Pupil premium strategy statement - Montalbo Nursery and Primary

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	238
Proportion (%) of pupil premium eligible pupils	18%
1	2024-2025 2025-2026 2026-2027
Date this statement was published	September 1st 2024
Date on which it will be reviewed	July 2025, July 2026, July 2027
Statement authorised by	Governing body
Pupil premium lead	Mr Minikin
Governor / Trustee lead	Mrs O'Doherty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 46500
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Early Years Pupil Premium Funding (test and learn)	£1933
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*	£48433

Part A: Pupil premium strategy plan

Statement of intent

- Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

- We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who are young carers. The activities we have outlined in this statement are also intended to support the children's needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

- Our targets are based on observations and assessments from the staff team, supported where necessary by outside agencies. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will: · ensure disadvantaged pupils are challenged in the work that they are set · act early to intervene at the point need is identified · adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	In nursery and the rest of the school, some disadvantaged children's attendance is lower than their peers
2	In nursery and the rest of the school, some disadvantaged children's early language is less developed than their peers
3	In nursery and the rest of the school, some disadvantaged children's personal, social, emotional skills are less developed than their peers
4	In nursery and the rest of the school, some disadvantaged children's reading ability is lower than their peers

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
Attendance of disadvantaged pupils is on average the same as non-disadvantaged group	Attendance of disadvantaged pupils is on average the same as non-disadvantaged group
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments indicate improved oral language. Children participate well and meet objectives of our oracy curriculum.
Improved personal, social, emotional skills among disadvantaged pupils	Assessments indicate improved personal, social, emotional skills
Improved reading attainment among disadvantaged pupils.	Reading assessments indicate very good progress from starting points for disadvantaged pupils.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *45,414*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reinforce through communication with parents the impact of positive attendance on attainment and wellbeing. Targeted approach where appropriate	Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)	1
Highlight to children through assemblies the impact of positive attendance	Supporting School Attendance - Reflection and Planning Tool | Education Endowment Foundation (d2tic4wvo1iusb.cloudfront.net)	1
Provide support to parents via wraparound care	Some parents have found accessing wraparound care bridges the gap between home and school well.	1
PHSE sessions	Through our careers visitors, highlight opportunities that are available later in life through good school outcomes and regular attendance.(EEF evidence base low due to lack of studies) – see Starting Early: report reveals how learning about work at primary-age has positive impact on children's futures - Education and Employers	1
Purchase of diagnostic assessment which sets interventions based on need	Wellcom has proved successful in EYFS – extend to KS1 Interventions in EYFS have had a positive impact on children's oral language Diagnostic assessment EEF	2
High quality adult interactions	EEF blog: Supporting high-quality interactions in early years | EEF (educationendowmentfoundation.org.uk)	2
All children Y1-Y6 to participate in our oracy curriculum	Internal judgements on impact of oracy on children's speech and language show improvements. The majority of children are meeting oracv objectives Oral language interventions | EEF	2
Improve the quality of social and emotional (SEL) learning.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and	3

SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving_Social_and_Emotional_Learning in Primary Schools | EEF EEF blog: Supporting high-quality interactions in early years | EEF (educationendowmentfoundation.org.uk)	
PHSE sessions	Department for Education (hubspotusercontent00.net)	3
Staff training	Proven impact: New research highlights the power of nurture and the Boxall Profile® - Boxall Profile Online® One Life PHSE/RSE training	3
Small groups phonics teaching	EEF +5 months Evidence here All staff trained in Read Write Inc phonics. Some children receive additional interventions where necessary	4
Reading Comprehension Strategies	EEF +6 months Evidence here Daily reading activities including 1:1 reading, small group guided reading sessions and reading comprehension groups. Reading skills books used from Year 2-6.	4
High quality phonics sessions	Every day phonics sessions using RWI approach for the reading element. This has led to high percentages of children passing phonics screening (each year above national average) Phonics | EEF (educationendowmentfoundation.org.uk)	4
Reading hour approach in Key Stage 2	100% of children reached expected standard in 2024 Key Stage 2 Reading SAT	4

3

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

Budgeted cost: £ *5000*

Activity	Evidence that supports this approach	Challenge number(s) addressed

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Teaching and Learning Toolkit | EEF	4
Additional SEMH interventions on aspects on PHSE eg turn taking, interactions, social situations	Social and emotional learning | EEF	3

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

Budgeted cost: £ *5000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support with clubs to enable disadvantaged pupils to attend	Helps with attendance—in school data	1

Total budgeted cost: £ 46500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- *In 2026, at the end of Reception, all disadvantaged children achieved a Good Level of Development*
- *In 2026, in Year 1, all disadvantaged children passed the Phonics Screening*
- *In 2026, in Year 4, disadvantaged children achieved a mean score of 22 compared to the cohort's mean score of 23.2*
- *In 2026, in Year 6, 78% achieved expected standard in Reading, with 44% achieving Greater Depth. 89% achieved expected standard in Writing, with 33% achieving Greater Depth. 78% achieved expected standard in Maths, with 22% achieving Greater Depth. In combined Reading, Writing and Maths 67% achieved Expected + and 22% achieved Greater depth in all.*
- *Intended outcomes from the previous strategy were largely met, although attendance of disadvantaged children was below non disadvantaged children.*

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Speech and Language	Wellcomm

Further information (optional)

Review September 2026

Attendance for the last academic year for all children was 96.7%. Disadvantaged pupils' attendance was 94.3%. This is an improvement on the previous academic year.

Pupils entitled to pupil premium continue to progress well with speech and language. A small number of children receive support from NHS and Talking Dales, with staff working on programmes set to support our children.

We have introduced a new programme to support children's social and emotional skills called One Life. Staff have been trained in the principles and research behind the programme. We will document children's progress as we move through the term.

- *In 2026, at the end of Reception, all disadvantaged children achieved a Good Level of Development*
- *In 2026, in Year 1, all disadvantaged children passed the Phonics Screening*
- *In 2026, in Year 4, disadvantaged children achieved a mean score of 22 compared to the cohort's mean score of 23.2*

Review May 2026

Currently disadvantaged attendance is 94.3% for the year to date. The whole school of not disadvantaged is 97.2%. Some of the disadvantaged group have had term time holidays which has negatively affected their attendance. There are some good successes within the group where attendance has improved.

Pupils entitled to PP continue to receive support to improve speech and language through normal class practice and specific interventions, where a need has been identified.

Personal, Social and Emotional development has been enhanced by children accessing myHappymind, an NHS backed programme aimed at supporting well-being.

Review December 2025

Currently disadvantaged children's attendance is 95.2% for the 2025-2026 academic year compared to 97.2% for the whole school. 10 disadvantaged children are part of the 17 children who currently have attendance below 90%.

Pupils entitled to PP continue to receive support to improve speech and language through normal class practice and specific interventions, where a need has been identified.

Personal, Social and Emotional development has been enhanced by children accessing myHappymind, an NHS backed programme aimed at supporting well-being.

Review July 2025

From Autumn and Spring terms' data. Attendance for disadvantaged children 93.5% compared to National Average for this group of 89.9%. The percentage of disadvantaged children from this group is 27.3% compared to 30.6%.

Pupils entitled to PP had many opportunities to improve their speech, language and confidence. All year groups undertook different oracy tasks, class assemblies or performances. Specific children who require additional support receive this from Talking Dales or NHS Speech and Language.

Personal, Social and Emotional development has been effective. Children have good communication skills, social skills and are regulated.

Review May 2025

Attendance of disadvantaged children is over 95%. Some disadvantaged children are currently classed as Persistent Absentees – further supportive work needed with these families.

Improved oral language skills and vocabulary among disadvantaged pupils

By the end of the year, all children will have had chance to speak in front of large audiences via school performances for all classes and assemblies for the younger classes. Children who need additional support receive targeted interventions based on Speech and Language recommendations, Talking Dales recommendations or programmes identified by Wellcom.

Review January 2025

Attendance of disadvantaged pupils is on average the same as non-disadvantaged group

Attendance of all children 96.6%. Attendance of disadvantaged children is 95.6 which is above national average.

Improved personal, social, emotional skills among disadvantaged pupils

Nurture Hub training took place April 2025 for all teaching staff. Children's behaviour generally very good throughout the school. Targeted interventions support children who find these skills hard.

Improved reading attainment among disadvantaged pupils.

97% of Rec children at or above expectations; 93% of Y1; 80% of Y2 on internal RWI data.In NTS end of term assessments 80% of Y3; 73% of Y4; 83% of Y5; 86% of Y6 ate age related or above.

Improved oral language skills and vocabulary among disadvantaged pupils

All children in Y1-6 have undertaken two oracy weeks tasks as well as day today teaching techniques in each class. Nursery, Reception and Key Stage 1 children accessing Wellcom to promote language skills. Some children receive external support via Emily Backes or NHS Speech and Language therapists.

Improved personal, social, emotional skills among disadvantaged pupils

Lots of opportunities for personal development. Support from external agencies such as the Nurture Hub to improve strategies to support children with different emotions

Improved reading attainment among disadvantaged pupils.

Targeted interventions in place to support all children whose reading age is below their chronological age.