



**Maybury Primary School  
Pupil Premium Report  
2018-2019**

## Pupil Premium

For the academic year 2018 – 2019 Maybury Primary School received the following funding for our Pupil Premium cohort.

<b>Pupils of Service families (Service Pupil Premium - SPP)</b>	<b>Service</b>	<b>Pupil premium per pupil</b>	<b>Pupil premium per pupil</b>
<b>Pupils in year groups reception to year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence</b>		<b>£300</b>	
<b>Disadvantaged pupils</b>			
<b>Pupils in year groups reception to year 6 recorded as Ever 6 FSM</b>			<b>£1,320</b>
<b>Pupils in years 7 to 11 recorded as Ever 6 FSM</b>			<b>£935</b>
<b>Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority</b>			<b>£1,900</b>
<b>Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order</b>			<b>£1,900</b>

HM Government and other government departments use the term “Disadvantaged pupils” for funding reasons and to describe the cohort of pupils in the official funding chart, which determines the amount of centrally funded Pupil Premium and Service Pupil Premium Funding each school receives directly into their delegated budget for the school to spend on specified interventions and must be held accountable for, in terms on what the funds have been allocated for. HM Government and other government departments use the term “Disadvantaged pupils” for funding reasons and to describe the cohort

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<b>Financial Year</b>	<b>2015 - 2016</b>	<b>2016 - 2017</b>	<b>2017 - 2018</b>	<b>2018-2019</b>
<b>Amount of Pupil Premium Funding</b>	£65,778	£74,521	£72,007	£37,899 from 18/19 Financial year + 5/12 of 19/20 TBC
<b>No of FSM or Forever6</b>	44	54	44	Based on Jan 2019 census
<b>No. of Looked After pupils</b>	4	6	6	Based on Jan 2019 census
<b>No of Service Family pupils</b>	0	0	0	Based on Jan 2019 census

## Pupil Premium Expenditure 2018-2019

To improve outcomes for our most vulnerable children, our planned Pupil Premium expenditure will be spent on the following. Note some costs fit into multiple categories.

Use of Funding	Total Cost	Details	Impact
<b>Reading Recovery Teacher</b>	£34,776	Providing 1:1 support from a specialist English teacher for pupils who are significantly behind expected level reach expected level	
<b>Number Count Teacher/ 1:1 Tutoring</b>	£21,186	Providing 1:1 support from a specialist Maths teacher for pupils who are significantly behind expected level	
<b>Early Literacy Support</b>	£1,700	Reading and Writing intervention for children who are not making expected progress in their learning (Phonics Based)	
<b>ELSA - Drawing and Talking Therapy Lego Therapy</b>	£1,400	Providing support to develop children's emotional, resilience, confidence and social skills	
<b>Lexia Software-Reading Core5</b>	£1,200	To develop phonic skills, writing and comprehension. Targeted and responsive 1:1	

<b>Home School Link Worker</b>	£30,014	Parenting Support, parenting workshops, support with applications for external agencies, importance of play at home, healthy eating and bedtime routines, translation service	
<b>Parent Workshops and Classes</b>	£50	Workshops are provided for all families to ensure that they are able to engage with all aspects of school life (e.g. assessment, English class, healthy lifestyles)	
<b>Breakfast &amp; Early Morning Club</b>	£70	Children ready to learn. Strong links between good nutrition and attainment.	
<b>Trip Subsidy</b>	£500	Children able to learn, opportunities for new learning experiences provided	

## **Pupil Premium Rationale 2018-19**

At Maybury Primary School we believe that all children deserve equal access to learning along with equal opportunities to be successful. Our school motto is *“everyone is a learner and every experience is a learning opportunity”*. We are committed to making this a reality for all of our pupils regardless of their social circumstances.

### **What is the Pupil Premium?**

For children entitled to free school meals, and children of parents in the armed forces, the school can claim additional funding known as the **pupil premium**. Children on role at the termly census who have been on free school meals in the last 6 years will also gain extra funding for the school. Currently this is £1320 annually. Pupil Premium funding is not ‘ring fenced’ and can therefore be used by the school to improve the learning opportunities of all pupils entitled to the funding through the additional provision of opportunities or resources.

A small number of pupils attract a higher level of funding known as **pupil premium plus** (children in care/previously in care or under special guardianship orders). This funding is intended to be used to target the learning needs of individual pupils who may have experienced a high level of disadvantage.

**Principles:**

The purpose of the pupil premium is to help pupils who may be socially or financially disadvantaged to access learning opportunities. In particular, the main aim of the pupil premium is to raise the achievement of these pupils and to close any attainment gap between them and their peers.

All members of staff and governors accept responsibility for 'socially disadvantaged' pupils (those eligible for Pupil Premium) and are committed to meeting their pastoral, social and academic needs within a caring school environment. This is an essential, integral part of the supportive ethos of our school.

As with every child in our care, a child who is eligible to Free School Meals is valued, respected and entitled to develop to their full potential, irrespective of additional educational or social needs.

**Provision:**

The Governing body and staff of Maybury Primary School will ensure that provision is made to secure extremely high quality teaching and learning opportunities that meet the needs of ALL pupils. Our school priority will be focused on 'closing the gap' for those pupils who are not on track to achieve in line with their peers. We will also endeavor to ensure ALL children, paying particular attention to those entitled to pupil premium funding, achieve their full academic potential.

As part of the additional provision made for pupils who belong to vulnerable groups, the governors and staff of our school will ensure that the needs of children who are entitled to pupil premium are systematically and regularly assessed and addressed through termly pupil progress meetings, planned and recorded intervention strategies, enrichment activities and close monitoring procedures. (For a specific details of how the Pupil Premium funding is spent on an annual basis please see the school website)

**Our Interventions**

Intervention is sharply focused on improving skills and academic performance in English and Mathematics giving pupils the greatest life chances in the long term. We have a range of intensive and 'catch up' interventions which we implement responsively in line with our assessment of the performance of individuals and vulnerable groups including those in receipt of pupil premium funding. In addition, pupils have access to a range of social, emotional and mental health programmes designed to ensure their mental and emotional readiness for learning.

Since 2009 The Education Endowment Foundation has been exploring the impact of a range of interventions upon pupil progress and has identified the most effective of these. Schools have been able to use this information to consider the best use of resources to meet the needs of their own pupils. At

Maybury Primary School we have given careful consideration to how we can use the resources available to us for optimum effectiveness. This will enable us to improve the achievement of all our learners including those entitled to pupil premium funding.

*Our carefully targeted interventions address a range of individual and group needs and include the following:*

English

Reading Recovery  
Early Literacy Support  
Fischer Family Trust (Wave 3)  
Boosting Reading@Primary

Maths

Numbers Count/Numbers Count 2  
Success@Arithmetic

Social, Emotional and Mental Health

ELSA groups  
Drawing and Talking Therapy  
Lego Therapy

In addition to these interventions we implement individualised support programmes where appropriate.

**Breakfast club/After School Sport Clubs/Swimming subsidy**

We recognise the physical and social value that participation in sports has and the impact this has upon high self-esteem and engagement leading to good progress.

Pupil premium is made available to fund clubs for pupils in receipt of FSM and to provide subsidised access to swimming as the majority of our children do not swim outside school. We use Sports premium funding to provide quality sporting experiences for all pupils. In addition we offer access to sporting clubs and events for target children including those in receipt of pupil premium funding.

### **After school clubs, art, drama and music**

We believe that talents such as sport, music, dance and drama will only develop into a lifelong passion if a high quality extended curriculum is provided. The Pupil Premium funding will help ALL pupils access this curriculum and therefore discover and nurture their talents.

As a school, we recognise the importance and value that active involvement within the arts has upon pupils creative development. Research conclusively and consistently demonstrates the positive impact upon academic, social and emotional aspects of a child's development when they have a rich experience of a range of arts. Pupil premium funds focused clubs and visiting drama groups or themed events.

### **Social, emotional and mental health and well-being.**

We recognise the importance of emotional wellbeing in order for a child to be an effective learner. We have a fully trained Emotional Literacy Support Assistant (ELSA) who works with target children on developing their emotional resilience, confidence and social skills. The ELSA's work is overseen by an educational psychologist and the school's inclusion leader. In addition to this support we run an individualised support programme which uses the 'Drawing and Talking' approach. Our lunchtime Lego therapy club gives children opportunities to work on social skills and friendship building through a play therapy approach.

### **Measuring Impact**

Impact is measured in three ways:

1. By monitoring and analysing progress data in reading, writing and maths of all disadvantaged pupils each term as part of year group progress meetings.
2. By carrying out case studies of pupils in receipt of FSM including discussions with pupils and focused, ongoing monitoring.
3. A detailed termly analysis of pupil progress.

### **The role of Governors**

Governors receive a termly report on progress of pupils on the disadvantaged register and are closely involved in the monitoring of impact of Pupil Premium within both committees Children and Learning (academic progress of pupils) and Resources (allocation of pupil premium.)

### **Ensuring Access and Enrichment**



A key aspect of our ethos at Maybury Primary School is our belief that we need to develop memorable learning experiences. This includes curriculum trips and visits. We also believe that all pupils benefit greatly from a residential experience.

The Pupil Premium is used to support pupils whose families are on low incomes to access these experiences. Similarly, whilst residential trips are always designed to be very cost effective, we understand that for some pupils cost could still be a barrier.

Learning beyond the classroom is viewed as an extremely positive aspect of pupils' social and academic development. No child is excluded due to financial constraints with subsidised funding offered for all trips. No charge is made for transport to extra-curricular events.

### **Supporting Parents**

At Maybury Primary School we recognise that parents are their child's first teachers. We value the part they have to play in promoting high aspirations and support for children's learning. We are also aware that raising a child can present a wealth of challenges. The additional stresses provided by financial worries or social hardship will also impact on this. We believe that providing high quality support to parents of children who are finding it difficult to progress at school can impact greatly on their success and progress. We aim to provide regular meetings where parents can discuss their concerns and jointly identify strategies which can help pupils succeed at home and at school.

At Maybury Primary School we have a full time bilingual home school link worker who works closely with parents and staff to provide access to support for pupils learning and to identify families in need of additional support. As part of this support we offer home visits to help establish learning conducive environments and to forge positive relationships between home and school. Parents are invited to parent workshops exploring a range of themes and topics and demonstrating how learning can be encouraged at home.

### **The role of the Disadvantaged Pupils Leader**

It is the responsibility of the Disadvantaged Pupils leader, to produce a report for the Head Teacher and Governors on:

- Detailed analysis of progress and attainment of disadvantaged pupils when compared to class and national average
- A detailed outline of provision for interventions and enrichment
- An evaluation of cost effectiveness (spending vs progress) on a yearly basis

The Disadvantaged Pupil Leader at Maybury Primary School is Mrs Sullivan

Maybury Primary School is committed to ensuring that there is a regularly updated report to parents on how the Pupil Premium funding has been used throughout school on our website. This task is carried out within the requirements published by the Department for Education.