



Love To Learn

DISADVANTAGED CHILDREN & PUPIL PREMIUM FUNDING AT MALCOLM SARGENT PRIMARY SCHOOL

Malcolm Sargent Primary School
Empingham Road
Stamford PE9 2SR

Engage & Inspire

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Nurture & Growth

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Pride & Joy

What Is Pupil Premium?

Malcolm Sargent Primary School is committed to supporting children who are 'socially disadvantaged' and/or who require additional support because they are vulnerable to under-achievement. All members of staff and governors accept responsibility for meeting these children's pastoral, social and academic needs.

Pupil Premium is a funding allowance which the school receives from the Government. The school uses this to support particular groups of children who are seen as 'socially disadvantaged' and/or vulnerable to under-achievement. The governing body allocates this money to pupils who require further support because nationally, they tend to make less progress due to a range of barriers to their learning. The groups are:

- Children who are entitled and claim for free school meals, or ever have in the past **6** years (known as the **Ever 6**). The school is allocated £1320 per pupil in this category.
- Children who are in care (looked after by the local authority), or who have been adopted from care or whoever have been in the past **6** years (also known as the **Ever 6**). The school is allocated £1900 per pupil in this category.
- Children who have parents who currently work in the armed services or who have been in the armed services within the past **6** years (known as the **Ever 6**). The school is allocated £300 per pupil in this category.

Schools must determine how these funds should be used to have the greatest impact on removing barriers to learning and supporting these children. The school governors challenge the school to ensure it uses the money to the best advantage of these children and an allocated governor evaluates the work being undertaken, and its impact.

What Does The School Aim To Achieve Using Pupil Premium Funding?

The school's aims for the Pupil Premium children are:

- To narrow the gaps in attainment between them and other children in school.
- To ensure they make at least as much progress as other groups of children.
- To ensure all barriers to their learning are removed or reduced to help them reach their full potential. Some of these barriers might be social, personal and emotional, or how regularly they attend school.

How Will The School Use Pupil Premium Funding?

Our children in receipt of pupil premium funding make good progress. The school is proud of its innovative use of funding which is firmly based on research as evidenced through the Education Endowment Fund, to ensure:

- Children become effective learners when they have opportunities to work with the most qualified members of staff to feedback and monitor work (+8 months of progress).
- Children who are under-achieving use evidence-based programs of support delivered by trained facilitators, including robust review (+2 to +4 months of progress)
- Children are supported in their emotional wellbeing and mental health to ensure they are happy and ready to learn (+4 months of progress).

Recently, the school has been working hard on supporting its disadvantaged children in areas in which, in previous years, they have not performed as well, such as writing. The school is really pleased that these children are now making rapid progress and achieving well because of the strategies which have been put in place.

The school will continue to assess the impact of how it spends the funding, so it can make informed decisions about what works well, and what needs changing. Based on its current analysis of the achievement of disadvantaged children, the school will be spending the funding in the following ways in 2018-2019:

- **All Pupil Premium children receive more high quality time with their class teacher to ensure they reach their potential.**

The school will continue to use the funding for Pupil Premium children on responsive daily intervention strategies within class and mentoring in maths and literacy. The school has built in systems and time to allow all Pupil Premium children to have additional support in class each week from their class teacher. This enables children who need additional help with their work, to broaden and deepen their understanding so they can continue to progress well. Alongside this regular support, teachers undertake ongoing daily checks to ensure that children have understood the concepts and skills taught to them. If children require additional support, they will then receive personalised intervention on top of the regular contact with their class teacher. Accurate assessment by staff identified gaps in understanding at an early stage enabling a rapid response.

- **Evidence Based Interventions**

The school will continue to run and evaluate the success of the new package of support for children who are not reaching their potential, which has been researched and approved through organisations such as the Education Endowment Fund, to accelerated progress and to narrow the gaps between vulnerable children and their peers. The school's trained facilitators deliver these evidence-based programs across the school and use standardised assessments to monitor progress over time. The success of these programs has been tremendous for a majority of children although the school continues to monitor progress and adjust provision as necessary.

The programs the school uses are:

- Catch-Up Literacy (for children struggling with reading and spelling)
- Catch-Up Numeracy (for children struggling with basic maths)
- Write Away Together (for children struggling with writing)
- EEF Reading Comprehension Approach (for children struggling with comprehension)
- First Move (for children struggling with gross and fine motor and handwriting)
- First Call (for children struggling with speech, language and listening)

For full details, please see the school's comprehensive SEN Offer, found on its website.

Pastoral Team

The school has three fully trained Pastoral Support Leads who the school's most vulnerable children and families. This team meets regularly with disadvantaged children, supporting their emotional, social and behavioural needs in a range of areas, including bereavement, abuse, friendships, anxiety, anger and low mood. Our aim is to build their resilience so that in the event of sudden changes in their circumstances, or sudden loss, they are more able to manage their emotions and maintain their academic achievement.

Attendance & Punctuality

The school believes in working closely with families and children who are vulnerable through conferencing, reward systems and home visits, to ensure this group of children attend school regularly to prevent absence from becoming a barrier to their education. In addition to this, we introduced our Meet & Greet system which ensures pupils and families start the day on a positive note and that transition into classrooms is orderly and there is no time loss. Teachers can straight away attend to the business of teaching and learning which also includes the 'Pick Me Up' quick interventions right at the start of the day for our vulnerable learners.

Meet & Greet

Through the school's 'Meet & Greet' system, children and parents are greeted in a friendly and welcoming way each morning, questions and queries are answered, and children are kept safe from the moment they enter the school site, through gates being supervised by members of staff. This has proved successful with children, staff and parents. Teachers are then free to spend a further 20 minutes working with Pupil Premium children in the mornings.

Additional Targeted Learning

The school will continue to use the Pupil Premium funds to give more quality time for these children with their class teacher in 1:1 and small group sessions. In this time, children are supported with areas which they have found difficult in previous lessons, or are supported in 'pre-teach' sessions, to prepare them for the lessons ahead.

All Pupil Premium Children Benefit From The School's Quality Support At Lunchtimes And Playtimes, Removing Barriers To Their Learning

The school recognises that some of these children find it difficult to learn because of their emotional awareness, social skills, personal circumstances or attendance. The school uses the funding to pay for additional support at lunchtimes, ensuring the children in this group have access to a range of social development, games and activities, or direct 1:1 support where needed to develop these areas. The school has found this to be incredibly successful in ensuring those children who found this time of the day a particular challenge, have a much happier time, and as a result of this, have a focused positive afternoon of learning. A member of staff has been appointed to successfully coordinate this time for the children, and leads this work across the social coaching team.

Pupil Premium Spending Allocation 2018-2019 - £101,500 –

Expenditure	Cost
High Quality Evidence-Based Interventions	
Access to evidence based interventions run by trained facilitators to ensure rapid progress is made to reach potential.	£18,319
Pastoral Team	
High quality intervention and support for social, emotional and attendance issues, to ensure children are focused on academic achievement by feeling happy, safe and secure in school in class time and at lunchtimes.	£18,558
Class Teacher Weekly Support & Intervention	£9017
At least one session a week of 20 minutes in length made possible through additional assemblies being run by members of the senior leadership team.	
Class Teacher Intervention and Support Time	£26,869
15 minutes a day, made possible through Play Leaders to support all playtimes across the school.	
Class Teacher Intervention and Support Time	£27,797
20 minutes a day, made possible by the school's quality Meet and Greet System each morning between 8.40am and 9.00am.	
Social Integration Coaches	£8455
Support the development of social, personal and emotional skills at lunchtimes.	

Grand Total: £109.015

What Has Been The Impact Of Pupil Premium Funding (2017/18)?

Conclusions

- ✓ Due to the school's robust response to the achievement of disadvantaged children, **rapid progress is being made in all areas**, and in particular in writing, which has previously been an area of concern.
- ✓ The disadvantaged children at the end of Year 6 make progress which is greater than 'non-disadvantaged' children nationally in writing and maths, and broadly in line with progress made in reading. This is exceptionally good as it shows that the disadvantaged children make accelerated progress to catch up and achieve better than children who are not disadvantaged in most areas.
- ✓ Our aspiration for our reading attainment and progress is to be as highly above national averages as our maths and writing results are.
- ✓ Interventions for disadvantaged children in Year 1, for learning Phonics, is working well, with attainment in phonics for this vulnerable group broadly in line with all children nationally.
- ✓ Writing for disadvantaged children in other cohorts has also improved on previous years with further progress and higher attainment now being seen.
- Cohort tracking shows the Year 4 group of 11 children require further support in Reading and Maths.
- Disadvantaged children in EYFS and Year 2 require further support to make better progress and attain more highly.

Actions

- To maintain rapid progress in all areas, further strengthening interventions in reading to ensure success in this area to be relative to that of maths and writing.
- Children make better and better progress as they move through the school, narrowing the gap. The school will further improve resources and strategies in the lower school in order to narrow the gap even more quickly.
- Continue to develop the Pastoral Team in robustly removing barriers to learning for disadvantaged children through improving attendance, attitudes to learning and social and emotional support.
- To further examine barriers that vulnerable children have to the uptake of wider curriculum opportunities and where present, work to remove them.

A summary of the collective data on the performance of the school's disadvantaged pupils is set out below.

Due to the relatively low numbers of Pupil Premium children in each year group, this data should be viewed with caution. Overall trends and patterns over time help to support the school's understanding of the overall impact on how this money is spent.

Disadvantaged Pupil Outcomes (Statutory)

Year 6

Attainment

(Disadvantaged & Service Children at Malcolm Sargent School Compared with Top 20% Of Schools, Top 50% Of Schools, Children t Malcolm Sargent School and all Children Nationally)

	No.	Reading	Writing	Maths	SPaG	Comb
Disadvantaged EXS+	12	7 / 58%	10 / 83%	8 / 67%	8 / 67%	7 / 58%
National All (2018)		75%	78%	76%	78%	64%
All Children At School	88	85%	91%	84%	88%	77%
Disadvantaged GDS	12	1 / 8%	3 / 25%	2 / 17%	2 / 17%	2 / 17%
National All (2018)		28%	20%	24%	34%	10%
All Children At School	88	33%	36%	34%	50%	16%

Progress

Data	Year	No. Pupils	Reading	Writing	Maths
Attainment At EXS+ Of 2018 Year 6 Disadvantaged Children At End of KS1	2018	13	62%	54%	42%
Attainment At EXS+ Of 2018 Year 6 Non-Disadvantaged Children At End of KS1	2018	13	89%	84%	86%
Gap Between Year 6 Disadvantaged & Non-Disadvantaged Children At End Of KS1	2018	13	27%	30%	44%
Attainment At EXS+ Of 2018 Year 6 Disadvantaged Children At End of KS2	2018	12	67%	83%	67%
Attainment At EXS+ Of 2018 Year 6 Non-Disadvantaged Children At End of KS2	2018	12	89%	92%	87%
Gap Between Year 6 Disadvantaged & Non-Disadvantaged Children At End Of KS2	2018	12	22%	9%	20%
Progress Of All Children Nationally	2018		0	0	0
Progress Of Non-Disadvantaged Children Nationally	2018		+0.31	+0.24	+0.31
Progress Of Non-Disadvantaged Children At Malcolm Sargent Primary School	2018	77	+1.64	+2.84	+1.46
Progress Of Disadvantaged Children At Malcolm Sargent School	2018	12	-0.3	+3.8	0.8

Questions	Year	No. Pupils	Reading	Writing	Maths	
Are The Gaps Diminishing Between Disadvantaged And Non-Disadvantaged Children At Malcolm Sargent School?	2018	12	Yes by 5%	Yes by 21%	Yes by 24%	✓ ✓ ✓
Do Disadvantaged Children At Malcolm Sargent School Make More Progress Than All Children Nationally ?	2018	12	-0.3	+3.8	+0.8	✓ ✓
Do Disadvantaged Children At Malcolm Sargent School Make More Progress Than Non-Disadvantaged Nationally ?	2018	12	-0.6	+3.6	+0.5	✓ ✓
	2017	11	-1.8	-3.4	-1.0	
	2016	9	-0.1	-3.1	+0.6	
Is The Attainment Of Disadvantaged Children At Malcolm Sargent School Ahead Of The Nationally Expected Standard ?	2018	12	100.3	102.6	101.5	✓ ✓ ✓
	2017	13	100.7	99.6	103.2	
	2016	9	101.6	97.4	103	

End of KS2 Summary:

Reading Progress is in line with national 'other' and has an improving trend.

Reading Attainment is above the nationally expected standard.

Writing Progress is significantly above national 'other' and has a rapidly improving trend.

Writing Attainment is above the nationally expected standard.

Maths Progress is significantly above national 'other' and has an improving trend.

Maths Attainment is above the nationally expected standard.

Gaps between disadvantaged children and non-disadvantaged children at the school are diminishing in all subject areas.

Year 2 (Taken from ASP November 2018)

		2017-2018	
		Disadvantaged Children	8
Children reaching expected standards or higher	Reading	School Disadvantaged	56%
		National Disadvantaged	63%
		National 'All' Children	75%
	Writing	School Disadvantaged	56%
		National Disadvantaged	56%
		National 'All' Children	70%
	Maths	School Disadvantaged	56%
		National Disadvantaged	63%
		National 'All' Children	76%
Children reaching above expected standards	Reading	School Disadvantaged	22%
		National Disadvantaged	14%
		National 'All' Children	26%
	Writing	School Disadvantaged	16%
		National Disadvantaged	8%
		National 'All' Children	18%
	Maths	School Disadvantaged	22%
		National Disadvantaged	12%
		National 'All' Children	22%

Year 1 (Taken from ASP & LA Report November 2018)

		2017-2018
	Disadvantaged Children	11
Children Passing Phonic Screening	School Disadvantaged Children	82%
	National Disadvantaged	72%
	National For All Children	83%

Early Years Foundation Stage (Taken from LA Report November 2018)

		2017-2018
	Disadvantaged Children	4
Children reaching a Good Level of Development (GLD)	School Disadvantaged Children	50%
	National Disadvantaged	57%
	National For All Children	72%

Conclusions:

- Rapid progress has been made and now needs to be maintained in all three areas.
- Reading progress needs further development to ensure relative success against maths and writing.
- More rapid progress could be achieved with younger children in the children, to narrow the gaps more quickly.

Trends (Provisional For 2018)

Reading

Year	Children	Bottom 20% of Schools	Bottom 40% of Schools	Top 60% of Schools	Top 40% of Schools	Top 20% Of Schools
2015	3		✓			
2016	9			✓		
2017	10		✓			
2018	12			✓		

Writing

Year	Children	Bottom 20% of Schools	Bottom 40% of Schools	Top 60% of Schools	Top 40% of Schools	Top 20% Of Schools
2015	3	✓				
2016	9	✓				
2017	10	✓				
2018	12					✓

Maths

Year	Children	Bottom 20% of Schools	Bottom 40% of Schools	Top 60% of Schools	Top 40% of Schools	Top 20% Of Schools
2015	3			✓		
2016	9				✓	
2017	10			✓		
2018	12				✓	

KS2 End Of Year Cohort Achievement

Year 3 (8 children) ●

Excellent progress since end of KS1 (7 children) for this cohort, with gains of 1 child to GDS in reading, writing and maths (+13%) and gains of 1 child in Writing and Maths (+7%).

Attainment on track to reach National 'All' end of KS2 (2018) in subject areas, but not yet reaching at this early stage.

Year 4 (11 children) ●

Concerns with progress in Reading and Maths since end of KS1 (11 children) for this cohort. There has been a decline of 2 children to EXS+ (-18%) in Reading, and 1 child to EXS+ in Maths (-9%). Writing however, has made good progress with a gain of 2 children since the end of KS1, (+18%).

Attainment is excellent at the end of the year, already above National 'All' end of KS2 (2018) in Writing, Maths and GPaS, and broadly in line for Reading.

Year 5 (14 children) ●

Excellent progress since the end of KS1 (11 children) for this cohort with gains of 8 children to EXS+ (+23%) in reading, gains of 3 children to EXS+ (+5%) in writing and gains of 7 children (-2%) in maths.

Excellent attainment at the end of the year above National 'All' end of KS2 (2018) in all areas.

Service Premium

The school has a good track record of service children achieving well. In 2017/2018, there was one service premium child in Year 6, whose performance followed this trend (data suppressed due to low pupil numbers).