

Pupil premium strategy statement

| 1. Summary information | | | | | |
|------------------------|-------------------------------------|----------------------------------|--------|--|------------|
| School | Montalbo Nursery and Primary School | | | | |
| Academic Year | 2020-21 | Total PP budget | £51375 | Date of most recent PP Review | April 2021 |
| Total number of pupils | 200 | Number of pupils eligible for PP | 34 | Date for next internal review of this strategy | July 2021 |

| 2. End of Key Stage 2 Results | | | |
|---|--|---|----------------------------------|
| | <i>Pupils eligible for PP (2019 results)</i> | <i>Pupils not eligible for PP (national average 2019)</i> | Teacher Assessment to March 2020 |
| % achieving in reading, writing and maths | 100% | 65% | 100% |
| % making standard or above in reading | 100% | 73% | 100% |
| % making standard or above in writing | 100% | 78% | 100% |
| % making standard or above in maths | 100% | 79% | 100% |

| 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 in receipt of PP have missed out on being taught in school due to Covid-19 |
| B. | Some children in receipt of EYPP have not had the usual transition opportunities |
| C. | Children starting school may have below average speech and language skills |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Some children in receipt of pupil premium may have not accessed much home learning during the school closure period |

| 4. Desired outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Children return happy, settled and ready to learn (observations). Children make good progress from their starting points in September. Quality first teaching and targeted interventions will be tracked as children are assessed. | Children will make good progress from their KS starting points |
| B. | Children settle quickly and are ready to learn (EYFS observations). Children will achieve well in EYFS against the ELGs | Children will settle quickly and make good progress from their baseline. All children will achieve well and be above NA, including all groups of children |

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| C. | Children's speech and language improves from starting points, using assessments from Talking Dales Speech Therapist | Children will make good progress with S and L from their starting points |
| D. | Attendance of children in receipt of PP is in line with all children and above National Average | Attendance of children in receipt of PP is in line with all children and above National Average |
| E. | | |
| F. | | |

5. Planned expenditure

Academic year

£51375

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? |
|--|---|--|---|-------------------|---|
| A. Children will return happy and settled. They will make good progress from their starting points | Assess all children in September to provide an accurate starting point for future teaching Good/outstanding teaching throughout school | Using formative and summative approaches will allow teachers to identify gaps in knowledge and address them Research shows the difference a high quality teaching team can make on the progress of a child. | All teachers to share baseline with HT by the end of September 2020 Monitoring of teaching and learning through lesson observations, book scrutinies, pupil conversations and assessments. | HT | October 2020 Attendance very high. Data shows children have retained good level of knowledge from previous year. Intervention within class bubbles where necessary |

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| <p>B. Children settle quickly and are ready to learn (EYFS observations). Children will achieve well in EYFS against the ELGs</p> | <p>½ days for first two days as children may be tired and assessments throughout year made frequently to allow maximum progress.</p> <p>Strong relationships between EYFS team and parent/carers</p> <p>Good ratio of staff/children in EYFS</p> <p>Small RWI groups</p> <p>Outstanding teaching and learning</p> | <p>EYFS unable to attend normal transition. Early days in school important to form strong, trusting relationships with children and parents.</p> <p>Good staff ratio allows regular, informative observations and for teaching and learning to flourish.</p> <p>RWI groups made as small as possible with highly trained staff to allow the swift and effective teaching of early reading.</p> <p>Research shows the difference a high-quality teaching team can make on the progress of a child.</p> | <p>Ensure enough staff available for both classes</p> <p>New TAs received additional training by the LA</p> <p>Staff well trained in RWI</p> <p>Monitoring of teaching and learning in Early Years</p> | <p>LP/RL</p> | <p>December 2020 April 2021 July 2021</p> <p>Children are very well settled and achieving well from their starting points. Data from RWI suggests children achieving well.</p> |
| <p>C. Children's speech and language improves from starting points</p> | <p>All new children to Nursery and Reception assessed at the start of term</p> | <p>Early identification allows for the most effective action to be taken. Talking Dales has had a very positive impact for children in our school in the past.</p> | <p>SENCO to coordinate. EYFS team to work with Talking Dales</p> | <p>SB/LP/RL</p> | <p>December 2020 April 2021 July 2021</p> <p>Children making good progress. Staff are using Launchpad for Literacy and NELI. Talking Dales making positive impact.</p> |
| <p>D Attendance of children in receipt of PP is in line with all children and above National Average</p> | <p>Praise and reward positive attendance. Highlight links between attendance and attainment. Be mindful where children have been absent for the unique circumstances of the current situation. Build positive relationships with all children Understand some children's medical needs.</p> | <p>Sharing links between attendance and attainment can have a positive effect.</p> <p>Building up strong relationships with parents can help reduce barriers to attending</p> | <p>Check attendance each month throughout the year</p> | <p>HT/LH/CC</p> | <p>Monthly Attendance of children with PP is</p> |
| <p>Total budgeted cost</p> | | | | | <p>£5000</p> |

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? |
|-----------------|---|--|--|--------------------------------------|---|
| A | <p>Daily small guided reading groups Y2-6 (RWI R-Y1)</p> <p>Additional daily reading, 1:1 phonics work where need identified.</p> <p>Maths Mastery Approach for R-Y6</p> <p>Small group support where bespoke curriculum created for children with high needs</p> | <p>Successful reading breaks down barriers for many subjects. Improving reading skills will allow for future academic success.</p> <p>Daily practice and repetition helps improve memory</p> <p>Maths mastery approach has had successful outcomes in school and helps raise attainment for all, including those in receipt of pupil premium.</p> <p>Some children are unable to access age related activities and need supporting in order to achieve well from their starting points. As well as adjustments made to the content of the curriculum, interventions help improve children's knowledge and skills in many areas such as fine motor, gross motor</p> | <p>Reading Leader to monitor reading EYFS -Y1 and assess each half term. English Lead to monitor guided reading and reading skills sessions each term.</p> <p>Maths Lead to monitor</p> <p>SENCO to coordinate</p> | <p>RL JR</p> <p>JN</p> <p>SB</p> | <p>RWI each half term</p> <p>Reading each term</p> <p>Maths at the end of each unit taught</p> <p>Each half term</p> <p>April 2021 – excellent progress. Children achieving well from starting points</p> |
| B | <p>Early identification of need may require outside agency support</p> <p>Additional daily reading, 1:1 phonics work where need is identified.</p> | <p>School works with a number of professionals who support our children: Educational Psychologists, Occupational Health, Speech and language, Behaviour Support etc who can benefit a child with an identified need. By addressing these needs quickly, we can help to close the gap at the earliest opportunity.</p> <p>School providing additional work for lower attaining 20% of readers.</p> | SENCO | <p>SB</p> <p>Class teachers</p> | <p>When need arises</p> <p>Each half term</p> <p>April 2021- Ed Psych visit arranged. Identified children working with NHS and Talking Dales.</p> |

| C | <p>Where need is identified, interventions may need to be on a 1:1 or small group basis.</p> <p>NHS Speech and Language service may work with the child</p> | <p>Talking Dales has worked successfully with our children in the past. Skilled therapists work with identified children, assessing, giving programmes to work with and following up their assessments.</p> <p>Further specialist support may be required by NHS Speech and Language service</p> <p>Makaton training for staff to support understanding of children with additional needs.</p> <p>School staff/parents to work on programmes suggested by Talking Dales to maximise progress in Speech and Language.</p> <p>Children with a high level of need may be supported further by NHS Speech and Language.</p> | EYFS Leads/SENCO | LP/RL/SB | April 2021 – needs identified and agencies involved. |
|------------------------------|--|---|---|------------|--|
| Total budgeted cost | | | | | £46000 |
| 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? |
| D | <p>Work with families of children where attendance is cause for concern (previously less than 90%) via meetings/telephone calls.</p> <p>Reward positive attendance</p> | <p>By working with families to try and understand barriers to attend will help to find solutions quickly.</p> <p>Ensuring children attend regularly will help improve a child's attainment and progress.</p> <p>Early identification will help foster good long-term attendance habits.</p> | <p>Check attendance each month. Look at reasons for absence. Meet with parents where attendance is not as expected.</p> | HT | <p>Each Half term</p> <p>All children's parents where this is the case contacted. School nurse working with some families.</p> |
| Total budgeted cost | | | | | £375 |

| 6. Review of expenditure | | | | |
|--|--|--|--|--------|
| Previous Academic Year 2019-20 | | £36700 | | |
| 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 |
| Children's speech and language to rise to age related expectations | Using NHS and Talking Dales TA to run Speech and Language Programmes Discussion part of every lesson | 4/5 children in receipt of EYPP speech and language was at least ARE. All children made excellent progress from their starting points. Talking Dales an excellent approach and we feel this really supports early speech and language. This was leading to positive improvements in children's S and L Peer support and talk partners a key part of our ethos. All children benefit from this approach, developing language and confidence. | RL to lead a project (NPQML) to improve early language development Continue to buy into Talking Dales One family did not engage with NHS during lockdown. This need will need to be addressed in September Work and suggested activities for parents to do with their child at home was given. Children will need to be reassessed in September Continue to collaborate in every lesson. | £3000 |
| Children who arrive in Nursery/Reception or from other settings are assessed and supported quickly | Formative assessments | All children quickly assessed on arrival, placed in to appropriate RWI groups where applicable. Accurate formative assessments help staff ensure progress is maximised. Good ratio of staff to support groups | Continue – less opportunities have been possible for transition with new Reception starters and new children who have transferred due to Covi-19. | £25000 |
| 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 |

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|---|--|--|--|--------------|
| <p>Where children are working at ARE, support will be given for Greater Depths Standards</p> | <p>Interventions either through teacher or TA support</p> <p>Carefully differentiated tasks</p> <p>Ensure that the challenge is appropriate to meet GD expectations</p> <p>Build character and resilience</p> <p>Develop teacher's practice</p> | <p>Children had opportunities through teacher and TA support</p> <p>More opportunities to work at GD level</p> <p>As above</p> <p>Character and resilience work allowed children to reflect and learn from mistakes, and they often looked for another solution.</p> <p>Teachers have all accessed valuable CPD inhouse and through the LA/other sources to improve their own knowledge and skills. Much training has been carried out, particularly on Reading.</p> | <p>At time of lockdown, 60% of pupils entitled to PP were achieving above ARE</p> | <p>£8000</p> |
| <p>Improve attendance of children in receipt of pupil premium to match the attendance of all children in the school</p> | <p>Communicate regularly with families of children in receipt of PP where attendance is not over 95%</p> <p>Look at barriers to attendance and work with outside agencies/support eg school nurse if applicable. Reward children well for positive attendance.</p> <p>As part of the Character Vocational Quality Organisation Award resilience, health, self-esteem and other key qualities are discussed</p> | <p>This was difficult to assess with the lockdown and the period just before. Attendance of children in receipt of PP was broadly in line with the rest of the cohort. This target will be continued in September</p> | <p>Continue to promote positive attendance through newsletters, website and communication with parents. Encourage all families to return children to school in September</p> <p>Work with school nursing team (new team and ways of working tbc)</p> <p>This awarding body could not facilitate our application so we used Barnard Castle School Cadets/Leaders for further vocational training.</p> | <p>£700</p> |
| <p>Ensure that children feel safe, are supported in their mental wellbeing and are ready to learn</p> | <p>Restructured PHSE programme</p> | <p>Carousel of subjects including PHSE was working well.</p> | <p>Due to closure, this has not been fully implemented. Further changes with implementation of RSE to be embedded in 2020-21.</p> | <p>£700</p> |

7. Additional detail

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