

Pupil Premium Strategy Statement 2017-18

Overall Impact

The impact on educational attainment from expenditure of the Pupil Premium funding is reflected in the results of the school and the attitudes and behaviour of the pupils. The school has extensive monitoring and support systems in place to ensure optimum outcomes for all pupils, including those who are most vulnerable.

1. Summary information					
School	Montgomerie Primary School				
Academic Year	2017/18	Total PP budget		Date of most recent PP Review	n/a
Total number of pupils	202	Number of pupils eligible for PP	23 (%) (47 ch)	Date for next internal review of this strategy	July 2018

2. Current attainment – End of Key Stage 2 2017		
	<i>Pupils eligible for PP (school)</i>	<i>All pupils (national average)</i>
% achieving expected level or above in reading, writing and maths	0%	67%
In 2017 % achieving expected level or above in reading	57% (4 pupils)	77%
In 2017 % achieving expected level or above in grammar, punctuation and spelling	57% (4 pupils)	82%
In 2017 % achieving expected level or above writing	57% (4 pupils)	81%
In 2017 % achieving expected level or above in maths	0%	80%

NB In 2017 there were 7 Year 6 pupils entitled to support from Pupil Premium. Each pupil = 14.3%

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.	Delayed oral language and listening skills that impact on independent and reflective learning.
B.	Basic skills in reading, writing and maths for current Year 1 and Year 3 Pupil Premium pupils.
C.	Social and emotional issues which impact on concentration, motivation and resilience especially Year 3
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	The attendance rate for pupils eligible for Pupil Premium is 90.65% which is below the national average. 12.3% (Spring 1) are persistent absentees. This reduces their school hours and causes them to fall behind.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language and listening skills so that pupils develop increased independence in their attitude and approach to learning	Pupils eligible for Pupil Premium make rapid progress by the end of the year so that they meet at least age related expectations.
B.	Higher rates of progress in reading, writing and maths in Year 1 and Year 3 for those pupils who qualify for the Pupil Premium.	Pupils eligible for Pupil Premium make rapid progress by the end of the year so that they meet at least age related expectations in comparison to all other pupils nationally and those with the same starting points.
C.	The social and emotional needs of pupils eligible for Pupil Premium are well supported in a timely manner.	Pupils eligible for Pupil Premium are observed to have improved concentration, motivation and resilience, thus resulting in rapid progress by the end of the year and meeting at least age related expectations.
D.	Increased attendance rates for pupils eligible for Pupil Premium.	Reduce the number of persistent absentees among pupils eligible for Pupil Premium. Overall Pupil Premium attendance improves and is above the national average for this group.

5. Planned expenditure

Academic year **2017/18 Projected income £63,000**

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 ?
c. Learning					
All pupils have access to educational visits which provide memorable and enjoyable experiences which enrich the curriculum.	Monitor registration of pupils and payment for educational visits.	Previous educational visits have enriched pupils' learning through curriculum based visits which puts learning into context. Carefully planned educational visits for this year aim to provide a similar experience and enable children knowledge and vocabulary.	Termly monitoring will ensure that educational visits, including risk assessments are carefully planned. Yearly monitoring will ensure that educational visits are not repeated for cohorts and there are clear links to the curriculum.	SMT	Review of this document July 2018. £1,500
All Year 6 pupils have access to a residential trip which provides memorable and enjoyable experiences which enrich the curriculum.	Monitor registration of pupils and payment for the residential trip.	Previous educational residential trips have enriched pupils' learning through a range of physical and curriculum based activities. A carefully planned residential trip for this year aims to provide a similar experience.	Yearly monitoring will ensure that the residential trip is carefully planned, taking into account the needs of individuals and a detailed risk assessment.	HT	Review of this document July 2018. £800

Rapid progress made in reading, writing and maths for current Year 1 and Year 3 Pupil Premium pupils.	All staff to provide effective feedback to pupils during lessons and marking books.	Education Endowment Foundation Teaching and Learning Toolkit- evidence shows that feedback is high impact for very low cost.	Revisit previous training in staff meetings. Learning observations, book scrutiny and learning walks. Pupil views including meta-cognition and self- regulation. Effective feedback should encourage learners to plan, monitor and evaluate their own learning; including mastery learning.	SMT	Implementation of effective feedback will be reviewed in line with SMT monitoring timetable. Review of this document July 2018. £1,385
Rapid progress made in reading, writing and maths for current Year 1 and Year 3 Pupil Premium pupils.	All staff to teach inference skills, including mastery and extending the most able.	Reading comprehension strategies- Education Endowment Foundation Teaching and Learning Toolkit- evidence shows that these strategies have moderate impact for very low cost, based on extensive evidence.	Review the impact of Active Read including Pupil Voice Questionnaire. Learning observations, book scrutiny and learning walks. Pupil views regarding their own learning including mastery. Monitored regularly through Pupil Progress meetings.	SMT	Pupils' reading assessments updated accordingly. Review of this document July 2018. £3,850
Total budgeted cost					£7,535

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 ?
The social and emotional needs of pupils eligible for Pupil Premium are well supported in a timely manner.	Learning Mentors monitor identified pupils.	Well trained staff effectively support the emotional needs of individual pupils. This valuable provision needs to continue as pupils change year groups so that new skills or coping strategies learnt can be further developed. Also, new skills can be developed in relation to a range of social settings.	Daily monitoring by the SMT will ensure that: <ul style="list-style-type: none"> • Staff are deployed effectively • Timely intervention is provided • Behaviour records are up to date • Appropriate action is taken immediately to ensure 	SENCo	Daily monitoring by SMT and feedback to staff. Records updated accordingly. Review of this document July 2018. £18,500
The social and emotional needs of pupils eligible for Pupil Premium are well supported in a timely manner.	Family Liaison Support Worker to communicate regularly with identified families.	The Family Liaison Support Worker has provided invaluable support to identified families which has resulted in: <ul style="list-style-type: none"> • identified pupils are happy in school and engaged in their learning • relevant outside agencies have supported families. This needs to continue as needs arise.	Weekly monitoring will ensure that: <ul style="list-style-type: none"> • Timely intervention is provided behaviour records are up to date • Appropriate action is taken immediately to ensure positive outcomes. 	SENCo	Records updated weekly and feedback to staff where relevant. Review of this document July 2018. £2,950
Improved oral language and listening skills so that pupils develop increased independence in their attitude and approach to learning.	Talk Boost Champions.	Talk boost champions provide a 10 week intervention 3 times a week resulting in improved speaking and listening skills for identified pupils.	Half termly monitoring will ensure that: Pre assessment and post assessment shows impact.	SENCo	Pupil records and assessments updated accordingly. Review of this document July 2018. £2,000

Improved Maths skills so that pupils develop increased independence in their attitude and approach to learning.	Staff implement intervention, which include those pupils identified with Maths needs.	Catch up Maths Intervention provides support twice a week resulting in improved skills for identified pupils.	Half termly monitoring will ensure that: Pre assessment and post assessment shows impact.	SENCo	Pupil records and assessments updated accordingly. Review of this document July 2018. £2,000
Rapid progress made in reading, writing and maths for current Year 1 and Year 3 Pupil Premium pupils.	Staff implement booster groups, which include those pupils identified as most able.	Effective booster groups last year meant that pupils are starting to make significant gains in their self-confidence and approaches to learning and had a positive impact on end of year attainment and pupil progress. These groups now need to be implemented for newly identified pupils.	Weekly monitoring will ensure that: <ul style="list-style-type: none"> • Booster groups are implemented for identified pupils with clear and measurable on-entry and exit assessments • Pupil progress is recorded accurately • Next steps of learning are identified. 	SMT	Individual pupil assessments updated accordingly. Review of this document July 2018. £10,070
Rapid progress made in reading, writing and maths for current Year 1 and Year 3 Pupil Premium pupils.	Staff implement individual intervention programmes including pupils identified as most able.	Previous individual intervention programmes indicate that the attainment gap between pupils entitled to support from the Pupil Premium Funding and all other pupils nationally is diminishing. This programme now needs to be implemented for newly identified pupils.	Weekly termly monitoring will ensure that: <ul style="list-style-type: none"> • Effective interventions are implemented for identified pupils with clear and measurable on-entry and exit assessments • Pupil progress is recorded accurately • Next steps of learning are identified. 	SMT	Individual pupil assessments updated accordingly. Review of this document July 2018. £4,495

					Total budgeted cost	£40,015
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 ?	
Develop general knowledge and fitness	Implement and monitor the attendance of pupils entitled to PPG at after and before school clubs	Develop collaborative learning to support the development of basic academic skills, fitness skills, social interaction and raise self-esteem.	Half termly monitoring will ensure that: <ul style="list-style-type: none"> Clubs are relevant to pupils' needs of pupils entitled to PPG Activities are engaging, promoting enjoyment and positive attitudes and are developing skills and knowledge 			£1,500
Improved attendance for pupils eligible for Pupil Premium.	Arrange regular monitoring of attendance with the School Attendance Officer.	Continue: <ul style="list-style-type: none"> To liaise regularly with identified families with the School Attendance Officer to promote regular attendance at school. With rapid response systems that are in place to address poor attendance. Invite targeted pupils to breakfast club 	Weekly monitoring will aim to: <ul style="list-style-type: none"> Improve attendance for identified pupils Consider alternative ways of promoting the importance of good attendance. Attendance at breakfast club and other relevant clubs 	HT and all staff	Pupil records updated accordingly. Review of this document July 2018.	£2,000
The social and emotional needs of pupils eligible for Pupil Premium are well supported in a timely manner.	Arrange counselling sessions for identified pupils sessions with BATIC counsellor.	The emotional needs of newly identified pupils and families will continue to be supported in a timely manner.	Weekly monitoring will aim to: <ul style="list-style-type: none"> Provide effective provision and support for identified pupils and families. 	HT/SENCo	Review of this document July 2018	£4,500

Rapid progress made in reading, writing and maths for current Year 6 Pupil Premium pupils.	Implement Year 6 interventions.	Deliver specific interventions to advance the progress of all pupils entitled to PPG.	<p>Weekly monitoring will ensure that:</p> <ul style="list-style-type: none"> • Effective provision and support provided is tailored to meet the needs of individual pupils • Interventions are implemented for identified pupils with clear and measurable on-entry and exit assessments • Pupil progress is recorded accurately. <p>Also consider the impact of quality first teaching and effective differentiation.</p>	Y6 teacher	Pupil records and assessments updated accordingly. Review of this document July 2018. £7,950
Total budgeted cost					£63,500