

Montgomery Junior School

Pupil Premium Strategy Statement

1. Summary information					
School	Montgomery Junior School				
Academic Year	2017/18	Total PP budget	£106,180	Date of most recent PP Review	November 2017
Total number of pupils on October 2017 census	294	Number of pupils eligible for PP	79 27%	Date for next internal review of this strategy	March 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Pupils achieving the expected standard in reading, writing & maths (%)	53	67
Average scaled score in reading & maths (%)	103.2 & 102.9	105.4 & 105.3
Pupils achieving the expected standard in reading (%)	65	77
Pupils achieving the expected standard in writing (%)	71	81
Pupils achieving the expected standard in maths (%)	76	80
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Some children have low levels of emotional resilience.	
B.	Some children start year 3 at a lower level than their peers, especially in phonics and reading.	
C.	Some children do not understand what it means to be a 'good learner'.	

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A.	Turbulence and mobility.
B.	Low level of parental engagement and support with the school and children's learning.
C.	Some lower attendance rates compared with the school as a whole.

4. Desired outcomes (<i>Desired outcomes and how they will be</i>)		Success criteria
A.	Continue to close the gap between pupil premium (PP) pupils and non-pupil premium pupils in attainment and progress.	<ul style="list-style-type: none"> The attainment gap between PP and non-PP pupils will reduce, especially in reading. The improvements seen in PP pupil achievement in mathematics will be sustained.
B.	To help low attainers (by prior attainment) make good progress.	<ul style="list-style-type: none"> Progress of PP pupils with low prior attainment will improve in reading and mathematics to at least match that achieved by other prior attainment groups.
C.	Robust inclusion agenda to support pupils and families affected by mobility and deprivation and poor parental engagement.	<ul style="list-style-type: none"> Improved links will be established between school and families of PP pupils to ensure that they have the tools necessary to better support their children's education at home. The range of services available to support the wellbeing of PP pupils will continue to increase.
D.	Extend pupils' understanding of the wider world by offering opportunities that they may not get at home.	<ul style="list-style-type: none"> The aspirations of PP pupils and their families will continue to raise through targeted extended school and out of school opportunities.
E.	Reduce the small attendance gap that exists between PP pupils and all pupils within the school.	<ul style="list-style-type: none"> The rates of attendance are monitored more regularly than those for the school as a whole. Early intervention where attendance is causing a concern is taken. Support is offered to improve attendance where this might prove successful. Rates of attendance will improve and the gap between PP pupils and all pupils will reduce.

5. How will we spend the money?

Teaching and Learning	£
Additional teaching and learning to support the curriculum including intervention teaching and creative therapy for pupils. Additional teaching support delivered by a qualified teacher (current staff member). The use of tutoring support for disadvantaged pupils (being considered).	£26,062
Pastoral and Classroom Support	
HLTA and TA delivered tailored interventions. To provide enhanced curriculum support including strategies such as 1st Class@Number.	£39,102
Inclusion Coordinator one year contract to provide complementary interventions including Parent and Child Theraplay, Relaxation, Smart Thinking, Social Skills and Drawing & Talking Therapy.	
Emotional Literacy Support Assistants to build the school's capacity to support the emotional needs of pupils.	
Community Engagement Coordinator extended role to include wellbeing and attendance monitoring and support.	
Positive Behavioural Support	
Additional adults and services to support the management of behaviour of our most challenging children. This will enable of PP pupils to achieve their potential by further improving the school learning environments.	£6,097
Counselling and Support	
Play Therapy Counsellor to provide therapeutic play for children with emotional or behavioural difficulties, or have suffered from an emotional trauma. Includes clinical supervision.	£6,647
Family Counsellor to provide support with family relationships and issues, such as deprivation, that affect families and children.	
Training and Development	
Teaching and learning staff development to improve teaching across the school in collaboration with partnership schools. Investment in second year of Visible Learning project (year 2 of 3).	£2,975
Pupil Support	
Trip and activity cost subsidies, eg residential trips. Increase access to social and learning experiences outside of the normal curriculum	£25,297
Curriculum development activities including investment in educational equipment and software.	
Provide full funding for Monty's Extra extra-curricular clubs. Providing enrichment activities and breakfast every morning alongside a teacher led after-school provision.	
Peripatetic music tuition - Closing the gap between service pupils/other pupils.	
Total Pupil Premium Grant Planned Expenditure	£106,180

6. How we 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?
Improve the quality of teaching and learning and professional development	Involvement in a multi-school three year Visible Learning Project.	Project originates from the extensive research undertaken by John Hattie and developed through Osiris Educational. Also based on published research which suggests that focusing on QFT for all pupils benefits PP pupils more than intervention work with TAs etc.	Structured, well-planned programme working with six other local schools. Co-ordinated through Osiris Educational.	HT DHT AHT	Planned regular reviews as part of the programme and internal monitoring structures.
Increased leadership capacity.	Investment in adding to the leadership structure of the school. This included the release of the deputy headteacher to focus on supporting the quality of teaching and learning at the school.	Support and further improve teaching and learning across the school.	Structured approach to supporting teaching and learning in areas where weaknesses are identified. Support programme for teaching assistants to ensure that their practice is effective.	HT DHT	Planned regular reviews as part of the programme and internal monitoring structures.
Total budgeted cost					£2,975

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?
Better ability to support the emotional and social needs of PP pupils.	Implement the ELSA programme across the school focusing on pastoral support through theraplay and emotional literacy.	These strategies have a proven background in supporting the emotional needs of children in schools.	Structured and timetabled implementation programme and regular monitoring (internal and external).	SENCo	Monitored through dedicated staff member half-termly.
To provide targeted intervention support for PP pupils who will benefit from this.	Use of a qualified teacher as well as learning support assistants/ teaching assistants to provide intervention support.	Evidence shows that this approach can benefit some pupils if the intervention is appropriate and well delivered.	Undertaken in a planned and structured way.	HT	Monitored through SENCo termly.
Monty's Extra-curricular clubs programme provide extended learning and provision	Access for PPG pupils to a wider range of support out of school hours at no cost to families.	Ensure our most vulnerable children are given opportunities and additional support to enhance their development and attainment.	Highly trained HLTAs and teachers are contracted to provide the service. Planning and preparation is completed for every session. Monitoring and evaluation is completed regularly.	HT	Termly.
Total budgeted cost					£28,995

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?
To provide pupils with a wider variety of experiences.	Fund school trips and in-school events that enhance the existing curriculum.	Provision of a broad and rich curriculum is evidenced as being beneficial to PP pupils' outcomes. Raise the aspirations of PP pupils and their families through targeted extended school opportunities. Powerful approach in engaging pupils in school life as well as broadening their personal experiences.	Careful planning and monitoring of identifying events relating to this provision. Ensure PP pupils are priority attendees.	HT All staff	Monitored termly by HT.
Total budgeted cost					£13,887.77

7. Review of expenditure

Previous Academic Year 2016-17	Total Pupil Premium budget £73,920
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i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
Improve the quality of teaching and learning.	Involvement in a multi-school three year Visible Learning Project.	Project originates from the extensive research undertaken by John Hattie and developed through Osiris Educational. Structured, well-planned programme working with six other local schools. Co-ordinated through Osiris Educational. This is about high quality teaching for all.	The project is intensive and requires staff to spend more time researching than anticipated. The delivery of the main INSET by Osiris has not been as good as I would have expected. This has resulted in the key leaders for VL having to repeat and clarify some	£2,964

			important messages in order to support staff in moving on.	
Enhanced curriculum provision.	Engagement of specialist music, drama and French teachers.	Provision of a broad and rich curriculum is evidenced as being beneficial to PP pupil outcomes.	School budget no longer able to support this provision.	£25,625

ii. Targeted Support				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
Better ability to support the emotional needs of PP pupils.	Provide social skills and ELSA training to identified HLTA and teaching assistants.	Using strategies to encourage pupils to believe in themselves and view their learning experience positively.	New initiative yet to be embedded.	Initial training costs £3,300
To provide targeted intervention support for PP pupils who will benefit from this.	Use of learning support assistants/ teaching assistants to provide intervention support.	This additional provision allows focused intervention groups for PP pupils supporting individual needs in English and maths.	The use of a qualified teacher to provide support is likely to have a greater impact on pupil outcomes in some cases.	Classroom support costs £25,695

iii. Other Approaches				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
To provide pupils with a wider variety of experiences.	Fund school trips, activities and in-school events that enhance the existing curriculum and raise the aspirations of learners.	Tailored to individual need. Powerful approach to engaging pupils in school life as well as broadening their personal experiences. Activities included visits to IT specialist Monkey Source, Colchester United stadium experience and Colchester Zoo learning experience.	Difficult to assess the impact on pupil outcomes yet anecdotally it is believed the approach has benefits.	£8,065
Extra-curricular provision including breakfast club	Breakfast and after school clubs	Deliver a broad range of exciting programmes and activities that PP children may not have access to.	Difficult to judge impact on academic outcomes. Impact on emotional stability appears positive.	£2,950
Curriculum Development	<ul style="list-style-type: none"> • Little Musketeers • Monty's Extra • Educational visits, e.g. Kingswood. 	These activities provided pupils with extension beyond the standard school curriculum, something research suggests benefits disadvantaged pupils.	The value of educational visits is well known. Measuring the impact of other activities is proving more problematic. Better initial assessment might provide a more robust baseline to measure against.	£5,321