specific needs and outside agencies. Review again July 2019
Total budgeted cost					£10000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Some children reach Greater Depth Standards, at least in line with National Average	Work with children who are in receipt of PP and at ARE to help them progress towards greater depth standards. Use White rose Maths activities, guided reading and guided writing approaches to accelerate children who have the potential to reach greater depth.	All groups of children have responded well to these whole school approaches. Small group work with Teacher/TA support has had a positive impact helping lower attaining PP children close the gap and achieve ARE.	Monitor progress through book scrutinies, classroom observations and internal tracking data. Conversations with children too.	CM	Dec 2018 1 child in Y6 with PP is predicted GD standard in Writing and Maths (25% of children in receipt of PP in that year) predicted to reach GD. 2 children in Y2 (66% of children in receipt of PP in that year) predicted to reach GD. Review again July 2019
Total budgeted cost					£7915
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children with SEND and in receipt of PP make good progress	Ensure well targeted interventions are in place to meet each child's individual needs	Extra support in areas that a child finds tricky (1:1 or in small groups boosts confidence and progress.	Interventions and data tracked closely by Class teachers and Leaders. Blue Hills Provision Mapping purchasing to track and help measure impact of interventions	AB	In March all PP all PP children making progress from their starting points. Review again July 2019
Total budgeted cost					£20000

6. Review of expenditure				
Previous Academic Year		£35360		
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
Improve Basic Literacy Skills and narrow the gap with peers	Read Write Inc small groups Talking Dales Therapy Sessions Extra phonics sessions via interventions Regular 1:1 reading Lexia Fresh Start Booster groups Communication print Learning library	Early identification of children with speech and language difficulties and appropriate support provided. Success in phonics include children taking phonics resit in receipt of PP passing and making excellent progress from their starting points KS2 results showed that all PP children reached ARE	Continue all of these strategies. Speech and language link a useful tool for early identification as is Talking Dales. RWI continues to get children off to an excellent start with their reading.	£30000
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 listening and concentration skills of children in the early years	Small group activities Positive reinforcements Consistent approach High expectations Build to express Yoga Visual prompts Time to talk	Children in early years make rapid progress in this area. They are ready to learn. All children have benefited from outstanding teaching in the early years..	Learning behaviours are excellent and we will continue these strategies.	£4360
iii. Other approaches				
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

Attendance and punctuality of pupils eligible for pupil premium to be at least in line with the rest of the school. and punctuality.	SLT to monitor, work with parents and Family Workers to support children's attendance. Reward positive attendance and celebrate improvements	Significant improvement in Persistent Absentees (where attendance is less than 90%) across the school. Children in receipt of PP attendance fallen for last two years	Continue to engage with parents and promote the importance of attendance and link with progress/attainment. Positive relationships and ensuring reasons for absence are communicated clearly with school	£1000
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7. Additional detail

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

Internal and external data tracking cohorts and subgroups such as children in receipt of Pupil Premium plus discussions with governors and staff used to inform strategy.