

Pupil premium strategy statement 2018-19

1. Summary information					
School	Montpelier primary School				
Academic Year	2018-2019	Indicative PP budget	£142,180	Adopted from care: 5	CLA: 0
Total number of pupils	682	Number of pupils eligible for PP	99	Date for next internal review of this strategy	November 2019

2. Barriers to future attainment (outcomes from Pupil Premium review)		
Barriers		
A.	Key systems, including accountability, need to be strengthened to ensure the individual needs identified are even more targeted.	
B.	A high proportion of disadvantaged pupils do not join at the usual entry points (Nursery/Reception) and a high number join at KS2. These pupils require more individualised provision maps.	
C.	Reduce the percentage of PP persistent absentees to be in line with whole school percentage.	
3. Desired outcomes		
	<i>Desired outcomes for Pupil Premium pupils and how they will be measured</i>	<i>Success criteria</i>
A.	A higher proportion of all pupil premium pupils (R-Yr6) will make expected plus progress in relation to achieving age related expectations	Monitoring systems and data outcomes show progress from individualised targets. Pupils eligible for PP in Reception make rapid progress by the end of the year so that all pupils eligible for PP meet age-related expectations.
B	Individual needs of pupil premium pupils will be addressed to reduce the gap in attainment and progress between this group and all pupils.	Higher profile given to individual pupils' needs at learning enquiries, PP meetings, phase and year group meetings and SLT meeting.
C	A higher proportion of pupils who join the school as in year admissions make accelerated progress.	Monitoring of induction identifies individual needs and strategies are put in place to address those.
D	Increased attendance and punctuality rates for pupils eligible for PP.	The number of persistent absentees is reduced amongst PP pupils. Overall PP attendance will increase to an average of 96.4% or greater in line with 'other' pupils.
E	Increased awareness and knowledge of all staff of the individual needs of pupils with Pupil Premium.	Higher profile given during Pupil Progress meetings. All staff have differentiated strategies to support them to overcome barriers to learning. Learning Enquiry
F	Increased engagement of parents in children's learning.	Close monitoring of attendance at parent consultation evenings and other key events.

3. Planned expenditure

Academic year

2018/19 indicative budget

The two 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	By When?
Increased awareness and knowledge of all staff of the individual needs of pupils eligible for Pupil Premium.	Higher profile given during Pupil Progress meetings. All staff have differentiated strategies to support them to overcome barriers to learning CPD for all teachers to raise awareness and refer to needs, support for PPG pupils half termly. Learning Enquiry focus to prioritise pupils eligible for PPG.	A number of new teachers to the school. Pupils eligible for Pupil Premium have lower attainment and progress than those not eligible on average.	Through Pupil progress meetings, year group reviews, staff training to deliver quality first teaching.	SLT SENDCo teachers	Half-termly
Progress in Reception is rapid to improve the outcomes for pupils	Investing in the outdoor area. Phonics sets and booster groups Bespoke training for new EYFS practitioners.	Pupils start below average starting points. High number of EAL pupils. Targeted teaching to improve outcomes	Through Pupil progress meetings, year group reviews, staff training to deliver quality first teaching.	RN	Summer term

<p>A higher proportion of all pupil premium pupils (R-Yr6) will make expected plus progress in relation to achieving age related expectations in reading, writing and maths</p>	<p>Internal CPD for all teachers relating to overcoming barriers for pupils eligible for PPG. Half termly focus on PPG pupils within staff CPD and learning enquiry groups, PP meetings, phase and year group meetings and SLT meetings.</p>	<p>Progress of disadvantaged pupils is currently below non disadvantaged pupils</p>	<p>Monitoring systems and data outcomes show progress from individualised targets Regular book scrutiny will focus on the outcomes of PP pupils in comparison with non- PP pupils and identifying next steps</p> <p>Monitoring of teaching through work scrutiny, drop ins, lesson observation with a focus on attainment and progress</p>	<p>SLT SENDCo teachers</p>	<p>Half-termly</p>
<p>A higher proportion of pupils who join the school (and are eligible for Pupil Premium) as in year admissions make accelerated progress.</p>	<p>Monitoring of induction identifies individual needs and strategies are put in place to address those and reviewed at PPMs. Admin to inform SLT within 1 week of pupils joining the school that a new pupil is entitled to PP and school list updated within 1 week of admittance.</p>	<p>Pupils newly admitted to the school have low starting points and require swift targeted support and planned interventions</p>	<p>Monitoring systems and data outcomes show progress from individualised progress targets. Monitoring of teaching through planning scrutiny, work scrutiny, drop ins, lesson observation with a focus on attainment and progress</p>	<p>SLT SENDCo teachers</p>	<p>Ongoing</p>
<p>Increased attendance and punctuality rates for pupils eligible for PP.</p>	<p>The number of persistent absentees is reduced amongst PP pupils. Overall PP attendance will increase to an average of 97% in line with 'other' pupils. Attendance policy includes fines for families with poor attendance. Enriched curriculum and hook events to encourage children to attend e.g theme days, drama workshops.</p>	<p>Attendance of pupils eligible for Pupil Premium is slightly lower than attendance of pupils not eligible.</p>	<p>Weekly monitoring of attendance of pupils eligible for Pupil Premium. Daily attendance emails to senior staff to highlight pupils that are absent if they are eligible for Pupil Premium. Senior staff to monitor and contact parents if attendance falls below 90% and hold attendance meetings with parents</p>	<p>LE SU SLT</p>	<p>Half-termly</p>

Increased engagement of parents in children's learning.	Close monitoring of attendance at parent consultation evenings and other key events. Follow up meetings arranged for parents that do not attend and where required additional meetings arranged to discuss progress. For parent workshops – reminders to be sent to parents to encourage attendance at these events.	Link to attendance of pupils eligible for Pupil Premium. Lower attainment and low progress requires additional parental engagement more regularly than that of other pupils.	Admin to report attendance at open evenings. Class teachers to arrange follow up appointments and SLT to monitor parental engagement of pupils eligible for Pupil Premium with low attainment or progress rates.	SLT SENDCo teachers	Termly
SEN pupils entitled to PP will make progress in line with non PP pupils of similar need	Vulnerable pupil meetings held by SENDCo to update key professionals following mentoring	Highly vulnerable group requires constant focus and rigorous monitoring	Inclusion Leader to report to SLT 2 x per half term on attainment and progress of pupils. Inclusion lead and SLT to review provision 2 x per half term for this group and amend accordingly to support accelerated progress.	SLT SENDCo teachers	Half-termly
ii. Targeted support					
The gap between prior middle and high-attainers eligible for PPG and those not eligible will reduce KS2.	Targeted support for PPG pupils in Y6 with prior middle and high attainment through additional teaching resource. Small group interventions with members of SLT.	Progress for prior middle and high attaining pupils, eligible for Pupil Premium is lower than those not eligible.	Monitoring systems and data outcomes show progress from individualised progress targets. Monitoring of teaching through planning scrutiny, work scrutiny, drop ins, lesson observation with a focus on attainment and progress	SLT CG	Targeted support for PPG pupils in Y6 with prior middle & high attainment through additional teaching resource
Individual needs of pupil premium pupils will be addressed to reduce the gap in attainment and progress between this group and all pupils.	Mentor for key pupils in Y5-6 by SLT SENDCo to mentor KS2 PP pupils with SEN once a fortnight, monitoring pupil outcomes and liaising with class teachers to offer expert guidance. LAC pupils will have opportunities to attend a range of activities outside the school using additional funding After school club provided for individual pupils with particular need. Booster clubs for Y6 pupil to target areas of weakness in English and maths	Barriers to learning of pupils eligible for Pupil Premium have been identified and it is clear that barriers are variable and need addressing on an individual basis.	Monitoring of individuals in pupil progress meetings. Review of whole school and year group provision maps half termly. Deployment of additional teaching staff reviewed half termly and allocated according to need.	SLT SENDCo teachers	Weekly

<p>Adopted from care pupils will make progress in line with other pupils</p>	<p>CLA pupils will have opportunities to attend a range of activities outside the school using additional funding Mentoring of pupils by SLT</p>	<p>Highly vulnerable group requires constant focus and rigorous monitoring</p>	<p>Close monitoring of pupil outcomes and liaison with families by Inclusion manager, DHTs & AHTs</p>	<p>SLT SENDCo teachers</p>	<p>Ongoing</p>
<p>Estimated total cost</p>					<p>£142,180</p>

Provision details	Provision
Reading Rec	Box Clever 4 x per week, small group. Box Clever is a researched successful intervention strategy to improve oral language development.
YR – Y6	Phonics targeted small groups Phonics knowledge underpins the development of reading.
Handwriting Rec	Small group 2 x per week Additional handwriting practise
Social Skills Rec (PALS)	Small group 2 x per week Develops social interaction skills
Social Skills KS1 & 2	Targeted small groups and Pyramid Club Develops social interaction skills
Guided Reading	Small group 2 x per week 1:1 reading with an adult/buddy
Comprehension KS1 & 2	Targeted comprehension small group intervention work in all year groups. To develop Greater Depth reading skills.
Maths KS1 & 2	Targeted small groups Reinforcing class Maths objectives to accelerate progress
Writing KS1 & 2	Targeted small groups Reinforcing class writing objectives to accelerate progress
Handwriting KS2	Targeted small groups Standard of handwriting identified as a barrier to meeting national expectations across the school.
Mentoring	SLT Mentoring of targeted PP pupils Y5-6
Enrichment	Children adopted from care with have the opportunity to take up an enrichment activity such as an after school club, music, swimming etc
Baseline assessments of new pupils	Induction of pupils Baseline assessments 1:1 teacher meetings with parents of pupils new to the school. Ensuring records from previous school are received quickly and inform individual provision
SALT	SALT directed speech and language groups to address individual needs e.g. language delay
OT	OT directed groups to address individual needs
Orchestra and choir	Active encouragement of targeted pupils to participate in orchestra/choir and attend related events

Parental Involvement	Track parent attendance to meetings – offer follow up meetings to those that do not attend Parent workshops for PP parents – maths, reading, spellings, Big Talk. Online with forum? Website to contain more videos demonstrating support for handwriting, maths calculations Film parent workshops
Access to IT	Use IT suite during lunchtimes for club time for those who do not have computer access at home. Rota or shared amongst year groups
Pyramid club	Supports the transition of vulnerable pupils in year 6
Drama therapy	Supports vulnerable pupils with social and emotional difficulties
Estimated Cost (based upon projection at census)	
£158,412.00	