

Magdalen Gates Primary School Pupil Premium Strategy for academic Year 2019-2020

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.
- 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 2019- July 2020	Total PP budget: 93,340	Date of most recent PP Review: May 2019
Total number of pupils: 209	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 2018-2019	<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%

3. Review of last year's expenditure (2018-2019) July 2019

*Money was spent on adult intervention to support pupil premium children both on a 1:1 basis (where this was needed) and within small groups in class. This has had a clear impact on the progress that PEFPP have made in reading and writing. Four educational assistants were paid through pupil premium funding for this specific support. This support was in place from reception to Year 6. This can be seen in the detailed breakdown of expenditure for 2018-2019.

*PEFPP also had funded places at extended school provision and residential trips and this has clearly benefitted these children as they have been able to access the same level of enrichment that Non PP children have.

* Whole school initiatives such as Destination Reader, Maths Mastery and RWI have had a significant impact on outcomes: To close the disadvantaged gap by addressing inequalities and raising the attainment of those children from low-income families through Outstanding Learning and Teaching and support.

KS2	Number of Pupils	Reading Expected Standard	Writing Expected Standard	Maths Expected Standard	RWI Expected Standard	Reading High Standard	Writing Greater Depth	Maths High	RWI High	Reading Progress	Writing Progress	Maths Progress
National All		78%	78%	79%	85%	27%	20%	26%	18%	0.00	0.00	0.00
All	29	19%	12%	16%	6%	2%	2%	3%	1%	1.8	0.5	1.1
Difference All		-5%	-6%	-2%	-1%	-1%	-4%	-12%	-9%	2.78	1.54	1.07
National Female		78%	85%	79%	70%	32%	25%	24%	13%	0.61	-0.85	-0.68
Female	12	100%	92%	92%	82%	32%	25%	50%	17%	2.90	0.50	1.25
Difference Female		22%	7%	13%	12%	1%	0%	26%	5%	2.29	-1.35	1.93
National Male		89%	72%	78%	60%	22%	15%	29%	8%	-0.56	-0.70	-0.73
Male	17	83%	59%	85%	53%	24%	24%	23%	6%	2.70	2.90	0.90
Difference Male		-6%	-13%	7%	-7%	2%	9%	0%	-3%	3.26	3.60	1.63
National High PAG		97%	96%	99%	96%	96%	89%	98%	28%	0.02	0.06	0.02
High PAG	10	34%	100%	100%	100%	70%	50%	70%	30%	2.20	1.70	1.40
Difference High PAG		-63%	3%	2%	5%	24%	1%	12%	2%	2.18	1.64	1.38
National Middle PAG		75%	78%	77%	57%	15%	7%	13%	2%	0.02	0.07	0.03
Middle PAG	12	43%	83%	87%	58%	50%	8%	17%	8%	2.60	0.80	-0.30
Difference Middle PAG		-32%	5%	10%	1%	35%	1%	5%	6%	2.58	0.73	-0.33
National Low PAG		68%	55%	39%	7%	2%	0%	5%	0%	0.02	0.04	0.04
Low PAG	2	50%	50%	50%	10%	0%	0%	0%	0%	6.40	5.00	6.70
Difference Low PAG		14%	15%	11%	4%	-2%	0%	-5%	0%	6.38	4.96	6.66
National Disadvantaged		62%	88%	67%	51%	17%	11%	18%	5%	-0.59	-0.45	-0.88
Disadvantaged	8	78%	67%	67%	16%	33%	33%	22%	22%	4.80	2.10	0.00
Difference Disadvantaged		16%	-1%	0%	5%	16%	22%	4%	17%	5.39	2.55	-0.88
National Non-disadvantaged		79%	82%	82%	69%	30%	22%	30%	12%	0.34	0.32	0.40
Non-disadvantaged	20	80%	75%	80%	70%	25%	20%	45%	5%	1.80	1.30	1.60
Difference Non-disadvantaged		1%	-7%	-2%	1%	-5%	-2%	15%	3%	1.46	0.98	1.20
National EAL		69%	77%	80%	65%	24%	19%	31%	11%	0.79	1.27	2.11
EAL	9	56%	56%	76%	16%	11%	0%	56%	0%	2.20	0.70	4.40
Difference EAL		-13%	-21%	-2%	-7%	-13%	-19%	2%	-11%	1.42	-0.52	2.29
National English		74%	79%	78%	65%	27%	20%	29%	10%	-0.18	-0.23	-0.43
English	20	90%	80%	75%	70%	35%	35%	30%	15%	2.90	1.70	0.40
Difference English		16%	1%	-3%	5%	8%	15%	5%	5%	3.08	1.93	0.83
National SEN E		16%	14%	17%	9%	6%	2%	4%	3%	-3.06	-4.05	-3.74
SEN E	1	0%	0%	0%	0%	0%	0%	0%	0%	0.00	0.00	0.00
Difference SEN E		-16%	-14%	-17%	-9%	-6%	-2%	-4%	-3%	-3.06	-4.05	-3.74
National SEN K		40%	38%	40%	25%	0%	4%	7%	2%	-1.03	-1.89	-0.88
SEN K	3	33%	33%	0%	0%	33%	33%	0%	0%	-1.30	2.40	-2.70
Difference SEN K		-7%	-5%	-40%	-25%	29%	29%	-7%	-2%	-0.27	-4.09	-1.72
National Non-SEN		82%	88%	87%	74%	31%	23%	31%	12%	0.32	0.33	0.38
Non-SEN	25	88%	80%	88%	76%	28%	24%	44%	13%	3.40	1.40	1.60
Difference Non-SEN		7%	-8%	1%	2%	-3%	1%	13%	0%	3.08	0.97	1.22

4.	Barriers to future attainment (for pupils, eligible for PP, including high ability)	
A.	Poor vocabulary and communication and language skills compared to others	
B.	Lower reading and phonics attainment can negatively impact access to the wider curriculum.	
C.	Emotional issues for a proportion of pupils are having a detrimental effect on their academic progress. 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	
	External barriers (issues which also require action outside school, such as low attendance rates)	
E.	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.	
F.	For some pupil premium children, lack of experiences means that they cannot access the curriculum in the same way as other children	
G.	Low ambition/aspiration	
	Desired outcomes (Desired outcomes and how they will be measured)	Success Criteria
A.	Vocabulary knowledge improves; enables children to access the curriculum more effectively. Attainment in reading, writing and GPS continues to improve.	Pupils vocabulary and knowledge of vocabulary improves and as a result this enhances children to access the curriculum more effectively and attainment in reading, writing and GPS improves.
B.	Lower reading and phonics attainment can negatively impact access to the wider curriculum.	
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.	Fewer crisis or anxiety fuelled incidents. 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 Key stage 2 for all pupils eligible for PP.	Pupils eligible for PP make as much progress as 'other' pupils across KS2 in maths, reading and writing. Measured in Y3, Y4 and Y5 by Teacher assessment supported by NFER summative assessments and successful moderation practices established between the partnership and cluster.
E.	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.	Reduction in fast track referrals for PP children. Increase in PP attendance monthly.

F.	For some pupil premium children, lack of experiences means that they cannot access the curriculum in the same way as other children. High % of these children are Young Carers.	Increased access and participation in extra-curricular activities enhances social skills and knowledge and skills of pupils.	
G.	Low ambition/aspiration = Children make expected or better attainment and progress and talk with enthusiasm about their academic future.	Children talk about their future with enthusiasm. Children talk about their academic targets with excitement and confidence. Children set/attempt challenging targets.	
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 2019-2020						
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. SIDP: A	Introduction of RWI Pupil Progress meetings.	Individual RWI pupil progress sessions will focus all lead staff on groupings and targets set by TC.	Pupil Progress meetings/tracking Class groupings Lesson observations/book reviews and and pupil interviews Governor monitoring RWI Development days	TC	+ 8	July 2020 £2000
	Participation in WENSUM trust DFE project.	Participation in project will allow us to access an intensive audit which will review our reading, phonics and writing provision. Audit of resources and research based action planning.	Hub audit and reviews	CH		September 2020
	Embedding Destination Reader as our provision for Guided Reading in KS2 and Year 2 from January 2020. Ensure all high quality children's literature which will both enthral and interest pupils but also give them access to a wide	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	Pupil progress meetings/tracking Curriculum maps Parent engagement and involvement in reading projects.	CH		July 2020 £3500

	<p>variety of vocabulary. Whole school reading projects continue – readathon etc.</p> <p>Books will be celebrated and enjoyed in school.</p> <p>All children will be celebrated and children encouraged to read. Reading volunteers deployed systematically to target PP children.</p>	<p>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 books will demonstrate improved knowledge of vocabulary.</p>				
<p>F. SIDP: E</p>	<p>Subsidise residential, day visits and extra-curricular activities, Reading project visits, books and theatre and cinema trips and author visits.</p> <p>Maintain minibus</p>	<p>During the academic year classes organise day trips and residential trips to support and enhance the learning and teaching of current topics. The extra-curricular activities help the children develop skills outside the classroom and develop friendships beyond the classroom and in some instances beyond the school. 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</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	Up to +4	September 2020 £3000

		<p>celebrated and develop self-confidence.</p> <p>Pupils are keen to attend these activities.</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>				
Total budgeted cost:						£8500

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?
<p>A.</p> <p>B.</p> <p>D.</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 18-19).</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>	WT		<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.</p> <p>SIDP: A</p>	EYFS Pupil premium Teaching Assistant	EEF evidence suggests that early years and pre-school intervention is beneficial.	TA to target pupil premium children to support their learning	TC/CF		<p>Every term</p> <p>£11,100</p>

	to work in Reception		<p>throughout the school day.</p> <p>There will be more observations and Tapestry assessments for these children.</p> <p>Lesson walks, work scrutinites, Tapestry reports will be used to monitor impact.</p>			
D. E. SIDP: C,G	<p>Social, Emotional, Mental Support practitioner role.</p> <p>Participation as part of G8 AS U R.</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>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 WT</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 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>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>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>	<p>Maths Lead to present to Learning and Teaching Committee termly.</p>	<p>EB</p> <p>Teaching and Learning Governors – DW and S'ON</p>		<p>Termly</p> <p>£4,000 – Third Space Intervention</p> <p>£1150 – CH release cover</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</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 – EH</p> <p>Assessment Lead - CD</p>		<p>Half termly</p> <p>£500</p>

	supported so they can achieve their true potential.					
Budgeted cost:				Total		£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?
E	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
F.	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.	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 – 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.	Establish new Forest School lead role. Introduce new FS assessment framework and review every half term. Review groups and progress every half term. Use anecdotal evidence from teachers to review impact on behaviours for learning in class	MS/ MN	MS & MN to liaise on a regular basis. Review groups and assessments every half term. £8900

		FS can be used as an intervention to develop speech and language skills.			
F. 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.	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. 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.	CD/NP to review whole school curriculum and identify where there may be possible gaps in experiences. English team to review class texts used across the school and find additional texts to support children with limited experiences understanding of the text. Provide additional trips for pupil premium children. Sports lead to plan opportunities for outdoor adventure. Target more able pupils		Termly basis. Pupil progress meetings looking at data and anecdotal evidence will also be collated. £6752 Music lesson subsidy £500
D. F.	Through cluster links provide specialist support including Parent Support	Engaging families and providing support (eg parenting classes, home visits for families in need, liason with Early	Contribute to cluster roles.	LE/EA	Half termly £12,212

	<p>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. Use Ed Psych knowledge and Person Centred Reviews to ensure clear DL School support, Ed psch involvement for Securebase, specialist therapists where needed.</p>	<p>Help Hub, Family Support Process meetings etc) increases children's ability to engage in learning at school.</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>		
Total budgeted cost:					£35,864

Total Plan cost: £110,021

