

Montgomery Primary School Pupil Premium Strategy 2018-19

1. Summary information					
School	Montgomery Primary School				
Academic Year	2018/19	Total PP budget (April 2018)	£102,630	Date of most recent PP Review	December 2018
Total number of pupils	377	Number of pupils eligible for PP (April 2018)	79	Date for next internal review of this strategy	December 2019

2. Current attainment – Y6 2018 National Tests, cohort of 13 children (7.7% per child)		
	<i>Pupils eligible for PP (your school)</i>	<i>All Pupils (national average)</i>
% Achieving at least expected standard in reading, writing and maths	46%	64%
% Achieving at least expected standard in reading	69%	75%
% Achieving at least expected standard in writing	54%	78%
% Achieving at least expected standard in maths	69%	71%
Scaled progress score in writing	Not available until Dec 18	0
Scaled progress score in reading	Not available until Dec 18	0
Scaled progress score in maths	Not available until Dec 18	0

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
These barriers to learning have been identified after discussions with staff and children, looking at what helps and hinders learning for groups and individuals.	
In-school barriers	
A.	Low on entry data / End of Nursery data / EYFS data / Academic gaps in KS2 <ul style="list-style-type: none"> - Most pupils join nursery with low on entry data - Most pupils join reception with low nursery data - Most pupils join KS1 with low EYFS data - Year 6 cohort have some academic gaps due to historic inconsistent teaching - Children have a paucity of vocabulary which hinders their writing and accessing a greater depth score in reading. This includes knowledge of what particular words means

	as well as the subtlety of certain words and how their position within a sentence for example, can alter meaning.
B.	Social and emotional development - High Thrive need (behaviour, focus, self-esteem) - Most PP pupils are identified as having Social and Emotional need in most year groups across the school
C.	Speech and Language - Most speech and language need has been identified in KS1 pupils
External barriers	
D.	Attendance and punctuality - Most poor attendance has been identified in Years 4 - 6
E.	Home concerns - Home concerns have been identified in most year groups, with the majority being in Years 3, 4 and 5.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Early intervention and precision first wave quality teaching is administered in Nursery, EYFS and KS1 and KS2 to close gaps. - Gaps are identified quickly, addressed and closed	Improved data – at the end of Nursery, Reception and KS1 Data is in line with other pupils nationally for reading, writing and maths for KS1/2 2019 SATs. Writing gap with non PP closes with assistance of first-hand experiences/visits.
B.	To ensure that the number of PP children achieving GDS is accelerated.	GDS figures both in external and internal data are in line with GDS achieved by other pupils nationally. Teachers appraisals targets specifically target this need through named pupils. Pupil progress meetings hold teachers to account for this. Progress in books demonstrates rapid improvement. Achievement for All programme targets key children/families in order to engage parents. PP monitoring through blinks/ lesson obs show quality first teaching.
C.	Attendance improves overall, including a reduction in Persistent Absence - PP pupils are targeted through offer of free early morning sports club provision - Reception staff and Safe Guarding Officer monitor attendance and address parents according to the school policy and protocol	Attendance data improves – pupils are consistently in school more receiving high quality first wave teaching, ensuring that learning is not missed and gaps do not occur. 2017/18 data was 94.9%, non PP was 96.5%. National for all pupils was 96%. Attendance target for PP children for 2018/19 is 96.5%.

5. Planned expenditure	
Academic year	2018/19
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 / 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?
To ensure good progress of PP children in terms of both statistical data and progress in books matches that of non-PP children.	<p>Set up individual PP profiles to be completed termly by class teacher which highlights what additional provision the children are receiving either through n-class teaching or additional TA support.</p> <p>TAs to work with particular year groups at certain times of the day. School day split into three sections and TAs rotate. Teachers either use TAs as part of their lesson or for catch up/ pre-teaching.</p>	Each pupil's needs are addressed individually and specific intervention is provided according to need. £86,584	<p>Teachers deliver 1st wave quality teaching and address gaps through bespoke tutorials and precision teaching</p> <p>TAs are timetabled to address pupils' specific needs</p> <p>Gaps in PP and Non PP pupils is 0</p> <p>PP Pupils attainment is at least in line with national other pupils for Reading, Writing and Maths</p>	Head of school SENco: K. Way Class Teachers TAs	Half Termly- in terms of whether TA provision is effective. Profiles updated termly.
To ensure that teachers and middle leaders have access to high quality training to promote higher PP attainment.	Identify needs through Achievement For All- looking at promoting middle leaders to ensure that standards across the curriculum are developed for PP children to ensure a broad and balanced curriculum for all. Develops ways of increasing parental engagement both as leaders and teachers.	Barriers to learning, are carefully considered and addressed to ensure academic learning can progress Achievement For All- £6,000	<p>Assistant head teachers to communicate and support teachers to address barriers to pupils' learning</p> <p>Inclusion team are used to support teachers with addressing barriers to learning</p>	Head of School SENco: K. Way Class Teachers TAs	Half termly
Total budgeted cost					£92,584

ii. 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 raise standards of attainment of greater depth children.	Ensure pupils are challenged to Greater Depth and exposed to wider curriculum opportunities	The number of children achieving GD in all subjects is below national average.	Head of school, middle leads and Assistant Head Teachers to support teachers in achieving Greater Depth through 1 st wave quality teaching and providing enrichment opportunities The gap is 0 between PP and the national average.	Head of school Lit/ Maths leads Class Teachers	Termly
To widen children's learning experiences to support social and emotional development, as well as supporting academic ability	To ensure children are exposed to more out-of-school trips and visitors into school. University visits/ residential etc.	PP children often do not have the same life experiences as other children. This affects standards particularly in writing. It also encourages aspiration.	Assistant Head teachers to ensure teachers and aware of enrichment opportunities and plan them in to their 1 st wave quality teaching, as well as individual provision to meet PP pupils' specific needs	Head of school Class Teachers	Termly
Total budgeted cost					£10,046

6. Review of expenditure					
Previous Academic Year 2017-18					
i. Quality of teaching for all / Targeted support					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	
Academic data is tracked –	Teaching assistants are deployed to	All subjects are within 3 pupils of achieving the national average in all year groups for EXS. For GD gaps between PP and the national average remain and should therefore remain a focus this year (Writing is the biggest area for this and is a key focus of staff training in the autumn term).	Gaps between national average and PP	£138, 916	

<p>gaps in learning are closed, and HA pupils challenged</p>	<p>target children both within lesson and outside.</p>	<p>Year 4/5/6 in 2017/18 started the year with large attainment gaps for all pupils due to historical weak teaching (younger pupils did not). Therefore, a key focus was on catching these children up rapidly. As can be seen from the tables below, progress was rapid and sustained for these pupils, particularly in moving from WTS to EXS.</p> <p>Progress for PP children in Y6 2017/18</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>EXS/GD Sept 17 %</th> <th>EXP/GD SAT result %</th> <th>% point increase</th> <th>GD Sept 17 %</th> <th>GD SAT result %</th> <th>% point increase</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17</td> <td>69</td> <td>52</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Writing</td> <td>8</td> <td>54</td> <td>46</td> <td>8</td> <td>15</td> <td>7</td> </tr> <tr> <td>Maths</td> <td>25</td> <td>77</td> <td>52</td> <td>17</td> <td>23</td> <td>6</td> </tr> <tr> <td>R/W/M combined</td> <td>8</td> <td>46</td> <td>38</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Progress for PP children in Y5 2017/18</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>EXS/GD Sept 17 %</th> <th>EXP/GD SAT result %</th> <th>% point increase</th> <th>GD Sept 17 %</th> <th>GD SAT result %</th> <th>% point increase</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>36</td> <td>64</td> <td>28</td> <td>7</td> <td>14</td> <td>7</td> </tr> <tr> <td>Writing</td> <td>36</td> <td>50</td> <td>14</td> <td>7</td> <td>7</td> <td>0</td> </tr> <tr> <td>Maths</td> <td>43</td> <td>64</td> <td>21</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>R/W/M combined</td> <td>29</td> <td>50</td> <td>21</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Progress for PP children in Y4 2017/18</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>EXS/ GD Sept 17 %</th> <th>EXP/GD SAT result %</th> <th>% point increase</th> <th>GD Sept 17 %</th> <th>GD SAT result %</th> <th>% point increase</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22</td> <td>55</td> <td>33</td> <td>9</td> <td>18</td> <td>9</td> </tr> <tr> <td>Writing</td> <td>39</td> <td>55</td> <td>16</td> <td>0</td> <td>9</td> <td>9</td> </tr> <tr> <td>Maths</td> <td>54</td> <td>73</td> <td>19</td> <td>0</td> <td>9</td> <td>9</td> </tr> <tr> <td>R/W/M combined</td> <td>31</td> <td>55</td> <td>24</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>How were these figures achieved?</p> <ul style="list-style-type: none"> • Quality first teaching • Teaching to gaps • Improved behaviour • PP profiles used to target children effectively 	Subject	EXS/GD Sept 17 %	EXP/GD SAT result %	% point increase	GD Sept 17 %	GD SAT result %	% point increase	Reading	17	69	52	0	0	0	Writing	8	54	46	8	15	7	Maths	25	77	52	17	23	6	R/W/M combined	8	46	38	0	0	0	Subject	EXS/GD Sept 17 %	EXP/GD SAT result %	% point increase	GD Sept 17 %	GD SAT result %	% point increase	Reading	36	64	28	7	14	7	Writing	36	50	14	7	7	0	Maths	43	64	21	0	0	0	R/W/M combined	29	50	21	0	0	0	Subject	EXS/ GD Sept 17 %	EXP/GD SAT result %	% point increase	GD Sept 17 %	GD SAT result %	% point increase	Reading	22	55	33	9	18	9	Writing	39	55	16	0	9	9	Maths	54	73	19	0	9	9	R/W/M combined	31	55	24	0	0	0	<p>in-school attainment have narrowed because of good quality teaching. GD now needs to be a focus.</p>	
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<p>Barriers to learning are addressed rapidly</p>	<p>PP profiles are created for each PP pupil in the</p>	<p>PP profiles help to ensure that no PP child is missed and that their targets can be cross-referenced with their book as well as keeping an individual record of their progress.</p>	<p>Profiles have been hugely successful and will therefore</p>																																																																																																										

	school from Nursery to Y6		continue next year also. Past records are to be kept.																																											
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Challenge HA PP Pupils to Greater Depth	Provide opportunities for enrichment	Children achieving greater depth in each subject by year group: <table border="1" data-bbox="495 582 1189 756"> <thead> <tr> <th></th> <th>R</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>0</td> <td>14</td> <td>25</td> <td>7</td> <td>18</td> <td>14</td> <td>0</td> </tr> <tr> <td>Writing</td> <td>0</td> <td>14</td> <td>25</td> <td>7</td> <td>9</td> <td>7</td> <td>15</td> </tr> <tr> <td>Maths</td> <td>0</td> <td>14</td> <td>8</td> <td>15</td> <td>9</td> <td>0</td> <td>23</td> </tr> <tr> <td>R, W, M combined</td> <td>0</td> <td>14</td> <td>8</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>				R	Y1	Y2	Y3	Y4	Y5	Y6	Reading	0	14	25	7	18	14	0	Writing	0	14	25	7	9	7	15	Maths	0	14	8	15	9	0	23	R, W, M combined	0	14	8	0	0	0	0	Greater depth % have not increased at the same rate as EXS rates. This is because there is a bigger gap to make up and should therefore continue next year.	£9,584
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Provide wider curriculum enrichment opportunities	Green Team, community garden, sports clubs, music lessons, school council etc	Children have taken part in enrichment activities at the university to promote aspiration. Some have also visited Colyton Grammar School. A before-school PE club was set up to promote attendance and punctuality,			Continue with approach but continue to look to diversify the experience. Use the new school minibuses to allow for more off-site activities.																																									

The school has had a much improved external pupil premium review in November 2017 following the first one in May 2017.