

Magdalen Gates Primary School Pupil Premium Strategy

2020 - 2021

Principles:

- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We will use an evidence based approach to plan the use of the Pupil Premium.
- We recognise that Quality First Teaching in the classroom is the most effective way of addressing disadvantage and increasing social mobility.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

1.Summary information		
September 2020- July 2021	Total PP budget: 81,010	Date of most recent PP Review: June 2020
Total number of pupils: 198	Number of pupils eligible for PP: 54	Pupil Premium strategy reviews are linked to Pupil Progress reviews and are at set intervals throughout the year.

2.Attainment						
Attainment for 2019-2020	<i>All Pupils (our school/national average)</i>		<i>Pupils eligible for PP(our school/national average)</i>		<i>Pupils not eligible for PP((our school/national average)</i>	
% achieving expected standard in reading, writing and maths	66%	65%	56%	51%	70%	69%
% achieving expected standard in reading	79%	73%	78%	62%	80%	76%
% achieving expected standard in writing	72%	78%	67%	68%	75%	82%
% achieving expected standard in maths	76%	79%	67%	67%	80%	82%

2018/2019 KS2	All pupils (our school/national average)		Pupils eligible for Pupil Premium (our school/national average)		Pupils not eligible for Pupil Premium (our school/national average)	
% achieving expected standard in RWM	66%	65%	56%	51%	70%	69%
% achieving expected standard in reading	79%	73%	78%	62%	80%	76%
% achieving expected standard in writing	72%	78%	67%	68%	75%	82%
% achieving expected standard in maths	76%	79%	67%	67%	80%	82%

Attainment						
2019/2020 KS2	All pupils (our school/national average)		Pupils eligible for Pupil Premium (our school/national average)		Pupils not eligible for Pupil Premium (our school/national average)	
% achieving expected standard in RWM	50%	N/A	46%	N/A	54%	N/A
% achieving expected standard in reading	73%	N/A	77%	N/A	69%	N/A
% achieving expected standard in writing	77%	N/A	77%	N/A	77%	N/A
% achieving expected standard in maths	62%	N/A	54%	N/A	69%	N/A

2018/2019 KS1						
	All pupils (our school/national average)		Pupils eligible for Pupil Premium (our school/national average)		Pupils not eligible for Pupil Premium (our school/national average)	
% achieving expected standard in RWM	60%	65%	47%	50%	57%	69%
% achieving expected standard in reading	70%	75%	60%	62%	60%	78%
% achieving expected standard in writing	60%	69%	70%	55%	70%	73%
% achieving expected standard in maths	70%	76%	70%	62%	70%	79%

Attainment	All pupils (our school/national average)		Pupils eligible for Pupil Premium (our school/national average)		Pupils not eligible for Pupil Premium (our school/national average)	
2019/2020 KS1						
% achieving expected standard in RWM	69%	N/A	57%	N/A	74%	N/A
% achieving expected standard in reading	62%	N/A	43%	N/A	68%	N/A
% achieving expected standard in writing	73%	N/A	57%	N/A	79%	N/A
% achieving expected standard in maths	73%	N/A	57%	N/A	79%	N/A

3. Review of last year's expenditure (2019-2020) July 2020

Due to the Covid-19 pandemic and the cancellation of standardised testing and data collection, there is no end of year data for the end of EYFS, KS1 or KS2. This means that the comparison of school data with national averages will not be possible this year. The table above shows that data picture as @ Easter 2020, and is compared to the National picture for last Summer to give some context.

For each of the chosen approaches from the 2019/2020 plan, I have evaluated the effectiveness of the investment:

- RWI pupil progress meetings - £2000
 - RWI lead released once a half-term to meet with the RWI teacher to evaluate progress of their group and to set targets for the next half term. This made the provision more effective and was a good investment of PP money.
- Destination Reader in KS2 - £3500
 - See attainment and progress data in KS2.
 - Reports from teaching staff confirm that Destination Reader has been highly effective at increasing the comprehension skills of the children in the school. This is to be maintained next year.
- Subsidising Educational Visits - £3000
 - £1550 was spent on ensuring access to Educational Visits for all children. Due to the Covid pandemic, Educational Visits were disrupted this year.
- Additional EA to work in Reception class - £11,100

- Data analysis as @ Easter 2020 shows that the in reading, disadvantaged children made more progress than non-disadvantaged children. In core subjects, there was no attainment gap between disadvantaged and non-disadvantaged children.
- Emotional support worker employed - £16,809
 - The Pastoral Support Worker has been on sick leave for an extended period.
 - It has been necessary to give a short-term contract to an existing member of staff who has been working 15 hours per week and has been trained as an ELSA (Emotional Literacy Support Assistant).
- Gr8 as U R - £2000
 - This has been used for the provision of PSHE and RSE in the school this year.
- 3rd Space Learning maths intervention and release for Y6 teacher - £5150
 - 2 Year 6 PP pupils access third space learning before closure. The reports show that 1 pupil was able to cover 38 learning objectives: reinforcing 84% of their knowledge. Pupil 2 covered 68 learning objectives: 51% of new content was learnt and 49% of knowledge was reinforced.
 - Next year we will use intervention that is part of the Maths Mastery programme that we have already invested in.
- Additional experiences for Young Carers - £500
 - The PSA used this budget to give Young Carers additional experiences each half term. This includes the Young Carers after school club and visits too. The school has been nationally recognised for its work with Young Carers.
- Breakfast club subsidy - £500
 - Children have accessed the provision thanks to pupil premium funding. This has made sure that they have had breakfast before attending school and therefore will be more able to concentrate in class.
- Musical instrument lessons - £7500
 - All children in the school benefitted from high quality music lessons which increases cultural capital and social mobility. 3 children received either fully or partially subsidised individual music lessons due to their individual needs and context.
- Forest School provision - £8900
 - Targeted children received sessions for a half-term at a time to enrich their daily curriculum. This is one of the strengths of the school.
- Pupil Progress Meetings - £6750
 - The Assistant Head Teacher met with all teachers during each half term to analyse the attainment and progress of the children in their classes. This ensured the attainment that is recorded above.
- Parent Support Advisor - £12,212
 - The PSA has been in constant contact with our most vulnerable families during this period of school closure. This is evidenced on CPOMs. Without the PSA, the school may have lost contact with many of these families and they may have been at a greater risk of harm as a result.

4.	Barriers to future attainment (for pupils, eligible for PP, including high ability)	
A.	Poor vocabulary and communication and language skills compared to others as evidenced in the EYFS baseline and transition from other settings	
B.	Lower reading and phonics attainment can negatively impact access to the wider curriculum.	
C.	<u>Emotional wellbeing:</u> A proportion of pupils are having a detrimental effect on the academic progress of themselves and other children. Levels of resilience for some pupils are not good; this can lead to an over reliance on adults and a detrimental effect on academic progress.	
D.	Expectations of PP children: School attainment data and progress data tends to indicate that high ability disadvantaged pupils are making good progress but attaining less overall than other pupils across Key Stage Two	
E.	Ability to reason mathematically. Being able to apply knowledge of number in a variety of contexts and to solve problems.	
	External barriers (issues which also require action outside school, such as low attendance rates)	
F.	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.	
G.	For some pupil premium children, lack of experiences means that they cannot access the curriculum in the same way as other children	
H.	Low ambition/aspiration of families. Children need to believe that anything is possible.	
I.	The school closure due to the Covid-19 pandemic will have adversely affected disadvantaged pupils more than non-disadvantaged pupils. They will need additional support during this academic year.	
	Desired outcomes (Desired outcomes and how they will be measured)	Success Criteria
A.	Vocabulary knowledge improves; enables children to access the curriculum more effectively. <i>Evidenced by: Intervention data (Wellcomm, RWI) and in school and published data.</i>	Pupil's vocabulary and knowledge of vocabulary improves. Children are more confident in their learning which will lead to greater resilience and learning stamina. This will result in increases in pupil attainment in reading, writing, VGPS and maths
B.	Children become confident and capable readers. They develop a love of reading and can talk about what they read. <i>Evidenced by: Pupil feedback, school data and observations of learning.</i>	Staff and parents report that the children are becoming more confident readers. The children display a love of reading and communicate this through interactions with adults. In-school data shows an increase in attainment.
C.	Emotional issues of pupils addressed; resilience improved. Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved in a positive way. <i>Evidenced by: Record of behaviour on CPOMS, reports from the School Counsellor and ELSA trained EAs.</i>	Fewer crisis or anxiety fuelled incidents. Negative behaviour addressed in a calm and confident way. Children retain more friendships and are less distracted as a result of falling out with others. Children need less support in class to resolve friendship issues.

D.	Higher rates of progress across EYFS, KS1 and Key stage 2 for all pupils eligible for PP. <i>Evidenced by: In-school data. Standardised testing in KS2. Comparative judgement of writing.</i>	Pupils eligible for PP make as much progress as 'other' pupils across the school in maths, reading and writing. Attainment of disadvantaged children is comparable to non-disadvantaged children.
E.	Children will be confident mathematicians, secure in the use of number and able to apply this knowledge in a variety of contexts. <i>Evidenced by: In-school data, pupil conferences, standardised testing.</i>	Attainment in arithmetic tests of at least 75% Improvements in attainment on reasoning papers and activities through the school Attainment and progress data through the school is increasing.
F.	Attendance of children eligible for Free School Meals will be higher than in 2019/20. It will be comparable to non-FSM children's attendance. Less formal intervention in the form of ASPs and Fast Track meetings. <i>Evidenced by: School attendance data analysed by groups.</i>	Reduction in fast track referrals and ASPs for PP and non-PP children. Increase in PP attendance monthly. Attainment of PP children increases across the curriculum.
G.	Children who have been identified as lacking wider experiences are provided with positive experiences. These children are often identified as Young Carers. <i>Evidenced by: Records of children who have been provided with additional positive experiences, reports from the PSA on the Care Rangers group.</i>	Increased access and participation in extra-curricular activities enhances social skills and knowledge and skills of pupils. Attainment of disadvantaged children increases due to the additional support that they are receiving.
H.	Children make expected or better attainment and progress and talk with enthusiasm about their academic future. Children are ambitious about the future and are confident that they have a choice about what happens in their lives. <i>Evidenced by: Pupil feedback, School Parliament minutes, in-school data</i>	Children talk about their future with enthusiasm. Children talk about their academic targets with excitement and confidence. Children set/attempt challenging targets. Attainment and progress data shows an increase due to the children's positive attitude towards their learning.
I.	The children are well supported in their learning following the school closure. Emotional and learning needs are addressed and disadvantaged children make progress. <i>Evidenced by: In-school data, reports from School Counsellor and ELSA EAs, behaviour record and CPOMs records.</i>	The attainment gap between disadvantaged and non-disadvantaged children that was identified in September 2020 will close during the year. Incidences of poor emotional wellbeing will reduce during the year.

Planned Expenditure for academic year 2020-2021

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	EEF Impact Months	When will you review implementation?
A & B	Read Write Inc - Development days - Staff training sessions (half-termly)	<p>“Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read...” (EEF Toolkit)</p> <p>We buy-in the support that the school needs to make sure that this programme is sufficiently supported.</p>	Pupil Progress meetings/tracking Class groupings Lesson observations/book reviews and pupil interviews Governor monitoring RWI Development days Monitoring from English Subject Leader (WT) and Phonics Lead (TC)	TC & WT	+ 4 months	Half-termly. Meeting between CH, CD, WT & TC £200
A & B	Destination Reader Embedding Destination Reader as our provision for Guided Reading in KS2 and Year 2. Whole school reading projects continue – readathon etc.	Destination Reader – long term change which will help all pupils. EEF Toolkit identifies that high quality feedback is effective way to improve attainment. Destination Reader sessions enables the Teacher and Educational Assistant to work with a small group of children, asking higher order questions and choosing books which will enhance the vocabulary of the children and give them access to high quality reading materials. Reading projects enables the whole school (partnership) to work together to enhance and enrich the curriculum and the reading activities experienced by all children to hook them in and encourage and motivated children to read for pleasure. Activities and learning will show the children’s interests in	Pupil progress meetings In-school data End of Key Stage data Monitoring from English lead and DR lead	LV & WT	+8 months (Feedback) +6 months (Reading comprehension)	Termly review with DR Leader. Meeting between CH, LV, WT & CD £540

		books will demonstrate improved knowledge of vocabulary.				
B	Reading volunteers deployed systematically to target PP children.	Providing more opportunities for disadvantaged children to read on a regular basis will have a positive effect on children's ability and confidence in reading. Especially for those children who don't read at home on a regular basis.	Pupil progress meetings/tracking Curriculum maps Parent engagement and involvement in reading projects.	WT	Up to +5 months (1:1 tuition)	Half-termly review of targeted children. £0
D & I	Develop a shared clarity of what we mean by the phrases "High Expectations" and "Inclusion for all." This is particularly important in the wake of the Covid-19 pandemic.	Following a series of CPD sessions with Mark Burns (through our VNET membership), a Shared Clarity of what excellent looks like is key to achieving it. This is the focus of the SIDP for this year.	Every CPD session this year will be a step further down the road of Shared Clarity. Following the "I do, We do, You do" model from Mark Burns, things will be embedded before something new is added.	CH, CD & WT		Through SLT meetings, regular reflection on the level of Shared clarity within the school. Use the 'May Game' as a measure.
E	Continue to expand the use of the Mathematics Mastery program across the school. Increase the provision across two additional years so that children from Y1 to Y5 will benefit from the program. Use the intervention materials from the program too.	Mathematics Mastery is a structured programme of teacher CPD and planning resources that aim to deepen the children's understanding of mathematical concepts. The EEF research suggests that the effect size is moderate however the quality of the materials and the built-in teacher CPD make it a positive resource for ensuring consistency across the school and a greater shared clarity of mathematics pedagogy. This resource will be used as part of the mastery approach, which the EEF suggests has an effect size of +5.	Fidelity to the programme is part of ensuring success. CH is an SLE for maths and will be constantly evaluating the effectiveness of the programme. EB is experienced with the programme and will take the lead in the wider roll out.	EB & CD	+2 (Mathematics Mastery Programme) +5 (Mastery Learning)	Evaluate the provision through Pupil Progress meetings £7000 (Note: This will be £5000 in 21/22 due to full roll out of the program.)

G	Subsidise residential, day visits and extra-curricular activities, Maintain minibus to enable small group visits	<p>“On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.” (EEF Toolkit – Outdoor Activities)</p> <p>Social skills are developed through participation in a range of clubs provided by school or parents. Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence.</p> <p>Learning is supported by trips that are carefully planned to enhance the school’s curriculum. Pupils are able to participate in a residential trip every year.</p> <p>Social skills, independence, perseverance and team work are all developed through participation on group and overnight stays.</p>	<p>Governor monitoring</p> <p>Annual analysis of children who have taken parts in clubs.</p> <p>Staff to talk to children and parents about possible interests and available clubs.</p> <p>Teachers aware of available funding and can approach parents if appropriate.</p>	All Staff	+4 months (Outdoor Education)	September 2021 £1000
Total budgeted cost (Quality Teaching for All):						£8,740

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	EEF Impact Months	When will you review implementation?
A, B & E SIDP: A,B	Use proven, research based interventions to target individuals for extra support in specific subjects Successful	<p>Provision map and tracking show these interventions had a positive impact last year (see pupil premium report 18-19).</p> <p>EEF research shows that overall studies of oral language interventions consistently show positive benefits on learning, including oral</p>	Teachers to complete ‘impact of interventions grid’ each term – clear targets and points of progress evident to analyse the impact of different interventions.	WT & CD	+4 (Small group tuition)	Review new interventions on a half termly basis. Intervention grids to be completed once a term.

	<p>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>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>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>			<p>SLT and Eng/Maths leads to meet once these have been completed to review impact.</p>
A	<p>Additional EA in EYFS</p>	<p>The EA will be directed to support social and emotional regulation in the regular provision as well as running the WellComm programme to improve speaking and listening skills at the earliest opportunity.</p> <p>Emotional regulation = +5 Communication and language approaches = +6</p>	<p>The EYFS has run with an additional EA for at least a year. This year, TC will ensure that she is deployed in a smart way to get the most impact from the skills available. This will include using members of staff from around the school to meet the identified needs in the class. i.e. EAL</p>	<p>CH & TC</p>	<p>+5 months (Emotional regulation)</p> <p>+6 months (Communication and Language)</p>	<p>Half-termly review in Pupil Progress meetings</p> <p>£16415</p>
C, F & I	<p>Social, Emotional, Mental Support practitioner role.</p> <p>Increase the ELSA trained EA provision</p> <p>Supervision for staff members to enable them to meet the children's needs</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.</p> <p>In the wake of the Covid-19 pandemic, addressing the social and emotional needs of the staff and children will be a priority.</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</p>	<p>WT & SW</p>	<p>+4 months (Social and emotional learning)</p>	<p>Review on-going anecdotal evidence of progress made by individuals</p> <p>SLT to monitor provision through planning scrutiny and lesson observation</p>

			would benefit from the intervention			£19,666 – SEMH practitioner £2000 – Staff Supervision Training/resources = £500
G.	Young Carers after school club and enrichment opportunities including a residential trip. Identified Young Carers to be fully supported so they can achieve their true potential.	Disadvantaged YC are working below expected level and attendance is below school target of 97%.	YC attendance in line with peers. Attainment of YC is at expected and beyond.	PSA – LE Lead YC Teacher – EH Assessment Lead - CD		Half-termly reviews with AHT-Inc. £500
Total Budgeted cost (Targeted Support):						£38,581

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?
H	Assistant Head Teacher for Inclusion 0.2 of salary	Dedicated time each week to consider the inclusion needs of the most vulnerable children in the school. Having a skilled and conscientious member of the SLT who has the most disadvantaged children in mind will have a positive effect on their social mobility.		n/a	£10,736
G	All children will have the opportunity to learn how to play a	Musical instrument tuition can improve cognitive skills and self-control. See evidence here:	Employ external specialists	VA	Annually £7200

	musical instrument (R to Y6).	<p>https://www.diw.de/documents/publikationen/73/diw_01.c.429221.de/diw_sp0591.pdf</p> <p>Access to a broad and balanced curriculum allows children to discover skills and talents; experience success and develop a lifelong skill.</p>			<p>Made up from: 3 chn x 39 wks = £624</p> <p>Whole class music = £6500</p>
C & G	Forest School sessions for children across the school and extra sessions for targeted group.	<p>FS sessions increase confidence, developed communication and problem-solving skills</p> <p>Established new Forest School lead role –</p> <ul style="list-style-type: none"> • Introduce new FS assessment framework MS/MN to liaise on a regular basis. Review groups and assessments every half term. • FS provides opportunities for children to succeed and learn outside of the classroom. • It embeds nurture principles which link to our whole school ethos. • FS can be used as an intervention to develop speech and language skills. 	<p>Maintain the Forest School lead role.</p> <p>Introduce new FS assessment framework 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>	MS/MN	<p>MS & MN to liaise on a regular basis.</p> <p>Review groups and assessments every half term.</p> <p>50% subsidy of Forest school Lead Teacher = £4933</p>
H	SLT to do Effective Confrontation training	<p>To continue to build links with parents and offer additional opportunities to be involved with their child's learning.</p> <p>Engaging parents increases children's ability to engage in their learning at school and at home.</p>	<p>Improve relationships with parents. Create the environment for positive conversations about children's learning.</p>	CH	£400
C & 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>CD/NP 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>See funding allocation above. (No new spending here)</p>

			Sports lead to plan opportunities for outdoor adventure. Target more able pupils		
C & H	Through cluster links provide specialist support including Parent Support Advisor (PSA), Engage behaviour support, School 2. Contribute to cluster roles.	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. 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. Involve specialist support where appropriate. Use Ed Psych knowledge and Person Centred Reviews to ensure clear DL School support, Ed psch involvement for Securebase, specialist therapists where needed.	Contribute to cluster roles. Involve specialist support where appropriate. Use Ed Psych knowledge and Person Centred Reviews to ensure clear targets for specific children and families.	LE/EA	Half termly £9840
B & H	Develop the Golden Award and Chance Card system to provide a system to recognise the achievements and efforts of the children. The reward will be books and reading based.	EEFToolkit: Feedback +8 months. The system will be based on the concept that pupils will receive feedback and recognition for effort, attainment and positive behaviour. This will help produce the +8 effect. The reward will be randomised in a tombola style. This will remove the 'if I do the work I get a prize' element of reward which is counter-productive for the development of intrinsic motivation.	Assembly to take place every Friday. (Socially distanced)	CH	£1000 for books and magazines and comics.
Total budgeted cost (Other Approaches):					£29,176

Total Plan cost: £81,430

