Malton Community Primary School Pupil Premium Strategy Statement 2017/18

Summary Information					
School			**Malton Community Primary School**		
Academic Year	2017/18	Total PP budget	£64,982	Date of the most recent PP review	February 2017- National Education Trust review
Total number of pupils	285	Number of pupils eligible for PP	50	Date for the next internal review of this strategy	December 2017

School outcomes for end of academic year 2016/17

Current attainment and progress		
EYFS 2016-17	**Pupils eligible for PP (Disadvantaged)**	**Pupils not eligible for PP (other)**
Proportion of pupils achieving a good level of development (GLD)	100% (2 pupils)	71%
Proportion of pupils achieving at least the expected standard in Reading	100%	71%
Proportion of pupils achieving at least the expected standard in Writing	100%	71%
Proportion of pupils achieving at least the expected standard in Number	100%	71%
Year 1 Phonics	**Pupils eligible for PP**	**Pupils not eligible for PP**
Proportion achieving at least the expected standard in Year 1 phonics	100% (2 pupils)	88% (34 pupils)
Key stage 1 2016-17	**Pupils eligible for PP**	**Pupils not eligible for PP**
Proportion of pupils achieving at least the expected standard in Reading	56% (9 pupils, 33% SEND)	82%
Proportion of pupils achieving at least the expected standard in Writing	44%	68%
Proportion of pupils achieving at least the expected standard in Maths	44%	79%
Key Stage 2 2016-17	**Pupils eligible for PP** (10 pupils, 30% SEND)	**Pupils not eligible for PP**
Proportion of pupils achieving at least the expected standard in Reading	40%	65%
Proportion of pupils achieving at least the expected standard in Writing	70%	73%
Proportion of pupils achieving at least the expected standard	60%	65%

in Maths		
Proportion achieving at least the expected standard in RWM combined	40%	48% (55% all)

Tackling barriers

Malton Community Primary School is a research rich school. The primary way to overcome the barriers to learning our pupils face is by accessing consistently excellent teaching. All of our strategies are underpinned by a strong evidence base.

- Frequent, evident based CPD focused on the needs of the pupils, particularly those from disadvantaged backgrounds
- Ensuring disadvantaged pupils access very high early years provision
- The development of a language-rich curriculum
- The adoption of structured collaborative learning in classrooms
- Cultural enrichment opportunities: making the most of our locality, residential trips to capital cities, artists in residence, religious visitors and trips, science museums and visitors, visits to the beach, sports coaches and visiting authors.
- Parents: The school actively engages with parents through opening up classrooms to parents every Thursday so families can work together.

	Trends identified through pupil progress meetings and pupil voice	Likely barrier to learning
A	Children benefit from having exposure to rich language, for example, reading novels and experiences beyond the classroom.	Language deficit (speech and language barriers) - both a gap in vocabulary and a lack of ability to manipulate language for effect Limited cultural capital and enrichment which limits language and understanding
B	Children can find it difficult to self-regulate their own behaviours.	Lack of metacognitive strategies
C	Pupils benefit from having additional time to complete work if required	Reading fluency and processing speed
D	Children benefit from having some key vocabulary pre-taught.	Special educational needs in relation to reading comprehension, maths and writing (dyslexic tendencies)
E	Children benefit from consolidating learning at home.	Some eligible pupils have a tendency to not always complete home learning tasks
F	Children benefit from being in school- attendance is important.	Some eligible pupils have a tendency to not attend school as much as they should

Many of our vulnerable learners will be experiencing more than one of these barriers to learning. The following table illustrates the barriers faced by pupils who are disadvantaged and are on the school's SEND register.

Pupil and Year group	Dyslexic tendencies	SEMH inc. behaviour	Reading (decoding)	Reading (comprehension)	Maths	Nurture	Writing/ vocabulary	Speech and language
6		x				x		
6	x			x				
6	x			x				
6	x						x	
5					x	x		
5								x
5				x	x	x	x	
5				x				
5				x				
5				x				
4		x		x	x		x	
4					x			
4			x	x	x	x	x	x
3		x				x		
2		x			x		x	
2								
2			x	x	x	x	x	x
2				x			x	x
1						x		x
1								x
1		x				x		
TOTAL	3	5	2	10	7	8	7	6

A summary of our pupil premium expenditure 2017/18

Our School Development Plan details our planned approach to improving outcomes. Using the research detailed above we have focused expenditure and action on the following this year:

Key approaches (KA):

a. Target teaching support by accurately assessing pupil needs and providing increased opportunities for providing pupils with effective feedback.
b. Teach reading fluency and comprehension strategies through modelling and supported practice.
c. Develop pupils' speaking and listening skills and wider understanding of language (KS1).
d. Promote purposeful speaking and listening activities which support the development of pupils' language capability and provide a foundation for thinking and communication (KS2).
e. To provide cultural and enriching activities in order to further enhance language and understanding of the world.
f. Implementation of metacognitive strategies, including the use of Apps linked to behaviour for learning.

Our desired outcomes for 2017/18:

1. Increased reading speed
2. Improved reading comprehension outcomes
3. Improved writing due to improved use of vocabulary
4. Well-developed self-regulation strategies
5. Improved outcomes in reading, writing and maths as a result of effective feedback
6. Rapid progress made by Disadvantaged pupils, particularly where they have a special educational need, as a result of specific planning, support and intervention
7. Attendance of FSM and FSM6 pupils will be above the national other.

Current Expenditure 2017.18						
Approach, linked to barriers	**Cost and key staff/ leaders**	**Start date**	**What is the rationale and evidence for this choice?**	**How will we ensure this approach is implemented well? (Success Criteria)**	**Information we already have:** *(updated termly)*	**When will we review this approach ?**
Target teaching support by	£42,136	*09/17*	**Rationale:** *We need to improve progress in reading,*	The progress of eligible pupils will be in line	The percentage of disadvantaged and non-disadvantaged pupils reaching the expected	Data collection

<table>
<tr>
<td>accurately assessing pupil needs and providing increased opportunities for providing pupils with effective feedback.</td>
<td>Teaching staff</td>
<td></td>
<td>maths and writing for disadvantaged groups across the school and diminish the difference in attainment.
Key stage outcomes were below floor standards at the end of 2016 and need to improve:
<table>
<tr><td colspan="4">Key Stage 1 to key Stage 2 progress 2015/16 Disadvantaged pupils</td></tr>
<tr><td></td><td>Reading</td><td>Writing</td><td>Maths</td></tr>
<tr><td>Low prior attainment band</td><td>-8.24</td><td>1.84</td><td>-12.07</td></tr>
<tr><td>Middle prior attainment band</td><td>-3.81</td><td>-1.53</td><td>-9.36</td></tr>
<tr><td>High prior attainment band</td><td>-6.58</td><td>4.29</td><td>-6.57</td></tr>
</table>
Evidence:
Feedback: + 8 months
Individualised instruction: +3 months
KA: a,b,c,d</td>
<td>with non-eligible pupils.

The percentage of disadvantaged and non-disadvantaged pupils reaching the expected standard in reading and maths will increase at the end of Key Stage 2 in 2017 and 2018.</td>
<td>standard in reading and maths is set to increase at the end of this academic year (2017) based on current teacher assessment.

Comparisons to last year’s progress data:
<table>
<tr><td colspan="4">Key Stage 1 to Key Stage 2 progress 2016/17 Disadvantaged pupils</td></tr>
<tr><td></td><td>Reading</td><td>Writing</td><td>Maths</td></tr>
<tr><td>Low prior attainment band</td><td>3.4</td><td>-1.4</td><td>3.7</td></tr>
<tr><td>Middle prior attainment band</td><td>-1.9</td><td>2.0</td><td>-1.3</td></tr>
<tr><td>High prior attainment band</td><td>0.0</td><td>1.0</td><td>-2.5</td></tr>
</table>
</td>
<td>points:
September 2017
December 2017
April 2018
June 2018</td>
</tr>
<tr>
<td>Teach reading comprehension strategies through modelling and supported practice.</td>
<td>£6476.01

Leader for reading</td>
<td>06/17</td>
<td>Rationale:
2016 KS2 attainment data: Pupils eligible for PP- 44% working at the expected standard; Pupils not eligible for PP are achieving at least the expected standard in Reading- 45%.

Evidence:
Reading comprehension strategies: +5 months
KA: b</td>
<td>See Reading Action
The percentage of disadvantaged and non-disadvantaged pupils reaching the expected standard in reading will increase at the end of Key Stage 2.

The progress of eligible pupils will be in line with non-eligible pupils.

Monitoring evidence will demonstrate that 100% of reading interventions are rated as successful.</td>
<td>Reading comprehension is a barrier to reading outcomes for 50% of pupils eligible for PP funding who also have a special educational need.
Book trawls demonstrate that all classes teach written comprehension questions weekly in line with school policy. Further evidence of test technique being taught explicitly can be seen in all phases but is not yet consistent.</td>
<td>Data collection points:
September 2017
December 2017
April 2018
June 2018</td>
</tr>
</table>

				Reading: Pupils will be able to use age appropriate reading strategies in order to tackle decoding and comprehension of challenging texts.		
Develop pupils' speaking and listening skills and wider understanding of language (KS1) Promote purposeful speaking and listening activities which support the development of pupils' language capability and provide a foundation for thinking and communication (KS2)	£10,303 Speech and language specialist support assistant Special Educational needs Coordinator	*06/17*	**Rationale:** *80% of our pupils enter Nursery working below the typical age for speaking, with 16% working well-below.* *43% of pupils who on the school's SEND register AND disadvantaged experience speech and language difficulties.* *We need to diminish the difference in attainment in reading, writing and maths between pupils eligible for pupil premium and those who are not.* **Evidence:** **Oral Language Intervention: + 5 months** **KA: c,d**	**See SEND Action Plan** Communication, language and literacy for disadvantaged pupils will improve across the school. The progress of eligible pupils will be in line with non-eligible pupils for literacy and maths.	80% of our pupils entered Nursery in 2016 working below the typical age for speaking, with 16% working well-below. Teachers develop pupils' reading writing and communication skills well *(LA record of visit April 2017)*	Data collection points: September 2017 December 2017 April 2018 June 2018
To provide cultural and enriching activities in order to further enhance language and understanding of the world.	£ 14,291 Cultural Capital Coordinator	*05/17*	**Rationale:** *Children benefit from experiences which widen their vocabulary.* *Children benefit from the experiences of a wider, enriched curriculum.* *Children have told us they do not travel far from home.* **Evidence:** **Oral Language Intervention: + 5 months**	**See Reading and Writing Action Plans** 100% of eligible pupils will experience at last 3 wider opportunities/experiences. All eligible pupils will be able to access trips, in-	Analysis of reading tests highlights understanding of language is a barrier to success. Limited vocabulary is a barrier to creating pieces of writing which are assessed at greater depth due to inability *to include shifts between levels of formality through selecting vocabulary precisely.*	December 2017 April 2018 June 2018

			Social and emotional learning: + 4 months **KA: e**	particular residential visits. **Writing:** Pupils will use a range of vocabulary in their writing. Pupils will recognise when better word choices could have been made in their work and improve them when editing their writing.		
Implementation of metacognitive strategies, including the use of Apps linked to behaviour for learning.	£6000		**We want to invest some of our pupil premium funding in longer term change which will help all pupils.** **Rationale:** *We want children to take an increased responsibility towards self-regulation of their own learning behaviours.* *We want to further build on the high levels of independence and collaboration children already exhibit in classrooms.* *To support teachers in their approach scaffolding learning and becoming expert facilitators.* *Children make more progress when they are given ample opportunities to respond to teacher feedback and expectations are made clear.* **Evidence:** **Feedback: + 8 months** **Meta-cognition and self-regulation: + 8 months impact** **KA: f**	At least 90%+ of eligible pupils will report they are happy at school and speak positively about themselves. **Learning behaviours will demonstrate:** A deliberate practice and a fierce determination to improve. Ability to self-regulate their own learning behaviours. An ability to respond to feedback and begin to take increased responsibility for improvements to their work. High levels of independence in classrooms.	Behaviour for learning in school is at least good. Most teachers give feedback in line with the school's feedback policy. Pupils understand the feedback policy and appreciate the guidance given *(LA record of visit April 2017).* Pupils work well together, particularly when discussing aspects of their work. They also demonstrate an ability to work independently *(LA record of visit April 2017).*	December 2017 April 2018 June 2018

				High levels of collaborative learning. Increased concentration levels. Less incidents of non-participation in learning, for example, leaving the classroom when angry. Opportunities for children to respond to feedback will be consistently good across the school.		

Monitoring and Impact Evaluation

As part of our commitment to ensuring accountability we undertake regular monitoring and evaluation as follows:

- Data analysis
- Pupil progress meetings
- Moderation of assessment
- Learning walks
- Learning discussions with pupils about their work
- Support and challenge for individual teachers
- Appraisal targets linked directly to the outcomes of disadvantaged pupils
- Planning scrutiny
- Regular external quality assurance
- Annual Pupil Premium reviews