

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Montagu
Number of pupils in school	325
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2021 to 2022, 2022 to 2023, 2023 to 2024
Date this statement was published	September 2021
Date on which it will be reviewed	Annually
Statement authorised by	David Longley
Pupil premium lead	Kathryn Wood & Hannah Summers
Governor / Trustee lead	Jo Sercombe

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£175,895
Recovery premium funding allocation this academic year	£20,155
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£196,050

# Part A: Pupil premium strategy plan

## Statement of intent

At Montagu Primary Academy we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils can read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

### Our context:

Deprivation Indices		
The Indices relatively rank small areas in England from most deprived to least deprived. Areas closest to 1 fall within the most deprived 10% nationally and those closest to 10 fall within the least deprived nationally.		
7.7	1.5	1.5
Barriers to Housing and...	Crime Decile	Education and Skills Decile
2.1	1.9	2.2
Employment Decile	Health and Disability De...	Income Decile
2.0	2.0	6.4
IDACI Decile	Index of Multiple Depriv...	Living Environment Decile

The barriers that exist for our disadvantaged pupils are:

Gaps in reading, writing, math's, and phonics- Pupils are not working at age-related expectations or better. Additionally, there are significant gaps due to the impact of lost schooling because of Covid-19.

Social, emotional, and mental health- Pupils in distress find it hard to self-regulate which impacts on learning.

Speech, language, and communication - Pupils become frustrated as they are unable to communicate clearly with peers and adults.

IT at Home - Children unable to satisfactorily access IT based learning due to lack of usable computers / smart phones / quiet places to learn

Parental engagement - Parents unable to encourage and support learning.

Attendance - Pupils miss significant chunks of learning. Gaps widen and progress is negatively impacted across the curriculum

#### Achieving our objectives:

To achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

#### Key Principals:

We will ensure that effective teaching, learning, and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional, and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	Social, emotional, and mental health
2	Gaps in reading, writing, maths, and phonics
3	Speech, language, and communication
4	Attendance and punctuality
5	Access to wider opportunities
6	Parental engagement

## 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
Reading, Writing and Maths	Achieve outcomes in-line with, or above, national average by the end of KS2.
Phonics	Achieve at least 90% of pupils in Y1 pass the PSC
Attendance	Ensure attendance of disadvantaged pupils is at least 96%
Wider Opportunities	Access to visits and visitors, enhanced provision both across the school day and at lunch times and afterschool.

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 87,000

Activity	Evidence / rationale that supports this approach	Challenge number(s) addressed
Talk for Writing training	Historic data indicates writing being a weak area across the school as there has not been a recognised framework / scheme of work in place to support teacher's development. Additionally, this is often an area of the curriculum that some pupils find challenging to engage with.	2,3
Voice 21 CPD	Most of our pupils arrive in school with poor communication skills and live within families who also have poor communication.	2,3
HLTA employed to release curriculum leaders	Our newly developed reading led curriculum has been designed to engage all our pupils and make clear links with their local area. To further develop the curriculum and support the CPD of middle leaders.	2,5
Additional teaching staff to allow for smaller, single year classes	Due to the gaps developed for our pupils from remote learning – both academically and emotionally smaller single year classes will support a focused approach to closing the gaps and meeting individual needs.	1,2,3,6
Partial Non class based senior leadership to mentor and coach early careers teachers	This is the second year of an ECT approach for Montagu as we were part of the pilot last year, it is recognised coaching in the moment is the most impactful strategy for developing teaching.	1,2
Phonics CPD	Historic data indicates this is an area to focus on, a newly introduced scheme needs disseminating across whole school, both for ARE related teaching, keeping up and closing the gap programs.	2,3
Train a new Thrive lead practitioner	The promotion of social and emotional health remains a challenge for the children. A lead practitioner would be able to direct and deliver appropriate support where it is required the most.	1

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

Budgeted cost: £ 65,000

Activity	Evidence / rationale that supports this approach	Challenge number(s) addressed
Small group, interventions in reading, writing, maths, and phonics	Small group intervention will support gaps and allow for learning to be more personalised-this approach will also allow for 'keeping up' interventions to prevent further gaps	1,2,3,
1-1 interventions as above	As above – for those disadvantaged pupils who have more bespoke needs	1,2,3

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

Budgeted cost: £45,000

Activity	Evidence/ rationale that supports this approach	Challenge number(s) addressed
Non class based Thrive practitioner	Several pupils in the academy have suffered trauma in their childhood. Using the Thrive assessment system we can evidence who has social / emotional developmental gaps and address these through a bespoke intervention led by a licensed Thrive Practitioner.	1,4,6
Thrive	As above – whole school approach and right time - age related- curriculum. A dedicated Thrive room – manned all day to support planned and reactive interventions.	1,4,6
EWO support purchased	Attendance and punctuality continue to be a focus for our school community.	1,4,6

Breakfast Club- led by Thrive practitioner	Children who are hungry do not perform as well.	1,2,4,6
Reward shop	Pupils can develop responsibility for their own learning.	1,2,4,6
Subsidised visits	To ensure equity for all.	1,2,4,5,6
Musical instrument – newly purchased resources and tuition	Every child should have the opportunity to learn to play an instrument/perform in front of an audience.	5
Jigsaw- PSHEscheme	To address the social and emotional curriculum.	1,4
Junior Jam- peripatetic teacherssupport the CS curriculum	Enhance the wider curriculum with specialised provision.	5
Classroom kitchen	Online cooking support to promote practical life skills.	5
Inclusion manager to continue to strengthen relationships with parents	To continue to work with parents to strengthen community links and target support for appropriate families.	6

**Total budgeted cost: £ 197,000**

## Part B: Review of outcomes in the previous academic year

Support and CPD from EP, DOLs and SLT in reading, phonics, writing, maths, and Reading Enhanced curriculum. Both at Trust and Academy level.

Work in books is better quality, continuity in working policies, better planned lessons focusing on historic and future learning. Lessons are more progressive and tailored to the children's needs. All classes using the TfW approach following 3 Inset days and academy has had a positive visit from trainer and the Core team with responsibility for writing. CPD in all areas given to all staff during staff meeting times.

New times tables sticks purchased and training received.

83% of pupils passed Y1 PSC.

78% of pupils achieved the expected standard in year 6 in Reading

83% of pupils achieved the expected standard in year 6 in writing.

76% of pupils achieved the expected standard in year 6 in maths

Purchase of Phonics Tracker across KS2 has enabled staff to be specific when identifying individual's gaps with phonics. This assessment will transfer to the ELS tracker for 22/23.

RAG meetings with class teacher and SLT show that teachers are considering and overcoming barriers more effectively. SDI are taking place in all areas of learning-evidence in feed forward journals and books. Misconceptions being addressed at the time to reduce further gaps in knowledge. DoL support in every class for varied subjects has raised standards to teaching and learning. Phonics Tracker being used to support teacher's interventions.

Phone calls made for pupils who were struggling to access school to encourage them to access breakfast club. Breakfast club average attendance has risen to approx. 20 each morning. Attendance of identified children is showing improvement.

Breakfast club cost kept to a minimum to allow all pupils to attend.

Weekly meetings with Attendance Officer and HoA/Safeguarding leads in place.

Early identifications made of any pupils at risk of becoming PA.

Attendance rewards developed in April 2021 continues to encourage pupils to attend.

Attendance is celebrated in weekly assemblies. Attendance Officer has liaised with EWO on individual cases.

After school clubs offered to all year groups over the year including choir and boosters.

Two year groups attended a residential at Dallowgill where they experienced activities such as owl pellet dissections and den building. They also experienced being away from home and organising themselves for meals etc which supported their life skills.



## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Children had the opportunity to attend events such as the Delta games at the English Institute of Sport.

Thrive assessments have been completed. A timetable is in place to support pupils needed SEMH support.

RSE policy updated, and parent consultation taken place.

Referrals to Speech and Language therapists made where needed.

Oracy training with Voice 21 was attended by two members of staff who have raised the profile in school.

Members of staff outside at the start and end of the day to liaise with parents has strengthened relationships.

New newsletter, class dojo and Twitter used to ensure parents are aware of what is happening in school.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme
Thrive
TT Rockstars
Talk for Writing
Voice 21
ELS – phonics
Empiri box
Reading plus
Language Angel
Classroom Kitchen