



St Mary
Magdalene
Academy

PUPIL PREMIUM REPORT 2016 – 2017

STRATEGY DOCUMENT

PRIMARY

St Mary Magdalene Academy is a Christian community of learning. We aim to nurture young people to become high achievers and to discover their vocation in the global society.

“Show by a good life that your works are done by gentleness born of wisdom”
James 3.13

PUPIL PREMIUM REPORT – 2016-2017 PRIMARY

ST MARY MAGDALENE ACADEMY

Approval Committee:	Full Governing Body
Review Committee:	CR & SW Committee
Author:	Head Teacher
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1. WHAT IS PUPIL PREMIUM?

- 1.1 Pupil Premium is the additional funding given to schools to provide extra support for pupils who may be vulnerable to underachievement; this includes pupils with a free school meal entitlement and looked-after children.

- 1.2 The Pupil Premium Grant has been used to meet the Primary School's aim of closing the gap in achievement between disadvantaged children and others. Therefore a strategic and comprehensive support programme has been implemented in order to provide maximum impact for the benefit of each child.

2016/17: Pupil Premium Strategy Statement (Primary)

1. Summary information					
School	St Mary Magdalene Academy Primary				
Academic Year	2016/17	Total PP budget	£147,180	Date of most recent PP Review	Oct 2016
Total number of pupils	208	Number of pupils eligible for PP	111.5	Date for next internal review of this strategy	Feb 2017

2. Current attainment
See separate report St Mary Magdalene Academy Primary Pupil Premium Outcomes 2015-16 for last year's outcomes

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Written skills in Reception are lower for pupils eligible for PP than for other pupils. This slows progress in subsequent years.
B.	Pupils who are eligible for PP are making less progress than other pupils across KS1 and are not achieving in line with national standards for PP. They are also making less progress than other pupils across Key Stage 1. This prevents sustained high achievement in Key Stage 2.
C.	The delivery of the phonics system was not leading to results in line with local and national standards in Yr 1 over a number of years, though by Year 2 the children had caught up.

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	See Pupil Premium Attendance Data 2015-16 report in appendix of this document.
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4. Desired outcomes <i>(Desired outcomes and how they will be)</i>		Success criteria
A.	Higher rates of progress across KS1 for pupils eligible for PP.	Pupils eligible for PP in KS1 make rapid progress across the Key Stage so that their results in KS1 are in line with their peers in the school and are narrowed with the national standards.
B.	Improve oral and written language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that pupils eligible for PP meet age related expectations.

C.	Improve the standards of phonics for PP in Year 1.	Higher numbers of children eligible for PP meeting the national expectation for phonics at the end of Year 1
D.	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.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).

5. Planned expenditure

Academic year

2016-17

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?
B. Improved oral and written skills in Reception.	<p>Staff training on high quality opportunities for developing writing in the classroom.</p> <p>Staff networking with other Early Years practitioners in order to share best practice.</p> <p>Buy in consultancy time from local authority to guide staff around high quality dialogue between adults and children in the Early Years.</p>	<p>Early Years is primarily a place where learning happens through very-well planned play. As a one-form entry school it is good practice to work as part of a network of other teachers to share best practice and ideas.</p> <p>High quality feedback to children is seen as one of the most effective ways to make progress and we are committed to this in the school. In Early Years, this feedback is particularly challenging and needs specialist advice.</p>	<p>Course selected through reputable providers.</p> <p>EYFS teacher to attend local network meetings and give feedback to the headteacher about what has been learnt and what they will be implementing as a result.</p> <p>Approaches from this embedded in an Early Years SIP document which records what is being done and what actions are to be done in one place.</p>	Head and EYFS teacher	Feb 2017

<p>C. Higher numbers of children eligible for PP meeting the national expectation for phonics at the end of Year 1</p>	<p>Move from current system of Read Write Inc to Sounds Write programme</p> <p>All EYFS and KS1 teacher trained on four day programme.</p> <p>Cascade training to all support staff who will help deliver the programme in class and other teachers who will use a method to</p>	<p>Systematic phonic teaching is cited as one of the most effective ways to teach decoding to children by the EEF Toolkit.</p> <p>See document Phonics Appendix delivered to governors in September 2016 for further detail as to why the choice of Sounds Write.</p>	<p>Course selected through reputable providers.</p> <p>Provide training in INSET to others working in EYFS and KS1.</p> <p>Observation of lessons.</p> <p>Monitor and track results through assessment systems reporting to Phonics lead and English lead</p>	<p>Phonics Lead English lead</p>	<p>March 2017</p>
<p>A.Higher rates of progress across KS1 for pupils eligible for PP.</p> <p>D.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.</p>	<p>Investment in structured comprehension/guided reading resources across both key stages</p>	<p>To support teachers in delivering the curriculum at age appropriate levels, a programme of progressive lessons for reading to be provided to support practice in class.</p>	<p>English lead purchase materials to support comprehension.</p> <p>Provide training in INSET.</p> <p>Set up system of reading assessment linked to these so we are better able to track progress of groups of PP children more regularly.</p> <p>During moderation, compare standards with other local primary schools.</p>	<p>English Lead</p>	<p>Feb 2017</p>

<p>A.Higher rates of progress across KS1 for pupils eligible for PP.</p> <p>D.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.</p>	<p>Use of Numicon to develop sound mathematical understanding in KS1 and for children who are below age expectations in KS2</p>	<p>Some small pilot studies show children with Numicon developing genuine understandings of calculation and mathematical thinking, together with a strong mathematical self-confidence. Together these two achievements will support these children's access to increasingly advanced ideas, and then, most importantly lend them the courage and persistence to succeed. The school had previously invested in Numicon equipment, but staff have not been trained how to use it. Train Year 2 and Year 3 teacher in Numicon resource to support maths teaching.</p>	<p>Course selected through LEA and attended by Yr 2 and Yr 3 teacher to support the children in KS2 who achieved less than expected results. The EYFS teacher has had training in Numicon is previous years.</p> <p>INSET training to show other teachers/TAs the resource and how to use it</p>	<p>KS1 Maths lead</p>	<p>Feb 2017</p>
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Total budgeted cost £29,436

ii. Targeted support

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>D.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.</p>	<p>Maths teacher for lower groups</p>	<p>Some children need targeted support to catch up. Smaller group work allows for the teacher to focus on children at a better pupil: adult ratio. The children will be working on the same objectives as the rest of the class to ensure the pitch remains high.</p>	<p>Organise timetable for teacher so that they are able to access children from Year 3 – 6 inclusively. Build into timetable slots for 1:1 or 1:2 tutorials in the afternoon at direction of teachers to support these children. Teacher will be going on training specifically about supporting lower set groups to improve quality of sessions. Monitoring timetables will evidence the quality of the sessions. Pupil progress meetings.</p>	<p>Maths teacher</p>	<p>January 2017</p>

B. Improved oral and written skills in Reception.	3 rd member of staff for Reception class	Adult to pupil ratio will be increased so at this important developmental age, the EYFS team will be able to spend more time with children working individually and in groups while ensuring supervision is adequate outside.	Monitoring and assessment timetable. Pupil progress meetings to track progress.	Reception class teacher HT (staff deployment)	June 2017
A.Higher rates of progress across KS1 for pupils eligible for PP. D.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.	1:1 reading interventions: Catch Up, 15 Minutes A day & Toe by Toe	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult with SEN teacher to identify any potential barriers to good implementation. Pupil progress meetings to track progress.	SEN teacher	Feb 2017
D.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.	Booster clubs for Year 6 children. Groups for guided reading Year 6	Some children need targeted support to catch up. Smaller group work allows for the teacher to focus on children at a better pupil: adult ratio.	Organise timetable to ensure staff delivering provision have sufficient provision to take their groups. Pupil progress meetings to track progress.	Yr 6 teacher/DHT	Jan 2017
C. Higher numbers of children eligible for PP meeting the national expectation for phonics at the end of Year 1	Small group phonic teaching for Year 2	Children who did not meet the expected standard at the end of Year 1 to receive regular extra support from a high qualified teacher.	Organise timetable alongside the SEN teacher to ensure staff delivering provision have sufficient delivery time. Pupil progress meetings to track progress.	Yr 2 teacher English lead	Jan 2017

D.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.	PiXL intervention for Yr 4 - 6	Key marginal children between Year 5 and 6 are identified and targeted support is delivered through very small and often individual or highly specific targeted work.	Attendance at PiXL conferences. PiXL attend the school to support the PiXL lead. Regular visits from the PiXL coordinator. Careful tracking of data for the targeted children.	DHT	June 2017
D.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.	Weekly small group sessions in maths and English for high attaining pupils with secondary school teachers in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. .	Timetable organised with secondary school. Year 6 teacher and secondary teacher to liaise over areas that are being addressed in these sessions.	DHT	Feb 2016
Total budgeted cost					£103,026
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-D	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 briefing of support worker about existing absence issues.	HT and attendance officer	Jan 2017
Total budgeted cost					£14,718

iv. Additional detail

Pupil Premium Attendance Data 2015-16

Summary

The difference between attendance for PP and non-PP is always negative, however these are:

- Small percentage differences
- The gap narrows the longer the children stay in the school due to work by our attendance and punctuality officer

EYFS and KS1	Reception		Year 1		Year 2	
	Cohort	Attendance	Cohort	Attendance	Cohort	Attendance
Pupil Premium	6	93.02	10	94.31	11	95.00
Non-Pupil Premium	25	96.72	21	96.59	18	96.56
Difference	-3.7		-2.28		-1.56	

KS2	Year 3		Year 4		Year 5		Year 6	
	Cohort	Attendance	Cohort	Attendance	Cohort	Attendance	Cohort	Attendance
Pupil Premium	14	95.69	13	95.26	30	96.62	29	95.37
Non-Pupil Premium	17	96.88	18	95.80	0	-	1	96.56
Difference	-1.19		-0.54		0		-1.19	