

# Pupil premium strategy statement – Magdalen Gates Primary School: 2022 to 2023

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	33.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 to 2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Chris Hutchinson Headteacher
Pupil premium lead	Chris Hutchinson Headteacher
Governor / Trustee lead	Suenaina Sharma Co-Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,227.91
Recovery premium funding allocation this academic year	£9,026.25
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£105,254.16

## 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 38% of children having English as an additional language and 33% 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	Our Reception Baseline Assessments show that just 9% of disadvantaged children start school at the expected standard with relation to communication and language skills – compared to 33% of all children. This is also evidenced by WellComm assessments that 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.
2	Children show difficulties in self-regulation and learning behaviours due to reduced confidence in their own learning efficacy which are often linked to deficits in cognition and learning.
3	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.
4	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. This is particularly true of children in Year 3.
5	The high levels of SEMH need leads to disruption of learning in lessons. This is evidenced by behaviour logs on CPOMs and from talking to teachers, support staff and children. Currently 45% of children whom are in receipt of timetabled additional support are disadvantaged.
6	An additional effect of this challenge is that the strain on the support staff is increased.

## 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 enable them to access learning in KS2.	Read, Write, Inc. assessments will show that disadvantaged children make progress in reading as they 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: £ 20,520.69

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use Mathematics Mastery as the basis for the Maths curriculum in school.</p> <p>This includes access to curriculum support, CPD for staff, interventions and planning.</p>	<p>Education Endowment Foundation (EEF) Toolkit: Mastery learning. <b>+5 months</b></p> <p>Planning is structured to ensure that key concepts are understood and teachers adapt it as required to meet the learning needs of pupils.</p>	<p>5 &amp; 6</p>
<p>Use Destination Reader as a model for structuring the teaching of reading in KS2.</p>	<p>EEF Toolkit: Reading Comprehension Strategies. <b>+6 months</b></p> <p>Reading comprehension strategies that focus on the learners' understanding of written text.</p>	<p>1</p>
<p>KS2 Reading Leader to develop and enhance the culture of reading through the school.</p>	<p><i>EEF Guidance Report: Literacy.</i></p> <p><a href="https://www.educationendowmentfoundation.org.uk/early-language/">Early language   EEF (educationendowmentfoundation.org.uk)</a></p> <p><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. <a href="https://www.educationendowmentfoundation.org.uk/science-literature/">Science   EEF (educationendowmentfoundation.org.uk)</a> We also know that a focus on language and literacy is especially important for pupils with English as an Additional Language.'</i></p> <p><a href="https://www.educationendowmentfoundation.org.uk/english-as-an-additional-language-eal/">English as an additional language (EAL)   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 &amp; 4</p>
<p>Read, Write Inc online subscription.</p> <p>This provides staff CPD, video content to support planning and delivery and subject leader support too.</p>	<p>EEF Toolkit: Phonics. <b>+5 months</b></p> <p>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.</p>	<p>1, 2 &amp; 4</p>

<p>Forest School provision for all children through the school.</p>	<p><a href="https://www.nfer.ac.uk/nfer/pre_pdf_files/05_33_06.pdf">https://www.nfer.ac.uk/nfer/pre_pdf_files/05_33_06.pdf</a> Improved communication and language skills, improved self-esteem and confidence, increases in problem solving skills, improved social and emotional development.</p>	<p>1, 2, 3 &amp; 6</p>
<p>No More Marking subscription to support teachers assessment of writing.</p>	<p><a href="https://www.cambridgeassessment.org.uk/Images/232694-investigating-the-reliability-of-adaptive-comparative-judgment.pdf">https://www.cambridgeassessment.org.uk/Images/232694-investigating-the-reliability-of-adaptive-comparative-judgment.pdf</a> This study reinforces the case for comparative judgement as a way of assessing but does question the reliability of Adaptive Comparative Judgement. Comparative Judgement is one tool that teachers use, not the only measure.</p>	<p>4</p>

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

Budgeted cost: £ 18,209.04

Activity	Evidence that supports this approach	Challenge number(s) addressed
School based tutoring – led by one of our teachers. This will be focused on maths in Year 5 and Year 6.	EEF Toolkit: Small group tuition. <b>+4 months.</b> This form of tuition is most effective when targeted at the pupil's needs. The Year 5 class teacher will be delivering the tuition because she knows the children's needs best.	5 & 6
1:1 and small group interventions and ELSA sessions provided by Educational Assistant.	EEF Toolkit: 1:1 tuition. <b>+5 months.</b> Small group tuition. <b>+4 months.</b> Social and Emotional Learning. <b>+4 months.</b> 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 <b>+6 months.</b> '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: £ 66,928.31

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contributions to educational visits	EEF Toolkit: Arts participation. <b>+3 months</b>	6

and other enrichment activities – to be targeted at LAC, Previously LAC, children suffering from ACEs and children eligible for Pupil Premium.	Subsidise individual musical instrument lessons for identified children. <a href="https://learning.nspcc.org.uk/research-resources/statistics-briefings/looked-after-children">https://learning.nspcc.org.uk/research-resources/statistics-briefings/looked-after-children</a> Provide support and experiences for previously LAC children in consultation with their parent(s).	
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 1:1 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.	<a href="https://learning.nspcc.org.uk/research-resources/2018/evaluation-parents-under-pressure">https://learning.nspcc.org.uk/research-resources/2018/evaluation-parents-under-pressure</a> 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 the PSA as an additional ELSA (Emotional Literacy Support Assistant) to support the children with their emotional regulation. Provide time for the ELSA to work with identified children.	EEF Toolkit: Social and Emotional Learning. <b>+4 months.</b> Children need to be emotionally regulated to be able to learn.	3 & 6
Increase the non-teaching proportion of the Senior Leadership Team to be able to meet the individual needs of disadvantaged children and their 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
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. <b>+4 months.</b> 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
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**Total budgeted cost: £ *[insert sum of 3 amounts stated above]***

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

A combination of external standardised assessments and our internal assessments have been used to provide some evidence in evaluating the outcomes from the 2021/22 Pupil Premium statement. For each of the stated aims, evidence has been produced. What is clear is that the Covid-19 pandemic was 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 has been partly 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 in 2021/22. The 2022/23 statement is designed to take the learning from the 2021/22 year so that it can be applied to this strategy in the future. For each of the stated aims of the 2021/22 Pupil Premium Statement, evidence of the outcomes is detailed:

**1. Improved communication and language skills in the children in EYFS and KS1.**

In September 2021, 10% of all children that started Reception were at the expected standard for communication and interaction (According to internal WellComm assessments). In July 2022, this figure was 76%

**2. All children, especially the most disadvantaged make progress in reading across KS1. This will enable them to access learning in KS2.**

Internal data from NFER standardised tests shows that 69% of children in Year 1 were working at EXS for reading at the end of the year. In Year 2, the proportion of children at EXS increased from 37% to 50% and for disadvantaged children, it increased from 25% to 37.5%. Whilst below expectations and national averages, this represents progress for the year group that has been most affected by the Covid lockdowns in 2020 and 2021.

**3. 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.**

The increased SLT presence, additional EAs and provision of ELSA trained staff has enabled disadvantaged children to be more emotionally regulated in the classroom so that they can access learning more effectively. Incidents of negative behaviour for these children on CPOMS have reduced over the last year.

**4. 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.**

(As point 3) The increased SLT presence, additional EAs and provision of ELSA trained staff has enabled disadvantaged children to be more emotionally regulated in the classroom so that they can access learning more effectively.

Incidents of negative behaviour for these children on CPOMS have reduced over the last year.

**5. Staff are supported with their wellbeing so that they are able to support the children effectively.**

The Headteacher has accessed clinical supervision every two weeks to support his wellbeing. This has enabled him to guide the school through a time of emotional stress due to high levels of staff absence due to Covid-19 and other medical reasons. The supervision sessions for staff are well used and a source of support for staff from across the staff team. The staff wellbeing survey shows that these are well used.

**6. The attainment and progress of disadvantaged children in writing will improve to be in line with non-disadvantaged children in school and nationally.**

Internal data (including evidence from Ofsted style Deep Dives) and information from Comparative Judgement: No More Marking, show that the standard of children's writing is improving over time. Disadvantaged children were highly affected by the Covid-19 lockdowns with respect to their attainment and progress in writing, this is something that has been recorded nationally.

**7. The attainment and progress of disadvantaged children in maths will improve to be in line with non-disadvantaged children in school and nationally.**

The attainment of disadvantaged children across the school in maths is broadly in line with non-disadvantaged children (the gap is 5% at EXS and <1% for WTS), according to internal data which is based on teacher assessment at the end of each term.

**8. Children who have been subject to Adverse Childhood Experiences (ACEs) are well supported with their emotional recovery.**

(As point 3) The increased SLT presence, additional EAs and provision of ELSA trained staff has enabled disadvantaged children to be more emotionally regulated in the classroom so that they can access learning more effectively. Incidents of negative behaviour for these children on CPOMS have reduced over the last year.

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

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

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## 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.*