

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	Montalbo Nursery and Primary School
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	17.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	January 2022 and each term thereafter
Statement authorised by	Finance Committee
Pupil premium lead	Mr Minikin
Governor lead	Mrs O'Doherty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 52280
Recovery premium funding allocation this academic year	£ 2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£ 54280

Part A: Pupil premium strategy plan

Statement of intent

We intend to use the pupil fund to meet the identified challenges listed below. Our aspirations for all children is to help them reach their potential. We aim to support disadvantaged pupils to close gaps and accelerate progress. Historically, we have enjoyed success with our pupil premium strategies allowing children to reach the expected standard in Reading, Writing and Mathematics by the end of Key Stage 2. Some disadvantaged children have demonstrated the Greater Depth standard. Unless the child has an additional need, we aim to ensure all of our children reach at least expected standards.

The strategy outline below details the work towards meeting these aims. Quality first teaching is our key principle in effective teaching. Whole school understanding and training ensures that we have the knowledge and skills to support all learners. A willingness to adapt our practice in light of the educational research is another strength.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Some children arrive in our Nursery or Reception with lower than expected speech and language skills
2	Some children have not read at home as much as others or do not have the reading skills of their peers
3	Some children have missed out on education through COVID-19 related issues
4	Some children have not had the opportunity to be as physically active as others
5	Some children's attendance is not as high as the school's average

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
Children will make better than expected progress in speech and language	Children close gaps and are working at school expected/age-related in speech and language
Children will make better than expected progress in reading	All disadvantaged children to read at school expected/age related expectations
Disadvantaged pupil's knowledge in all curriculum areas improves	Children are learning and remembering more across the curriculum
Disadvantaged children are physically fit and healthy	Children are active at playtimes, during curriculum time and through after school provision.
Disadvantaged children's attendance is as high as school average	Disadvantaged children have attendance of at least 95%

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: £ 45000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early identification of speech and language need	Early identification of need believed to have a very high impact (EEF +5). Intervention and support targeted at Nursery/Reception and where need identified using NELI and programmes developed by NHS/Talking Dales. Success with this approach over the past few years. Children with SEND working with appropriate outside agencies as soon as possible.	1
Small groups phonics teaching	EEF +4 All staff trained in Read Write Inc phonics. Some children receive additional interventions where necessary	2
Reading Comprehension Strategies	EEF +3 Daily reading activities including 1:1 reading, small group guided reading sessions and reading comprehension	2

	groups. Reading skills books used from Year 2-6.	
Class teaching to follow whole school research into cognitive sciences to optimise cognitive load	Working with EEF on this 2021-22 Papers from Ofsted (research behind the framework) and curriculum series reviews highlight the need to optimise cognitive load and plan effective spatial retrieval exercises. Trials within school have proved successful and will be rolled out across the year.	3
Active 30 – School has pledged to have 30 minutes of physical activity per day. Coaches employed to enhance curriculum/after school provision.	Much research about the benefits of physical health, building on our mental health longer term initiative eg. here and here	4
Monitor whole school and groups of children’s attendance data and work with families and outside agencies to meet targets	Lots of evidence on the link between attainment and attendance e.g here Highlight importance of attendance on school correspondence. Reward improved and high attendance. Form positive relationships with all families and appropriate agencies.	5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 8500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional phonics sessions</i>	EEF+4 Ensuring child close gaps early and read at ARE highlighted in Ofsted Framework research ‘If pupils cannot read, they will not be able to access the curriculum, and will be disadvantaged for life.’	2
<i>Additional reading comprehension strategies</i>	EEF +3 Lots of evidence to support this including here .	2

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

Budgeted cost: £780

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Rewards for positive attendance/behaviour/reading at home</i>	Recent success in encouraging the aforementioned	5

Total budgeted cost: £ 54280

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

1. Some children in receipt of PP have missed out on being taught in school due to Covid-19. Children made good progress during the academic year 2020-21. Attendance on home learning sessions was very high during the lockdown and children submitted homelearning completed week daily.

2. Some children in receipt of EYPP have not had the usual transition opportunities

Children in EYFS attended very well and settled quickly. Their learning behaviours were quickly embedded and they soon became familiar with phonics work, early maths and were able to develop growing independence and social skills during their time in Reception. Relationships with home were quickly formed and early identification of need took place, enabling the correct support to be accessed quickly.

Children starting school may have below average speech and language skills

Children accessed our usual support from both Talking Dale and the NHS where specific needs were identified. This year, we also introduced NELI and Launchpad for Literacy to support our children in reception to develop their language. NELI was successful and will continue into Y1, as well as being run with children who would benefit in this year's reception cohort.

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
Maths differentiated questions based on White Rose Maths planning	Classroom Secrets
Access to schemes of work and resources	Twinkle
Access to schemes of work, guidance	PHSE Association, Historical Association etc

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?	Celebration of service children's families through Little Troopers activities and follow up activities
What was the impact of that spending on service pupil premium eligible pupils?	Children understood more about the armed services and understood that many families have military connections. It helped raise self-esteem and answer children's questions.

Further information (optional)

At Montalbo Nursery and Primary School we believe strongly that Quality First Teaching is the best approach for all children, regardless of circumstances. We value staff professional development and our strong relationships with outside agencies. Our early identification of need has lead to some excellent progress supporting disadvantaged children with SEND, for example, in areas such as speech and language.