

Pupil Premium Report 2018 - 2019

| 1. Summary information | | | | | |
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| School | Malmesbury Park Primary School | | | | |
| Academic Year | 2018/19 | Total PP budget | £192473 | Date of most recent PP Review | Nov 2018 |
| Total number of pupils | 662 | Number of pupils eligible for PP | 138 | Date for next internal review of this strategy | July 2019 |
| Total number of pupils eligible for PP in EYFS | | | 2 | Total EYFS PP budget | £2500 |

| 2. Achievement Profile 2018 | | |
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| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average provisional) i.e. other pupils</i> |
| Year 1 - Phonics Screening Check: | 87% | 85% |
| Year 2 – Phonics Re-check: | 83% | - |
| Key Stage 1: Attainment | | |
| % achieving 'expected' in reading | 71% | 79% |
| % achieving 'expected' in writing | 67% | 74% |
| % achieving 'expected' in maths | 83% | 80% |
| % achieving 'expected' in reading, writing and maths | 67% | 69% |
| % achieving 'greater depth' in reading | 0% | 29% |
| % achieving 'greater depth' in writing | 0% | 18% |
| % achieving 'greater depth' in maths | 17% | 25% |
| % achieving 'greater depth' in reading, writing and maths | 0% | 13% |
| Key Stage 2: Attainment | | |
| % achieving 'expected' in reading | 43% | 80% |
| % achieving 'expected' in writing | 70% | 83% |
| % achieving 'expected' in maths | 43% | 81% |
| % achieving in reading, writing and maths | 30% | 70% |
| % achieving in SPAG | 47% | 82% |

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| % achieving 'greater depth' in reading | 0% | 33% |
| % achieving 'greater depth' in writing | 13% | 24% |
| % achieving 'greater depth' in maths | 17% | 28% |
| % achieving 'greater depth' in reading, writing and maths | 0% | 12% |
| % achieving 'greater depth' in SPAG | 10% | 39% |
| Key Stage 2: Progress | | |
| progress in reading | -5.7 | 0.3 |
| progress in writing | -1.1 | 0.2 |
| progress in maths | -4.3 | 0.3 |

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)

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| 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)

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| 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> |
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| 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. | Ensuring 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. |

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| | Evidence both at end of key stages and within year groups of expected or better progress. |
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5. Planned expenditure

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| Academic year | 2018/19 |
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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? |
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| Increase the number of children meeting age related expectations across all key stages in reading. | Investment into new reading diaries across the school, including FS2. | Through research undertaken in school, children were not always being listened to read at home. The Education Endowment Foundation have identified reading comprehension strategies as having a large impact on the progress of children and it is important they have a chance to practise these skills both in school and at home. | Class teachers will track reading at home on a daily and then weekly basis. Children and class teachers will value reading diaries more highly. | Class teachers Reading Lead | Through year group data meetings termly. |
| | Disadvantaged children listened to read every day in FS2. | The impact of listening to children read every day has been good in regards end of key stage 1 and phonic assessment progress. 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 |

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| | Investment into school books. | It is important that children have a rich range of texts to read, discuss and share both in school and at home. Our research has shown that children need to develop their vocabulary and this will be helped by having a wider library of books to choose from. | This will become part of the Reading Leaders action plan. | Reading Lead | |
| Close the gap between pupil premium children and their non-pp peers in writing and Key Stage 2 maths. | Additional teachers to target areas of need identified by teachers and senior leaders and support to ensure good rates of progress. | 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. Following a review of the use of additional adults, they will provide a more targeted approach this year. | Half termly monitoring of with who and where the additional adults have worked. Targeted groups identified by senior leaders and year team leaders. | SLT | Half termly review of impact |
| | 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). Results in school have shown an upward trend in end of KS1 maths results for children reaching expected standard and also for those achieving greater depth. This shows the impact maths mastery has had on the school. Continuing to roll it out across the school is important so we are able to build on the successes achieved so far. | Lesson observations of maths meetings. Book scrutinies. Termly visit from Maths mastery support partner. | Maths Lead | Half termly |
| | Mastery approach adopted in year groups where maths mastery has not yet reached. | It is important that year groups in which maths mastery has not yet reached are still adopting the mastery approach to learning. This ensures children have the fluency and problem solving skills needed to develop as mathematicians. | Staff meeting on differentiation in first half term. Follow up staff meeting in second half term on scaffolding work for children. Teachers able to access KS2 maths meeting video examples as a model. | Maths Mastery Lead | Half termly |

| Total budgeted cost | | | | | £95,250 |
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| 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 scrutinys. Termly data meetings with year team leaders. Lesson observations. | Pupil Premium lead Year Team Leaders | 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 | The Education Endowment Foundation has found that 'Behaviour interventions' can have up to 3 months positive impact on a child's progress. 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. | Review of LEAPS at the end of the year 2016/17 showed a positive impact on both results achieved and children's readiness to learn. 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 | 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. | When parents sign up to receive free school meals they receive a £50 voucher towards trips and uniform. | Office | Ongoing |

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| Support for children with social and emotional needs. | Elf team - Emotional Literacy. | 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. We know that lots of our children have very complex needs with turbulent home lives. The support that Elf are able to offer means that children are in a much better position to be able to learn. | Vulnerable children meeting each week. | Elf team | Ongoing |
| Provision for children outside school | Support staff for 3:15 club, breakfast club. | There is a 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 | | | | | £97,223 |

6. Review of expenditure 2017-18

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 |
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| <p>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.</p> | <p>Evaluate and develop reading opportunities for pp children both at school and at home.</p> <p>Develop staff subject knowledge in regards reading pedagogy.</p> | <p>Reading diaries now in use for FS2. Disadvantaged children are being listened to read everyday in FS2. This is impacting FS2 phonics and year 1 phonics. 87% of PP children passed phonics check in year 1 which is an increase on last year.</p> <p>There has been a change of approach to 'home' reading across the school, which is increasing the number of children reading at home. There is now more dedicated reading only time in the mornings at school. The impact of this can be seen in the Summer Teacher assessment where in year 1 and 2 disadvantaged children are doing better than their non-disadvantaged peers. The gap has been closed in years 4 and 6 teacher assessments.</p> | <p>Need to continue to prioritise listening to disadvantaged children read each day as this has had the biggest impact on their attainment and progress in KS1 and early years.</p> | |

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| <p>Close the gap for pp children and their non pp peers in writing and maths.</p> | <p>Funding for additional teachers in each year group.</p> | <p>After review of how additional adults were used last year we introduced tracking documents to ensure groups were targeted with a clear aim and measurable impact. Groups/individuals are identified via teacher assessment for not making good or better progress or for low attainment. The specific needs of the group or individuals are identified; measures are taken to ensure the impact of the group can be seen. This has been particularly successful in year 4 and 6.</p> <p>Progress can be seen in evidence gathered by additional teachers. This is in the form of work samples, diagnostic assessment and teacher assessment. The additional teacher has also been able to support with the quality of teaching in year 4.</p> | <p>We need to adopt a more targeted approach where we are able to give support to areas of need as they are identified.</p> | <p>£87,916</p> |
| | <p>Maths mastery</p> | <p>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 was being used in Nursery to Y2 last year. 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.</p> <p>End of Key Stage 1 scores in maths improved when compared to last year for disadvantaged children. The number of children achieving greater depth also increased. 83% of disadvantaged children achieved the expected level or above which is higher than the provisional national score of 63%.</p> | <p>Maths Mastery will move into year 3 next year. The mastery approach will continue to be used throughout the school</p> | <p>£6,000</p> |
| <p>ii. Targeted support</p> | | | | |
| <p>Desired outcome</p> | <p>Chosen action/approach</p> | <p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p> | <p>Lessons learned (and whether you will continue with this approach)</p> | <p>Cost</p> |

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| Increase the reading age of pupil premium children by 2 ratio gains. (Eg 6 months over a 3 month period. | Accelerate Reading programme. | Due to staffing constraints, Accelerate read was unable to run successfully for the whole year with the consistency needed for it to have impact. | This will not be continued next year due to staffing constraints. | £1280 |
| 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 | <p>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 the children to be ready to learn. Leaps children perceive themselves to be of value and a contributing member of the school community for example one of the children in Leaps took part in school production this year and 4 took part last year. Parents of children in Leaps are all very positive – they refer to Leaps as transforming their lives, they see their child’s happiness and feel confident to come onto the school playground and attend events which some would have previously avoided. Leaps children are now ready to learn and are making significant improvement in their learning.</p> <p>In the Leaps reading age data, all of the pupil premium children have increased their reading age and comprehension age significantly when compared to their chronological age. They have also progressed across the course of the year, making on average at least two years progress across the course of one year. This represents not only significant progress in word reading and comprehension due to the targeted support available to the leaps children but also demonstrates a readiness to learn that they were unable to achieve in the mainstream class.</p> | Leaps will continue into next year. Children will continue to integrate back into year groups when they are ready. | £45,324 |
| Support for children with social and emotional needs. | Elf team - Emotional Literacy | The Elf team have worked throughout the year with groups of children within different year groups, focusing on building relationships and transitioning from year to year and school to school. They have also supported individual children who are dealing with turbulence in their lives. This has taken the form of support during lunch and breaks, help with building relationships, support in class and more targeted work to help children with emotional support. | Elf support will continue to be an integral part of our school and a great support to disadvantaged children across the school. | £28,810 |
| | Uniform grants/trip grants | This is an area in which we can support disadvantaged families financially to ensure children feel confident, happy and ready to learn at school and are able to participate in residential trips. .. | This is a service that will continue next year. | £1000 |

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| Increasing number of children participating in sporting clubs. | Minibus costs for trips and sporting events | All children across the school that had not taken part in an after school club were targeted during the summer term for the change for life club. | We have increased the number of children taking part in clubs after school and this is an area that will continue to be monitored in the next year. | £1,100 |
| Support for working parents outside of school time. | Support staff for 3:15 club, breakfast club, | Provision continuing next year | | £23,500 |
| Parenting support | Counselling support. | We have been able to give parent counselling to a number of our parents across the year. We have also delivered parenting support workshops to targeted parents across the school. | This is reviewed on an individual basis with the parents involved. Counselling sessions will continue next year. | £5150 |