

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Malmesbury Park Primary School
Number of pupils in school	630
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs Green
Pupil premium lead	Mr Hall
Governor / Trustee lead	Mrs Jones

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£176, 706
Recovery premium funding allocation this academic year	£17260
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£176, 706</b>

# Part A: Pupil premium strategy plan

## Statement of intent

There is a three-Stage approach to meet the needs of Pupil Premium children at Malmesbury Park. We integrate what we do in three stages, to create a whole school 'Pupil Premium Friendly' practice.

These stages are:

- Ensuring a safe, calm, whole-school ethos.
- Building excellent learning practice in each classroom.
- Linking interventions with class teaching to close the attainment gap.

We know that children from disadvantaged backgrounds feel the absence of a calm environment acutely. Therefore, we ensure a calm and positive environment to support in-class learning. We consider this environment the foundations of our whole school ethos and practice, and have considered it with our Pupil Premium children in mind.

Research completed by the Education Endowment Foundation shows that both targeted and whole school approaches to developing a positive school ethos which also aim to support greater engagement in learning, will have a positive impact on children's progress. One to one and small group support for social and emotional needs are provided by our Emotional Literacy and Feelings (ELF) team. The ELF team work with children from across the school, supporting at times of need but also when a specific area has been identified. The ELF team also work to support parents with dedicated parent workshops as well as drop in sessions.

When applying strategies in the classroom to support children, although the targets of these strategies have been Pupil Premium children, many of these strategies are implemented as a whole school approach, impacting all pupils. With many at no cost to the pupil premium grant, they add value to the pupil premium budget, allowing money to be freed up to cover staff who can dedicate time to work specifically with Pupil Premium children. The whole school has six learning values which underpin the curriculum. Research shows that meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) can have a huge impact on a child's progress. Children understanding what learning is, how to be a successful learner and evaluating themselves as a learners will ensure that they leave us ready for the world outside of school.

Through use of assessment, both summative and formative, interventions are used to target children, raise attainment and improve progress. The intervention can vary from working on a specific program in small groups or one to one or a teacher implementing a change to classroom routines for the child. The interventions are targeted to provide additional support for the child to ensure both access to the curriculum and indeed progress. These are reviewed and adjustments made as when needed.

## Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning represented in children's attainment and progress, created during the periods of lockdown over the last two years. Some parents may not have been able to support children as much as others during the period of national lockdown.
2	Bilingual children – The 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.
3	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.

## 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
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.
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.
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.

## 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: £ 73, 725

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support in FS2 to allow children to be listened to as part of the phonics session	Early intervention, as identified by the Education Endowment Foundation, can have significant impact on progress. Children, including those working at home during the national lockdown, are not always listened to read at home.	1, 2
Identified pupil premium children who are not making expected progress to be 'spotlight' children in FS2 phonics. Teachers will check in more frequently with these children during the session.	The progress of the children needs to be monitored and the provision adjusted to ensure all children are making good progress from their starting points.	1, 2
Introduce use of Reading Progress on Microsoft Teams to track reading progress of children identify common errors in reading.	Using technology to assist teachers in identifying the areas children need intervention will help save time and direct the support more effectively.	1, 2
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). End of key stage maths results continue to be good as a result of using the mastery approach to learning.	1, 2, 3
Teaching and learning support for year 6 (the year group that maths mastery is moving into).	Maths results in year 5 this year have been good as a result of ensuring teachers have the relevant training and are aware of CPD opportunities provided by Maths Mastery.	1, 2

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

Budgeted cost: £39, 112

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identification of children not making good progress from starting points using 'effect sizes' in order to better target intervention. Effect sizes allows us to calculate the progress a child has made from one point in the year to another.	Our work in school on visible learning has allowed us to see the positive impact using effect sizes can have in allowing you to identify the progress children are making from different starting points, which in turn, allows you to identify children who are not making the expected progress and can benefit from small group tuition.	1, 2
Small group tuition with a focus in greater depth challenge in maths for years 1 and 2.	Evidence from the education endowment foundation shows that small group tuition, when used effectively, can mean children make up to four months additional progress. Children can be more engaged in a smaller group and will have more immediate feedback which in turn can increase the rate in which children move onto the next step of learning.	1, 2
Small group tuition with a focus on writing in year 1.		

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

Budgeted cost: £81,129

Activity	Evidence that supports this approach	Challenge number(s) addressed
LEAPS will have a nurture class, ensuring children's learning, social and emotional needs are being met. Other children will spend some time being supported by LEAPS adults whilst accessing	The Education Endowment Foundation has found that social and emotional learning, where the aim is to improve children's interaction with others and self-management of emotions can have up to a four month positive impact on progress. Alongside this, intervention which seeks to improve behaviour can increase rates of progress up to three	3

their main class for the morning, joining the LEAPS class for activities in the afternoon.	months. This can also have a positive impact on others around school, ensuring that the learning of other children is not disrupted.	
£50 voucher towards school trips and uniform.	The extended life opportunities of pupil premium children have been further restricted due to the two national lockdowns. Children, who may not have certain experiences at home, have also not been able to have them in school. When school trips and extra-curricular clubs restart, it is important that disadvantaged children are given the opportunity to take advantage of these experiences.	1, 2
Continued partial funding of adults 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.	Throughout last year the Elf team have provided support for children returning to school after long absences. As previously discussed, interventions with a focus on social, emotional learning can have a positive impact on progress of up to four months. Weekly vulnerable children meeting with a focus on identifying any children who may need support.	3

**Total budgeted cost: £ 193, 966**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Reading continues to be a priority across the school, with continued work on establishing reading masters across the school (from year 1-6), resources purchased to ensure high quality texts are available for the children. The gap between children achieving the expected standard in reading at the end of KS2 compared with their non-disadvantaged peers has remained the same at 4%. At the end of FS2, the disadvantaged children made on average 4.4 steps progress (expected progress would be 3 steps) with 85% of the children making 5 or more steps progress from their starting points.

Information was used to target interventions from the start of the year. Assessment in the class both through day to day assessment and termly maths and reading summative assessment has been used to help identify children for intervention, particularly those receiving catch up intervention caused by the national lockdown. The number of children at expected at the end of key stage 2 in writing has increased from last year, going from 63% to 77%. The gap between disadvantaged children and their non-disadvantaged peers is also low, at only 1%. The number of children at the end of key stage 2 reaching the expected standard in maths has risen from last year, going from 62% to 69% and again the gap between disadvantaged children and their non-disadvantaged peers is small at only 3%

Each maths mastery unit this year has had information regarding prior knowledge children may have missed due to the national lockdown on the programme of study. This has allowed teachers to make changes to lessons, when appropriate, to ensure children have the skills needed to progress with a concept. We have also made changes to the overall maths overview to ensure the focus has been on the key areas of maths such as place value and number.

A mastery approach to maths has helped ensure 62% of disadvantaged children make better than expected progress with a further 15% making expected progress.

In year 5, 95% of disadvantaged children reached their target in maths, which was the implementation year group for maths mastery.

Whilst the majority of higher attaining children made good progress in reading and maths, not enough children met the higher standard at the end of key stage assessments in year 6.

The children in LEAPS have made good progress overall in their academic learning. 7 children have made accelerated progress in all areas. All but one child, have made accelerated progress in at least one area of learning, this in an increase from the previous term. Each child has been looked at on an individual basis, their barriers considered and specific next steps have been identified.

School trips have not been able to happen this year due to restrictions as a result of Covid 19. This provision will continue when we are able to resume school trips.

Elf has continued to support children both during the national lockdown and on the return to school. The Elf team were again involved in making welfare calls to vulnerable children, many of whom were recipients of the pupil premium funding, as well as helping to organise food parcels for specific families. A number of disadvantaged children continued to attend school during the second period of national lockdown. The Elf team were also able to support teachers in putting together an RSHE program to ensure the return to school was settled for all children. The Elf team continues to support children both with their learning, in phonics lessons for example and also with specific intervention work such as 'draw and talk' and 'ELSA' work. The Elf team have also continued their 'key adult' work, where specific children have regular check ins through the week to ensure they are settled, happy in school and on task.

Thirty seven pupil premium children took part in intervention groups during the summer term through the national tutoring program, in order to close the gaps created during the periods of national lockdown. Nine children worked in a small group with a tutor in school, focusing on either maths or reading. 66% of the children made good or better progress as a result of the intervention. Twelve children took part in a maths 'Third Space Learning' intervention. 83% of children made good or better progress with 50% of the group making accelerated progress. Fifteen pupil premium children took part in a reading intervention called the 'Lightening Squad'. 82% of the group made accelerated progress in their reading assessments as a result.

## Externally provided programmes

Programme	Provider
Maths intervention	Third space learning
National tutoring program	NTP
FFT Lightening squad	FFT

