

2016 - 17

Malmesbury Primary School

Pupil Premium

| Financial year | Amount of Pupil Premium funding |
|-----------------------|--|
| 2012-13 | £200,602 |
| 2013-14 | £272,700 |
| 2014-15 | £393,900 |
| 2015-16 | £381,760 |
| 2016-17 | £336,600 |

| | 2012-13 | | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|--|----------------|------|----------------|----------------|----------------|----------------|
| Number of looked after pupils eligible for the Pupil Premium | 1 | £619 | 0 | 0 | 0 | 0 |
| Number of service children eligible for the Pupil Premium | 0 | 0 | 0 | 0 | 0 | 0 |

Where are the gaps?

| Year 6: Indicator (using data from RAISEonline for 2015, and school data for current Year 6. Definition of FSM for this purpose is the same as RAISE – those pupils eligible for the Pupil Premium under the 'Ever6' measure. LAC and service children in later section). | 2016 Gap between FSM and non FSM | Comments/ contextual information |
|--|---|---|
| Attainment – Yr 6 Secure + in English | | See FSM analysis |
| Reading | -10% | |
| Writing | -8.1% | |
| Attainment – Yr 6 secure + in mathematics | -23.9% | |
| Achievement – expected progress in English | | |
| Reading | -1.3 | |
| Writing | +6.3 | |
| Achievement – expected progress in mathematics | +14.2 | |
| Attendance | | |
| Persistent absence | | See Attendance analysis of complex cases and families |
| Fixed-term exclusions | 0 | |

Where are the gaps?

| Year group | What does your data analysis tell you about the relative attainment and achievement of FSM and non-FSM pupils for each year group? Are there any gaps? Is there evidence of closing gaps compared with previous years' data? |
|------------------------------|--|
| Early Years Foundation Stage | Good level of Development 67.6% School/ 61% National FSM 75%/Non FSM 66% |
| Year 1 | Phonics check: 86% overall Reading is 1% lower for PP children being on target Writing is 21.7% higher for PP children being on target Maths is 0.3% lower for PP children being on target |
| Year 2 | Reading is 0.2% lower for PP children being on target Writing is 2.8% higher for PP children being on target Maths is 1.5% lower for PP children being on target |
| Year 3 | Reading is 26.7% lower for PP children being on target Writing is 20.4% lower for PP children being on target Maths is 6% lower for PP children being on target |
| Year 4 | Reading is 10.9% lower for PP children being on target Writing is 8% lower for PP children being on target Maths is 12% higher for PP children being on target |
| Year 5 | Reading is 26.0% lower for PP children being on target Writing is 21.2% lower for PP children being on target Maths is 20% lower for PP children being on target |

Where are the gaps?

| Group | Comment on predicted outcomes in 2013 and any gaps. Consider attainment, progress, attendance and exclusions. |
|-----------------------|---|
| Looked after children | n/a |
| Service children | n/a |

Planning and evaluation outline 2015 - 16

| Pupil Premium used for: | Amount allocated to the intervention / action (£) | Is this a new or continued activity/cost centre? | Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale | Specific intended outcomes | How will this activity be monitored | Actual impact |
|---|---|--|---|--|---|---|
| Support teachers Year 2,4,5 and 6 | £134,318 | Continued | <p>Maths and Literacy intervention</p> <p>Daily maths and English lesson</p> <p>Year 2 - 20 pupils</p> <p>Year 4 – 12 pupils</p> <p>Year 5/6 – 22 pupils</p> | Raised attainment in maths and English | <p>Entry and exit tests</p> <p>End of term</p> <p>Raised achievement in book scrutinies and end of year attainment</p> | <p>Year 2: ? of target group met expected standard</p> <p>Yr 6: ? of target group met expected standard</p> |
| Speech and Language therapist for the EYFS | £18,540 | Continued | <p>Continue to support with early intervention for pupils with S & L needs in EYFS (increasingly being seen in EYFS)</p> <p>Train staff in strategies that can be used throughout the school to support pupils with S & L needs</p> | <p>Improved staff knowledge on planning to improve communication</p> <p>More pupils achieve expected outcomes by the end of the year</p> | <p>Entry and Exit data for S&L programme</p> <p>TAs deliver intervention groups for S&L</p> | 79% of children met ELGs for Communication and Language |
| Attendance and Welfare Additional support | £6,100 | Continued | Focus on PA pupils with FSM | <p>Improved attendance of PA children with FSM</p> <p>24 PA children in Sept 2014</p> | <p>AH for Attendance – Fortnightly attendance team meetings to review effectiveness of support strategies</p> <p>Improved progress and attainment for PA children</p> | Number of PA children went up to 38 due to changes in the threshold |

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| Home school support worker | £44,688 | Continued | Supporting parents with issues impacting on pupil attendance or attainment | Improved attendance Improved attainment and attitude to learning Support and tracking of new entrants | Home school report and stats | |
| Learning Mentor | £44,688 £250 resources | Continued | Removing barriers to learning Children identified through Highlighting | Improved confidence in learning Improved attainment and progress | Learning mentor report and stats | |
| Pupil Counselling service | £23,750 | Continued | Weekly sessions with vulnerable children to build confidence and positive attitudes to learning | Improved attendance Improved progress | SENDCO monitors | |
| Additional EP services including bespoke work | £13,381 | Continued | Support for teachers in planning for SEND pupils in their class or group Assessment of SA+ children and advice and guidance for staff | Improved progress for SEND pupils Improved provision and matching of work | SENDCO monitors | |
| Additional TA in Nursery to overcome low attainment on entry | £31,046 | Continued | Additional staffing in EYFS to support increased level of SEND TAs to deliver social skills groups in upper school | Early identification of needs Children develop more effective strategies to manage their emotions Improved progress of children | AH EYFS monitor progress of children | Improved GLD – higher than LA |
| School social worker | £6900 | Continued | To provide early intervention support for vulnerable families | Children are engaged in learning and attending school regularly | SENDCO and DH monitor progress and attendance of complex cases | |

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| Parental engagement services – English classes | £4725 | New | To provide English classes for parents and also workshops to enable parents to support their children at home | A greater understanding of how children are learning and more support at home for the children | Tracking of children's progress | |
| Residential for Yr 6, 5, 4, 3 | £22,218 | New | To provide experiences for children who would otherwise not take part in these enrichment activities | Enriched vocabulary to enhance writing | Tracking of progress of maths through looking at books, attainment levels | Residential plans through the school have had to be reviewed due to cuts in budget |

Planning and evaluation outline 2016 - 17

| Pupil Premium used for: | Amount allocated to the intervention / action (£) | Is this a new or continued activity/cost centre? | Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale | Specific intended outcomes | How will this activity be monitored | Actual impact |
|--|---|--|--|---|---|---------------|
| DH to monitor PP progress throughout the school | | new | Regularly monitor writing in Yr 2, Yr 4 and Yr 6 as gap is largest in these yr groups | Gap is reduced between PP and Non PP children | PRM | |
| Support teachers Year 2,4,5 and 6 | £186,764 | Continued | Maths and Literacy intervention | Raised attainment in maths and English | Entry and exit tests End of term Raised achievement in book scrutinies and end of year attainment | |
| Speech and Language therapist | £19,096 | Continued | Continue to support with early intervention for pupils with S & L needs in EYFS (increasingly being seen in EYFS) Train staff in strategies that can be used throughout the school to support pupils with S & L needs | Improved staff knowledge on planning to improve communication More pupils achieve expected outcomes by the end of the year | Entry and Exit data for S&L programme TAs deliver intervention groups for S&L | |
| Attendance and Welfare Additional support | £6,100 | Continued | Focus on PA pupils with FSM | Improved attendance of PA children with FSM 38 PA children in July 2016 | AH for Attendance – Fortnightly attendance team meetings to review effectiveness of support strategies Improved progress | |

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|--|---------------------------|-----------|---|---|--|--|
| | | | | | and attainment for PA children | |
| Home school support workers | £46,940 | Continued | Supporting parents with issues impacting on pupil attendance or attainment | Improved attendance Improved attainment and attitude to learning Support and tracking of new entrants | Home school report and stats | |
| Learning Mentor | £32,414 £250 resources | Continued | Removing barriers to learning Children identified through Highlighting | Improved confidence in learning Improved attainment and progress | Learning mentor report and stats | |
| 2 x TA (P/T) to mentor Year 5 and 6 low attaining chn | £3,118 | new | Removing barriers to learning Children identified through Highlighting | Improved confidence in learning Improved attainment and progress | SENDCO/UKS2 AH monitors impact | |
| Pupil Counselling service | £23,750 | Continued | Weekly sessions with vulnerable children to build confidence and positive attitudes to learning | Improved attendance Improved progress | SENDCO monitors | |
| 2x Additional TA in Nursery to overcome low attainment on entry | £31,184 | Continued | Additional staffing in EYFS to support increased level of SEND TAs to deliver social skills groups in upper school | Early identification of needs Children develop more effective strategies to manage their emotions Improved progress of children | AH EYFS monitor progress of children | |
| School social worker | £6900 | Continued | To provide early intervention support for vulnerable families | Children are engaged in learning and attending school regularly | SENDCO and DH monitor progress and attendance of complex cases | |

| | | | | | | |
|---|------------------------|-----------|---|--|---|--|
| | | | | | | |
| Parental engagement services – English classes | £2250 | Continue | To provide English classes for parents and also workshops to enable parents to support their children at home | A greater understanding of how children are learning and more support at home for the children | Tracking of children's progress | |
| Residential for Yr 6 – November 2016 | £8360 £1080 (coach) | continued | To provide experiences for children who would otherwise not take part in these enrichment activities | Enriched vocabulary to enhance writing | Tracking of progress of maths through looking at books, attainment levels | |
| Total | £368,206 | | | | | |

Self-review questions for Governing Bodies

Governors' knowledge and awareness

1. Have leaders and governors considered research and reports about what works to inform their decisions about how to spend the Pupil Premium?
2. Do governors know how much money is allocated to the school for the Pupil Premium? Is this identified in the school's budget planning?
3. Is there a clearly understood and shared rationale for how this money is spent and what it should achieve? Is this communicated to all stakeholders including parents?
4. Do governors know how the school spends this money? What improvements has the allocation brought about? How is this measured and reported to governors and parents via the school's website (a new requirement)?

5. If this funding is combined with other resources, can governors isolate and check on the impact of the funding and ascertain the difference it is making?
6. Do governors know whether leaders and managers are checking that the actions are working and are of suitable quality?

Leaders and managers' actions

1. Do the school's improvement/action plans identify whether there are any issues in the performance of pupils who are eligible for the Pupil Premium?
2. Do the actions noted for improving outcomes for Pupil Premium pupils:
 - give details of how the resources are to be allocated?
 - give an overview of the actions to be taken?
 - give a summary of the expected outcomes?
 - identify ways of monitoring the effectiveness of these actions as they are ongoing and note who will be responsible for ensuring that this information is passed to governors?
 - explain what will be evaluated at the end of the action and what measures of success will be applied?
3. Is the leader responsible for this area of the school's work identified?
4. How do governors keep an ongoing check on these actions and ask pertinent questions about progress ahead of any summary evaluations?
5. Are the progress and outcomes of eligible pupils identified and analysed by the school's tracking systems? Is this information reported to governors in a way that enables them to see clearly whether the gap in the performance of eligible pupils and other pupils is closing?

Pupils' progress and attainment

1. Does the summary report of RAISEonline show that there are any gaps in performance between pupils who are eligible for free school meals and those who are not at the end of key stages? (Look at the tables on the previous pages of this document for some indicators to consider)
2. Do the school's systems enable governors to have a clear picture of the progress and attainment of pupils who are eligible for the Pupil Premium **in all year groups across the school**, not just those at the end of key stages?
3. If there are gaps in the attainment of pupils who are eligible for the Pupil Premium and those who are not, are eligible pupils making accelerated progress – are they progressing faster than the expected rate – in order to allow the gaps to close? Even if all pupils make expected progress this will not necessarily make up for previous underperformance.
4. Is the school tracking the attendance, punctuality and behaviour (particularly exclusions) of this group and taking action to address any differences?

Overall, will governors know and be able to intervene quickly if outcomes are not improving in the way that they want them to?