

Magdalen Gates Primary School Pupil Premium Strategy for academic Year 2018-2019

Summary information		
September 2018- July 2019	Total PP budget: £93,720	Date of most recent PP Review: July 2018
Total number of pupils: 217	Number of pupils eligible for PP: 71	Pupil Premium strategy reviews are linked to Pupil Progress reviews and are at set intervals throughout the year.

In-school barriers (issues to Success criteria be addressed in school) A		
A.	Speech and language skills in the Early Years are below those of their peers. This leads to social communication difficulties and issues with reading and writing.	
B.	Lower reading and phonics attainment can negatively impact access to the wider curriculum.	
C.	Low start points in Number and SSM create a gap in Maths.	
D.	Learning can be negatively affected by social and emotional barriers and resulting behavioural issues.	
E.	Expectations of PP children.	
External barriers (issues which also require action outside school, such as low attendance rates)		
F.	Significant attendance and punctuality issues. The school regularly has to collect children and bring them to school. Attendance statistics are lower for Free School Meal children compared to non Free School Meal children. All in school Fast Track referrals are for PP children.	
G.	For some pupil premium children, lack of experiences means that they cannot access the curriculum in the same way as other children	
Desired outcomes (Desired outcomes and how they will be measured)		Success Criteria
A.	Writing measures show diminishing the difference year on year.	<ul style="list-style-type: none"> Writing progress for PP children is expected or better Year on year school measures show a diminishing difference in PP and non PP attainment
B.	Reading and phonics gap diminishes.	<ul style="list-style-type: none"> Individual children make accelerated progress
C.	Maths measures show diminishing the difference year on year.	<ul style="list-style-type: none"> Maths progress for PP children is expected or better

		<ul style="list-style-type: none"> Year on year school measures show a diminishing difference in PP and non PP attainment 	
D.	Behaviour for learning improves and negative behaviours decrease.	<ul style="list-style-type: none"> Engagement and behaviour for learning is outstanding in all lesson observations Children's self-regulation of learning through Learning Behaviours (LB) and Visible Learning (VL) is evident Those identified as having additional Social, Emotional and Mental Health (SEMH) needs are given tailored provision with demonstrable progress (Satvear/Forest Schools) 	
E.	Higher expectations result in accelerated progress.	<ul style="list-style-type: none"> Children show VL/LB traits of challenge and embracing mistakes (pupil voice) 	
F.	Parental involvement in school and attendance improves.	<ul style="list-style-type: none"> For specific children, attendance improves - Parent support is in place through training, Family Support Process (FSP), family learning etc. 	
G.	Pupil premium children are given additional opportunities and experiences that link to the school curriculum	<ul style="list-style-type: none"> Individual children make accelerated progress 	
Measuring impact		Addressing barriers	
	<p>School measures the impact of Pupil Premium spending through:</p> <ul style="list-style-type: none"> Statistical data – all Pupil Premium children are highlighted across the school assessment data collection system and outcomes monitored and compared to non-Pupil Premium children. Interventions for Pupil Premium children (and other focus groups) are recorded on a class tracker Anecdotal 'soft' data- photographs, questionnaires and case studies which collect a different kind of information, equally as important in capturing outcomes for our children Attendance figures- collated and reviewed on a weekly basis 	<p>Pupil Premium children are not necessarily under achievers and many of our pupils facing disadvantage narrowly fail to qualify for the supplement. Magdalen Gates Primary believes that ALL pupils can benefit from the funding has taken a holistic, whole school approach to provision:</p> <ul style="list-style-type: none"> Facilitating pupils' access to education Facilitating pupils' access to the curriculum Additional teaching and learning opportunities Additional resources to support learning Interventions which support social and emotional wellbeing 	

Planned Expenditure for academic year 2018-2019

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 Teaching for All

Desired Outcome	Chosen action or 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?
D. SIDP: A	Embed Building Learning Power to improve learning behaviours further	Education Endowment Fund (EEF) Teaching and Learning toolkit states meta-cognition and self-regulation have high impact. Collaborative learning (Teaching School SIFF) also has moderate impact. - Educational research from Carol Dweck.	What is an effective learner? <ul style="list-style-type: none"> Shared definition of an effective learner at our school Developing student understanding of assessment tasks/ results and how they help with their learning Common language of learning (involving all stakeholders) Mentoring Meetings, sharing assessment information and next steps with the pupils Effective drop ins and observation techniques Monitoring schedule in place Lead focus groups of pupils	HC Impact Coaches: MS, MH and LV.	On-going to ensure it is embedded. Visible Learning facilitator to visit in the summer term 2019. £6000
D. E. SIDP: B	Building Belief: a culture in which staff believe that ALL children can succeed – no excuses for	Carol Dweck’s research on developing ‘growth mindsets’ to become better learners.	Growth mindset displays evident around the school. Teachers will all have a performance management target that links to pupil	HC/NP	On-going to ensure it is embedded.

	underperformance and no “artificial ceilings”.	Continue to embed growth mindset principles with teachers and EA’s.	premium achievement and demonstrates high expectations. Teachers will be given time once a term to write/review/update pp personalised learning plans.		
A. B. C. SIDP: B	To provide a performance management system and training opportunities for EA’s to ensure maximum impact for pupils	EEF evidence suggests that TAs can have a positive impact on academic achievement. In the most positive examples, it is likely that support and training will have been provided for both teachers and TAs so that they understand how to work together effectively, e.g. by making time for discussion before and after lessons. There is also evidence that working with EAs can lead to improvements in pupils’ attitudes, and also to positive effects in terms of teacher morale and reduced stress.	Apply for the ‘Best Practice with Teaching Assistants’ Award through Optimus Education. This will provide direction and support from external advisors.	EA	On-going £3150
Total budgeted cost:					£9150

ii) Targeted Support					
Desired Outcome	Chosen action or 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>A.</p> <p>B.</p> <p>C.</p> <p>SIDP: A,B</p>	<p>Use proven, research based interventions to target individuals for extra support in specific subjects</p> <p>Successful interventions used previously: Talk boost Project X, Talk 4 Number Numicon breaking barriers, Precision Teaching, Wellcomm, SOS spelling.</p> <p>New interventions: First class @ number and Inference Training</p>	<p>Provision map and tracking show these interventions had a positive impact last year (see pupil premium report 17-18).</p> <p>EEF research shows that overall studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension (Talk Boost intervention).</p> <p>EEF research shows that teaching reading comprehension strategies can improve learning by an additional five months' progress over the course of a school year (hence the introduction of 'Inference Training'). –</p> <p>Extend the school day for KS1 to be in line with KS2 to maximise learning time by moving assemblies and lunchtime so Same Day Interventions (SDI) can be introduced.</p>	<p>Teachers to complete 'impact of interventions grid' each term – clear targets and points of progress evident to analyse the impact of different interventions.</p> <p>Rigorous pupil progress meetings to discuss each pp child and allocate suitable additional provision and provide frequent review.</p> <p>SLT, English lead and Maths lead to meet termly to review the interventions in place.</p> <p>First class @ number to be reintroduced.</p>	EA	<p>Review new interventions on a half termly basis. Intervention grids to be completed once a term.</p> <p>SLT and Eng/Maths leads to meet once these have been completed to review impact.</p>

<p>A. B. SIDP: A</p>	<p>Targeted teacher role to provide PIVATS personalised curriculum for Pupil Premium children.</p>	<p>Our school data shows that we need to do more to diminish the difference between disadvantaged and non-disadvantaged pupils. Although the targeted teacher role provision was only for KS2 during that time children made accelerated progress and will now extend to KS1.</p> <p>Intervention from qualified teacher provides highest level of additional support - Intervention from English specialist provides highest level of writing support - Quality of feedback given to children is increased via small group – EEF research.</p>	<p>Rigorous pupil progress meetings to ensure the right children are targeted.</p> <p>Target support teacher and LT to agree discuss individuals and their needs (ready to start interventions in September 18). –</p> <p>Review groups/individuals on a half termly basis.</p> <p>Through work/planning scrutinies and lesson observations, closely monitor the impact of the Targeted teacher’s work</p>	<p>EA L Team</p>	<p>Review half termly to ensure the right children are targeted</p> <p>£24,698</p>
<p>A. SIDP: A</p>	<p>EYFS Pupil premium Teaching Assistant to work in Reception</p>	<p>EEF evidence suggests that early years and pre-school intervention is beneficial.</p>	<p>TA to target pupil premium children to support their learning throughout the school day.</p> <p>There will be more observations and</p>	<p>TC/CF</p>	<p>Every term</p> <p>£11,100</p>

			<p>Tapestry assessments for these children.</p> <p>Lesson walks, work scrutinites, Tapestry reports will be used to monitor impact.</p>		
<p>D.</p> <p>E.</p> <p>SIDP: C,G</p>	<p>Social, Emotional, Mental Support practitioner role.</p> <p>Possible extension to Thrive role within school.</p> <p>Participation as part of G8 AS U R.</p>	<p>EEF research shows on average, Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p>	<p>Train two members of staff to become Thrive practitioners.</p> <p>Allocate sufficient time. - Use Thrive resources and assessment to keep fidelity to the approach.</p> <p>Revisit whole staff training for new members of staff to ensure a wider understanding of the approach and help teachers target individuals who would benefit from the intervention</p>	<p>Senco EA</p> <p>Vulnerable Groups Governors – JD and AM</p> <p>SEMH EA - SW</p>	<p>Review on-going anecdotal evidence of progress made by individuals</p> <p>Thrive assessments completed termly.</p> <p>SLT to monitor provision through planning scrutiny and lesson observation</p> <p>£16,809</p> <p>Training/resources = £500</p> <p>G8 AS U R = £2000</p>
<p>C.</p> <p>SIDP: A</p>	<p>Implementation of 3rd Space Maths Intervention with Maths Lead to</p>	<p>Computer based tutor programme with bespoke objectives for each child.</p> <p>1-to-1 teaching is a highly effective way to accelerate progress in maths.</p>	<p>Maths Lead to present to Learning and Teaching Committee termly.</p>	<p>EB</p> <p>Teaching and Learning Governors –</p>	<p>Termly</p> <p>£6,000 – Third Space Intervention</p>

	<p>oversee and assess progress weekly.</p> <p>To increase % of PP boys to reach expected in Maths at KS2 tests in Year 6 (Autumn and Spring) and Year 5 (Summer)</p>	<p>Teachers receive weekly session reports summarising pupil progress and termly intervention impact reports are available to show to Ofsted or Governors.</p> <p>Tutors personalise the lesson to the pupil's level, using assessment for learning, guided practice and questioning for greater depth.</p>		DW and S'ON	£250 – Teacher release cover
B. SIDP: A,D	<p>Targeted after school phonic club to raise attainment of disadvantaged pupils in Year 1 Phonic screen</p>	<p>Additional 30 minutes of phonics activities and learning by Phonic Lead and HLTA.</p>	<p>Monitoring of sessions.</p> <p>Termly data collection.</p> <p>Phonic lesson observations.</p>	<p>Phonic Lead – KS</p> <p>HLTA – SC</p> <p>Teaching and Learning Governors – DW and S'ON</p>	<p>Termly</p> <p>£300 for year</p>
B. SIDP: A,D	<p>Destination Reader is designed to support teachers with a range of strategies to aid comprehension and encourage the teaching of reading with meaning and to support reading with pleasure. The</p>	<p>EEF: Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves.</p>	<p>Half-termly review of sessions and engagement/attainment of tracked pupils</p> <p>Termly review of summative</p>	CH/HC/EA	<p>Half termly</p> <p>£3500</p>

	<p>approach involving whole class modelling of reading and children applying these skills through partner work and independent reading.</p>	<p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Destination Reader: Provides a systematic approach to the teaching of reading across KS2.</p> <p>Enables children to develop key strategies which deepen their understanding of texts</p> <p>Develops children's motivation to read broadly for pleasure and purpose.</p> <p>Increases children's ability to lead their learning through the acquisition of key learning behaviours</p> <p>Places children at the centre of a formative approach to assessment in reading</p> <p>Provides a replacement to Guided Reading.</p>	<p>assessments to determine impact, with focus on narrowing of gaps and increased proportion of GDS</p> <p>Correlate with writing outcomes to look for further impact.</p>		
<p>G.</p> <p>SIDP: G</p>	<p>Young Carers after school club and enrichment opportunities including a residential trip.</p> <p>Identified Young Carers to be fully supported so they</p>	<p>Disadvantaged YC are working below expected level and attendance is below school target of 97%.</p>	<p>YC attendance in line with peers.</p> <p>Attainment of YC is at expected and beyond.</p>	<p>PSA – LE</p> <p>Lead YC Teacher – KS</p> <p>Assessment Lead - HC</p>	<p>Half termly</p> <p>£500</p>

	can achieve their true potential.				
Total budgeted cost:					£65,657

Other Approaches					
Desired Outcome	Chosen action or 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?
F. SIDP: G	Breakfast Club subsidy – identified pupils allocated funded places.	Improvement in attendance and punctuality will reduce external barriers to learning.	Individual pupil progress and attendance monitored.	CF KO WH	Termly review of funded places. £500
G.	All children will learn a musical instrument (R to Y6).	Musical instrument tuition can improve cognitive skills and self-control. See evidence here: https://www.diw.de/documents/publikationen/73/diw_01.c.429221.de/diw_sp0591.pdf Access to a broad and balanced curriculum allows children to discover skills and talents; experience success and develop a lifelong skill.	Employ external specialists	Norfolk Music Service	Annually £7000
D. G. SIDP:C,G	Forest School sessions for children across the school and extra sessions for targeted group.	FS sessions increase confidence, developed communication and problem-solving skills Established new Forest School lead role –	Establish new Forest School lead role. Introduce new FS assessment framework	MS/ MN	MS & MN to liaise on a regular basis. Review groups and assessments every half term.

		<p>Introduce new FS assessment framework MS/MN to liaise on a regular basis. Review groups and assessments every half term.</p> <p>FS provides opportunities for children to succeed and learn outside of the classroom.</p> <p>It embeds nurture principles which link to our whole school ethos.</p> <p>FS can be used as an intervention to develop speech and language skills.</p>	<p>and review every half term.</p> <p>Review groups and progress every half term.</p> <p>Use anecdotal evidence from teachers to review impact on behaviours for learning in class</p>		£8900
F. G. SIDP: G	To continue to build links with parents and offer additional opportunities to be involved with their child's learning.	Engaging parents increases children's ability to engage in their learning at school and at home.	Target support teacher to provide additional opportunities for parents to be invited into school.	L Team	
D. G.	Build experiences to ensure our pupil premium children have equal access to the curriculum and raise aspirations for the future.	<p>Some of our pupil premium children have limited life experiences, such as visiting the seaside, participating in adventurous activities or watching theatrical performances; these offer children inspiration for their own writing and help them to understand and appreciate what they read.</p> <p>Research behind the impact of outdoor adventure learning e.g. EEF research - overall, studies of adventure learning interventions consistently show positive benefits on academic learning.</p>	<p>HC/NP and EA to review whole school curriculum and identify where there may be possible gaps in experiences.</p> <p>English team to review class texts used across the school and find additional texts to support children with limited experiences understanding of the text.</p> <p>Provide additional trips for pupil premium children.</p>		<p>Termly basis. Pupil progress meetings looking at data and anecdotal evidence will also be collated.</p> <p>£6752</p> <p>Music lesson subsidy £500</p>

			<p>Sports lead to plan opportunities for outdoor adventure.</p> <p>Target more able pupils</p>		
<p>D.</p> <p>F.</p> <p>SIDP: G</p>	<p>Through cluster links provide specialist support including Parent Support Advisor (PSA), Engage behaviour support, School 2.</p> <p>Engaging families and providing support (eg parenting classes, home visits for families in need, liason with Early Help Hub, Family Support Process meetings etc) increases children's ability to engage in learning at school.</p> <p>Contribute to cluster roles.</p> <p>Involve specialist support where appropriate.</p> <p>Use Ed Psych knowledge and Person Centred Reviews to ensure clear</p>	<p>Engaging families and providing support (eg parenting classes, home visits for families in need, liason with Early Help Hub, Family Support Process meetings etc) increases children's ability to engage in learning at school.</p>	<p>Contribute to cluster roles.</p> <p>Involve specialist support where appropriate.</p> <p>Use Ed Psych knowledge and Person Centred Reviews to ensure clear targets for specific children and families.</p>	<p>LE/EA</p>	<p>Half termly</p> <p>£12,212</p>

	DL School support, Ed psch involvement for Securebase, specialist therapists where needed.				
Total budgeted cost:					£35,864

Total Plan cost: £110,571