

Montgomery Junior School

Pupil Premium Strategy Statement

1. Summary information					
School	Montgomery Junior School				
Academic Year	2018/19	Total PP budget	£122,760	Date of most recent PP Review	November 2018
		Including Looked After	£123,740		
Total number of pupils on October 2018 census	311.5	Number of pupils eligible for PP	93 29.9%	Date for next internal review of this strategy	March 2019

2. Current attainment as at July 2018			
	Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)
Pupils achieving the expected standard in reading, writing & maths (%)	56%		70%
Average scaled score in reading & maths (%)	R = 101.4	M = 99.6	R = 106.1 M = 105.4
Pupils achieving the expected standard in reading (%)	56%		80%
Pupils achieving the expected standard in writing (%)	67%		83%
Pupils achieving the expected standard in maths (%)	56%		81%
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 have not developed resilience in maths learning and understanding and find maths reasoning difficult.		

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
C.	Marked increase in deprivation levels within the school's community

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Continue to close the gap between pupil premium (PP) pupils and non-pupil premium pupils in attainment and progress. To help low and middle attainers make good progress.	<ul style="list-style-type: none"> • The attainment gap between disadvantaged and non-PP pupils will reduce. • The improvements seen in PP pupil achievement in mathematics will be improved. • Progress of PP pupils with low and middle prior attainment will improve in reading and mathematics to at least match that achieved by their peers.
B.	To ensure that all disadvantaged children benefit from the pupil premium.	<ul style="list-style-type: none"> • Continue to improve and develop the use of the funding to ensure that the extra funding is targeted most efficiently to reach all disadvantaged children for maximum effectiveness. • Be instrumental in improving social mobility for our children.
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. • Focus on the increase in deprivation levels in our community and support pupils and parents who are experiencing deprivation.
D.	Extend pupils' understanding of the wider world to transform their life chances and opportunities.	<ul style="list-style-type: none"> • The aspirations of PP pupils and their families will continue to raise through targeted learning, extended school provision and out of school opportunities.

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. The use of high quality targeted interventions for disadvantaged pupils in reading and maths	£30,000
Online personalised learning (for example Third Space maths tutoring)	£10,000
Pastoral and Classroom Support	
HLTA and TA delivered tailored interventions. To provide enhanced curriculum support including strategies such as 1st Class@Number.	£35,000
Inclusion Coordinator to provide complementary interventions including Parent and Child Theraplay, Relaxation, Smart Thinking, Social Skills	
Emotional Literacy Support Assistants to build the school's capacity to support the emotional needs of pupils.	
Learning Mentor team to provide tailored interventions in a safe and nurturing specialist learning environment.	
Wellbeing Mentor role to include wellbeing, military mobility and targeted attendance monitoring and support.	
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.	£5,000
Family Liaison Officer to provide support with family relationships and issues, such as deprivation, that affect families and children.	
Training and Development	
Staff development to improve teaching across the school in collaboration with partnership schools with quality CPD Tailored Mental Health Awareness training for all staff to positively impact on how we support disadvantaged families	£15,000
Pupil Support	
Trip and activity cost subsidies, eg residential trips. Increase access to social and learning experiences outside of the normal curriculum	£28,740
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.	
New improvements and initiatives to benefit all children who receive the funding to improve social mobility through a focused Pupil Premium support team	
Total Pupil Premium Grant Planned Expenditure	£123,740

6. How we are using the Pupil Premium

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?
High quality teaching for all	<p>Improve the quality of teaching and learning and professional development</p> <p>Focus on quality of teaching. Deliver in-depth staff training.</p>	<p>Evidence (especially Education Endowment Foundation Teaching and Learning Toolkit)</p> <p>Detailed data analysis</p>	<p>Structured, well-planned programme.</p> <p>Rigorous monitoring of teaching and learning</p>	HT	Planned regular reviews as part of the programme and internal monitoring structures.
Clear, responsive leadership	Deputy Headteacher to be non-teaching to focus on supporting the quality of teaching and learning at the school for PP children.	Support and further improve teaching and learning across the school.	<p>Structured approach to supporting teaching and learning in areas where weaknesses are identified.</p> <p>Support programme for teaching assistants to ensure that their practice is effective.</p>	DHT	Planned regular reviews as part of the programme and internal monitoring structures.

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?
Deploying staff effectively to support pupils' learning as well as in specific learning interventions	Identify strengths of staff and grow staff. Ensure strong teamwork between teachers and support staff.	Evidence (NFER and Education Endowment Foundation, Sutton Trust). Making best use of teaching assistants and classroom support staff.	Structured and timetabled review programme to ensure TAs add value to learning. Use evidence based guidance on the effective use of TAs in delivering structured interventions and support	DHT	Monitoring and evaluate effects of TA support on learning outcomes. Review half termly. Acting on evidence.
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 Senior Leadership Team termly.

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?
Enhanced extra-curricular programme to enrich curriculum and provide diverse opportunities	Access for PPG pupils to a wider range of support in and 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 and improve social mobility.	Highly trained HLTAs, sports coach and teachers contracted to provide the service. Planning and preparation is completed for every session. Monitoring and evaluation is	HT	Half termly monitoring and evaluation.

	Fund school trips and in-school events that enhance the existing curriculum.	Raise the aspirations of PP pupils and their families through targeted extended school opportunities. Evidence (Sutton Trust). Address social inequalities.	completed regularly. Careful planning and monitoring of identifying events relating to this provision. Ensure PP pupils are priority attendees.		
Increase wellbeing and emotional resilience of pupils					

7. Review of expenditure

Previous Academic Year 2017-18	Total Pupil Premium budget £106,180
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8. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	Success criteria
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 number of pupils achieving the expected standard in reading, writing and maths improved overall. PP pupil achievement in mathematics fell in 2018. This is being robustly addressed in 2018-19.
To help low attainers make good progress.	<ul style="list-style-type: none"> 25% achieved expected or higher progress in Reading, Writing and Maths combines compared to 7% national.
Robust inclusion agenda to support pupils and families affected by mobility and deprivation and poor parental engagement.	<ul style="list-style-type: none"> The school has established a specialist nurture provision that launched in September 2018. Current data is being analysed to evaluate effectiveness. The range of services available to support the wellbeing of PP pupils increased with the introduction of complementary therapies such as relaxation therapy, daily mile and sports initiatives.

<p>Extend pupils' understanding of the wider world by offering opportunities that they may not get at home.</p>	<ul style="list-style-type: none"> • The school offered a number of enriching activities including visits to and Monkey Source (computer coding company), Colchester United behind the scenes event and Colchester Zoo.
<p>Reduce the small attendance gap that exists between PP pupils and all pupils within the school.</p>	<ul style="list-style-type: none"> • Successful employment of Wellbeing Mentor to support attendance has had a significant impact on attendance. Disadvantaged pupils' attendance increased overall in 2017/18. • Early intervention where attendance is causing a concern is taken. • Support is offered to improve attendance where this might prove successful. • The introduction of the Breakfast Club has encouraged pupils to attend school more regularly and ready to learn.

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