

Pupil Premium Report 2020 - 2021

1. Summary information					
School	Malmesbury Park Primary School				
Academic Year	2020/21	Total PP budget	£171,031	Date of most recent PP Review	July 2020
Total number of pupils	645	Number of pupils eligible for PP	125	Date for next internal review of this strategy	July 2021
Total number of pupils eligible for PP in EYFS			0	Total EYFS PP budget	£0

2. Achievement Profile 2020	
	<i>Pupils eligible for PP (your school) Teacher assessment projections</i>
Year 1 - Phonics Screening Check:	-
End of KS1 – Phonics Re-check:	-
Key Stage 1: Attainment	
% achieving 'expected' in reading	62%
% achieving 'expected' in writing	62%
% achieving 'expected' in maths	62%
% achieving 'expected' in reading, writing and maths	62%
% achieving 'greater depth' in reading	0%
% achieving 'greater depth' in writing	0%
% achieving 'greater depth' in maths	15%
% achieving 'greater depth' in reading, writing and maths	0%
Key Stage 2: Attainment	
% achieving 'expected' in reading	74%
% achieving 'expected' in writing	63%
% achieving 'expected' in maths	63%
% achieving in reading, writing and maths	56%
% achieving in SPAG	74%

% achieving 'greater depth' in reading	11%
% achieving 'greater depth' in writing	7%
% achieving 'greater depth' in maths	15%
% achieving 'greater depth' in reading, writing and maths	4%
% achieving 'greater depth' in SPAG	11%
Key Stage 2: Progress	
progress in reading	-
progress in writing	-
progress in maths	-

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Gaps in learning created during home schooling. Some parents may not have been able to support children as much as others during the period of national lockdown.
B.	Bilingual children - Number of children with English as additional language. Children can have difficulty accessing the curriculum. They do not have an English language rich environment at home and therefore may have limited vocabulary. They may also have not been able to successfully access the program of learning during lockdown and may also not have had sufficient parental support.
C.	Attitudes to learning - Behaviour of some children can be preventative to being ready to learn. This means they are not able to access the curriculum and as a result may not meet age related expectations.

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Parental involvement in the school – We will (at present) not be able to invite parents into school. We need to find ways to involve parents in learning and ensure they are able to support children at home. Both during a normal school week and in case of another school/national lockdown.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase the number of children meeting age related expectations across all key stages in reading.	An increase for those children meeting age related expectations in reading for end of key stage 1 and end of key stage 2. End of key stage scores more in line with national averages.
B.	Close the gap between pupil premium children and their non-pp peers in writing and Key Stage 2 maths.	The gap between pp children and non pp children meeting writing and Key Stage 2 maths expectations decrease.
C.	Ensure high achieving pupil premium children continue to make expected or better than expected progress.	Teachers are aware of who the pp children are and what the end of year and end of Key Stage expectations are for the children. Evidence both at end of key stages and within year groups of expected or better progress.

5. Planned expenditure

Academic year

2020/21

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?
Increase the number of children meeting age related expectations across all key stages in reading.	Disadvantaged children listened to read every day in FS2.	Early intervention, as identified by the Education Endowment Foundation, can have significant impact on progress. It has also been identified that our disadvantaged children are not always being listened to read at home, so it is important that we are able to ensure this is happening in school.	This will be achieved using teaching assistants and monitored using the class reading folders.	FS2 Year Team Leader	Half termly
Close the gap between pupil premium children and their non-pp peers in writing and Key Stage 2 maths with an emphasis on closing gaps created by national lockdown.	One to one assessment of all disadvantaged children in years 5 and 6 in maths to identify gaps in learning. Planned intervention from the data gathered.	Assessing the children at the start of the school year will allow us to target individual support where it is needed as well as give information to class teachers that will inform their planning.	Assessments are shared with maths lead and once completed will also be shared at a senior leadership team meeting. Actions coming from the assessments will be discussed and interventions reviewed to measure effectiveness.	Additional teacher	Assessments to be reviewed and actions taken will also be monitored to measure impact. (YTL will undertake initial review). Further assessments through the year using the progress in maths assessments will allow us to show progress.
	Adapted maths curriculum to address objectives missed during period of national lockdown.	Objectives missed during the period of national lockdown are highlighted in an adapted maths program of study. Teachers are directed to where pre teaching may be needed to ensure children are able to access the learning and make the progress expected. This approach is in line with government advice on filling the gaps in learning children may have due to the national lockdown.	This will be monitored by YTL's during PPA sessions, where planning is discussed as well as by the maths lead during planning and book scrutiny.	YTL/Maths lead	Weekly during PPA sessions and half termly by Maths leads.

	Maths mastery continued to be rolled out through the school.	Research analysed by the Education Endowment Foundation shows that the mastery approach to learning can have a huge impact on pupils progress (+5 months progress). Maths mastery is continuing to stabilise progress results across the school. Maths mastery have also worked on ensuring the gaps in learning are accounted for and have planned for additional learning the children may need to do to ensure they can continue to be on track.	Lesson observations of maths meetings. Book scrutinies. Visit from Maths mastery support partner.	Maths Lead	Half termly
	Mastery approach adopted in year 6 where maths mastery has not yet reached.	Ensuring year 6 are adopting the concrete, pictorial and abstract mastery approach to teaching and learning in maths is vital to the success of disadvantaged children. Through pupil interviews and lesson observations, children have shared how they work best, which is using pictures and diagrams, being able to talk about maths and feeling confident about a subject area before moving on.	Staff meeting on using pictorial representations to support learning. Maths observations throughout year. Subscription to White Rose resources to supplement resources.	Maths Mastery Lead	Half termly
	Teaching and learning support for year 5 (the year group that maths mastery is moving into).	Working with Year 4 last year to aid with planning, preparation and teaching meant the quality of teaching was higher and ensured a smoother transition onto maths mastery.	Weekly support sessions for year 5 teachers which will address any specific needs identified.	Maths Mastery Lead	End of first half term.
Total budgeted cost					£14,500
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?

Ensuring high achieving pupil premium children continue to make expected or better than expected progress.	Identification of high achieving children and clear targets for the end of the year. This will partly be achieved through a new whole school tracking system.	The most recent educational research gathered together by John Hattie has ranked 'Teacher expectations' as the second highest factor in the list of influences on a child's progress. Therefore, it is vital that teachers have a clear understanding of the differing abilities of children and make accurate judgements, giving children the right level of challenge.	Monitored through book scrutinies. Termly data meetings with year team leaders. Lesson observations.	Pupil Premium lead Year Team Leaders	Half termly
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Total budgeted cost					£0
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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?
Improve learning attitudes of children and ensure they are demonstrating that they are ready to learn.	LEAPS LEAPS is a small class setting for children with significant behavioural and learning needs. There is a high adult to child ratio and a bespoke curriculum designed to meet the specific needs of the children	The Education Endowment Foundation has found that 'Behaviour interventions' can have up to 3 months positive impact on a child's progress. Leaps outcomes continue to be positive with increased reading ages and children able to reintegrate back into mainstream classes, where appropriate to the child's needs.	Children in LEAPS have a review at the end of the year and assessment is carried out throughout the year. Needs of children and how best to support are discussed at vulnerable children meeting every Friday.	Leaps Leader SLT	Throughout the year
Extend opportunities in school through attendance on school trips	£50 voucher towards school trips and uniform.	Encouraging pupil premium children to access wider school experiences and learning opportunities outside of the classroom will broaden their life chances. Being able to offer financial support for uniform also helps to ensure children are confident, happy and ready to learn when in school. We will also be tracking how many disadvantaged children are accessing school trips and working on ensuring as many children as possible are taking advantage of the opportunities we offer as a school.	When parents sign up to receive free school meals they receive a £50 voucher towards trips and uniform.	Office	Ongoing

Support for children with social and emotional needs, particularly due to the differing experiences children will have had due to the national lockdown.	Additional adult working in the Elf team (emotional literacy) Support for children to ensure that they are ready to learn and feeling confident and comfortable in school.	Through evidence gathered from both pupil and teacher interviews, the Elf team have provided an invaluable resource for the children at our school. They are able to support at specific times of need through a child's year at school but can also offer workshops for small groups when an area of need is identified. This is going to be a hugely important area due to the varying situations children will have had during lockdown both at home and in school. Information from the Education Endowment Foundation tells us that interventions on social and emotional learning can have up to 4 months impact on a child's progress.	Vulnerable children meeting each week.	Elf team	Ongoing
Provision for children outside school	Support staff for 3:15 club, breakfast club.	There is continued demand in our school to provide the service of an after school club and a breakfast club to support working parents.	Review of provision during school year.	3:15 leader	Observations through year.
Total budgeted cost					£156,531

6. Review of expenditure 2019-20				
Previous Academic Year				
i. Quality of teaching for all				
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
Increase the number of children meeting age related expectations across all key stages in reading.	Disadvantaged children listened to read every day in FS2.	The number of PP children who achieved expected or better at the end of KS2 was 74%. An increase of 22%. In KS1 there was a drop of 5% down to 62%. Overall the increase at the end of KS2 shows a positive result in regards reading for PP children across the school.	Ensuring each FS2 child is listened to each day has proved challenging. Although this is something we would want to continue next year.	

<p>Close the gap between pupil premium children and their non-pp peers in writing and Key Stage 2 maths.</p>	<p>Additional teachers to target areas of need identified by teachers and senior leaders and support to ensure good rates of progress.</p>	<p>As the year progressed, additional teachers were no longer available to work with groups of children. Senior leaders were able to support children in year 6 and year 2, with both maths and phonics. The percentage of children achieving expected in year 2 has risen from 56 to 62% (based on teacher assessment projections). The progress made in KS2 in both maths and writing for PP children is good.</p>	<p>As the number of additional teachers has dropped, interventions outside of the classrooms has proved difficult. However the emphasis has been on quality first teaching in the classroom. There will be opportunities for intervention both in and out of the classroom and the gaps in learning that children have will need to be identified using assessment to ensure all groups of children are on track.</p>	<p>£73603</p>
	<p>Maths mastery continued to be rolled out through the school.</p>	<p>Maths continues to remain steady across the school in regards attainment and progress. Lesson observations have shown that maths is taught using concrete materials to help support children's understanding. There is a greater focus on vocabulary which has been evident during maths learning walks around the school.</p>	<p>Maths mastery will continue to be rolled out into year 5.</p>	

	Teaching and learning support for year 4 (the year group that maths mastery is moving into).	Support was given to year 4 throughout the first term to ensure they made a good start to using maths mastery.	Year 5 will be supported (with both planning and teaching).	£6900
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ii. 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
Ensuring high achieving pupil premium children continue to make expected or better than expected progress.	Identification of high achieving children and clear targets for the end of the year. This will partly be achieved through a new whole school tracking system.	This is an area that needs further development next year. Whilst we were unable to fully compete the year, the projected greater depth outcomes for both year 6 and year 2 were not high enough. We have a new tracking system this year, which should assist with monitoring the progress of this group of children.	Need to incorporate target setting into the data meetings or PPA meetings with year teams to ensure they are setting appropriate targets.	£0

iii. Other approaches

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

<p>Improve learning attitudes of children and ensure they are demonstrating that they are ready to learn.</p>	<p>LEAPS LEAPS is a small class setting for children with significant behavioural and learning needs. There is a high adult to child ratio and a bespoke curriculum designed to meet the specific needs of the children</p>	<p>Last year Leaps has continued to integrate children back into the mainstream classroom and support children on a bespoke curriculum. Leaps class were able to continue during the period of national lockdown which provided essential stability for children during an uncertain time. Through the year they were able to visit High Mead Farm which has allowed the children to access 'heavy work' and sensory opportunities. The children always looked forward to this therapeutic activity and fully engaged. The children learned to be caring and compassionate towards the animals, as well as other skill such as wood work. Reading continues to be a focus in Leaps and reading ages of disadvantaged children in the Leaps provision have significantly improved.</p>	<p>Leaps class will continue next year.</p>	
<p>Support for children with social and emotional needs.</p>	<p>Elf team - Emotional Literacy and feelings</p>	<p>The Elf team were able to support disadvantaged children through the year with drop in checks, Elsa sessions and more individualised support plans. During the period of national lockdown the Elf team were involved in making welfare calls to vulnerable children, many of which were recipients of the pupil premium budget, as well as help organise food parcels for specific families. A number of disadvantaged children continued to attend school during the period of national lockdown, some of which with very specific small class, high adult ratio support. This has meant that on the return to school these children have managed to successfully integrate back into school.</p>	<p>Elf support will continue next year with an additional adult to support due to the demands placed on the children due to the national lockdown.</p>	<p>£90,826</p>

Extend opportunities in school through attendance on school trips	£50 voucher towards school trips and uniform.	Due to the constraints involving lockdown, no residential trips took place last academic year.	This is something that will continue however this will need to be reviewed after the Autumn term due to the impact on schools and school excursions.	£1307
Provision for children outside school	Support staff for 3:15 club, breakfast club.	The provision of breakfast club and after school club was maintained through the school partial closures which enabled many parents to continue to work and provide essential support to the community.	This will continue in the new academic year as many parents will still be reliant on the provision to ensure they are able to return to work.	£2779