

# Pupil premium strategy statement – 2018/2019

1. Summary information					
School	St Mary Magdalene Academy – Primary school				
Academic Year	2018-19	Date of PP report		Total PP budget Review	£93,720
Total number of pupils	213	Number of pupils eligible for PP		Date for next review of this strategy	Autumn 2019

2. Current attainment	
See Section 6	
3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Achievement for children at the end of EYFS is lower than their peers meaning they have a greater gap to catch up on before they begin the Key Stage.
B.	PP pupils by the end of KS2 achieve in line with the peers and above against LBI and nationally, but underperform compared to their non PP peers in Reading and Writing.
External barriers	
C.	Attendance rates for PP children are lower than for non PP children in some year groups
D.	Ability of PP pupils to engage in cultural activities and build cultural capital is limited

4. Planned expenditure					
Academic year	2018-19				
The three 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					
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?

<p>For PP children by the end of EYFS to be ready for KS1 and to support their transition into Year 1 successfully</p>	<p>Re-focussed Pupil Premium Staffing in EYFS to put the staff to pupil ratio 1:10 rather than 1:15.</p> <p>Additional consultancy support bought in from Islington to support class teachers in transition from EYFS to KS1 With a particular focus on utilising outdoor learning spaces more effectively for Year 1, and work on communication and language approaches for EYFS. Funding EYFS and Year 1 teacher to go on Action Research Project with Institute of Education and Islington</p>	<p>There is evidence that reducing class sizes to below 20 or 15 can improve the quality of teaching.</p> <p>With increased knowledge about best practice both the SLT and the RYFS team will be better placed to ensure a strong start for FSM YFS pupils who will later be PP children.</p> <p>Communication and language interventions have a strong evidence base as making impact on progress (with low cost). We have a number of excellent spaces outside Year1 which could be used more effectively to support learning.</p>	<p>Regular written reports from EYFS consultant.</p> <p>Through monitoring and evaluation of EYFS.</p> <p>Pupil Progress meetings Summary report from Action Research Project</p>	<p>EYFS lead and Headteacher</p>	<p>Spring 2018</p>
<p>For PP pupils across school to make good progress and have attainment in line with their peers in Literacy</p>	<p>A programme of 1:1 interventions put in place to work with individual needs delivered by trained staff: TAs, learning mentors, SEN teacher and deputy headteacher.</p> <p>Work on developing a systematic early identification of pupils who are at risk of falling behind or not making good progress to work out the specific intervention which is most appropriate.</p> <p>We will also look at how we can better identify and catch up children who are falling behind in maths in a more systematic way.</p>	<p>Individualised instruction in order to catch up specific parts of the curriculum for the children will help secure and deepen their knowledge. These will be in particular related to reading skills and break down the area of challenge that children need work on.</p>	<p>Building on Pupil Progress meetings, individual pupils will be targeted for interventions which will take place during school hours and be led by teaching assistant and SEN teacher</p>	<p>SEN teacher, Deputy Head, Headteacher, Literacy and Maths lead</p>	<p>At each Pupil Progress Meeting (3 a year)</p>

For identify interventions for underperforming male PP children to make rapid progress and attainment	Project with University of Portsmouth on boys at SMMA. Through follow up RLC.	The University of Portsmouth study will highlight in its literature review barriers to learning for boys more generally which will allow an evaluation of practices within the Primary school. EEF study on effectiveness of RLC in making impact on teacher pedagogy.	The initial project with University of Portsmouth, will be followed up with and Research Learning Community with Professor Chris Brown. In addition, actions coming from this will inform strategic priorities in School Improvement Programme	Headteacher	November before RLC begins and end of the year, July 2019
<b>Total budgeted cost</b>					<b>£57,820</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Maintain and build on the high the standards of progress and attainment for pupils at the end of KS2 so that they continue to be in-line or above national standards.	Additional teacher support across KS2 through use of Deputy Head as teacher of groups and in team teaching  Additional adult support for Literacy lead to run writing tutorials for pupils who could be making additional progress beyond their target	Additional high qualified and impactful teacher working within classes to secure learning (where class sizes are 30+)  Strong evidence base for positive impact for one-to-one tuition	Deputy Head will be timetable for 2 – 3 hours a day of contact teaching time either in classes, small groups or individuals.  Literacy lead will be timetabled for cover time (half a day a week) to ensure this happens regularly Pupil progress meetings will be used to monitor progress of the individuals and whether the intervention is having the desired approach	Literacy Lead	December 2018 and Spring 2018
<b>Total budgeted cost</b>					<b>£18,000</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

To be able to consistently support the attendance of PP children in the school.	Part time attendance and punctuality support worker employed to monitor pupils and follow up quickly on absences. First day response provision.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Thorough attendance monitoring and evaluation timetable	HT and attendance officer	Half-termly through monitoring and evaluation timetable.
For the school to provide high quality cultural and wider curriculum experiences for the PP children at the school.	Investment activities including but not limited to: <ul style="list-style-type: none"> <li>- Subsidised after school clubs for children to access e.g. choir</li> <li>- Shakespeare dance workshops for children in Rec to Year 6</li> <li>- Year 5 and 6 Shakespeare performance led by professional actors (including trip to theatre)</li> <li>- Subsidised school trips to museums/workshops etc</li> <li>- Part-time music teacher to deliver lessons and choir to the</li> </ul>	Studies have shown that exposure to the arts may improve key aspects of social well-being in disadvantaged areas.	Record of different cultural activities that children participate in kept.	Studies have shown that exposure to the arts may improve key aspects of social well-being in disadvantaged areas.	Record of different cultural activities that children participate in kept.
<b>Total budgeted cost</b>					<b>£18,000</b>

5. Review of expenditure			
<b>Previous Academic Year</b>		<b>2017-18</b>	
<b>Quality of teaching for all Total Cost: £86,520</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)

For FSM children by the end of EYFS to be ready for KS1	Invest support in new teacher for EYFS through attendance at training (Early Excellence) and use of LBI consultant to support in monitoring, planning and assessment. Time with consultant also spent on looking at best practice and data analysis	See end of year data summary for EYFS and KS1, with comparative years in <b>Section 6</b> – particular improvements in narrowing the gap in reading and writing this year and progress from EYFS to KS1 in literacy for PP children  Throughout the year, reports from the consultant showed excellent progress in terms of teachers understanding and skill in delivering EYFS – teaching, learning and assessment. The consultant also facilitated joint work with nursery who share outdoor area. Early Excellence courses led to changes in layout of the rooms and outside areas.	We will continue to buy in support in terms of transition to Year 1 and improvement of outdoor area.  We will extend support to look at how adults in the room best work and play alongside children to support learning in these less structured points.
To maintain the high levels of PP children attaining the standard of reading at end the end of Year 1	Train the new Year 1 teacher and Literacy lead in Sounds Write programme (4 days	Year 1 teacher and Literacy lead were trained in Sounds Write.  Results: See <b>Section 6</b>	We will be continuing with this phonics scheme in the school  Invest more time at the beginning of next year in sharing with parents best practice around reading. Parent workshops were offered in the Spring term and were well-received but would be more useful at the beginning of the year.  Continue to train staff in these areas and extend this through internal training to lower KS2  Look at the linked book resources which can be used in class and at home which support decoding through reading
For all underperforming PP children to make rapid progress	Research Learning Community working with all teachers and SLT in Primary school to address how metacognition can benefit children of all ages.	See separate report on <b>Research Learning Community available from school.</b>	We will continue to use this approach in our staff meetings, but will also be investing in a specific RLC for boys.  The work on metacognition will continue in subsequent years though decisions to be made about whether to repeat interventions in Year 3 and Reception class.
<b>ii. Targeted support £27,560</b>			

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)
.Maintain and build on the high the standards of progress and attainment for pupils at the end of KS2 so that they continue to be in-line or above national standards.	Additional teacher support across KS2 through use of Deputy Head as teacher of groups and in team teaching	Additional teacher support was used throughout KS2 – particularly for maths in order to support attainment and progress of pupils.  See results for KS2 in <b>Section 6</b> and internal reports on progress in school.	Flexibility of approach was crucial here. At times, the additional support was used for individuals, pairs, small groups or whole class to support pupils.  We will continue with this support and in addition look to fund additional support for writing for next year's Year 6

### iii. Other approaches £13,960

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)																																				
To be able to consistently support the attendance of PP children in the school.	Part time attendance and punctuality support worker employed to monitor pupils and follow up quickly on absences. First day response provision.	See <b>section 6</b> for overall attendance data  We are particularly pleased with individual PP children who have made significant improvements in attendance having been classed as persistently absent in previous years.  <table border="1" data-bbox="817 938 1507 1364"> <thead> <tr> <th colspan="4">Attendance rate PP persistently absent</th> </tr> <tr> <th></th> <th>2016-17</th> <th>2017-18</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>84.72</td> <td>90.4</td> <td>5.68</td> </tr> <tr> <td>2</td> <td>84.21</td> <td>90.3</td> <td>6.09</td> </tr> <tr> <td>3</td> <td>87.63</td> <td>87.9</td> <td>0.27</td> </tr> <tr> <td>4</td> <td>84.47</td> <td>92.2</td> <td>7.73</td> </tr> <tr> <td>5</td> <td>86.32</td> <td>87</td> <td>0.68</td> </tr> <tr> <td>6</td> <td>78.42</td> <td>78.3</td> <td>-0.12</td> </tr> <tr> <td>Average</td> <td>84.295</td> <td>87.68333</td> <td>3.38833333</td> </tr> </tbody> </table>	Attendance rate PP persistently absent					2016-17	2017-18	Difference	1	84.72	90.4	5.68	2	84.21	90.3	6.09	3	87.63	87.9	0.27	4	84.47	92.2	7.73	5	86.32	87	0.68	6	78.42	78.3	-0.12	Average	84.295	87.68333	3.38833333	In an area of high absence, we will continue to invest in someone who is able to respond to the needs of our PP and non PP community to  We have increased our comms work this year in order to make attendance higher profile within our community through newsletters, letters, school reports and noticeboards to ensure the message that attendance makes a difference gets across.  We have also introduced a new tracking system of those who are persistently absent. Each half term the attendance officer looks at those who have met threshold and then we track them throughout the year to monitor improvement. This was an effective way of seeing whether issues were one off or more long term.
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<p>For the school to provide high quality cultural and wider curriculum experiences for the PP children at the school.</p>	<p>Investment activities including but not limited to:</p> <ul style="list-style-type: none"> <li>- Subsidised after school clubs for children to access e.g. choir</li> <li>- Shakespeare dance workshops for children in Rec to Year 6</li> <li>- Year 5 and 6 Shakespeare performance led by professional actors (including trip to theatre)</li> <li>- Subsidised school trips to museums/workshops etc</li> <li>- Part-time music teacher to deliver lessons and choir to the school.</li> </ul>	<p>Monitoring activities tell us that children are engaging in a broad curriculum which has enriched their learning experiences. While this cannot be quantified in terms of external results, brief look through school newsletters will indicate the type of activities they take part in. A <b>report on wider curriculum opportunities and impact</b> for the year will follow.</p>	<p>We will continue to invest in wider opportunities for our pupils at school.</p>
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## 6. Additional detail

### Pupil Premium Attendance Data 2017-18

	All	PP	Non-PP
<b>School</b>	95.62		
<b>Rec</b>	93.70	-	93.70
<b>Yr 1</b>	94.35	87.83	96.77
<b>Yr 2</b>	95.00	95.00	94.96
<b>Yr 3</b>	95.70	92.43	97.04
<b>Yr 4</b>	96.60	96.12	96.83
<b>Yr 5</b>	97.20	96.93	97.38
<b>Yr 6</b>	95.80	95.15	96.16

### EYFS data making GLD

2015-16			2016-17			2017-18		
School	LBI	School	School	LBI	Nat	School	LBI	Nat
60	66	60	66.7	70	69	70	71.6	71.6

### Crude progress measure from EYFS to end of KS1 in specific areas

Table 1	Cohort number		Reading		Writing		Mathematics	
	Rec (2016)	KS1 (2018)	% Expected and above:		% Expected and above:		% Expected and above:	
			Reception	KS1	Reception	KS1	Reception	KS1
All School	30	30	70	80	66.7	73	86.7	80
Pupil Premium	6	8	66.7	75.0	50	62.5	66.7	62.5
Not Pupil Premium	24	22	70.8	81.8	70.8	77.3	91.7	86.4

#### Phonics Year 1

Phonics Year 1	Roll	2018's Y1 - Assessed in Y1 in 2018					
		% Passed		Average Mark		% D or A	
		School	LA	School	LA	School	LA
All Pupils	30	83.3	83.6	33.4	33.5	3.3	2.4
FSM	11	72.7	73.7	30.8	30.8	9.1	3.9
Not FSM	19	89.5	87.5	34.9	34.5	0.0	1.8

#### Phonics Year 2

Phonics Year 2	Roll	2018's Y2 - Assessed in Y1 in 2017						2018's Y2 - Assessed in Y2 in 2018						
		% Passed		Average Mark		% D or A		#s Re-taking	Re-takes : % passed		% passed in Y1 or Y2		Ave. Increase (Marks)	
		School	LA	School	LA	School	LA		School	LA	School	LA	School	LA
All Pupils	30	86.7	83.0	35.4	33.6	0.0	2.1	4	75.0	59.1	96.7	92.2	6.5	9.5
FSM	8	75.0	74.7	31.9	31.2	0.0	3.8	2	50.0	50.3	87.5	86.7	6.0	9.5
Not FSM	22	90.9	86.4	36.7	34.7	0.0	1.4	2	100.0	65.4	100.0	94.4	7.0	9.4

#### KS1 Data

	cohort #s	2017-18						2016-17					
		Reading		Writing		Mathematics		Reading		Writing		Mathematics	
		% Expected and above:		% Expected and above:		% Expected and above:		% Expected and above:		% Expected and above:		% Expected and above:	
		SMMA	LBI	SMM A	LBI	SMMA	LBI	SMMA	LBI	SMMA	LBI	SMMA	LBI
<b>All School</b>	<b>30</b>	80.0	75.6	73.3	72.4	80.0	77.3	70.0	75.6	63.3	70.5	76.7	76.8
<b>Pupil Premium</b>	<b>8</b>	75.0	69.6	62.5	66.1	62.5	71.0	44.4	69.9	44.4	65.4	66.7	71.4
<b>Not Pupil Premium</b>	<b>22</b>	81.8	79.5	77.3	76.4	86.4	81.4	81.0	80.3	71.4	74.7	81.0	81.2

KS2 Data

		Roll	Reading		Writing		GPS		Maths		RWM	
			100+		At or Above		100+		100+		R&M = 100+ W = EXS & GDS	
			School	LBI	School	LBI	School	LBI	School	LBI	School	LBI
2017-18	All Pupils	30	76.7	77.5	90.0	80.5	80.0	80.4	90.0	77.1	73.3	68.3
	Pupil Premium	12	66.7	71.8	75.0	76.1	75.0	76.2	83.3	71.0	66.7	61.0
	Not Pupil Premium	18	83.3	85.6	100.0	86.8	83.3	86.4	94.4	85.8	77.8	78.6
2016-17	All Pupils	30	73.3	74.0	76.7	79.7	80.0	80.8	76.7	79.0	70.0	65.4
	Pupil Premium	29	72.4	69.2	75.9	77.0	79.3	77.1	79.3	75.2	72.4	59.2
	Not Pupil Premium	1	100.0	82.8	100.0	84.8	100.0	87.5	0.0	86.1	0.0	76.9
2015-16	All Pupils	30	66.7	67.7	76.7	80.4	73.3	77.0	83.3	74.8	63.3	57.5
	Pupil Premium	29	65.5	62.1	75.9	75.8	72.4	73.4	82.8	69.9	62.1	50.3
	Not Pupil Premium	1	100.0	78.4	100.0	89.2	100.0	83.9	100.0	84.2	100.0	71.4