

Mauldeth Road Pupil Premium Strategy 2019-20

Summary Information					
School	Mauldeth Rd Primary				
Academic Year	2019/20	Total PP budget	£170,136	Date of most recent PP Review	Sept 19
Total number of pupils	472	Number of eligible PP pupils	127	Date for next internal review	Feb 20

Current Attainment (from 2019 results)

Foundation Stage

	School - All	School - PP	School - Non-PP	Gap (internal)	Gap (national)	
Good Level of Development	64.9	72.7	Figures unavailable as yet	Figures unavailable as yet	Figures unavailable as yet	

Year 1 Phonics

	School - All	School - PP	School - Non-PP	Gap	Non-PP National	Gap
Phonics check	83.3	78.9	85.4	-6.5	As above	

KS1

	School - All	School - PP	School - Non-PP	Gap	Non-PP National	Gap
Reading	73.3	77.8	71.4	6.4	78	-0.2
Writing	68.3	77.8	64.3	13.5	72	+5.8
Maths	66.7	77.8	61.9	15.9	79	-1.2

KS2

	School - All	School - PP	School - Non-PP	Gap	Non-PP National	Gap
Reading	78.9	74.1	83.3	-9.2	78	-3.9
Writing	77.2	70.4	83.3	-12.9	83	-12.6
Maths	84.2	81.5	86.7	-5.2	84	-2.5
Combined	73.7	66.7	80.0	-13.3	71	-4.3

Obstacles to Success		
1	High number of children historically joining Nursery with very low baselines, especially in spoken English	
2	A general lack of the stimulating life experiences, impacting upon understanding and creativity	
3	High proportion of older children joining the school at early stages of English acquisition in recent years	
4	High proportion of children who have issues impacting upon their learning	
Aims of the Pupil premium Strategy		
Success Criteria		
1	To improve progress and attainment for qualifying pupils	Reduction in internal 'gaps' in pupil attainment
2	To provide a broad curriculum with rich learning experiences	Broad range of curricular opportunities delivered
3	To improve progress from KS1 to end of KS2, particularly in writing	Improvement in pupil data across year groups
4	To maximise consistency, continuity and quality in children's school experience	Minimise number of lessons delivered by unqualified or agency staff. Maximise proportion of teaching delivered by specialist staff. Monitor teaching and learning.

Planned Expenditure	
Academic Year	2019/20
The headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies	

1 Support for children facing challenges					
Desired outcome	Action to secure outcome	Rationale	Monitoring	Staff responsible	Review date
To ensure that families are supported to adequately meet children's needs and enable them to be supported in their education	Safeguarding and attendance team support	Many parents need additional support in dealing with a range of issues which include domestic violence, housing, dealing with debt, establishing routines and setting boundaries	Supervision in place, regular meetings, accountability structure which is impact driven	A Kilcoyne Z Cain T Large	Termly
Ensure that attendance is above national averages Attendance at end of 08/19 was 94.52% up 0.1%. PA was down 1% to 11.8 for 18/19	Attendance Officer casework	This work has impacted positively in recent years, but some underlying issues have persisted	End of year outcomes – termly monitoring	T Large	Termly
To quickly help children who arrive with low levels of English	Additional support in learning English for beginners and for parents with little English.	Children often arrive with limited English and sometimes little or no experience of school. They can find	Termly monitoring All new starters on appropriate	Lena Leung Mokhtaria Haddou	Termly

		it very difficult to adjust at first and both they and their parents need support.	programmes of support at 10/18		
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2 Targeted support

To promote high attainment in writing across the school with particular emphasis at KS2	Additional support in writing	This system has impacted significantly in recent years on reading and subsequently writing results at the end of each year are much improved.	End of year outcomes – termly monitoring	J McQueen	Termly June 2020
Accelerating progress of children learning English as an additional language	EAL intervention Arabic support	Pupils who started across the school with no or little English have shown rapid progress	End of year outcomes – termly monitoring	L Leung	End of each term
Improve attainment and progress of lower attaining pupils at risk of not achieving aspirational writing targets.	Ensure that targeted pupils receive appropriate intervention programmes	Streamline range of agreed interventions for vulnerable children on the basis of progress made last year.	End of year outcomes – termly monitoring	Head SENCO	June 2020

3 Broader enrichment activities

To widen horizons and experiences through enrichment opportunities	<ul style="list-style-type: none"> • Class trips travel costs subsidised • Residential trip subsidised • Visits from authors, drama groups and a 	We know from experience that children are really motivated by the experiences they identify as significant	End of year outcomes – in pupil and teacher surveys and attainment / progress data in learning areas	Head of School	Termly June 2020
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	range of other activities are paid for	learning experiences during the year.			
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To provide specialist teaching, where possible, to provide activities and programmes that stimulate children's imagination and aspiration	Music tuition – a year's taster for all year 3 children. All children participate in samba and in high quality vocal and classroom music programmes. Free after-school sessions to learn guitar and tuned percussion for older children	We know from experience that children are really motivated by the experiences they identify as significant learning experiences during the year.	Quality of music reflected in end of year performances, and in shows and recitals during the year	Head of School	End of each term
	To provide specialist-led sessions in PE, Science, Spanish and Computing. To make a term of Latin available to all. To provide themed literacy week with imaginative and stimulating activities. To provide themed	Children often refer to these activities as being highly motivating and enjoyable in surveys and in discussions with head.	Development of skills across the year. Specific outcomes such as writing after literacy week, assembly songs sung in Spanish, participation in 'Latin Games' at the end of the year.	Head of School	June 2020

	Art days and Circus skills workshops.				
To raise children's aspirations about their academic future	Run an aspirations week, where children can find out first hand, from practitioners and former pupils, about the worlds of work and higher education	After aspirations week, children report an increased likelihood of considering further education, or pursuing specific careers			June 2020