

Somers Park and Malvern Vale Primary School

Pupil Premium statement (2020-2021) and review (2018-2019*)



**Due to the Covid 19 pandemic, review for the 19-20 academic year will be combined with the 20-21 year, and undertaken in March 2021*

Purpose

Publicly-funded schools in England get extra funding from the government to help them improve the attainment of their disadvantaged pupils.

Evidence shows that children from disadvantaged backgrounds:

- generally face extra challenges in reaching their potential at school
- often do not perform as well as their peers

The pupil premium grant is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve.

Eligibility and funding

Schools get pupil premium funding based on the number of pupils they have in January each year from the following groups.

- Free school meals: Schools get £1,345 for every primary age pupil,
- Looked-after and previously looked-after children: Schools get £2,345 for every pupil who has left local authority care through adoption, a special guardianship order or child arrangements order.

Pupil Premium and Covid 19

The DfE understands that due to coronavirus and school closures, it is not possible to evaluate the impact of your pupil premium for all of the 2019/20 academic year. Instead, schools should monitor and report on the grant's impact at the end of the 2020/21 financial year. This report should cover the whole period between September 2019 and March 2021. [The Key for School Leaders, Nov 2020]

2020-2021 Pupil premium strategy statement

School overview

Metric	Data
School name	Somers Park Primary School (including the Malvern Vale site)
Pupils in school	517 (including 46 nursery)
Proportion of disadvantaged pupils	Funding received for 63 children (13.4% of primary aged children) (note: November 2020 number of PP children has increased to 79)
Pupil premium allocation this academic year	£86,080
Academic year or years covered by statement	2020-2021
Publish date	November 2020
Review date	March 2021
Pupil premium lead	Chris Hansen
Governor lead	Peter Bailey

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
E.	SEMH issues
F.	Low aspirations and lack of confidence

Disadvantaged published pupil progress scores for 2019 (due to Covid-19 pandemic)

Somers Park Key Stage 2 End of Year Outcomes 2018-2019: 12 pupils

Comparison of Somers Park disadvantaged, with national non-disadvantaged.

Reading	Proportion reaching standardised score 100+	Proportion with a high standardised score	Average score	Progress score
Somers Park disadvantaged	75	17	101.3	-1.35
National non-disadvantaged	78	31	105.5	0.32

Writing	Proportion reaching expected standard	Proportion reaching greater depth	Progress score
Somers Park disadvantaged	75	17	0.97
National non-disadvantaged	83	24	0.27

Maths	Proportion reaching standardised score 100+	Proportion with a high standardised score	Average score	Progress score
Somers Park disadvantaged	83	17	104.0	0.61
National non-disadvantaged	84	32	106.1	0.37

Eng. Grammar, punctuation and spelling	Proportion reaching standardised score 100+	Proportion with a high standardised score	Average score
Somers Park disadvantaged	83	8	103.8
National non-disadvantaged	83	41	107.4

Somers Park Key Stage 1 End of Year Outcomes 2018-2019: 2 pupils (not statistically relevant)

Reading	Proportion reaching expected standard	Proportion reaching greater depth
Somers Park disadvantaged	-	-

National non-disadvantaged	-	-
Writing	Proportion reaching expected standard	Proportion reaching greater depth
Somers Park disadvantaged	-	-
National non-disadvantaged	-	-

Maths	Proportion reaching expected standard	Proportion reaching greater depth
Somers Park disadvantaged	-	-
National non-disadvantaged	-	-

Somers Park Year 1 Phonics Outcomes 2018-2019: 7 pupils

Phonics	Proportion reaching expected standard
Somers Park disadvantaged	57%
National non-disadvantaged	84%

Somers Park Year 2 Phonics Outcomes November 2020: X pupils

Phonics	Proportion reaching expected standard
Somers Park disadvantaged	88%
National non-disadvantaged	TBC

Somers Park EYFS Outcomes 2018-2019: 9 pupils

Phonics	Proportion reaching GLD
Somers Park disadvantaged	100%
National non-disadvantaged	74%

Strategy aims for disadvantaged pupils 2020-2021

'The pupil premium grant is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve.' Therefore, the school have set the following academic targets for this academic year:

Measure	Score
Meeting expected standard at KS2	The proportion of disadvantaged pupils reaching the expected standard in Reading, writing and maths at KS2 is narrower to that of their peers at Somers Park, than the gap nationally, and at least matching the proportion of non-disadvantaged children nationally (71% in 2019)
Achieving high standard at KS2	The proportion of disadvantaged pupils reaching the higher standard in Reading, writing and maths at KS2 is narrower to that of their peers at Somers Park, than the gap nationally, and at least matching the proportion of non-disadvantaged children nationally (11% in 2019)
Meeting expected standard at KS1	The proportion of disadvantaged pupils reaching the expected standard in Reading, writing and maths at KS1 is narrower to that of their peers at Somers Park, than the gap nationally, and at least matching the proportion of non-disadvantaged children nationally (2019 national: R-78%; W-73%; M-79%)
Achieving high standard at KS1	The proportion of disadvantaged pupils reaching the higher standard in Reading, writing and maths at KS1 is narrower to that of their peers at Somers Park, than the gap nationally, and at least matching the proportion of non-disadvantaged children nationally (2019 national: R-28%; W-17%; M-24%)
Achieving expected standard in Year 1 Phonics	The proportion of disadvantaged pupils reaching the expected standard in the Year 1 phonics screening is narrower to that of their peers at Somers Park, than the gap nationally, and at least matching the proportion of non-disadvantaged children nationally (84% in 2019)
Reaching GLD in EYFS	The proportion of disadvantaged pupils reaching a good level of development (GLD) in EYFS is narrower to that of their peers at Somers Park, than the gap nationally, and at least matching the proportion of non-disadvantaged children nationally (74% in 2019)

In addition, the following overarching priorities have been set:

Priority	Evidence of success
Increase the proportion of disadvantaged children reaching the expected standard in Reading at the end of Key Stage 1 and Key Stage 2	<p>At EYFS, 85% disadvantaged children reach GLD (2019 national other: 79%)</p> <p>At Year 1, 85% disadvantaged children reach the expected standard in phonics (2019 national other: 84%)</p> <p>At Key Stage 1, 80% disadvantaged children reach the expected standard in reading (2019 national other: 78%)</p>

	At KS2 80% of disadvantaged children at SP reached the expected standard in reading. (2019: 78% National non; 62% national disadv.)
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. Improve vocabulary and oracy skills	<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> <p>Pupil interviews demonstrate confident and articulate young people at Somers Park and Malvern Vale, including those eligible for the Pupil Premium Grant.</p>
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>

Planned expenditure: September 2019 - March 2021

1. Planned expenditure					
Academic year	September 2019- March 2021 (Due to impact of Covid-19 pandemic)				
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
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?
Embedding whole class guided reading <i>Staff training</i> <i>Purchase of resources and subscriptions to ensure necessary resources</i> <i>Malvern Vale reading scheme books</i> CONTINUE: Removal of setting for English	Raise standards in Reading across the school	EEF toolkit- <i>Reading comprehension strategies</i> : low cost/ strong evidence base/ moderate impact +6 months impact EEF toolkit- <i>Setting or streaming</i> : low cost/ weak evidence base -1 months impact (Reversal, +1 month)	School Improvement Plan monitoring English subject leader monitoring Review of progress and attainment data	ME £4000	January/ April/ July 2020
Embed the recently introduced RWI strategy for the teaching of phonics across the school. - Staff training	Maintain the proportion of all children/ disadvantaged children reaching the expected standard in	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)	Monitoring of impact of the phonics provision across KS1 and where relevant, KS2.	GS £2000	January/ April/ July 2020

<p>- resourcing at Malvern Vale</p> <p>Embed high quality Oracy teaching across the school.</p> <p>- Engagement in Voice 21 programme</p> <p>Teaching assistant support for all classrooms- small group and targeted academic support</p>	<p>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>Articulate and confident learners able to explain and develop their ideas through language, speaking and listening.</p> <p>Safe and nurturing environment. Accessible adults for vulnerable children.</p> <p>Class teacher available to work with vulnerable and lower attaining pupils</p>	<p>EEF Toolkit- <i>Phonics</i>: Moderate impact/ strong evidence base +4 months impact</p> <p>The State of Speaking in our Schools (Voice 21, 2016)</p> <p>EEF Oral language intervention (Sept 19) +5 months impact; 'for disadvantaged pupils, up to 6 months impact'</p> <p>EEF Toolkit- <i>Teaching assistants</i>: low impact/ high cost +1 months impact</p>	<p>School Improvement Plan monitoring</p>	<p>CH £2000</p> <p>BW £27,000</p>	<p>January/ April/ July/ November 2020/ Jan April/ July 2021</p>
Total budgeted cost					£35,000

ii. Targeted academic 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 implementation
<p><u>High quality small group / 1:1 intervention to accelerate progress in English, Maths and Phonics.</u></p> <p>Pupils learn new social and life skills and develop emotional resilience.</p> <p>Employment of four 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>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>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 their learning.</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><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>Progress evaluation/ communication with children/feedback from teachers</p> <p>Behaviour records/ feedback from staff/ progress evaluation</p>	<p>BW</p> <p>£10,500</p> <p>LE</p> <p>£24,600</p>	<p>January/ April/ July/November 2020 ongoing</p> <p>March 2021</p>
<p><u>Maths and English booster groups</u></p> <p>High quality additional intervention to accelerate progress in English and Maths,</p>	<p>Greater proportion of children reaching the expected standard and Greater Depth/ High Standard in Reading,</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</p> <p>£3600</p>	<p>July 2021</p>

<p>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>SEMH professional development for key members of teaching and support staff</p>	<p>Writing and Maths at the end of KS2</p>	<p>EEF toolkit: <i>Social and emotional learning</i>. Moderate impact/ moderate cost/ secure evidence +4 months impact.</p>	<p>Mental health audit and feedback from teachers and key members of staff</p>	<p>LE £2000</p>	<p>Ongoing-summative in June 2021</p>
Total budgeted cost					£40,600

iii. Wider 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 PP 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</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: Social and Emotional Learning. 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>LE £2800</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>EEF toolkit: <i>Outdoor adventure learning</i> Learning. Moderate impact/ moderate cost/ moderate evidence +4 months impact</p>	<p>Monitoring of participation in school trips and other extra-curricular activities Teacher feedback Parental feedback Pupil discussions</p>	<p>BW £14000</p>	<p>Ongoing July 2020</p>
Total budgeted cost					<p>£18,600</p>

2018-19 Review: last year's aims and outcomes (adjusted due to Covid-19 pandemic)

Previous Academic Year		2018/2019	2019/2020 funding: £84,480	
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
Embedding of whole class guided reading <i>Staff training</i> <i>Purchase of resources and subscriptions to ensure necessary resources</i> Removal of setting for English	Raise standards in Reading across the school	At Key Stage 2, Proportion of children reaching the expected standard for all children across the whole cohort increased to 88%. As a result, the proportion of pupil premium children reaching the expected standard in reading also increased, to 75%. This is just three percentage points off national non-disadvantaged proportion (78%)	The approach has been highly successful. Both the whole class guided reading approach and the removal of setting have improved the quality and depth of discussion about reading. Continue next year, with further investment into high quality resources.	£6000 resourcing £500 staff training £3000 leadership time £500 author visit

<p>Embed the school's recently adopted 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, including resourcing for Malvern Vale Primary School</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>Maintained high proportion of ALL children reaching the expected standard in phonics from 91% (82% national)</p> <p>All but three disadvantaged children at Somers Park, reached the expected standard in phonics.</p> <p>In EYFS, the proportion of disadvantaged children who reached the expected standard in reading was 89% (79% non-disadvantaged nationally)</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>£5000</p> <p>Resourcing for Read Write Ink</p>
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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>Relevant staff trained to deliver high quality support.</p>	<p>2019 Outcomes</p> <p>Key Stage 2 RWM combined- 67% achieving expected standard or higher GAP CLOSING (71% national non disadvantaged/ 65% national all)</p> <p>Maths: Disadvantaged pupils at Somers Park perform significantly better than disadvantaged nationally, and closing the gap on non-disadvantaged nationally</p> <p>KS2 Maths Progress measure for disadvantaged pupils: 0.61 (0.31 national-non disadvantaged; -0.71 national disadvantaged)</p>	<p>This approach has proven successful because the provision is planned as a result of thorough evaluation of pupil needs. Communication between staff involved and the class teacher has been fundamental.</p>	<p>(£59666.28 x 0.75) £44749.71</p> <p>£3600</p>

	management of behaviour and nurture provision	Expected and better progress for children with identified and arising emotional needs	alongside the SEN provision already in place for these children	
Bursary support for disadvantaged children to access enrichment activities which support and extend the curriculum, to ensure that the curriculum is not narrowed for any child.	Broad and balanced curriculum provides a greater depth of learning and experience for all children.	Excellent uptake of educational visits (20 children supported across Year 4 and Year 6, ensuring that no child missed out on the experience for financial reasons.) Pupil forum demonstrated that children are able to talk with detail about how their visits have impacted upon their learning.	For residential visits in particular, communicating how the school's bursary could support the financial access this aspect of the visit was crucial to ensure we got a high proportion of disadvantaged children to take it up.	£7200