

Pupil Premium Report 2019 - 2020

1. Summary information					
School	Malmesbury Park Primary School				
Academic Year	2019/20	Total PP budget	£170,280	Date of most recent PP Review	July 2019
Total number of pupils		Number of pupils eligible for PP	126	Date for next internal review of this strategy	July 2020
Total number of pupils eligible for PP in EYFS			0	Total EYFS PP budget	£0

2. Achievement Profile 2018		
	<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:	69%	84%
End of KS1 – Phonics Re-check:	89%	93%
Key Stage 1: Attainment		
% achieving 'expected' in reading	67%	78%
% achieving 'expected' in writing	56%	73%
% achieving 'expected' in maths	67%	79%
% achieving 'expected' in reading, writing and maths	56%	69%
% achieving 'greater depth' in reading	6%	28%
% achieving 'greater depth' in writing	0%	17%
% achieving 'greater depth' in maths	6%	24%
% achieving 'greater depth' in reading, writing and maths	0%	13%
Key Stage 2: Attainment		
% achieving 'expected' in reading	52%	78%
% achieving 'expected' in writing	84%	83%
% achieving 'expected' in maths	76%	84%
% achieving in reading, writing and maths	48%	71%
% achieving in SPAG	56%	83%

% achieving 'greater depth' in reading	20%	31%
% achieving 'greater depth' in writing	16%	24%
% achieving 'greater depth' in maths	16%	31%
% achieving 'greater depth' in reading, writing and maths	12%	13%
% achieving 'greater depth' in SPAG	20%	41%
Key Stage 2: Progress		
progress in reading	-2.5	0.3
progress in writing	0.9	0.2
progress in maths	-2.4	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)

A.	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.
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 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 - 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 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

2019/20

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.	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 children that have been identified for both pre and post teaching of objectives they have struggled with. Working in smaller groups will also allow for more immediate feedback to be given to the children. Evidence gathered by the Education Endowment Foundation shows that feedback can have the greatest impact on a pupil's progress. Use of the additional adults will be based on assessment of children's needs across the different year groups.	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 for KS2 and KS1 in regards end of year assessments in maths both for those achieving the expected level and for those achieving greater depth. This	Lesson observations of maths meetings. Book scrutinies. Visit from Maths mastery support partner.	Maths Lead	Half termly

		shows the impact maths mastery has had on the school. It is important that the approach is continued to be rolled out into year 4 this year.			
	Mastery approach adopted in year groups where maths mastery has not yet reached.	Ensuring all year groups 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 book scrutinies across the year, it is evident that an approach that utilises both concrete materials and pictures to support children's learning is of benefit to all children. Children have made more progress when this approach is used.	Staff meeting on using pictorial representations to support learning. Maths observations throughout year.	Maths Mastery Lead	Half termly
	Teaching and learning support for year 4 (the year group that maths mastery is moving into).	Through previous lesson observations and working with year team leaders, there is the potential for the quality of teaching and learning to decrease as teachers become accustomed to a maths mastery approach.	Weekly support sessions for year 4 teachers which will address any specific needs identified.	Maths Mastery Lead	End of first half term.
Total budgeted cost					£59,145
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
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 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. At the end of the academic year 2018/19 the achievements of Leaps were demonstrated with academic success for the year 6 cohort and also pastoral success with transition back into mainstream class for two, year 6, Leaps children. Other members of the Leaps class were also accessing mainstream classes through the course of the year.	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.	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. 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 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	£137,684
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6. Review of expenditure 2018-19

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
<p>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.</p>	<p>Investment into new reading diaries across the school, including FS2.</p> <p>Investment into school books.</p>	<p>All children have reading diaries and were frequently using them throughout the school year. The number of children that reached the expected level in KS2 reading increased from last year. Results for reading as a whole across the school have improved.</p> <p>Through evidence from pupil interviews, more children are reading more regularly at home, taking books from school home. More children have access to books which has in turn helped to improve end of key stage scores.</p>	<p>We will assess the systems in place and make some changes to how teachers monitor the reading children are doing at home to ensure teachers are aware of how much children are reading but it is not a task that is taking teachers away from working with children.</p>	
	<p>Disadvantaged children listened to read every day in FS2.</p>	<p>When used effectively this has a huge impact on both the disadvantaged children and other children in the class. It was evident during pupil interviews across the course of the year that children's vocabulary and ability to discuss their learning with adults in school was increasing. To ensure better results in regards the end of FS2 there needs to be consistency through the year.</p>	<p>The approach will continue and will need to be worked on with the year team leader to ensure the adult support is available to make it happen.</p>	

<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>End of KS2 writing results for children reaching the expected level have risen from 70% last year to 84% this year. In maths, the number of disadvantaged children that reached the expected level rose from 43% last year to 76%.</p>	<p>This targeted approach, ensuring all children get the support they need will be adopted next year.</p>	<p>£81730</p>
	<p>Maths mastery continued to be rolled out through the school.</p> <p>Mastery approach adopted in year groups where maths mastery has not yet reached.</p>	<p>The mastery approach to learning continuous to have a positive impact on teaching and learning in the school and on end of key stage results. Evident on the increased number of children reaching the expected level in maths.</p>	<p>Maths mastery will be continued to be rolled out into year 4. The mastery approach to teaching and learning will also be used in years 5 and 6.</p>	<p>£3780</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>
<p>Ensuring high achieving pupil premium children continue to make expected or better than expected progress.</p>	<p>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.</p>	<p>The number of children who achieved the higher score at the end of KS2 in reading and writing increased when compared to last year. As did the combined reading, writing and maths for the higher level. The number of children who achieved the higher level in reading and maths at KS1 also increased from last year.</p>	<p>This will be continued next year. The whole school tracking system will continue which will enable teachers to monitor the progress of all children in their class.</p>	<p>£0</p>

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 Class</p>	<p>The successes of Leaps class last year are both academic and pastoral. In regards the end of key stage 2 cohort, two out of the three children reached the expected level in writing and maths. One child met the expected level in reading, with one child only 1 mark away. For children that were having difficulty accessing the curriculum in their mainstream classes this represents good attainment and progress.</p> <p>There have also been notable successes in regards improvements in reading ages as well as a successful residential trip for all of the class. Through a combination of small group work, one to one support, a tailored curriculum and high quality teaching the children have been able to make progress academically and socially. As a result of the LEAPs provision our exclusions are well below the national average and those of other Bournemouth primary schools.</p>	<p>Leaps will continue next year. Each year a review is held for each child to determine whether they should continue in Leaps or return to their mainstream class. We also have children who have moved to specialist provision.</p>	<p>£89709</p>
<p>Support for children with social and emotional needs.</p>	<p>Elf team - Emotional Literacy and feelings</p>	<p>The Elf team have worked with a large number of children across the course of the year. Some of these children have required very short intervention or support, sometimes during lesson time or even at break or lunch. They have also supported children for longer periods of time. They have helped children through very turbulent events in their lives and have ensured that the children have been happy at school and ready to learn. The support has taken the form of ELSA sessions, Relax kids workshops, peer mediator support at break and lunch, one to one key adults support as well as small group work.</p>	<p>The Elf team will continue to work with children across the school. The children are regularly discussed by SLT at weekly vulnerable children meetings on a Friday.</p>	<p>£26061</p>
<p>Extend opportunities in school through attendance on school trips</p>		<p>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.</p>	<p>This is a service that will continue next year.</p>	<p>£1100</p>

Increasing number of children participating in sporting clubs.		All children were invited to join clubs through the year. Any disadvantaged children that had not participated in a club by the summer term were invited by letter to join a summer club.	This is an area to monitor further next year to ensure all disadvantaged children are taking advantage of the opportunities we offer as a school.	£0
Support for working parents outside of school time.		Provision continuing next year		£25250
Parenting support		We have been able to give parent counselling to a number of our parents across the year.	This will continue next year.	£730