

Pupil Premium Report 2017-18

1. Summary information					
School	Malmesbury Park Primary School				
Academic Year	2017/18	Total PP budget	£211,200	Date of most recent PP Review	Ongoing review
Total number of pupils	701	Number of pupils eligible for PP	143	Date for next internal review of this strategy	Ongoing review
Total number of pupils eligible for PP in EYFS			8	Total EYFS PP budget	£2416.80

2. Achievement Profile 2017		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average) i.e. other pupils</i>
Year 1 - Phonics Screening Check:	84%	71%
Year 2 – Phonics Re-check:	68%	63%
Key Stage 1: Attainment		
% achieving 'expected' in reading	58%	79%
% achieving 'expected' in writing	47%	72%
% achieving 'expected' in maths	58%	79%
% achieving 'expected' in reading, writing and maths	47%	-
% achieving 'greater depth' in reading	11%	28%
% achieving 'greater depth' in writing	5%	18%
% achieving 'greater depth' in maths	0%	23%
% achieving 'greater depth' in reading, writing and maths	0%	-
Key Stage 2: Attainment		
% achieving 'expected' in reading	52%	77%
% achieving 'expected' in writing	69%	89%
% achieving 'expected' in maths	66%	80%
% achieving in reading, writing and maths	48%	67%

% achieving in SPAG	66%	-
% achieving 'greater depth' in reading	21%	29%
% achieving 'greater depth' in writing	7%	21%
% achieving 'greater depth' in maths	14%	27%
% achieving 'greater depth' in reading, writing and maths	0%	11%
% achieving 'greater depth' in SPAG	24%	-
Key Stage 2: Progress		
progress in reading	1.21	-
progress in writing	0.85	-
progress in maths	1.46	-

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.	Bilingual children - Number of children with English as additional language. This means children have difficulty accessing the curriculum as a whole which can slow down progress and cause a delay in learning.
B.	Mobility - Number of children joining and leaving the school throughout the school year. This means children can enter the school with gaps in their learning, which need to be addressed. The turbulence could also have a negative impact on the rest of a year group. We have a number of children that will be with us for a short period of time and then move on to another school in Bournemouth, the UK or abroad.
C.	Attitudes to learning - Behaviour of some children 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 - Both by supporting their children at home and also accessing the support we are able to offer in school. Many of our parents are first generational and do not speak English fluently. Some will also not have any understanding of the educational system in England. Many of our parents work long hours in low income jobs and therefore contact with the school is difficult.
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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 maths.	The gap between pp children and non pp children meeting writing and maths expectations decrease.

C.	Pupil premium children are known by their class teachers, assessed and barriers to learning are identified and removed, with a robust assessment process.	System in place to track attainment across half term. Teachers monitoring barriers to learning and initiatives/strategies used to improve progress.
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5. Planned expenditure

Academic year	2017/18
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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 number of pp children who reach expected level in reading to meet or exceed national level and close the gap on non pp children.	Evaluate and develop reading opportunities for pp children both at school and at home.	Developing a 'love' of reading for all children around school. We will ensure the link between home and school is good in regards support for reading. Support at home with reading is crucial to ensure children develop both in reading skill and indeed a love of books.	Complete audit at the start of the Autumn term and the end of spring term to identify the number of children reading at home. Identify opportunities to celebrate reading throughout the school. We will provide lots of 'rich' reading opportunities for all children. Launch the use of reading diaries for FS2. Across the school, when children's reading age is tested, if it is 6 months or below their chronological age then they will be a 'red reader' and heard three times per week by an adult in school.	Reading leader/ Assistant Headteacher	Beginning of the Spring term
	Develop staff subject knowledge in regards reading pedagogy.	Reading has been identified as an area to develop within the school. Continuing to develop staff knowledge will help to improve the quality of teaching. Improving the quality of teaching in the classroom is our best way to ensure pupil premium children make the most progress possible.	We will be holding a reading Inset and staff meeting for teacher training. There will be ongoing development of reading within the school through the course of the year.	Reading leader/ Assistant Headteacher	End of summer term

Close the gap for pp children and their non pp peers in writing and maths.	Funding for additional teachers in each year group.	Additional teachers will be used to target small groups in both reading, writing and maths, identifying areas of need. Immediate feedback will be provided to the small groups which is a very effective way to improve progress. Evidence gathered by the Education Endowment Foundation shows that feedback can have the greatest impact on a pupil's progress. When children work in small groups with an additional teacher, this allows for a greater opportunity for immediate and challenging feedback which will help children to make rapid progress.	The progress of pp children will be tracked by the class teacher and reviewed by SLT every half term. Year leaders will decide how to use the additional teacher's dependent on need in the year group. This will be monitored throughout the year by class teachers, year leaders and SLT ensuring they have a significant impact on progress and attainment. This information is also shared with the Curriculum Committee of the LGB so that they can also ask impact questions to challenge whether the school is taking the right steps	Year Leader /Assistant Headteacher	At every data drop and continuously through the year
	Maths mastery continued roll out across school.	The Education Endowment Foundation's research shows the mastery approach to learning can have a huge impact on children's progress. The mastery approach to maths helps children to become fluent when approaching reasoning and problem solving which has been identified as key to learning in the National Curriculum. Maths mastery will only be in Nursery to Y2. It will be rolled out progressively over the next four years. Key aspects have been taken and used across the school such as the maths meetings which will aid children's fluency of maths.	Maths mastery lessons will be monitored and teacher's professional development will be advanced throughout the year when needed. Children's maths progress will be monitored using end of unit assessments and continuous classroom assessment.	Maths lead	Throughout the year
Total budgeted cost					£155,643.80
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?

Increase the number of pupil premium children who pass the phonics check at the end of year 1 and reach phase 4 at the end of FS2.	Whole class phonics. This is in order to ensure that class teachers have the greatest knowledge of the children and are able to identify barriers to learning quickly and overcome them.	Early years intervention has been shown by the Education Endowment Foundation to have a large impact on children's progress. It is vitally important that our children get the best start to their time at school and becoming confident readers is a priority.	There will be time given to whole staff phonics training in two Inset days through the year. There will be a phonics evaluation day which will allow us to see the impact of moving to class based phonic sessions and identify any needs in regards best practise.	Key Stage 1 teachers	Summer term
	All pupil premium children will be listened to read every day in FS2.	Research undertaken in school has shown us that pupil premium children are not always listened to read at home and therefore we need to make opportunities to hear the children read as often as possible.	Monitor how often the pupil premium children are listened to through the week and track reading progress through class assessment.	Adults in FS2	Half termly
Total budgeted cost					£0
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 class.	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.	Leaps has undergone a review at the end of 2016/17 to ensure desired outcomes are being achieved.	Caroline Allen	Summer term alongside ongoing review
	Learning values underpinning curriculum.	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 learners will ensure that they leave us ready for the world outside of school.	Learning values are continually discussed during assemblies and each topic of the school curriculum is led by two of our learning values.	Whole school	Ongoing review
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.	When parents sign up to receive free school meals they receive a £50 voucher towards trips and uniform.	Office	Ongoing review
Increase number of pp children who reach	Increase number of children reading both in	There has been lots of research into the importance of reading for pleasure and how	There will be ongoing review of how many pupil premium children are	Nuala Price	Ongoing review

expected level in reading to meet or exceed national level and close the gap on non pp children.	school and at home by ensuring there is a good selection of books for children to read.	it can be even more important, in regards the progress of a child, than their socio-economic background. Ensuring all children make the right start to reading and are then having access to high quality books will improve reading progress as a whole.	reading at home and the difference this is having on reading assessments.		
Total budgeted cost					£57,973

6. Review of expenditure 2016-17					
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	
Close the gap for pp children and their non pp peers.	Funding for additional teachers in each year group.	Attainment has been raised in reading, writing and maths and as a result, our end of key stage 2 scores are in line with or above national figures in writing and maths. As well as above national figures for reading, writing and maths combined.	Need a more robust tracking system for pp children so previous successes can be repeated and areas which are not as successful can be modified. This will be implemented in Sept 2017.	£126,605.50	
Increase number of pp children reaching expected standard in maths so it is in line or above national average.	Maths Mastery continued to be rolled out across the school one year group at a time. Maths mastery approach undertaken across all year groups.	Maths attainment has been increased from 46% to 66% of pupil premium children meeting end of key stage 2 expectations.	Need to improve quality of teaching further in maths. Training for teachers on using bar models and addressing misconceptions in first half term of 2017.	£7412	
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	
Increase reading age of pp children by 2 ratio gains.	Accelerate Reading.	Accelerate read has been effective when targeted at children. Not all children who took part in accelerate read have made the expected progress and other methods of support have been identified for these children.	Need to continuously review the effectiveness of the intervention to ensure its impact.	£1280.50	

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
Improve learning attitudes of children and ensure they are demonstrating that they are ready to learn.	Leaps class.	During the review of Leaps, it has shown to have had a significant impact on the children within Leaps class and other children around the school. All children in Leaps feel safe and secure and attitudes towards learning are very positive and enabling. Leaps children perceive themselves to be of value and a contributing member of the school community for example four of the children in Leaps took part in school productions. Parents of children in Leaps are all over-whelmingly positive – they refer to Leaps as transforming their lives, see their child’s happiness and feel confident to come onto the school playground and attend events which they would all have previously avoided.	Leaps will be continued into the next school year.	£67,982