

Somers Park and Malvern Vale Primary Schools

Pupil Premium Review (2017/2018) and Strategy (2018/2019)

| 1. Summary information | | | | | |
|------------------------|--|----------------------------------|-----------|--|--------------|
| School | Somers Park and Malvern Vale Primary Schools | | | | |
| Academic Year | 18/19 | Total PP allocation | £76,560 | Date of most recent internal PP Review | October 2018 |
| Total number of pupils | 402 | Number of pupils eligible for PP | 55- 13.7% | Date for next internal review of this strategy | March 2019 |

| 2. Current attainment (Autumn 2018) | | |
|---|---|-----------------------------------|
| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP</i> |
| % achieving expected standard or above in reading, writing & maths | Whole school 68.8% | <i>(Nat.) 76%</i> |
| % making expected progress in reading (as measured in the school) | 93.9% | <i>(Sch.) 96.6%</i> |
| % making expected progress in writing (as measured in the school) | 98% | <i>(Sch.) 98%</i> |
| % making expected progress in mathematics (as measured in the school) | 93.8% | <i>(Sch.) 96.5%</i> |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
|---|---|
| Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i> | |
| A. | Under-developed reading, spelling and numeracy skills. |
| B. | Lack of independent strategies. |
| C. | Speech and language difficulties, including vocabulary development. |
| Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i> | |
| D. | Behavioural difficulties, for identified pupils |

| 4. Intended outcomes (2018/2019) | | Success criteria |
|----------------------------------|--|---|
| A. | Reduce the gap between the performance of disadvantaged children and their peers at key assessment points across the school (EYFS/Phonics/KS1/KS2) | <p>The average progress of Disadvantaged pupils across KS1 and KS2 from their starting points is close to or at that of 'other pupils'</p> <p>The proportion of children reaching the expected standard and greater depth is closer to that of 'school other' than in 2018.</p> |
| B. | Increase the proportion of disadvantaged children reaching the expected standard in Reading at the end of Key Stage 1 and Key Stage 2 | <p>The progress and attainment of pupils in Reading matches that in the other core subjects, so that the % of pupils attaining ARE and GD in Reading is close to or at that of Writing and Maths- Years 2 and 6</p> <p>[In 2018, at KS2 ARE+: R 74% cf W 90% and M 86%]</p> |
| C. | All disadvantaged children have strategies and support in place to enable them to access the curriculum and to make progress, including those with behavioural and emotional needs | <p>Early identification of speech and language difficulties and provision of strategies for support</p> <p>Reduced exclusions</p> <p>Measurable difference in the reduction of challenging and disruptive behaviour.</p> |
| D. | All disadvantaged children to have access to the full and extended curriculum provision at Somers Park and Malvern Vale Primary School | <p>Measurable uptake of the following provision: Instrumental music lessons, swimming, class trips, outdoor education, educational and residential visits, extra-curricular trips.</p> <p>Breakfast provision ensures that children are ready to learn and engage.</p> |

Somers Park Key Stage 2 End of Year Outcomes 2017-2018: 9 pupils

| Reading | Proportion reaching standardised score 100+ | Proportion with a high standardised score | Average score | Progress score |
|----------------------------|---|---|---------------|----------------|
| Somers Park disadvantaged | 67 | 22 | 103.8 | -1.49 |
| National non-disadvantaged | 80 | 33 | 106 | 0 |

| Writing | Proportion reaching expected standard | Proportion reaching greater depth | Progress score |
|----------------------------|---------------------------------------|-----------------------------------|----------------|
| Somers Park disadvantaged | 100 | 0 | +0.33 |
| National non-disadvantaged | 83 | 24 | 0 |

| Maths | Proportion reaching standardised score 100+ | Proportion with a high standardised score | Average score | Progress score |
|----------------------------|---|---|---------------|----------------|
| Somers Park disadvantaged | 100 | 11 | 106 | +1.48 |
| National non-disadvantaged | 81 | 28 | 105.4 | 0 |

| Eng. Grammar, punctuation and spelling | Proportion reaching standardised score 100+ | Proportion with a high standardised score | Average score |
|--|---|---|---------------|
| Somers Park disadvantaged | 89 | 11 | 109.6 |
| National non-disadvantaged | 82 | 39 | 107.2 |

Somers Park Key Stage 1 End of Year Outcomes 2017-2018: 11 pupils

| Reading | Proportion reaching expected standard | Proportion reaching greater depth |
|----------------------------|---------------------------------------|-----------------------------------|
| Somers Park disadvantaged | 64 | 18 |
| National non-disadvantaged | 87 | 45 |

| Writing | Proportion reaching expected standard | Proportion reaching greater depth |
|----------------------------|---------------------------------------|-----------------------------------|
| Somers Park disadvantaged | 64 | 0 |
| National non-disadvantaged | 77 | 23 |

| Maths | Proportion reaching expected standard | Proportion reaching greater depth |
|----------------------------|---------------------------------------|-----------------------------------|
| Somers Park disadvantaged | 91 | 0 |
| National non-disadvantaged | 91 | 19 |

Somers Park Year 1 Phonics Outcomes 2017-2018: 1 pupil

| Phonics | Proportion reaching expected standard |
|----------------------------|---------------------------------------|
| Somers Park disadvantaged | 100 |
| National non-disadvantaged | 85 |

| 5. Review of expenditure | | | | |
|---|--|---|--|---------------------|
| Previous Academic Year | | 2017/2018 | 2017/2018 funding: £73,920 | |
| i. Quality of teaching for all | | | | |
| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
| <p>Change the school's approach and strategy for the teaching of phonics, using the Read, Write, Inc programme as a basis for the school's approach.</p> <p>Associated resourcing/ staff training</p> | <p>Increase the proportion of all children/ disadvantaged children reaching the expected standard in the Year 1 Phonics screening</p> <p>Increase the proportion of children in Year 2 who pass the screening</p> <p>Increase the proportion of children in EYFS who reach expected in reading</p> | <p>Increase in proportion of ALL children reaching the expected standard from 79% (2017) to 96% (2018)</p> <p>Only one disadvantaged child in 2018, who passed the screening.</p> <p>In EYFS, the proportion of disadvantaged children who reached the expected in reading was:</p> <p>Number of staff with formal training in Read Write Inc increased</p> | <p>Approach to continue, with a relevant budget to train additional/new staff and to purchase further resources to enable progressions within the programme.</p> | <p>£9718</p> |
| ii. Targeted support | | | | |
| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |

| | | | | |
|--|---|--|--|---|
| <p>Focussed 1:1 educational / SEMH support</p> | <p>All children, regardless of barriers, are supported to make the best possible progress in reading, writing and maths.</p> <p>Children emotionally resilient in order to access learning.</p> | <p>2018 Outcomes Key Stage 2 RWM combined- 67% achieving expected standard or higher GAP CLOSING (70% national non disadvantaged/ 64% national all)</p> | <p>This approach has proven successful because the provision is planned as a result of through evaluation of pupil needs. Communication between staff involved and the class teacher has been fundamental.</p> | <p>(53,982.60 x 0.4) £21593.04</p> |
| <p>Teacher led intervention</p> | <p>Increased proportion of ALL and disadvantaged children reaching the expected standard in Maths</p> | <p>Maths: Disadvantaged pupils at Somers Park perform better than other children nationally KS2 Maths Progress measure for disadvantaged pupils: 1.48 (0.31 national-non disadvantaged) KS2 Maths Ave scaled score 106.0 (105.4 national non-disadvantaged) KS2 Maths EXP: 100% (81% national non-disadvantaged)</p> <p>Writing: Disadvantaged pupils at Somers Park perform better than other children nationally KS2 writing 100% Disadvantaged reaching expected standard (83% national non-disadvantaged)</p> | <p>Ensuring that the teacher(s) responsible for the teacher led intervention are give accurate information (data and pupil level) and time to meet with the class teachers is crucial.</p> <p>These approaches will continue next year, with a particular focus upon the</p> | <p>(£59666.28 x 0.75) £44749.71</p> |
| <p>Maths and English booster groups</p> | <p>Greater proportion of children reaching the expected standard and Greater Depth/ High Standard in Reading, Writing and Maths at the end of KS2</p> | <p>Reading: Disadvantaged pupils at Somers Park perform better than other children nationally</p> <p>Reading 77% Ever 6 reached expected standard (77% other nationally) Reading greater depth: 31% (29% other nationally)</p> | | <p>£3600</p> |

| iii. Other approaches | | | | |
|---|--|---|---|-------------|
| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
| Flexible behaviour support: 1:1/ nurture/ garden | Improve access to the curriculum through management of behaviour and nurture provision | Reduction on fixed term exclusions for disadvantaged children with specific behavioural needs. Expected and better progress for children with identified and arising emotional needs | Appropriate and skilled staffing necessary. This approach will continue alongside the SEN provision already in place for these children | £4000 |

6. Planned expenditure

| | |
|---------------|-----------|
| Academic year | 2018/2019 |
|---------------|-----------|

The three headings enable us to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

Referenced within the rationale for the choice of approaches and actions is the Sutton Trust Education Endowment Fund (EEF) Teaching and Learning Toolkit:

*The Sutton Trust-EEF Teaching and Learning Toolkit is an independent resource which provides guidance for **teachers** and schools on how to use their resources to improve the attainment of disadvantaged pupils. The **Toolkit** is an accessible summary of educational research.*

i. Quality of teaching for all

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented/well? | Staff lead | When will you review implementation? |
|---|--|---|---|-------------|--------------------------------------|
| Introduction of whole class guided reading <i>Staff training</i> <i>Purchase of resources and subscriptions to ensure necessary resources</i> | Raise standards in Reading across the school | EEF toolkit- <i>Reading comprehension strategies</i> : low cost/ strong evidence base/ moderate impact +6 months impact | School Improvement Plan monitoring English subject leader monitoring Review of progress and attainment data | ME £3000 | January/ April/ July 2019 |
| Removal of setting for English | | EEF toolkit- <i>Setting or streaming</i> : low cost/ weak evidence base +1 months impact (Reversal, +1 month) | | | |

| | | | | | |
|---|--|---|--|---------------------|----------------------------------|
| <p>Embed the recently introduced RWI strategy for the teaching of phonics across the school.</p> <ul style="list-style-type: none"> - Staff training - resourcing | <p>Maintain the proportion of all children/ disadvantaged children reaching the expected standard in the Year 1 Phonics screening</p> <p>Maintain the proportion of children in Year 2 who pass the screening</p> <p>Increase the proportion of children in EYFS who reach expected in reading</p> | <p>Following the introduction of this approach in 2018, there was a sharp increase in the proportion of ALL children reaching the expected standard from 79% (2017) to 96% (2018)</p> <p>EEF Toolkit- <i>Phonics</i>: Moderate impact/ strong evidence base +4 months impact</p> | <p>Monitoring of impact of the phonics provision across KS1 and where relevant, KS2.</p> | <p>GS £5000</p> | <p>January/ April/ July 2019</p> |
| Total budgeted cost | | | | | £8,000 |

| ii. Targeted support | | | | | |
|---|--|---|--|--------------------------------|----------------------------------|
| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review |
| <p>High quality small group / 1:1 intervention to accelerate progress in English and Maths</p> <p>Pupils learn new social and life skills and develop emotional resilience.</p> | <p>Greater proportion of children reaching the expected standard and Greater Depth/ High Standard in Reading, Writing and Maths at the end of KS2</p> | <p><u>Previous success</u></p> <p>EEF toolkit: <i>Small group tuition</i>. Moderate impact/ moderate cost/ limited evidence +4 months impact</p> <p>EEF toolkit: <i>1:1 tuition</i>: moderate impact/ high cost/ extensive evidence. +6 months impact</p> | <p>Progress evaluation/ communication with children/feedback from teachers</p> | <p>BW CD</p> <p>£34750</p> | <p>January/ April/ July 2019</p> |
| <p>Employment of three specialist intervention teaching assistants to impact pupils, with a high proportion of disadvantaged pupils benefitting.</p> <p>1x Key Stage 2 maths</p> <p>1x KS1 SEN/ Nurture</p> <p>1x Additional Garden</p> <p>1x EYFS</p> <p>*+6 months</p> | <p>All children, regardless of barriers are supported to make the best possible progress in reading, writing and maths.</p> <p>Children emotionally resilient in order to access learning.</p> | <p><u>Previous success</u></p> <p>EEF toolkit: <i>Social and Emotional Learning</i>. Moderate impact/ moderate cost/ extensive evidence +4 months impact</p> | <p>Behaviour records/ feedback from staff/ progress evaluation</p> | <p>LE</p> <p>£18,600</p> | <p>March 2019</p> |

| | | | | | |
|---|---|--|-----------------------------------|---------------------|------------------|
| <p>Maths and English booster groups</p> <p>High quality additional intervention to accelerate progress in English and Maths, led by qualified teachers and experienced teaching assistants</p> <p>Alongside other learners from the school, all children eligible for the Pupil Premium Grant funding receive this provision, personalised to their individual needs.</p> | <p>Greater proportion of children reaching the expected standard and Greater Depth/ High Standard in Reading, Writing and Maths at the end of KS2</p> | <p>EEF toolkit: <i>Small group tuition</i>. Moderate impact/ moderate cost/ limited evidence +4 months impact</p> | <p>Pupil progress evaluations</p> | <p>BW £3600</p> | <p>July 2019</p> |
| Total budgeted cost | | | | | <p>£56,950</p> |

| iii. Other approaches | | | | | |
|---|--|---|---|---------------------|--|
| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review |
| <p><u>Attendance</u> Securing the services of the Education Welfare Officer to promote strong attendance of PA children and those with low attendance, many of whom are eligible for pupil premium grant.</p> | <p>Increased attendance for PA children and those with low attendance.</p> | <p><u>Previous success</u> EEF Toolkit- <i>Parental engagement</i>: Moderate impact/ moderate cost/ moderate evidence +3 months impact</p> | <p>Attendance data/ proportion of PA/ progress of identified children</p> | <p>BW £1800</p> | <p>Half termly. Weekly update.</p> |

| | | | | | |
|--|---|--|---|---------------------|------------------------------|
| <p><u>Educational Psychologist support</u> Additional support secured for pupils requiring Educational Psychologist support, many of whom are pupil premium pupils</p> | <p>Pupils are seen regularly; school, pupils and families feel better supported.</p> | <p>Our Educational Psychologist has been effective in her work with children and families who have been targeted for intervention. There has been a quicker response to the needs of our children as a result of this intervention.</p> <p>EEF toolkit: <i>Social and Emotional Learning</i>. Moderate impact/ moderate cost/ extensive evidence +4 months impact</p> | <p>The amount of positive support and feedback from pupils and families. Pupils feel happier and more secure and are able to access a full curriculum</p> | <p>GS £1800</p> | <p>Termly</p> |
| <p><u>Enrichment</u> Funding for enrichment activities: <i>Instrumental music lessons, swimming, class trips, outdoor education, educational visits, extra- curricular trips. Additionally, the fund will support targeted pupils attending our "Breakfast Family" and wrap around care.</i></p> | <p>To ensure all children are given the same opportunities to access extra-curricular activities as their peers. To support low income families with wraparound care To support vulnerable children by preparing them for the day through ensuring they have breakfast in the morning</p> | <p>No child, eligible for PPG, misses out on any enrichment activity, including residential visits, due to financial reasons.</p> | <p>Monitoring of participation in school trips and other extra-curricular activities Teacher feedback Parental feedback Pupil discussions</p> | <p>BW £8000</p> | <p>Ongoing July 2019</p> |
| <p style="text-align: right;">Total budgeted cost</p> | | | | | <p>£11,600</p> |