Malvin's Close Academy Pupil premium strategy statement 2019-2020 (primary)

1. Summary information					
School	Malvin's Close Academy				
Academic Year	2019/20	**Total PP budget**	£175,560	**Date of most recent PP Review**	July 2019
Total number of pupils	450	**Number of pupils eligible for PP**		**Date for next internal review of this strategy**	Jan 2020

1. Current KS2 attainment		
	Pupils eligible for PP (your school)	*Pupils not eligible for PP (national average)*
% achieving in reading, writing and maths	47%	79%
% achieving EXS+ in reading	61%	79%
% achieving EXS+ in writing	58%	83%
% achieving EXS+ in maths	69%	83%

Whole School PP data Review 2018-2019- https://docs.google.com/document/d/1XPD9hWMvHBgq0fcb6RzD61OVKMaLbgNY420l6oyNJRM/edit

1.	Barriers to future attainment (for pupils eligible for PP, including high ability)
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A	A significant number of pupils join EYFS Nursery below age related expectations (Reading 81% below, Speaking 61% below, Writing 85% below, Number 66% below and listening and attention 63% below)
B	Large % of our disadvantaged pupils cohort have additional needs such as SEND **(16%)** Rachel Quinn **33%** of the SEND cohort are disadvantaged **12%** of the disadvantaged cohort have additional speech and language needs
C	Higher percentages of disadvantaged pupils are below age-related expectations for phonics by the end of Year 1 and Year 2 Fewer disadvantaged pupils passed the phonics screening check in Year 1 (41%) 31% of chn not currently passing the phonics screening check by end of Year 2 are disadvantaged
D	Fewer disadvantaged pupils in KS1 reach the expected standard in reading, writing and maths 25% (PP) 53% (non PP)
E	Fewer disadvantaged pupils in KS1 reach the higher standard in reading, writing and maths- no disadvantaged children reached the higher standard in writing in 2018-2019
F	Fewer disadvantaged pupils in KS2 reached the expected standard in reading and writing 47% (PP) 79% (Non PP)

G	Fewer disadvantaged pupils in KS2 reach the higher standard in reading, writing and maths	

External barriers (issues which also require action outside school, such as low attendance rates)		
H	The attendance of disadvantaged pupils requires targeted support so that it does not fall below the school target of 96%	
I	Large % of our disadvantaged pupils cohort have additional barriers to learning such as children's services involvement within the last year (25%), behavioural needs, social and emotional difficulties Rachel Quinn	

1. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	Chn will continue to make accelerated progress in EYFS to account for the low entry points of many children so that attainment is in line with National at the end of EYFS	Disadvantaged children will attain in line with national EYFS standards in writing (this is the only area where they are below national 2018) Higher percentages of children will reach expected attainment in the synthetic phonics programme (RWI) so that higher Alison 70% of chn , including disadvantaged children pass the phonics screening check at the end of Year 1
B	All disadvantaged pupils with SEND will make good progress (Ideally 6 or more Scholar Pack steps)	Progress of disadvantaged students with SEND will increase. The Whole School Progress Scores will ideally be 6 or more SP steps progress but no less than Reading (5.5 steps), Writing (5 steps) and Maths (5.5 steps). They are currently (Reading 4.35, Writing 3.81 and Maths 4.56) Where individual children's progress is not clearly reflected in Scholar Pack, progress deemed 'good' by school SENDCO for individual needs will be evident in pupil progress books and other school monitoring systems
C	Higher percentages of disadvantaged pupils will pass the phonics screening by the end of Year 1	The pass rate for Y1 disadvantaged pupils passing the phonics screening will be within 10% of national other (It's currently a 28% gap) Children who do not pass will show that their score has increased by at least 3 times their baseline score at the end of Aut 1.
D	Higher percentages of disadvantaged pupils will attain at ARE by the end of Year 2 (to be at least in line with national)	The % of disadvantaged pupils attaining at ARE standard will be within at least 20% of National Other (this year the gaps were R-28% W- 28% M-12%)
E	Higher percentages of KS1 children will attain at the higher standard	The % of disadvantaged pupils attaining at GDS standard will be within at least 10% of National Other (this year the gaps were R- 18% W- 2% M-3%) Previous year Non PP also did no attain N.A.
F	Higher percentages of disadvantaged pupils will attain at ARE in writing by the end of Year 6	The % of disadvantaged pupils attaining at ARE in reading will be within at least 5% of National Other and in writing will be in line with national other (this year the gaps were R-18% W-25 % M+ 14%) Combined 47% PP 79% Non PP - 2018/2019
G	Higher % of disadvantaged pupils in KS2 will reach the higher standard in reading, writing and maths	The % of disadvantaged pupils attaining at GDS in reading, writing and maths will be in line with National Other
H	The attendance rates for disadvantaged pupils will continue to be in line with national expectations and will increase to be in line with school attendance rates for non-disadvantaged pupils	The school's attendance rate will be above 96% The school attendance rate for disadvantaged pupils will match that of non-disadvantaged pupils currently a 2% difference
I	School support systems will continue to identify additional barriers for disadvantaged pupils and provide appropriate support for these chn and their families	School CPOM audits will show that genuine concerns are documented by staff and that appropriate actions are implemented in a timely manner. Safeguarding review identifies the school is compliant at Safeguarding and is working to be even better.

i.	Quality of teaching for all				
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
A, B, C, D, E, F, G	Children are taught by experienced staff members who have the experience, knowledge and skills to teach to a high standard and also to coach other staff and share expertise They also have the expertise to positively influence the wider curriculum	**3. Quality teaching helps every child** Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.	**Careful recruitment Well-planned opportunities for coaching** in key areas such as EYFS assessment, teaching reading, teaching RE and music **School monitoring systems** to establish key areas of development for staff and also review carefully for impact with regards to progress for all pupils, including disadvantaged pupils	HoS	Jan 2020 impact July 2020 impact
A, B, C, D, E, F, G	**Enhance the ability of the school's SLT to lead and evaluate school improvement effectively through carefully considered CPD in the following areas:** Curriculum, school inspection, effective use of school data, assessment		School SEF to inform CPD needs of leadership team Liaison with WISE about CPD provision Regular evaluation of school systems	EHT HoS SLT	Jan 2020 impact July 2020 impact

	strategies and school leadership CPD such as through the Future Leaders Ambition Institute and EHT providers	Teaching Spending on improving teaching might include **professional development, training and support for early career teachers** and **recruitment and retention**. Ensuring an effective teacher is in every class (QFT), and that every teacher is supported to keep improving, is the key ingredient of a successful school and **should rightly be the top priority for Pupil Premium spending.** **The EEF suggests that approx half of the PP spending is allocated to Quality Teaching for all**	Collaboration with school leaders around impact and further CPD needs		
A, B, C, D, E, F, G	All teachers/ TAs receive appropriate CPD and coaching to ensure that their pedagogical knowledge and skills continue to improve and so that they provide at least a 'good' education for all pupils Teachers/ TAs who are already good or better are given opportunities to further develop their skills and knowledge through external CPD such as moderator training		School monitoring systems are regular and linked to appropriate areas of school development Areas where teaching could be improved are identified and appropriate CPD and coaching is organised to develop this further Impact is measured through monitoring and further actions are taken if necessary NQTs have a structured programme of support and an experienced mentor who is knowledgeable about the appropriate teaching phase	EHT HoS SLT Teachers TAs	Jan 2020 impact July 2020 impact
A, B, C, D, E, F, G	**To support quality teaching for all through enhanced curriculum resources e.g.** Read Write Inc home reading books to ensure that reading books are carefully matched to chn's phonic ability, ipads to allow regular access to TTRS, AR, Spelling Shed and wider curriculum resources, Science Bug subscription and Accelerated Reader subscription		Purchase quality resources which are proven to have a positive impact on progress and attainment for all such as Accelerated Reader Carefully evaluate products to ensure that they match the school's curriculum intent and implementation vision Use assessment tools which come with these resources to monitor impact on attainment and progress	HoS SLT English/ Maths/ Science Leads	Jan 2020 impact July 2020 impact
A, B, C, D, E, F, G	**To enhance attainment and progress for all chn by broadening knowledge of the wider world and increasing aspirations through visitors and educational visits**		Pupil Progress Meetings, data analysis, termly moderation, Accelerated Reader tracking, Spelling Shed tracking and TTRS tracking will carefully monitor chn's progress and will track/ evaluate effective use of teacher release time	HoS SLT Teachers TAs	Jan 2020 impact July 2020 impact
			Total budgeted cost	**£105,560**	

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Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A, B, C, D, E, F, G	Provide opportunity for staff to be released to assess and consider the progress and gaps of all pupils, including disadvantaged pupils and to plan appropriate intervention to accelerate progress such as Accelerated Reader progress, new to school baseline, termly writing assessment, pupil progress meetings and intervention planning	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. Students eligible for the Pupil Premium are more likely to be low-attaining than other children. However, tackling disadvantage is not only about supporting low attainers. For example, disadvantaged students who achieve highly in primary school are much less likely than their peers to receive top grades at GCSE.	Pupil Progress Meetings, data analysis, termly moderation, Accelerated Reader tracking, Spelling Shed tracking and TTRS tracking will carefully monitor chn's progress and will track/ evaluate effective use of teacher release time	HoS	Jan 2020 impact July 2020 impact
A, B, C, D, E, F, G	To release SLT members, subject leaders and school SENDCO to ensure that teaching and learning is high quality, to track attainment of all pupils and to help plan appropriate intervention where necessary, including the purchase of an intervention tracking tool to review the impact of interventions		Pupil Progress Meetings, data analysis, termly moderation, Accelerated Reader tracking, Spelling Shed tracking and TTRS tracking will carefully monitor chn's progress and will track/ evaluate effective use of teacher release time	HoS	Jan 2020 impact July 2020 impact
A, B, C, D, E	To provide appropriate and timely speech and communication intervention		SEND reviews Data analysis	HoS SENDCO	Jan 2020 impact July 2020 impact

			Total budgeted cost	**£49,760**	

iii.   Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A, B, C, D, E, F, G, H	To employ an EWO to ensure that attendance of all pupils is above national average	Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category	Regularly tracking whole school attendance Ensuring that attendance incentives are implemented well Ensure that parents of chn with lower attendance are held accountable through school systems Monitor attendance of key pupil groups such as disadvantaged as well as attendance of individual pupils	JE/ LF/AP/FR	Jan 2020 impact July 2020 impact
A, B, C, D, E, F, G, H, I	To employ a school counsellor/ family liaison worker and nurture teacher to ensure that external barriers such as SEM needs, BESD, children's services involvement, etc are identified quickly and appropriate actions/ intervention are put in place		Regular auditing of school safeguarding systems including actions recorded on CPOMS School tracking systems monitor the impact of nurture sessions	EHT Hos CW FT members	Jan 2020 impact July 2020 impact
A, B, C, D, E, F, G, H, I	To purchase an effective school communication system for recording behaviour, child protection, social and emotional, LAC to ensure earlier identification of issues		CPOMs audit completed across 3 schools to ensure appropriate use of the system and also appropriate actions taken	EHT Hos CW FT members	Jan 2020 impact July 2020 impact
A, B, C, D, E, F, G,	To increase parental engagement in chn's learning through school events, information leaflets and home reading incentives		School Tracking systems will show an increase in parent attendance at school events Reading tracking systems will show an increase in home reading frequency and parent comments	HoS English Leads	Jan 2020 impact July 2020 impact

	Total budgeted cost	£20,240

Link to Malvin's Close Academy's 2018-2019 Pupil Premium Expenditure Review

https://docs.google.com/document/d/1Wct52AXo-hbALOsKK1Jqk6K_dk1bSBOaSvmReigo1UY/edit#heading=h.gjdgxs

1. Review of expenditure 2019-2020	
Previous Academic Year	

i. Quality of teaching for all

Desired outcome	Chosen action/approach	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

ii. Targeted support

Desired outcome	Chosen action/approach	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

iii. **Other approaches**				