

Magdalen Gates Primary School

Pupil premium strategy statement – 2021 / 2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Magdalen Gates Primary School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	32.84%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Chris Hutchinson Headteacher
Pupil premium lead	Chris Hutchinson Headteacher
Governor / Trustee lead	Suenaina Sharma Pupil Premium Governor Lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,163.83
Recovery premium funding allocation this academic year	£3,770.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£76,933.83

Part A: Pupil premium strategy plan

Statement of intent

Magdalen Gates Primary School is aiming to be a city centre school with the personal and nurturing feel of a village primary. As the school serves a diverse community with 30% of children having English as an additional language and 32% being in receipt of the pupil premium. This demographic situation contributed to significant challenges with relation to accessing remote learning during the periods of school closure due to Covid-19 in 2020 and 2021. For a number of reasons, some of these families were not able to fully participate in the remote learning offer which has led to a learning deficit being created within the school. The purpose of this Pupil Premium and Recovery Premium strategy is to address this deficit to give all children at Magdalen Gates the best possible start in life and the opportunity to make choices as they move through education to the adult world.

To be able to make these choices, all children - irrespective of starting points and life experiences – will need a solid grounding in the core subjects of reading, writing and maths as these will help them to access the breadth of the school curriculum which in turn is designed to give them the knowledge and experiences that they will need to make their own decisions in later life. This will be achieved through a dedication to quality first teaching in the classroom, targeted intervention programmes and school based tutoring as part of the National Tutoring Programme. In addition to academic progress and attainment, this strategy will also aim to address the social and emotional deficit that was exacerbated by the pandemic. To do this, we will invest in counselling and other forms of emotional support for children to enable them to make the most out of their time in school.

Central to this approach is the understanding that if you tailor your provision to the most disadvantaged children in the school and those with special educational needs or disabilities (SEND), it will also be the best provision for those who are not disadvantaged or do not have SEND. This will help all children to make similar progress from their starting points and to achieve their best every day. It is focused on the concept of 'process, not outcome'. If we focus on the right process every day, then the outcomes for all children will be the best that they can be. Challenge and looking for the next step in learning is at the heart of the school approach to addressing disadvantage and enabling the school to become a vehicle for social mobility in the local community.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Reception Baseline Assessments show that just 44% of disadvantaged children start school at the expected standard with relation to communication and language skills. This is also evidenced by WellComm assessments that

	<p>are completed in the first few weeks of school. These communication and language difficulties in EYFS and KS1 lead to difficulties categorised under Social Emotional Mental Health and Learning and Cognition on the SEND register in KS2.</p> <p>Children show difficulties in self-regulation and learning behaviours due to reduced confidence in their own learning efficacy.</p>
2	<p>Termly phonics assessments show that disadvantaged children find it harder to make progress in our synthetic phonics programme when compared to their non-disadvantaged peers. This contributes to the difficulties with SEMH and Learning and Cognition as described in challenge 1.</p> <p>The additional effect of this is that the No More Marking assessments and comparative data show that children who are disadvantaged are attaining at a lower level in writing than their non-disadvantaged peers.</p>
3	<p>The high levels of SEMH need in KS2 leads to disruption of learning in classrooms. This is evidenced by behaviour logs on CPOMs and from talking to teachers, support staff and children. Currently 66% of children in receipt of timetabled additional support are disadvantaged.</p> <p>An additional effect of this challenge is that the strain on the support staff is increased.</p>
4	<p>Our observations and in-school assessments show that disadvantaged children's attainment were adversely affected by the school closures in 2020 and 2021 to a greater degree than their non-disadvantaged peers – particularly in writing. This is supported by No More Marking data, NfER Research and the Juniper Benchmark Report which compares our data against all of their schools nationally.</p>
5	<p>In school NfER assessments show that disadvantaged children were additionally disadvantaged during the Covid-19 school closures in the learning of mathematics. Reports from teachers and parents show that when families were struggling to deliver remote learning, they focused on reading and foundation subjects, rather than maths and writing. This has led to misconceptions and gaps in the children's mathematical knowledge, which is preventing them from moving on in their learning.</p>
6	<p>Safeguarding records on CPOMs show that many of the children in school have been subject to significant adverse childhood experiences. The effects of these incidents can manifest themselves as challenging behaviours, difficulties in concentration, lost knowledge and/or experiences.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved communication and language skills in the children in EYFS and KS1.	WellComm assessments will show improvements in the children's speaking and listening abilities by the end of the Reception year. It will also be evident through progress as measured in Read, Write Inc. assessments.
All children, especially the most disadvantaged make progress in reading across KS1. This will	Read, Write, Inc. assessments will show that disadvantaged children make progress in reading as they

enable them to access learning in KS2.	move through KS1. This progress should be similar to the progress made by non-disadvantaged children.
All children, especially the most disadvantaged, will be able to regulate their emotions so that they can access the learning in the classroom without disrupting the learning of other children.	Disruptions to learning are reduced. This will be evidenced through records on CPOMs. Reports from teachers will show that children are more able to learn without disruption.
The children (many of whom are disadvantaged) who have experienced adverse childhood experiences will be well supported with their wellbeing and mental health. This will enable them to access the curriculum effectively.	Records from ELSA sessions and behaviour records on CPOMs will show that the children are making progress and are more able to engage in learning in their classrooms.
Staff are supported with their wellbeing so that they are able to support the children effectively.	Staff feel supported by the school to deal with challenging situations involving children who are struggling to regulate their emotions.
The attainment and progress of disadvantaged children in writing will improve to be in line with non-disadvantaged children in school and nationally.	No More Marking data and moderation with other schools will show that the gap between disadvantaged children's and non-disadvantaged children's attainment in writing has closed over the time period of this plan.
The attainment and progress of disadvantaged children in maths will improve to be in line with non-disadvantaged children in school and nationally.	Standardised data from NfER tests and moderation with other schools will show that the gap between disadvantaged children's and non-disadvantaged children's attainment in writing has closed over the time period of this plan.
Children who have been subject to Adverse Childhood Experiences (ACEs) are well supported with their emotional recovery.	Children who have experienced ACEs are able to receive SEMH based support when they need it. This will be in the form of ELSA and NCC Mental Health Support Workers.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13,744

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Use Mathematics Mastery as the basis for the Maths curriculum in school. This includes access to curriculum support, CPD for staff, interventions and planning.	Education Endowment Foundation (EEF) Toolkit: Mastery learning. +5 months Planning is structured to ensure that key concepts are understood and teachers adapt it as required to meet the learning needs of pupils.	5 & 6
Use Destination Reader as a model for structuring the teaching of reading in KS2.	EEF Toolkit: Reading Comprehension Strategies. +6 months Reading comprehension strategies that focus on the learners' understanding of written text.	1
KS2 Reading Leader to develop and enhance the culture of reading through the school.	<i>EEF Guidance Report: Literacy.</i> <i>'Language is especially important in the Early Years and it continues to be important through primary and secondary education. The EEF's science literature review found that students reading capability was the best predictor of later science achievement. We also know that a focus on language and literacy is especially important for pupils with English as an Additional Language.'</i>	1 & 4
Read, Write Inc online subscription. This provides staff CPD, video content to support planning and delivery and subject leader support too.	EEF Toolkit: Phonics. +5 months Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns. This is particularly important for the disadvantaged children in the school who start Magdalen Gates with low levels of communication and language skills.	1, 2 & 4
Forest School provision for all children through the school.	https://www.nfer.ac.uk/nfer/pre_pdf_files/05_33_06.pdf Improved communication and language skills, improved self-esteem and confidence, increases in problem solving skills, improved social and emotional development.	1, 2, 3 & 6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,652

Activity	Evidence that supports this approach	Challenge number(s) addressed
School based tutoring – led by one of our teachers. This will be	EEF Toolkit: Small group tuition. +4 months. This form of tuition is most effective when targeted at the pupil's needs. The Year 5 class	5 & 6

focused on maths in Year 5 and Year 6.	teacher will be delivering the tuition because she knows the children's needs best.	
1:1 and small group interventions and ELSA sessions provided by Educational Assistant.	EEF Toolkit: 1:1 tuition. +5 months. Small group tuition. +4 months. Social and Emotional Learning. +4 months. Children need to be emotionally regulated to be able to learn and then need support with learning too.	2, 3, 4, 5 & 6
Involvement with The UEA Speech and Language department. Re-purpose the ICT suite as a 'Language Lab'.	EEF Toolkit: Oral Language Interventions +6 months. 'Some pupils may struggle specifically with spoken language. ...consider how they will identify pupils that need additional support around oral language and articulation. ...focus on speaking and listening activities separately where needed to meet particular needs.'	1 & 2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £52,521

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contributions to educational visits and other enrichment activities – to be targeted at LAC, Previously LAC, children suffering from ACEs and children eligible for Pupil Premium.	EEF Toolkit: Arts participation. +3 months Subsidise individual musical instrument lessons for identified children. https://learning.nspcc.org.uk/research-resources/statistics-briefings/looked-after-children Provide support and experiences for previously LAC children in consultation with their parent(s).	6
Provide supervision for staff to support them with the challenging work of supporting children with dysregulated behaviour in school.	Working with the most challenging children in the school has a detrimental effect on the wellbeing of staff. Providing support for staff in the form of supervision and the Norfolk Wellbeing Service will help them to manage their own wellbeing.	3
Employ a Parent Support Advisor to help the parents with the challenges of parenting in this community. This will in turn, support the children's learning in school.	https://learning.nspcc.org.uk/research-resources/2018/evaluation-parents-under-pressure The NSPCC study shows that parents who are supported in pressured situations are more able to keep their children safe. This will prevent ACEs from becoming barriers to the children's learning.	1, 3 & 6
Train an additional ELSA (Emotional Literacy	EEF Toolkit: Social and Emotional Learning. +4 months.	3 & 6

Support Assistant) to support the children with their emotional regulation. Provide time for the ELSA to work with identified children.	Children need to be emotionally regulated to be able to learn.	
Maintaining a larger than typical Senior Leadership Team – who are non-teaching for part of the week – to be able to meet the needs of disadvantage children and parents.	Research Report No DCSF-RR108 (2009) – The impact of school leadership on pupil outcomes. Final report. The creation and maintenance of a positive school culture leads to better outcomes for children.	1, 2, 3, 4, 5 & 6
Book Banding in the KS2 library so that children can read the correct level of book.	EEF Toolkit: Reading Comprehension Strategies. +6 months <i>EEF Guidance Report: Literacy.</i>	1
Maintain the Care Rangers' Group (For children who act as young carers) and fund additional experiences for the children.	EEF Toolkit: Social and Emotional Learning. +4 months. Children need to be emotionally regulated to be able to learn.	6
Books as rewards in Golden Assemblies each week, to promote reading with more books at home.	EEF Guidance: Improving behaviour in schools. Advocates a consistent approach that meets the children's needs.	1 & 6
Development of the KS1 playground area to promote positive behaviour.	EEF Guidance: Improving behaviour in schools. Advocates a consistent approach that meets the children's needs.	1 & 6
Purchase of waterproofs to allow EYFS children to access the outdoors in all weathers.	Council for Learning Outside the Classroom: Benefits for Early Years of Working Outside the Classroom.	1, 3 & 6

Total budgeted cost: £ 76,947

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments have been used to provide some evidence in evaluating the outcomes from the 2020/21 Pupil Premium statement. For each of the stated aims, evidence has been produced. What is clear is that the ongoing Covid-19 pandemic has significantly disrupted the implementation of the 20/21 plan and that the school closures in 2020 and 2021 were most detrimental to the progress, attainment and wellbeing of the disadvantaged children in the school. The potential impact of the school closures, lost teaching time and the social and emotional deficit that was created for many of our children was in part mitigated by the high quality teaching, responsive curriculum and emotional support that was put in place in school through the targeted use of pupil premium funding. The 2021/22 statement is designed to take the learning from the 20/21 year so that it can be applied to strategies in the future.

Aim (From 2020/21)	Outcome
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>	Proportion of children working at EXS in Reading increases as the children move through the school. (See Reading MER from Summer 2) This suggests that vocabulary knowledge is increasing due to Read Write Inc and Destination Reader provision, as well as high quality texts in class. No published data in 2021.
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>	Summer term Monitoring and Evaluation Report (Summer 21) shows that the children's attainment in Reading increases as they move through the school. <ul style="list-style-type: none"> • 52% EXS in Year 3 rises to 72% EXS in Year 6. • 12% GDS in Year 3 rises to 20% GDS in Year 6.
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>	Behaviour records on cpoms improved during the year: 50 incidents of negative behaviour logged in the Autumn term 2020, just another 14 logged throughout the rest of the year. (There was a school closure between 4 th Jan and 8 th March). School Counsellor provision was not available this year due to long-term sick leave. The SEMH needs of the children have been met through the effective implementation of compassionate systems in school and the building of positive relationships between staff and children. This is evidenced by the renewed behaviour policy which is designed to support and teach the children rather than correct them. Case study of Y6 child – Child able to use emotional self-regulation to make successful transition to High School.
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>	Attainment measures -EXS+: KS2 PP: R 78%, W 67%, GPS 56%, M 33%, KS2 non-PP R 69%, W 75%, GPS 57%, M 63% KS1 PP: R 50%, W 33%, GPS 33%, M 17%, KS1 non-PP: R 70%, W 83%, GPS 78%, M 87% EYFS – GLD: PP 29 % and non-PP 42%

<p>Children will be confident mathematicians, secure in the use of number and able to apply this knowledge in a variety of contexts.</p> <p><i>Evidenced by: In-school data, pupil conferences, standardised testing.</i></p>	<p>KS2 Maths data PP: 33% at EXS. KS1 Maths data PP: 17% at EXS. Average arithmetic scores from Autumn 2 show: Year 2 PP Average: 66%. Non-PP Average: 47% Year 3 PP Average: 14%. Non-PP Average: 58% Year 5 PP Average: 30%. Non-PP Average: 35%</p>
<p>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.</p> <p><i>Evidenced by: School attendance data analysed by groups.</i></p>	<p>Attendance data: Whole school attendance was 92.6% in 19/20 and 94% in 20/2. Both of these figures were significantly affected by the Covid-19 pandemic however they are higher than the Norfolk and National averages for the same time frame.</p> <p>Attendance data for children in receipt of Free School Meals shows that the headline figures dropped from 91.3% in 19/20 to 90.4% in 20/21. The context for this is that 16% of FSM children were invited into school during the Spring term lockdown in 2021 but chose to not take the place up. This meant that their absence was coded as C rather than X, which has an effect on their overall attendance figure. This has affected the overall figure for FSM attendance in turn.</p>
<p>Children who have been identified as lacking wider experiences are provided with positive experiences. These children are often identified as Young Carers.</p> <p><i>Evidenced by: Records of children who have been provided with additional positive experiences, reports from the PSA on the Care Rangers group.</i></p>	<p>Visits planned in Summer term: Y5 Activity days. Y2 allotments. Y4 Food discovery programme. May Pole Club started in Summer 2021. Year 6 Gardening club- 42% of children who attended were in receipt of Pupil Premium. Norwich bus tour for KS1 and EYFS – most children had never been on a double decker bus before. Norfolk and Norwich Festival visit to the school.</p> <p>£825 spent on previously looked after children and disadvantaged children for them to be able to access swimming lessons, peripatetic music lessons and contributions made to educational visits and experiences.</p>
<p>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.</p> <p><i>Evidenced by: Pupil feedback, School Parliament minutes, in-school data</i></p>	<p>School parliament met regularly and got feedback from class members about what they want to happen within our school community. E.g. voted on ideas for Children in Need, Red Nose Day, recycling in school, how to reduce food waste. All children had the opportunity to vote for their School Parliament representatives and democracy was discussed in assemblies. Class rules focus on 'what school is for' leading into a discussion about children's aspirations for the future and next stages of their lives.</p>
<p>The children are well supported in their learning following the school closure. Emotional and learning needs are addressed and disadvantaged children make progress.</p> <p><i>Evidenced by: In-school data, reports from School Counsellor and ELSA EAs, behaviour record and CPOMs records.</i></p>	<p>Behaviour records on cpoms improved during the year: 50 incidents of negative behaviour logged in the Autumn term 2020, just another 14 logged throughout the rest of the year. (There was a school closure between 4th Jan and 8th March).</p> <p>School Counsellor provision was not available this year due to long-term sick leave. The SEMH needs of the children have been met through the effective implementation of compassionate systems in school and the building of positive relationships between staff and children. This is evidenced by the renewed behaviour policy which is designed to support and teach the children rather than correct them.</p> <p>Case study of Y6 child – Child able to use emotional self-regulation to make successful transition to High School.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
No More Marking: Comparative Judgement - For assessing and standardising writing	No More Marking Ltd
Destination Reader - Structured reading comprehension programme.	Hackney Learning Trust
Mathematics Mastery - Planning, CPD and resources for maths.	Ark
Read, Write Inc. - Synthetic Phonics Programme	Ruth Miskin

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.