



## Madley Brook Primary School

### Pupil Premium Strategy 2019 – 2020

#### Context

Madley Brook School is an average sized school with 299 pupils currently on roll from Nursery to Year 6. It serves a large housing estate on the North East side of Witney which is a predominantly white community.

#### Rationale

The Pupil Premium Grant (PPG) is a sum of money allocated to schools from central government to:

- raise the attainment of disadvantaged pupils of all abilities to reach their potential
- support children and young people with parents in the regular armed forces

#### The PPG for 2019 – 2020 is:

- £1320 per pupil for pupils in Reception to Year 6 who are eligible for free school meals or ever recorded as free school meals (Ever 6)
- £2,300 per pupil for looked after children (LAC) or children who have ceased to be looked after by the local authority because of adoption, special guardianship order or a child arrangements or residence order
- £300 per pupil for children registered as a service child

#### School Data:

<b>Number on roll Autumn 2019</b>	<b>229</b>
Pupil Premium as of Autumn 2019	21
Of which:	
Free school meal and ever 6	17
LAC	3
Services	1
PP SEND	8 (38%)
PP EAL	1
Boys	12 (57%)
Girls	9 (43%)
Total Funding*	£26,400

\*It should be noted that the funding received for 2019-2020 does not match exactly the number of pupils on our PP roll due to pupil mobility and the date of the annual census in 2018 – 2019 that triggers the funding.

#### Barriers:

- Not enough pupils eligible for PPG achieve the expected standard or greater depth at the end of Key Stage 2 in reading, writing and maths
- Whilst overall attendance for PP pupils is above that of others some children do not attend school enough
- 38 % of PP pupils also have special educational needs
- Emotional well-being of some PP children is low

- Access to affordable extracurricular activities
- Resilience and motivation of some children
- Some children start school with lower levels of vocabulary and communication compared with the peers

### Assessment data from 2018 – 2019

	School		National	
	Pupils Eligible for PPG	All pupils	Pupils Eligible for PPG 2018 data	All pupils
<b>End of KS2 July 2019 (4 Pupils)</b>				
% achieving expected standard in reading, writing and maths	50%	67%	59%	65%
% achieving expected standard in reading	50%	69%	53%	73%
% achieving expected standard in writing	75%	80%	64%	78%
% making expected standard in maths	50%	69%	57%	79%
% achieving the higher standard in reading, writing and maths	0%	11%		11%
% achieving the higher standard in reading	25%	29%		27%
% achieving the higher standard in writing	25%	18%		20%
% making the higher standard in maths	0%	24%		27%
<b>End of Key Stage 1 July 2019 (2 Pupils)</b>				
% achieving expected standard in reading	0%	75%	78%	75%
% achieving expected standard in writing	100%	82%	70%	69%
% making expected standard in maths	100%	80%	77%	76%
% achieving the higher standard in reading	0%	23%		25%
% achieving the higher standard in writing	0%	16%		15%
% making the higher standard in maths	0%	16%		22%
<b>Year 1 Phonics Test 2019 (2 Pupils)</b>				
% reaching the expected standard	50%	93%	70%	82%
<b>EYFS Good Level of Development 2019 (2 Pupils)</b>				
% of pupils achieving GLD	50%	83%	74%	72%

	Below average
	Broadly in line
	In line or above average

**Plan of Action 2019 – 2020**

Process	Success Criteria (measurable)	Resource Implications Costs	Evaluation
<b>Key Priority: The gap between disadvantaged and non-disadvantaged pupils closes at the end of KS2 in reading writing and maths</b>			
<p>High quality first teaching, fully inclusive with expectations will be evident in all lessons through:</p> <ul style="list-style-type: none"> <li>• Targeted questions for PP in all lessons</li> <li>• PP pupils ‘seen’ in all lessons by an adult, spoken to, misconceptions addressed and further challenge provided</li> <li>• Interventions in place where required by either the class teacher or teaching assistant</li> <li>• Daily vocabulary work to increase the quality of children’s reading and writing</li> <li>• Increased opportunities for reading and hearing stories through the SIP priority for reading</li> <li>• Increase in the number of volunteers in school to support reading particularly for pupils not supported at home</li> <li>• All pupils will have access to the full curriculum, extra-curricular, trips and visits through subsidised clubs.</li> <li>• Target parental engagement for children who are not supported at home</li> <li>• Free school clubs for PPG pupils to encourage extra-curricular involvement</li> <li>• Providing a free copy of the class book to each PPG pupil so they have the book to take home (KS2 – for each Guided Reading and English focus as relevant, KS1 – 6 books related to English or topic work for the year, EYFS – 6 quality books over the year)</li> <li>• Free maths packs for each PPG pupil.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be fully engaged and motivated</li> <li>• Progress of pupils is closely monitored and gaps identified quickly and addressed</li> <li>• The gap in attainment and progress closes</li> <li>• High engagement of eligible pupils in out of school activities</li> <li>• Accelerated progress will be seen for targeted pupils</li> <li>• Increase in parental engagement</li> </ul>	<p>Costs of teaching assistants</p> <p>Cost of clubs</p> <p>Costs for teacher learning and development</p> <p>Cost of books</p>	
<b>Key Priority: improve the attendance for some pupils so that it is in line with those that attend well</b>			
<ul style="list-style-type: none"> <li>• Increase parental engagement in school</li> <li>• Allocate a member of staff as a first point of contact with parents who do not ensure their children attend school every day</li> <li>• Challenge parents when their children have random days off and encourage better attendance</li> <li>• Engage parents in school activities beyond the curriculum e.g. parent workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance for persistent absentees improves and is in line with average for all</li> <li>• Links between home and school are strengthened</li> </ul>	<p>No additional costs</p>	

Key Priority: develop resilience and greater motivation in pupils			
<ul style="list-style-type: none"> <li>• Train staff in mental health first aid and ELSA (emotional support)</li> <li>• Identify children who would benefit from high quality nurture sessions that build their resilience to school</li> <li>• Run two 'independent' days in school over the year where children have to take responsibility for their own learning and build resilience and challenges into their daily task.</li> <li>• Engage with parents of children with low motivation on a regular basis and encourage home school links, homework, out of school activities, support children to change their reading books more frequently,</li> <li>• Hold pupil interview to determine children's interests, how they see themselves as learners to target and channel support</li> <li>• Hold longer parent / teacher parent evenings for more vulnerable pupils to advise parents on how they can support their children's learning</li> <li>• Class Dojo to keep parents informed and encourage two way communication so learning achievements can be celebrated at home – increase children's motivation to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are trained and able to support pupils with emotional needs.</li> <li>• Pupils' emotional needs do not become a barrier for their learning</li> <li>• Parents are engaged in their children's learning.</li> </ul>	<p>Cost of training</p> <p>Cost of TAs to run nurture groups</p> <p>Costs for staff learning and development</p>	