

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Malcolm Sargent Primary School
Number of pupils in school	639
Proportion (%) of pupil premium eligible pupils	10% (66 pupils) (59 Deprivation PP: 7 Looked After Premium/Adopted from Care Premium)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2024
Date this statement was published	Autumn 2021
Date on which it will be reviewed	Autumn 2022
Statement authorised by	T. J. Revell
Pupil premium lead	H. Ward
Governor / Trustee lead	T. Perkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,390
Recovery premium funding allocation this academic year	£9,570
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£92,960

Part A: Pupil premium strategy plan

Statement of intent

- *What are your ultimate objectives for your disadvantaged pupils?*
- Ultimately, our disadvantaged pupils will be academically successful- which means that they make the most of their potential and make even more progress than the average of similar non-disadvantaged pupils nationally, in order to “close the gap” in academic achievement. These pupils will be happy, contributing members of society who are ready to move on to the next stage of school & ultimately well prepared for the wider world beyond.
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- We purchase evidenced based learning programmes for English & Maths that are proven to demonstrate high quality outcomes for pupils & even better progress for disadvantaged pupils. This includes programmes for the early acquisition of key reading skills in the early years. Teachers’ delivery is well supported including through effective training.
- Then, we systematically identifying & then tackle areas of pupil’s under achievement so that gaps in learning are addressed in order for pupils to rapidly make progress with small group or individual intervention.
- Pupils’ “readiness to learn” will be improved with the assistance of our pastoral support team- including a focus on ensuring excellent attendance.
- *What are the key principles of your strategy plan?*
- Teaching: By first ensuring high quality class teaching which follows a well-designed effective programme of sequential learning focused on key academic Maths & English skills.
- Targeted Academic support: We use the pupil premium to buy extra help. We use question level analysis of pupil assessments in order to focus intervention work most effectively on those concepts in Reading, Writing or Maths that a child does not know well enough yet. Then we provide intervention sessions in small groups 1:1 or 1:3 for a limited time period outside of the core school day, so that no further learning is lost.
- Wider strategies: Our pupil premium budget helps to fund the three members of our pastoral team who are tasked with improving pupils’ “readiness to learn”. In addition to improving pupil attendance, they also promote pupil engagement, wellbeing, mentoring & removal of barriers to learning.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Progress in Reading* weaker than non-disadvantaged pupils nationally
2	Progress in Writing* weaker than non-disadvantaged pupils nationally
3	Progress in Maths* weaker than non-disadvantaged pupils nationally
4	Readiness to learn, including emotional wellbeing-. <ul style="list-style-type: none"> • ‘Regulate before educate’ – importance of addressing pupils’ social and emotional difficulties alongside academic needs. A high proportion of the pupils supported each day by the pastoral team are disadvantaged. • 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 • Attendance for this group of dis pupils is weaker than for the average of pupils’ nationally: 94.08% (National average 96%)

***Disadvantaged pupil progress scores for last academic year compared to figures available for 2019, the last KS2 SAT available when MSPS data was based on the progress of 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%

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Progress in Reading	Exceed national average progress scores in KS2 Reading (0)
Progress in Writing	Exceed national average progress scores in KS2 Writing (0)
Progress in Mathematics	Exceed national average progress scores in KS2 Maths (0)
Phonics achievement	Exceed national average expected standard in PSC pre-covid average of 81.9%.
Attendance	Improve attendance of dis. pupils to exceed pre-covid National average of 96.0%.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £37,392.

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 (including accompanying books)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all relevant staff have received paid-for training to deliver Literacy effectively, namely: 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.</p>	<p>DfE evaluated & approved schemes. EEF Comprehension +6 months progress. EEF Phonics +4 months progress</p>	<p>1</p>
<p>Work with the Maths hub & purchase textbooks to embed Teaching for Mastery across all year groups, using the 'Power Maths' teaching scheme.</p> <p>"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.</p>	<p>DfE approved schemes supported by the regional Maths hub. Mastery learning +5 months EEF evaluation.</p>	<p>3</p>
<p>Improving the quality of classroom teaching of pupils' <u>independent</u> 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></p>	<p>Mastery learning +5 months EEF evaluation.</p>	<p>2</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,851 + £9,570:

Accelerated Reader: £2,940.72; “Shine,” question level analysis tool individual intervention activities £720

Tuition: Small Group interventions: £12,192.72 + £9, 570 (Ratio 1:3, or 1:1 for pupils with SEND)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Buy and embed use of Accelerated Reader across year groups 3 to 6, to support diagnostic tracking & improve reading for pleasure.</p> <p>Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and suggests books that match pupils’ needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress.</p>	<p>+5 months progress EEF</p>	1
<p>The Nuffield Early Language Intervention (NELI) is designed to improve listening, narrative and vocabulary skills. Three to five weekly sessions are delivered to small groups of children with relatively poor spoken language skills. The 30-week programme starts in the final term of nursery and continues in reception year. The 20-week programme is delivered in reception only.</p>	<p>DfE researched & approved programme. +4 months progress EEF trial</p>	1,2
<p>Establish 1:1 and small group reading/maths interventions for disadvantaged pupils falling behind age-related expectations</p>	<p>Feedback = +8 months progress EEF</p>	1, 2, 3
<p><i>NB For next year, once other intervention strategies are embedded, investigate investment in “Accelerated Maths” across year groups 3 to 6, to support diagnostic tracking & improve mental arithmetic rapid recall.</i></p>	<p><i>Being evaluated by EEF but research on feedback by EEF indicates +8months progress. Research into use of digital technology indicates +4 months progress. In addition, it is used outside of our school core day too.</i></p>	3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30,147 [*Contribution towards total pastoral support costing the following*]

£ 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We use some of our Pupil Premium funding to contribute towards the cost of our Pastoral Support Team. They aim to:-</p> <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 <p>The team focus on improving attendance, readiness to learn, including support for learning off-site using our learning platform to minimise disruption to learning.</p>	<p>The core role of the pastoral team is taken from DfE Effective use of Pupil Premium Guidance. It is to:</p> <ul style="list-style-type: none"> • increase pupils’ confidence and resilience • encourage pupils to be more aspirational • benefit non-eligible pupils too <p>EEF Parental engagement+3 months Social & Emotional learning +4 months</p>	<p>4</p>

Total cost for pupil premium strategy: £92,960= [£37,392+£15,851+£9,570+£30,147]

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact of our pupil premium work for pupils in 2020/21 academic year.

Aim	Outcome
	<p>DIS. pupils have been disproportionately affected by COVID-19 lockdowns- and overall, improvement in narrowing their achievement gap has stalled. However, there has been notable success of the Reading strategy, interventions, phonics & attendance work. This is a great basis for continued educational recovery for this group.</p>
<p>Reading Progress</p>	<p>Significant improvement in disadvantaged pupil progress from 2019 to 2021. Our strategy is firmly on track to meet our 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>
<p>Maths Progress</p>	<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>
<p>Writing Progress</p>	<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>
<p>Phonics</p>	<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>
<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>	<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>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Power Maths	Pearson
Read Write Inc. Comprehension, Phonics, Spelling	Ruth Miskin Phonics Training
Accelerated Reader	Renaissance learning
Accelerated Maths	Renaissance learning
Shine	Rising Stars

Service pupil premium funding (optional)

<i>Proportion of Service children</i>	2% (14 pupils)
<i>(Service Child premium allocation)</i>	(£4,340= 14 SCP@£310)
Measure	Details
<p><i>How did you spend your service pupil premium allocation last academic year?</i></p> <p>Contributing to the cost of employing our Pastoral support team in order to provide social, emotional support & mentoring for pupils and support for parents.</p> <p>We have designated one of our pastoral support officers as our Services support leader. However, all of our pastoral team- led by the Vice Principal- give extra support to service pupils whilst at our school. They also provide pastoral activities, which recognise & celebrate the work of the armed forces, enhancing the connectedness & network of these pupils & their families.</p>	<p>Pastoral support is given to pupils and their families during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.</p>
<p><i>What was the impact of that spending on service pupil premium eligible pupils?</i></p>	<p>Successful support of 14 pupils (11 families) before, during and after overseas deployments. 2 new service pupils were helped integrate into our school following redeployments to the area. This entailed bespoke support including use of the “Little Troopers”, “Separation Pack”, SAFA support through Wittering RAF Base coordinator- & working with children during their parents deployments elsewhere including for example separation diaries, cross-off charts, letter writing & other “keeping in touch” activities.</p> <p>Academic achievement of these pupils is high- exceeding the average of “all pupils” nationally. Attendance similarly is extremely high & behaviour excellent- pastoral team report happy well-motivated pupils.</p> <p>We also support the following activities for all of our service pupils: Armed forces day, Wittering “Fly the glider” challenge, Remembrance day poppy appeal, “Reading Force” service magazine’s book reading challenge.</p>