



Milton Park Primary School

Pupil Premium 2015 -2016

Reading

Children in receipt of Pupil Premium continue to be a focus of the work at Milton Park with early intervention being the key to making significant progress from a very low starting point on entry into Year R. Children come into the Early Years with poor vocabulary, oracy and reading skills and are well below national expectation. The early focus on reading skills is vital to enabling these children to catch up in their learning and make the expected levels.

There are a number of interventions under the Every Child A Reader umbrella that are regularly used to improve reading across the school.

Reading Recovery has enabled 13 children across Year 1 and Year 2 to have an intensive programme of reading daily in order to come in line with their peers. 54% of these children were in receipt of pupil premium. 7 children who have undertaken Reading Recovery whilst in the school took part in the end of Key Stage 1 Tests and did not make the new higher standard of the national curriculum. Following analysis of these results it was felt that in order to make greater impact, the intervention needed to be undertaken by Year 1 children in order to continue to make accelerated progress in year 2. This is also the opinion of the Portsmouth Reading Recovery Lead.

Building Reading Potential has been delivered to 31 children this year in Years 1 – 4. 26 children at least doubled their progress in reading during the intervention.

Talking Partners has been delivered to 36 children in Year R to improve the quality of their Oracy as this has an impact on their progress in early reading and writing.

Fisher Family Trust is a new intervention where three children were enabled to accelerate their progress in reading just above normal progress.

High Five is a new intervention for children in Key Stage 2 and nine children undertook the intervention with all of the children achieving high levels of progress above the norm.

With the new higher expectations of the New curriculum each year group is focused on children attaining significantly higher on the Book Band levels this year in order to achieve the national standard. A parent information meeting is being held in each year group to highlight the need to support children with their reading skills at home alongside quality first teaching in school.

Writing

Children in receipt of Pupil Premium continues to be a focus of the work at Milton Park with early intervention being the key to making significant progress from a very low starting point on entry into Year R. Children come into the Early Years with poor vocabulary, phonics and writing skills and are well below national expectation. The early focus on writing skills is vital to enabling these children to



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catch up in their learning and make the expected levels.

Children under the Every Child A Reader interventions have a writing aspect within the programme to improve their writing skills.

Improved phonics teaching including booster phonics with a teacher enabled results in phonics to Improve by 11% in Year 1 and 12% in Year 2. The outcomes for Summer 2016 are also higher coming out of year R which would indicate that results in 2017 should be higher again with 71% achieving a Good Level of Development in line with national.

48% of children reached the expected standard in GPS at the end of Key stage 2 indicating the need to continue to work rigorously on the teaching of grammar, punctuation and spelling daily to ensure that more children achieve the new higher standard. There is a focus on spelling in the school improvement plan with several initiatives underway to build on the children's skills including a spelling challenge.

Maths

The numbers count intervention has supported 19 children in Years 1 and 2 to achieve in line with their peers. The children work 1-1 or in small groups on identifying misconceptions and gaps in knowledge and understanding. The children make significant gains during the intervention and the evidence from monitoring shows that the children are retaining their skills and knowledge over time post intervention. The children are chosen either because they are pupil premium/SEND or EAL. Of the 19 children, 6 were PP and 6 SEND. Only one child (SEND) did not make more than expected progress with 8 children making a ratio gain over 7 times normal progress.

The numbers count intervention will be used in 2016-2017 to support a Maths Recovery programme.

Pastoral

Staff in the inclusion team are employed to support a range of needs for the vulnerable children in the school ranging from social and emotional, attendance, behavioural and support for parents.

The Attendance Officer supports families to endeavour to get their children into school regularly and there has been a gradual improvement in attendance. This support includes phone calls and follow up, medical evidence for some families and rewards for improved attendance. Poor attendance is now followed up much quicker and many families have improved their attendance considerably.

The Parent Support Coordinator supports families with adhoc sessions where needed as well as a caseload of vulnerable families who need support for a variety of reasons including advice, a listening ear or practical help such as a food bank voucher. Parents speak highly of the value of someone to talk to.

The Learning Mentor supports children with behavioural, social and emotional needs across the school and provides interventions, a listening ear or in class support where necessary. Behaviour in the school is



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positive and where there are challenges swiftly dealt with. Visitors to the school including the Local Authority, Basic Skills Assessor and other Headteachers have commented on the behaviour for learning.

Our Learning Mentor also supports our service families by providing a link for the children and running our weekly Military Monsters Club. The Military Monsters club is well attended with the majority of children from service families attending the club. In 2016-2017, we will be including our service families in a special Remembrance Day in November.

The extra Teaching Assistants employed in Year R enable interventions and small group work to focus on the needs of learners who come into the school well below national expectations including pastoral and Oracy support. **The percentage of children who achieve a Good Level of Development (68%) was in line with national in 2016 and is testament to this early intervention work.** The majority of learners come into the Early Years well below in literacy and the focus of the work in class is on building oracy, reading and writing skills alongside developing good behaviour for learning and social skills.