



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 £2300 per pupil in this category. This funding is known as Pupil Premium Plus.
- 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 2019-2020:

- **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 2019-2020 - £- 107430

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 and unverified data from 2018/19)?

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.

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, restructuring their support to work more closely with SLT Leads and age group teams.
- 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 available for 2018/19, and for previous years on the performance of the school's disadvantaged pupils is set out below. We are waiting for verified data from updated government and Ofsted data releases, due out in the second Autumn term.

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)

**Attainment & Progression Profile – FORECAST outcomes For KS2
at end of 2018/19**

**Unverified data – awaiting full analysis following release of
government/Ofsted data**

End Of KS2 Outcomes

Question	Year	N o. Pu pil s	Reading	Writing	Maths	SPaG
Do Disadvantaged Children At Malcolm Sargent School Make More Progress Than Disadvantaged Children Nationally?*	2019	16	TBC	TBC	TBC	
	2018	10	+0.3	+4.2	+1.4	
Do Disadvantaged Children At Malcolm Sargent School Make More Progress Than All Children Nationally?*	2019	16	-1.06	+1.28	+1.14	
	2018	10	-0.3	+3.8	+0.8	
Do Disadvantaged Children At Malcolm Sargent School Make More Progress Than Other Non-Disadvantaged Nationally*	2019	16	TBC	TBC	TBC	
	2018	10	-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 All National Children?	2019	16	76% (+1%) / 18% (-10%)	88% (+10%) / 24% (+4%)	82% (+6%) / 29% (+5%)	71% (-7%) / 12% (-22%)
	2018	11	100.3	102.6	101.5	101.5
	2017	13	100.7	99.6	103.2	105.2
	2016	9	101.6	97.4	103	103.1

End of KS2 Summary:

Reading Progress is broadly in line with all children nationally but shows a declining trend

Reading Attainment is broadly in line with the nationally expected standard.

Writing Progress is significantly above all children nationally.

Writing Attainment is above the nationally expected standard.

Maths Progress is broadly in line with all children nationally.

Maths Attainment is above the nationally expected standard.

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.

Trends (2018 – Awaiting release for 2019)

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				✓	