

# Pupil premium strategy statement

“It’s up to school leaders to decide how to spend the pupil premium. This is because school leaders are best-placed to assess their pupils’ needs and use funding to improve attainment.” *DfE, ‘The purpose of pupil premium funding, updated Jan 2020’*

## School overview

Metric	Data
School name	Malcolm Sargent Primary School
Pupils in school	651
Proportion of disadvantaged pupils	12% (75 pupils) (66 Deprivation PP: 9 Looked After Premium/Adopted from Care Premium)
Pupil premium allocation this academic year	£109,875: £88,770 (66 DPP@£1345); £21,105 (9 LAP/AfCP @£2345)
Proportion of Service children	2% (15 pupils)
<i>(Service Child premium allocation this academic year)</i>	<i>(£4,650= 15 SCP@£310)</i>
Academic year or years covered by statement	2020- 2021
Publish date	2020.06.02
Review date	Autumn 2020
Statement authorised by	T. J. Revell
Pupil premium lead	T. M. Cox
Governor lead	Charlotte Stapling

## Disadvantaged pupil progress scores for last academic year 2019 data based on 14 Y6 pupils

Measure	Score
Reading	-0.47 (vs +0.32 National non-disadvantaged & vs -0.62 Like-for-like Nat. dis.)
Writing	+0.54 (vs National +0.27 non-disadvantaged & vs -0.50 Like-for-like Nat. dis.)
Maths	+0.17 (vs +0.37 National non-disadvantaged & vs -0.71 Like-for-like Nat. dis.)

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	67% (vs National non-disadvantaged 71%)
Achieving high standard at KS2	7% (vs National non-disadvantaged 13%)

## Strategy aims for disadvantaged pupils

Teaching: Schools arrange training and professional development for all their staff to improve the impact of teaching and learning for pupils.

Measure	Activity
Priority 1	<p>Ensure all relevant staff (including new staff) have received paid-for training to deliver Literacy effectively, namely:</p> <ul style="list-style-type: none"> <li>• Read Write Inc. - a whole-school approach to teaching literacy for 4 to 9-year olds that creates fluent readers, confident speakers and willing writers. It integrates phonics with comprehension, writing, grammar, spelling and handwriting, using engaging partner work and drama.</li> <li>• 'Power of Reading' – a whole-school approach to embedding reading within all aspects of the curriculum by basing our thematic curriculum around a 'hook book'.</li> </ul>
Priority 2	Work with the Maths hub & purchase textbooks to embed Teaching to Mastery across all year groups, using the 'Power Maths' teaching scheme
Priority 3	Embed the use of online learning platform 'SeeSaw' to ensure maximum access <u>for all</u> to the quality-first teaching of the curriculum, feedback to parents (lower school) and homework.
Barriers to learning these priorities address	<p>Consistency of high quality provision:</p> <ul style="list-style-type: none"> <li>• ensuring all staff are trained well to deliver evidence-based whole class teaching programmes of study</li> <li>• teacher specialists delivering to all classrooms with opportunities to up-skills teachers in deliver of their subjects</li> <li>• minimise learning time lost whilst pupils are unable to access classroom learning</li> </ul>
Projected spending  <u>£26,263.56</u>	<p>RWI Phonics £2716.89 start-up resources + £5491.89 books + £3000 training +£2000 extra group spend, RWI Spelling: £1319.45 + £1100 training, Power of Reading £300/yr subscription</p> <p>Power Maths:£6,555, Learning platform: SeeSaw: £2864.40</p> <p>£339 for MyMaths online, £167.90 for timetables Rockstars, £83.03 for Numbots subscription, £26 for the junior maths challenge.</p> <p>Maths Resources £ 300 (e.g. £33 Learn the time clocks, £33 for Base 10 set)</p>

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sep 22
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sep 22
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	Sep 22
Phonics	Achieve national average expected standard in PSC (81.9%)	Sep 22
Other	Improve attendance of disadvantaged pupils to exceed National average (96.0%)	Sep 22

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1 AND on those reaching the expected standard in Y4 Multiplication Test Check.**

### Targeted academic support for current academic year

Academic support: Schools should decide on the main issues stopping their pupils from succeeding at school and use the pupil premium to buy extra help.

Measure	Activity
Priority 1	Buy and embed use of Accelerated Reader across year groups 3 to 6 (with access for 2 as appropriate), to support diagnostic tracking & increase reading for pleasure (= +5 months progress EEF).
Priority 2	Establish 1:1 and small group reading/maths interventions for disadvantaged pupils falling behind age-related expectations (Feedback = +8 months progress EEF).
Barriers to learning these priorities address	Encouraging wider reading at appropriately challenging levels & providing catch-up in mathematics – typically an area of weakness
Projected spending <u>£16133.44</u> (+£500 from PTFA)	Accelerated Reader: £3940.72 (Includes training costs £1000) Ipad purchase for loan scheme to PP children 1 per year £500 (funded by PTFA) Small Group maths & reading interventions: £12,192.72

### Wider strategies for current academic year

Measure	Activity
Priority 1	Pastoral Support Team: <ul style="list-style-type: none"> <li>increase pupils' confidence and resilience</li> <li>encourage pupils to be more aspirational</li> <li>benefit non-eligible pupils too</li> </ul> <i>(from DfE Effective use of Pupil Premium Guidance)</i>
Priority 2	Targeted Pastoral Support: focus improving attendance, readiness to learn (including support for learning off-site using learning platform) and mentoring for Service pupils as appropriate.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>'Regulate before educate' – importance of addressing pupils' social and emotional difficulties alongside academic needs</li> <li>Engagement of "hard-to-reach" families - mitigated by the designation of SLT leader to drive &amp; direct targeted pastoral support &amp; assist where necessary</li> <li>High percentage of vulnerable pupils within persistent absenteeism</li> </ul>
Projected spending <u>£67,478</u>	<u>£ 62 948</u> Pastoral Support (2020/21 budget) [includes Service pupils £4650 of pastoral support] ELSA Emotional Literacy Support Assistants (£599 initial training)+ £160/yr x 3staff for supervision & CPD= <u>£480</u> <u>£750</u> (75pupils x£10/av. support for cost of trips/visits) <u>£3300</u> (11 Y6 pupils/year X £300 for PGL residential visit for Y6 pupil)

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching (£26,263.56)	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided- overseen by senior leaders
Targeted support (£16,133.44)	Ensuring enough time for teachers to support small groups. (+ additional provision- school maths lead)	<ul style="list-style-type: none"> <li>• Class teachers freed up by SLT to ensure regular small group support</li> <li>• Part-time SLT Maths expert returning from parental leave to free up 3 days a week to lead small groups</li> <li>• 1:1 and small group provision planned outside of classroom time as an addition to quality first provision</li> </ul>
Wider strategies (£67,478.00)	Engaging the families facing most challenges	Guided by SLT Lead- Working closely with external agencies, other local schools & LA on cross-school outreach programmes.

## Review: last year's aims and outcomes

Aim	Outcome
To narrow the gaps in attainment between them and other non-disadvantaged children.	Steady improvement year-on-year- gap narrowed successfully. Now close to aim, and on track to achieve.
To ensure they make at least as much progress as other groups of children	Steady improvement and on track to achieve aim. All progress scores ahead of like-for-like national comparisons.
Reading Progress	Worse than the previous year and below 0, as a result Literacy mastery approach further embedded across the school with targeted Accelerated reader interventions where necessary to ensure that we meet the aim.
Maths Progress	Although positive progress score, results are worse than the previous year as a result Power Maths mastery approach will be embedded across the school to ensure that we meet the aim.
Writing Progress	Progress gains have been maintained with figures again above those of national non-dis. pupils.
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.	<p>Attendance for this group of dis pupils has improved since last year, (5% absence now 4.1% absence).</p> <p>Although now close to the attendance figures of all pupils nationally, our disadvantaged pupils still have poorer attendance than non-disadvantaged pupil:</p> <p>Attendance: Absence of Dis. Pupils 4.1% vs Absence rate of non-disadvantaged pupils nationally 3.5%.</p> <p>Continued &amp; targeted focus of pastoral team to engage &amp; improve attendance- use of learning platform to ensure educational opportunity is not lost by non-attendance.</p>