

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	647
Proportion (%) of disadvantaged pupil premium eligible pupils Key DPP – Deprivation Pupil Premium AFC – Adopted from Care LAP – Looked After Pupil	97 pupils (15%) - 93 DPP - 4 AFC
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021- 2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	T. J. Revell
Pupil premium lead	H. Ward
Governor / Trustee lead	Peter Collins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2023/24)	£144,620
Recovery premium funding allocation this academic year (2022/23)	None
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

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 to 'close the gap' with non-disadvantaged peers.
2	Progress in Writing to 'close the gap' with non-disadvantaged peers.
3	Progress in Maths to 'close the gap' with non-disadvantaged peers.
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 disadvantaged pupils is weaker than their non-disadvantaged peers.

Disadvantaged pupil progress scores for last academic year based on 16 pupils

No pupil progress scores released for July 2024

Disadvantaged KS2 pupil performance overview for last academic year

Lincolnshire Primary Standards report to be inputted in here when received

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 of 75%
Attendance	Improve attendance of dis. pupils to exceed 2022/23 National average of 93.8%

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: £15,700

Item	Budget	Spent	Left
RWI	£8,000 Subscriptions £ Training £ Phonics books £ Comprehension books £ Spelling books £ Resources £ £700 Handwriting scheme	£4,522	£3,478
Power Maths	£6,200 Resources £ Books £3366 for practise books as per 13/06 order. Subscription £	£3,366 PM practise book order 13/06/23	£2,834
'The Write Stuff' and 'The Spelling Book'	£1,500 – The Write Stuff £1,000 – Experience days £500 – books	£1035	£465
Total	£15,700	£8,923	£6,777
Total to go towards additional pastoral funding			£8,923

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

pandemic: "If they can't do it by themselves, then they can't do it...yet." Using 'The Write Stuff' and 'The Spelling Book' approach		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £48,567.22

Item	Budget	Spent	Left
Accelerated Reader	£3341.22	£3341.22	£0
SHINE question level analysis tool intervention	£1000	£1250	-£250
Tuition - small Group Interventions	£44,226	£44,226	0
Total	£48,567.22	£48871.22	-£250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Buy and embed use of Accelerated Reader across year groups 3 to 6, to support diagnostic tracking & improve reading for pleasure. 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.	+5 months progress EEF	1
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.	DfE researched & approved programme. +4 months progress EEF trial	1,2
Establish 1:1 and small group reading/maths interventions for disadvantaged pupils falling behind age-related expectations.	Feedback = +8 months progress EEF	1, 2, 3

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

Budgeted cost: £86,000 [Contribution towards total pastoral support costing the following]

Item	Budget	Spent	Left
Pastoral Support staff	£72,614	£83,227.58	-£10,613.58*
Hardship Fund	£7,738.78 £3200 PGL funding (10 DPP children x £320 (tbc) per child) £2710 Ad Hoc hardship fund £100 Leavers books (10DPP children x 10 per child) Roots to food (Inspire+) £200 Paralympic workshop (Inspire+) £450 Art Pop Up Family Events x 6 = £360	£5,798.20	£1,940.58
Total	£80,352.78	£89,025.78	-£8,673

“Hardship fund” - remittance for targeted support; e.g. emergency breakfast/after school care, music lessons, and to support engagement with school visits such as support for costs of trips, PGL, winter uniform etc.

*Underspend in RWI and hardship fund but overspend in the SHINE analysis has been used to mitigate the higher cost for the pastoral team.

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>	4
Roots to Food Inspire+ session, engaging selected parents and pupils to develop their understanding of nutrition and food preparation	EEF Parental engagement+3 months	4
Paralympic workshop Inspire + session to encourage pupils to develop sporting resilience and overcome obstacles.	EEF Social & Emotional learning +4 months	4
Art Pop Up Family Event. A 2 hour session after school for selected families to attend an art session each half-term with a professional artist to	EEF Parental engagement+3 months	4

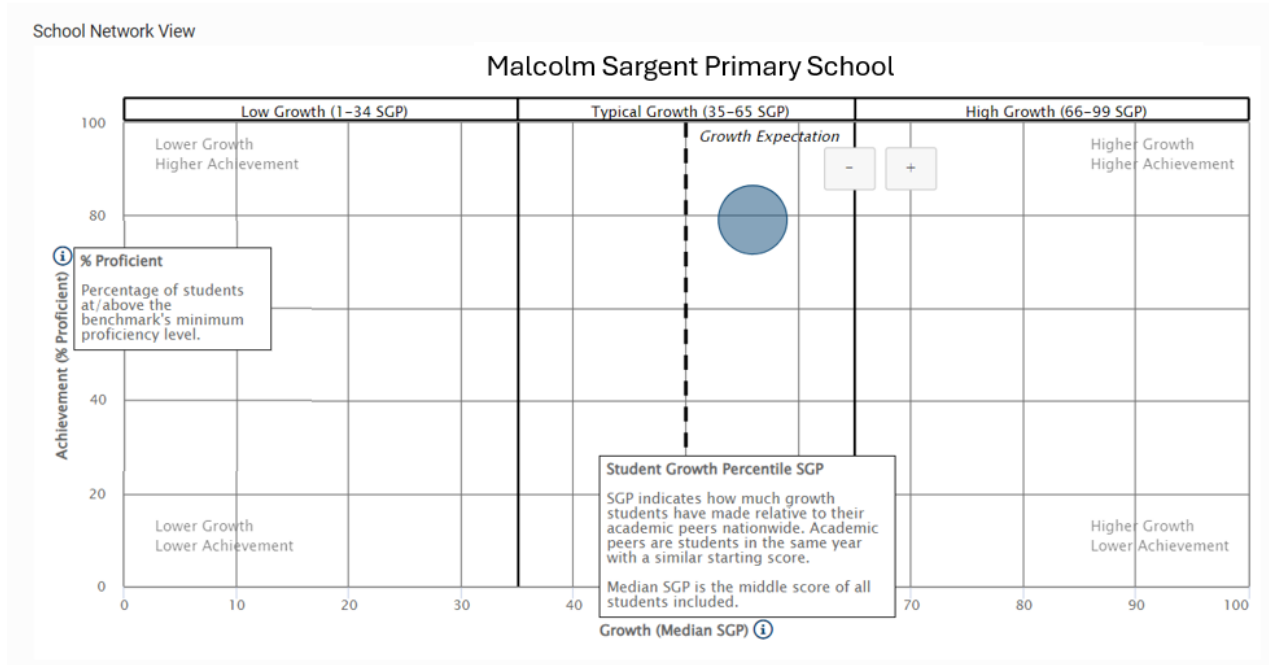
<p>develop their engagement and understanding of art techniques</p> <p>Some attendees of the Art events have since attended Art Pop Up community events in Stamford.</p>		
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Total cost for pupil premium strategy: £144,620

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Accelerated Reader – Greater than average SGP and high % proficient (terms explained in below diagram) for 'all pupils'



Some PP children not as engaged as others, but this is similar to the picture across non-PP children. Demographic information has now been added to Accelerated Reader, so part of the training for Inset Day on the 2nd September 2024 will be to provide the PP reports from Summer 2024 and task the teachers and teaching assistants in each class with increasing the star reader age and daily reading time for children identified and not achieving in line with their expectations and capability.

Closing the gap:

'Closing the gap' Progress from Autumn to Summer for Ever 6 in Literacy and Maths Y1-Y5 Summer 2024

Subject	Y1	Y2	Y3	Y4	Y5	Y6
# pupils	5	19	16	19	22	11
Maths progress	PP -0.6 Non-PP -1.1	PP +2.7 Non-PP +1.4	PP +0.9 Non-PP -0.2	PP +0.6 Non-PP +1.6	PP +0.9 Non-PP -0.9	Awaiting SATS
Reading	RWI – Data tbc	PP +7.0 Non-PP +5.8	PP -0.4 Non-PP +3.5	PP +2.9 Non-PP +4.4	PP +2.5 Non-PP +1.4	Awaiting SATS
GAPS	PP – 71% passed phonics test Non-PP 90% passed phonics test	RWI – Data tbc	PP -1.4 Non-PP -0.1	PP -2.2 Non-PP 0.0	PP -3.7 Non-PP -2.8	Awaiting SATS
Writing Attainment	PP 57% EXS+ Non-PP 82% EXS+ PP 0% GDS Non-PP 10% GDS	PP 62% EXS+ Non-PP 80% EXS+ PP 0% GDS Non-PP 15% GDS	PP 56% EXS+ Non-PP 82% EXS+ PP 6% GDS Non-PP 20% GDS	PP 40% EXS+ Non-PP 76% EXS+ PP 5% GDS Non-PP 14% GDS	PP 77% EXS+ Non-PP 76% EXS+ PP 31% GDS Non-PP 13% GDS	PP 62% EXS+ Non-PP 92% EXS+ PP 0 GDS Non-PP 30% GDS

● Gap is closing between PP and Non-PP

● Gap is not closing between PP and Non-PP

There is some work to do on GAPS across the school to make sure our PP children are keeping up with their non-pp peers. Y3-Y5 have made good progress in most instances but less than their non-pp peers. Year 4 PP Maths progress has slowed slightly.

What next?

Our writing approach has a focus on ensuring that children with who have 'vocabulary poverty' are scaffolded through modelling and exposed to rich and varied language. We will continue to keep Writing as a priority for our PP children in our period of covid impact.

Our subject leaders will continue to work with particular year groups and teachers to ensure the PP children have the support and resources required to continue narrowing the gap. Our new Sonar Tracking system for foundation subjects will allow us to track this more easily and closely and also see the progress from one assessment period to the next.

MTC check 2024

Yr group	# of pupils	Pupil Group	Average score	National Average	Difference
4	85	All	22.79	20.20	+2.59
4	10	DPP & AFC	20.83	18.23	+2.60

MSPS PP children achieved higher than 'National all'. We will continue to support PP children through interventions to prepare for the MTC as well as access to devices where required for home practise (for example TT Rockstars).

EYFS Summer 2024

	Total	% Good Level of Development (GLD)
All Pupils	100.0% (85)	74.1% (63)
Boys	51.8% (44)	63.6% (28)
Girls	48.2% (41)	85.4% (35)
Disadvantaged	9.4% (8)	50.0% (4)
Not Disadvantaged	90.6% (77)	76.6% (59)

Disadvantaged GLD is lower than non-disadvantaged, however the data set is smaller so the percentages are less statistically relevant.

The tracking system we will use next academic year should identify more closely which children are falling behind their targets. More analysis of how parents are engaging with the RWI portal happened this year, and we will continue to build on this next year with the EYFS team.

Phonics Screening check

No. Pupils	Group	Baseline, Sept.	Final, June	Progress
89	All	14.34	34.28	20.26
5	Dis.	17.6	32.8	15.2
11	SEND	11.72	33.64	21.92
3	EAL	11.67	35	23.33

PP children have made good progress in phonics and only one pupil premium child is yet to pass their phonics check (with a score of 25, they have just 7 more points to gain)

Aim	Outcome
	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.
Reading Progress	Strategy is on track towards aim: RWI Comprehension, NELI, Jane Considine Reading Comprehension Units and Accelerated reader have had significantly positive impact in the school, despite the effects of COVID-19 disruptions.
Maths Progress	<p>Overall the strategy is on track towards aim: we will keep the termly assessment data under close review to ensure fidelity of the approach. Immediate intervention will be put in place if needed.</p> <p>Mastery will continue to 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 for some children.</p> <p>Ensure consistency in delivery mastery approach, use of Power Maths scheme. Continue to focus on maths progress in SHINE interventions next year and implement targeted Maths support for individuals as required.</p>
Writing Progress	Strategy is on track towards aim: There has been a very rapid improvement in writing achievement upon implementation of the Write Stuff scheme which provides a vocabulary rich, clearly modelled approach to overcome 'vocabulary poverty' and increase stamina of independent writing and this has been independently verified through external moderations.
Phonics	<p>Strategy is exceeding aim with DPP children at MSPS exceeding national ALL children (80% DPP MSPS vs 79% national ALL)</p> <p>RWI phonics and Fresh Start has had a significantly positive impact in the school, despite the effects of COVID-19 disruptions. We will continue to carefully monitor both delivery of the programmes consistently & the progress of PP children- using focussed interventions where necessary.</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>On track towards aim with our approach to 'regulate before educate' with our teaching and teaching assistant staff, supported by our Pastoral Team. Rising Stars 'Shine' targeted interventions have supported these pupils with tuition sessions after school along with the after school school-led tutoring programmes run by our own teachers and HLTAs.</p> <p>The Pastoral Team have reduced persistent absentees and have improved the attendance of our DPP children who were at risk of becoming persistent absentees. This has been closely monitored monthly by our DSL and our trustees. 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>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> <p>Use of members of staff to support after school provision of Choir, Drama, Green Team and Sport. Target to have 25% of participants who are PP.</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
The Write Stuff and The Spelling Book	Jane Considine Training
SHINE	Rising Stars

Service pupil premium funding

<i>Proportion of Service children</i>	2.2% (14 pupils): [Nb: additionally +3 pupils of US Services]
<i>(Service Child premium allocation)</i>	14 Service Pupil Premium x £335= £4690
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 (13 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>