

Pupil premium strategy statement

School overview

Metric	Data
School name	Malcolm Sargent Primary School
Pupils in school	639
Proportion of disadvantaged pupils	10% (66 pupils) (59 Deprivation PP: 7 Looked After Premium/Adopted from Care Premium)
Pupil premium allocation this academic year	£83,390
<i>Proportion of Service children</i>	<i>2% (14 pupils)</i>
<i>(Service Child premium allocation)</i>	<i>(£4,340= 14 SCP@£310)</i>
Academic year or years covered by statement	2021- 2022
Publish date	Autumn 2021
Review date	Autumn 2022
Statement authorised by	T. J. Revell
Pupil premium lead	H. Ward
Governor lead	T. Perkins

Disadvantaged pupil progress scores for last academic year compared to figures available for 2019, the last KS2 SAT available (MSPS data based on 14 Y6 pupils)

Measure	Score
Reading	Summer 2019: -0.47 (vs +0.32 National non-dis. & vs -0.62 Like-for-like vs Nat. dis.) Summer 2021: +2.00 (scaled score progress*) based on 10 Y6 pupils
Writing	Summer 2019: +0.54 (vs National +0.27 non-dis. & vs -0.50 Like-for-like vs Nat. dis.) Summer 2021: -1.00 (scaled score progress*) based on 10 Y6 pupils
Maths	Summer 2019: +0.17 (vs +0.37 National non-dis. & vs -0.71 Like-for-like Nat. dis.) Summer 2021: -2.30 (scaled score progress*) based on 10 Y6 pupils
	*NTS Assessments (National Test-style Standardised Assessments in Summer 2021)

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	Summer 2019: 67% (vs National non-dis. 71%) Summer 2021: 50%
Achieving high standard at KS2	Summer 2019: 7% (vs National non-dis. 13%) Summer 2021: 0%

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	Ensure all relevant staff (including new staff) have received paid-for training to deliver Literacy effectively, namely: <ul style="list-style-type: none"> 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.
Priority 2	Work with the Maths hub & purchase textbooks to embed Teaching for Mastery across all year groups, using the 'Power Maths' teaching scheme. "Mastering Number" project with the Maths hub to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2.
Priority 3	Improving the quality of classroom teaching of pupils' independent writing recovery from the impact of the pandemic: <i>"If they can't do it by themselves, then they can't do it...yet."</i>
Barriers to learning these priorities address	Consistency of high quality provision: <ul style="list-style-type: none"> ensuring all staff consistently use evidence-based whole class teaching programmes minimise learning time lost if pupils are unable to access classroom learning
Projected spending <u>£37,392</u>	RWInc Training: £4820; Programmes: Phonics: £7882; Comprehension: £2256; Spelling £3879; Resources £2000 Power Maths:£6,555, Maths staff Training £2500 Writing staff training £2500, Reading to Write scheme £5000 (inc accompanying books)

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.

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Exceed 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 dis. pupils to exceed National average (96.0%)	Sep 22

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 & Maths across year groups 3 to 6, to support diagnostic tracking & improve both reading for pleasure (= +5 months progress EEF), & mental arithmetic rapid recall.
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>£19,792</u>	Accelerated Reader: £2940.72 Accelerated Maths: £3940.72 (Includes training costs £1000) “Shine” question level analysis tool individual intervention activities £720 Small Group interventions: £12,192.72 (Ratio 1:3, or 1:1 SEND)

Wider strategies for current academic year

Measure	Activity
Priority 1	Pastoral Support Team: <ul style="list-style-type: none"> • increase pupils’ confidence and resilience • encourage pupils to be more aspirational • benefit non-eligible pupils too <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; <i>and mentoring for Service pupils as appropriate.</i>
Barriers to learning these priorities address	<ul style="list-style-type: none"> • ‘Regulate before educate’ – importance of addressing pupils’ social and emotional difficulties alongside academic needs • Engagement of “hard-to-reach” families - mitigated by the designation of SLT leader to drive & direct targeted pastoral support & assist where necessary • High percentage of vulnerable pupils within persistent absenteeism
Projected spending £72,139: <u>£26,206</u> <u>contribution from PP dis fund & [includes Service pupils fund £4,340 of pastoral support]</u>	£ 62 204 Pastoral Support staff Training: ELSA Emotional Literacy Support Assistants (£495 initial training x1)+ £160/yr x 3 staff for supervision & CPD= £480 “Hardship fund”- £5000, remittance for targeted support; e.g. emergency breakfast/after school care, music lessons, and to support engagement with school visits such as: (66 pupils x£10/av. support for cost of trips/visits) (11 Y6 pupils/year X £300 for PGL residential visit for Y6 pupil)

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching (£37,392)	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 (£19,792)	Ensuring enough time for adult support for small groups.	1:1 and small group provision planned outside of classroom time as an addition to quality first provision- overseen by SLT Lead
Wider strategies (£26,206)	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
DIS pupils were disproportionately affected by COVID-19 lockdowns and overall their achievement gap has remained.	
Reading Progress	<p>Significant improvement in disadvantaged pupil progress from 2019 to 2021. Firmly on track to meet aim.</p> <p>Progress (+2) is now well ahead of both DIS and Non-DIS national scores for 2019. Achievement of 70% of DIS meeting the expected standard against an FFT50 estimate of 72% & National average for ALL pupils of 73% is now broadly in line.</p> <p>Both RWI Comprehension, NELI and Accelerated reader have had significantly positive impact in the school, despite the effects of COVID-19 disruptions. Carefully monitor both delivery of the programmes consistently & the progress of PP children- using focussed interventions where necessary.</p>
Maths Progress	<p>Worsening of results since 2019. As a result mastery will be embedded across the school, and focussed small group/individual interventions to address specific knowledge gaps which have been exacerbated by the pandemic that are inhibiting the rate of further maths progression.</p> <p>Ensure consistency in delivery mastery approach, use of Power Maths scheme. Focus on maths progress in shine interventions next year. Implement targeted Maths support for individuals as required.</p>
Writing Progress	<p>Worsening of progress results since 2019, although Writing & GP&S attainment results (both 70%) are close to the national average for all pupils, in a non-Covid year (78%).</p> <p>This area of pupil achievement has, like most other schools, suffered most during the pandemic disruption with pupils remote independent writing whilst at home not as successful in “keeping up” with age related expectations as other areas of their curriculum.</p> <p>As a result we will work with the English hub to train staff for the recovery in writing, and introduce a 3 week cycle of writing teaching emphasising the achievement & practice of independent writing skills to ensure that we meet the aim.</p>
Phonics	<p>Strategy is on track towards aim: 80% (12/15) DIS pupils passed the delayed autumn Y2 phonics check, this was in line with 2019 National average of 81.9% (Summer Y1).</p> <p>RWI phonics has had a significantly positive impact in the school, despite the effects of COVID-19 disruptions. Carefully monitor both delivery of the programmes consistently & the progress of PP children- using focussed interventions where necessary.</p>
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>On track towards aim: Excellent work done throughout lockdown periods to engage our disadvantaged pupils, providing technology and support throughout, inviting dis-engagers into school as needed. Rising Stars ‘Shine’ targeted interventions have supported these pupils with tuition sessions before and after school.</p> <p>Attendance for this group of dis pupils is 94.08% (National average 96%)</p> <p>Although now close to the attendance figures of all pupils at the school, our disadvantaged pupils still have poorer attendance than non-disadvantaged pupil:</p> <p>Absence of Dis. Pupils 5.92% vs Absence rate of all pupils 2.18%</p> <p>Continued & targeted focus of pastoral team to engage & improve attendance - use of learning platform to ensure educational opportunity is not lost by non-attendance.</p>