



PUPIL PREMIUM REPORT 2017 – 2018

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 global society.

“Show by a good life that your works done by gentleness born wisdom”

James 3.13

PUPIL PREMIUM REPORT – 2017 – 2018 PRIMARY

ST MARY MAGDALENE ACADEMY

Approval Committee:	Full Governing Body
Review Committee:	CR & SW Committee
Author:	Primary Head Teacher
Publication Date:	December 2017
Next Publication Date:	December 2018
Required to publish on website?	Yes

Pupil premium strategy statement

1. Summary information					
School	St Mary Magdalene Academy – Primary school				
Academic Year	2017-18	Total PP budget		Date of most recent PP Review	December 2017
Total number of pupils	210	Number of pupils eligible for PP		Date for next internal review of this strategy	Summer Term 2018
2. Current attainment					
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
A.	Pupils who are eligible for PP are making less progress than other pupils across by the end of KS1 and are not achieving in line with national standards, LBI or their non PP peers. 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 for progress compared with LBI and their non PP peers.				
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. Desired outcomes		Success criteria			
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.			
		Maintain and build of rates of children achieving the GLD and Prime areas in EYFS for FSM children (who will later be PP children) to build strong foundations for KS1.			

<p>Maintain the high numbers of children eligible for PP meeting the national expectation for phonics at the end of Year 1</p>	<p>Pupils eligible for PP will maintain high levels of achievement by the end of Year 1.</p>
<p>.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>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.</p> <p>Measured in Y4, 5 and 6 by teacher assessments, externally standardised assessments and successful moderation practices established.</p>
<p>For the school to provide high quality cultural and wider curriculum experiences for the PP children at the school.</p>	<p>All PP children will have the opportunity to take part in a programme of cultural activities. They will be offered subsidised extra-curricular opportunities.</p>
<p>For attendance rates for PP children within the school to be in line with their non PP peers.</p>	<p>Gaps between</p>

5. Planned expenditure

Academic year

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?
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	There is a new teacher to EYFS team at SMMA. With increased knowledge about best practice both the SLT and the EYFS team will be better placed to ensure a strong start for FSM YFS pupils who will later be PP children.	Self-evaluation documents; through monitoring visits from consultants; data captures throughout the year	Head, Deputy and EYFS teacher	Spring and Summer 2018
To maintain the high levels of PP children attaining the standard of reading at end of Year 1	Train the new Year 1 teacher and Literacy lead in Sounds Write programme (4 days	We had considerable success with the implementation of the Sounds Write programme for Pupil Premium children. We wish to continue to ensure all staff are trained to	Ongoing assessments Lesson observations Governors visits	Literacy lead	June 2018

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.	EEF study on effectiveness of RLC in making impact on	Head to write an impact report for the governing body which reviews the programme and where is made a difference to groups of children (including PP)	Head	June 2018
--	--	---	---	------	-----------

Total budgeted cost £20,408

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?
.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-	Additional teacher support across KS2 through use of Deputy Head as teacher of groups and in team teaching		Tracking of progress of groups across KS2.	DHT/Head Class teachers	Termly – through pupil progress meetings and results

Total budgeted cost £75,700

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?

<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"> - Subsidised after school clubs for children to access e.g. choir - Shakespeare dance workshops for children in Rec to Year 6 - Year 5 and 6 Shakespeare performance led by professional actors (including trip to theatre) - Subsidised school trips to museums/workshops etc - Part-time music teacher to deliver lessons and choir to the school. 	<p>Studies have shown that exposure to the arts may improve key aspects of social well-being in disadvantaged areas.</p>	<p>Record of different cultural activities that children participate in kept.</p>	<p>Head/DHT</p>	<p>Throughout the year</p>
<p>To be able to consistently support the attendance of PP children in the school.</p>	<p>Part-time attendance and punctuality officer to work with families to support improving attendance and punctuality with a special focus on PP children.</p>	<p>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.</p>	<p>Thorough briefing of support worker about existing absence issues.</p>	<p>HT and attendance officer</p>	<p>Through termly attendance reports.</p>
Total budgeted cost					£12,132

6. Review of expenditure

Previous Academic Year

2016-17

i. Quality of teaching for all Total Cost: £29,436

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)																														
<p>B. Improved oral and written skills in Reception.</p>	<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>Marked increase in children achieving the ELG for prime areas from previous years.</p> <table border="1" data-bbox="801 475 1397 608"> <thead> <tr> <th colspan="3">2015-16</th> <th colspan="3">2016-17</th> </tr> <tr> <th>School</th> <th>LBI</th> <th>Nat</th> <th>School</th> <th>LBI</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>60</td> <td>66</td> <td>69.3</td> <td>66.7</td> <td>70</td> <td>69</td> </tr> </tbody> </table> <p>More importantly, significant increase in the prime areas are key in ensuring pupils are ready for learning in KS1. <i>Children achieving the three prime areas of learning: communication and language; physical development; and personal, social and emotional development. A strong foundation in these prime areas is essential as evidence shows that, if it is not securely in place by age five, it holds children back in other areas of learning and development.</i></p> <table border="1" data-bbox="801 938 1397 992"> <thead> <tr> <th colspan="3">2015-16</th> <th colspan="3">2016-17</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2015-16			2016-17			School	LBI	Nat	School	LBI	Nat	60	66	69.3	66.7	70	69	2015-16			2016-17									<p>High quality investment in EYFS team pays off in terms of marked increased in ELG and Prime areas. While children in EYFS may not qualify for PP status, investing early in the futures of these children is crucial. These gains need to be maintained.</p>
2015-16			2016-17																														
School	LBI	Nat	School	LBI	Nat																												
60	66	69.3	66.7	70	69																												
2015-16			2016-17																														

<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 support older children with phonics.</p>	<p>Impact of new scheme has been immediate and excellent not just for PP children (where we saw a 42% increase) but for all cohorts.</p> <table border="1" data-bbox="801 172 1552 292"> <thead> <tr> <th colspan="3">2016</th> <th colspan="3">2017</th> </tr> <tr> <th>SMMA</th> <th>LBI</th> <th>National</th> <th>SMMA</th> <th>LBI</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>66%</td> <td>80%</td> <td>81%</td> <td>86.7%</td> <td>81.5%</td> <td>81.4%</td> </tr> </tbody> </table> <table border="1" data-bbox="801 355 1518 801"> <thead> <tr> <th rowspan="2">Contextual Breakdown</th> <th rowspan="2">Roll 2017</th> <th colspan="2">2017</th> <th>2016</th> </tr> <tr> <th>School</th> <th>LBI</th> <th>School</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>30</td> <td>86.7</td> <td>81.5</td> <td>65.6 ↑</td> </tr> <tr> <td>Boy</td> <td>15</td> <td>80.0</td> <td>76.9</td> <td>62.5 ↑</td> </tr> <tr> <td>Girl</td> <td>15</td> <td>93.3</td> <td>86.5</td> <td>69.2 ↑</td> </tr> <tr> <td>PP</td> <td>8</td> <td>75</td> <td>73.4</td> <td>33.3 ↑</td> </tr> <tr> <td>Not PP</td> <td>22</td> <td>90.9</td> <td>84.8</td> <td>73.9 ↑</td> </tr> <tr> <td>EAL</td> <td>10</td> <td>70.0</td> <td>80.9</td> <td>66.7 ↑</td> </tr> <tr> <td>Not EAL</td> <td>20</td> <td>95.0</td> <td>81.8</td> <td>65.4 ↑</td> </tr> <tr> <td>Not SEN</td> <td>24</td> <td>95.8</td> <td>88.5</td> <td>69.2 ↑</td> </tr> <tr> <td>SEN not EHC</td> <td>5</td> <td>40.0</td> <td>54.8</td> <td>33.3↑</td> </tr> <tr> <td>EHC</td> <td>1</td> <td>100.0</td> <td>16.4</td> <td>NA</td> </tr> </tbody> </table>	2016			2017			SMMA	LBI	National	SMMA	LBI	National	66%	80%	81%	86.7%	81.5%	81.4%	Contextual Breakdown	Roll 2017	2017		2016	School	LBI	School	All Pupils	30	86.7	81.5	65.6 ↑	Boy	15	80.0	76.9	62.5 ↑	Girl	15	93.3	86.5	69.2 ↑	PP	8	75	73.4	33.3 ↑	Not PP	22	90.9	84.8	73.9 ↑	EAL	10	70.0	80.9	66.7 ↑	Not EAL	20	95.0	81.8	65.4 ↑	Not SEN	24	95.8	88.5	69.2 ↑	SEN not EHC	5	40.0	54.8	33.3↑	EHC	1	100.0	16.4	NA	<p>Continue to invest in training for new staff within this scheme.</p>
2016			2017																																																																												
SMMA	LBI	National	SMMA	LBI	National																																																																										
66%	80%	81%	86.7%	81.5%	81.4%																																																																										
Contextual Breakdown	Roll 2017	2017		2016																																																																											
		School	LBI	School																																																																											
All Pupils	30	86.7	81.5	65.6 ↑																																																																											
Boy	15	80.0	76.9	62.5 ↑																																																																											
Girl	15	93.3	86.5	69.2 ↑																																																																											
PP	8	75	73.4	33.3 ↑																																																																											
Not PP	22	90.9	84.8	73.9 ↑																																																																											
EAL	10	70.0	80.9	66.7 ↑																																																																											
Not EAL	20	95.0	81.8	65.4 ↑																																																																											
Not SEN	24	95.8	88.5	69.2 ↑																																																																											
SEN not EHC	5	40.0	54.8	33.3↑																																																																											
EHC	1	100.0	16.4	NA																																																																											
<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>Teachers reported much clearer systems of structured teaching of reading skills. Teachers in Year 4 – 6 started whole class reading guided reading sessions which allowed for greater understanding of standards and standardisation of results.</p>	<p>While this is very useful in ensuring progression across the school in reading, next step is to invest more in tracking systems of progress for non statutory assessment year groups.</p>																																																																												

ii. Targeted support Total Cost £103,026

<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</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>Maths teacher for lower groups Booster clubs for Year 6 children. Groups for guided reading Year 6</p>	<p>PP children at SMMA attained at higher rates than the LBI in RWM</p> <table border="1" data-bbox="797 137 1592 336"> <thead> <tr> <th rowspan="3"></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">GPS</th> <th colspan="2">Maths</th> <th colspan="2">RWM</th> </tr> <tr> <th colspan="2">100+</th> <th colspan="2">At or Above</th> <th colspan="2">100+</th> <th colspan="2">100+</th> <th colspan="2">R&M = 100+ W = EXS & GDS</th> </tr> <tr> <th>SMMA</th> <th>LBI</th> <th>SMMA</th> <th>LBI</th> <th>SMMA</th> <th>LBI</th> <th>SMMA</th> <th>LBI</th> <th>SMMA</th> <th>LBI</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>73.3</td> <td>74.0</td> <td>76.7</td> <td>79.7</td> <td>80.0</td> <td>80.8</td> <td>76.7</td> <td>79.0</td> <td>70.0</td> <td>65.4</td> </tr> <tr> <td>Pupil Premium</td> <td>72.4</td> <td>69.2</td> <td>75.9</td> <td>77.0</td> <td>79.3</td> <td>77.1</td> <td>79.3</td> <td>75.2</td> <td>72.4</td> <td>59.2</td> </tr> </tbody> </table> <p>combined (72.4% compared with 59.2%)</p> <p>In addition, PP children were in line or higher for high attainment with their LBI peers</p> <table border="1" data-bbox="808 512 1597 655"> <thead> <tr> <th rowspan="3"></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">GPS</th> <th colspan="2">Maths</th> <th colspan="2">RWM</th> </tr> <tr> <th colspan="2">110+</th> <th colspan="2">Above</th> <th colspan="2">110+</th> <th colspan="2">110+</th> <th colspan="2">R&M = 100+ W = EXS & GDS</th> </tr> <tr> <th>SMMA</th> <th>LBI</th> <th>SMMA</th> <th>LBI</th> <th>SMMA</th> <th>LBI</th> <th>SMMA</th> <th>LBI</th> <th>SMMA</th> <th>LBI</th> </tr> </thead> <tbody> <tr> <td>...</td> <td>23.3</td> <td>28.3</td> <td>16.7</td> <td>23.7</td> <td>43.3</td> <td>36.5</td> <td>20.0</td> <td>27.3</td> <td>3.3</td> <td>13.5</td> </tr> </tbody> </table>		Reading		Writing		GPS		Maths		RWM		100+		At or Above		100+		100+		R&M = 100+ W = EXS & GDS		SMMA	LBI	All Pupils	73.3	74.0	76.7	79.7	80.0	80.8	76.7	79.0	70.0	65.4	Pupil Premium	72.4	69.2	75.9	77.0	79.3	77.1	79.3	75.2	72.4	59.2		Reading		Writing		GPS		Maths		RWM		110+		Above		110+		110+		R&M = 100+ W = EXS & GDS		SMMA	LBI	...	23.3	28.3	16.7	23.7	43.3	36.5	20.0	27.3	3.3	13.5	<p>Due to wider budget cuts we can no longer fund this costly intervention. However we will target to Deputy Head to take smaller groups or team teach across KS2 maths to support progress and attainment of PP children in maths</p>																
	Reading			Writing		GPS		Maths		RWM																																																																																								
	100+			At or Above		100+		100+		R&M = 100+ W = EXS & GDS																																																																																								
	SMMA	LBI	SMMA	LBI	SMMA	LBI	SMMA	LBI	SMMA	LBI																																																																																								
All Pupils	73.3	74.0	76.7	79.7	80.0	80.8	76.7	79.0	70.0	65.4																																																																																								
Pupil Premium	72.4	69.2	75.9	77.0	79.3	77.1	79.3	75.2	72.4	59.2																																																																																								
	Reading		Writing		GPS		Maths		RWM																																																																																									
	110+		Above		110+		110+		R&M = 100+ W = EXS & GDS																																																																																									
	SMMA	LBI	SMMA	LBI	SMMA	LBI	SMMA	LBI	SMMA	LBI																																																																																								
...	23.3	28.3	16.7	23.7	43.3	36.5	20.0	27.3	3.3	13.5																																																																																								
<p>B. Improved oral and written skills in Reception.</p>	<p>3rd member of staff for Reception class</p>	<p>See evidence in first section</p> <p>In addition, the extra member of staff has been used to support FSM child who currently applying for EHCP who would have otherwise been excluded as they were unable to cope unaided with Reception class</p>	<p>This has been invaluable in settling children and helping them make the best possible progress.</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</p>	<p>1:1 reading interventions: Catch Up, 15 Minutes A day & Toe by Toe</p>	<p>See anonymised results of PP children and progress they made in reading (across the school) in Appendices</p>	<p>Continue to use carefully chosen reading interventions lead by TAs to help progress.</p>																																																																																															
<p>C. Higher numbers of children eligible for PP meeting the national expectation for phonics at the end of Year 1</p>	<p>Small group phonic teaching for Year 1/2</p>	<p>See evidence above</p>																																																																																																

C. Maintain and build on the high the standards of progress and attainment for pupils at the end of KS2 so that they	PiXL intervention for Yr 4 - 6	PiXL intervention included training for our Year 6 and Literacy lead on moderating writing. We were moderated by the local authority who not only agreed with the teacher judgements but also praised the quality of work on show. See evidence above	
--	--------------------------------	--	--

iii. Other approaches £14,718

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)
A-D	Part time attendance and punctuality support worker employed to monitor pupils and follow up quickly on absences. First day response provision.	See additional detail for breakdown of attendance Particular challenging families required a large amount of time for the attendance and punctuality worker and without someone to ring families daily and encourage them to attend, these figures would be lower.	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

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Anonymised results of reading interventions for PP children.

RA July 16	RA Dec 16	RA April 16	RA July 17	Age at last testing	Intervention
NA	5.9 Comp 5.10	8.1 Comp: 7.3	8.3 Comp: 7.11	8.6	15 mins a day with Rosie
NA	5.1 Comp: 5.3	7.00 Comp 6.3	7.00 Comp: 6.5	8.4	15 mins a day with Rosie
NA	5.1 Comp 5.6	6.10 Comp: 7.00	8.3 Comp: 7.3	8.7	15 mins a day with Rosie
7.4 Comp:7.3	7.4 Comp: 7.0	7.4 Comp: 6.5	7.11 Comp: 7.11	8.10	15 minutes a day twice a week - extra reading twice a week with Sharon Guided reading every day with Linda
7.1 Comp: 7.0	NA	NA	8.2	9.8	Guided reading with Linda every day. Extra reading twice a week with Sharon.
8.8 Comp: 9.1	9.1 Comp: 9.4	9.2 Comp: 9.8	9.2 9.11	10.8	Catch Up with Linda
7.6 Comp: 8.6	8.3 Comp: 8.9	8.8 Comp: 9.4	9.5 Comp: 9.11	10.1	Catch Up with Linda

**Pupil Premium Attendance Data 2016-17
Summary**

KS1	Year 1			Year 2		
	Cohort	Attendance	Unauthorised absences	Cohort	Attendance	Unauthorised absences
Pupil Premium	8	91.11	0.96	8	92.93	1.71
Non-Pupil Premium	24	95.53	0.89	23	96.98	0.52
Difference	-4.42 Exceptional circumstances account for this unusual difference.			-4.05		

KS2	Year 3			Year 4		
	Cohort	Attendance	Unauthorised absences	Cohort	Attendance	Unauthorised absences
Pupil Premium	11	91.07	0.58	15	96.17	0.35
Non-Pupil Premium	20	96.26	0.19	15	96.5	0.28
Difference	-5.19 Exceptional circumstances for one child account for this data			-0.33		

	Year 5			Year 6		
	Cohort	Attendance	Unauthorised absences	Cohort	Attendance	Unauthorised absences
Pupil Premium	13	95.73	0.66	30	95.47	1.31
Non-Pupil Premium	19	96.55	0.43			
Difference	-0.82					