

Pupil premium strategy statement – Magdalen Gates Primary School

This statement details our school's use of pupil 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	207
Proportion (%) of pupil premium eligible pupils	27.53%
Academic year/years that our current pupil premium strategy plan covers	2024/25-2027/28
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Chloe Demeuzois and Will Turnpenny Co-Headteachers
Pupil premium lead	Chloe Demeuzois and Will Turnpenny
Governor / Trustee lead	Kathryn Davenport and Jane Merrett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,110.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£89,110.00

Part A: Pupil premium strategy plan

Statement of intent

Magdalen Gates Primary School is a one form entry school in the city centre of Norwich. The school serves a diverse community with 28% of children in receipt of the pupil premium. 40% of the children who attend Magdalen Gates have English as an additional language.

Our aim is that all pupils, regardless of their background, make good progress and achieve well across all areas of the curriculum. The focus of this strategy is to support disadvantaged children to achieve as well as their non-disadvantaged peers.

We will always use robust data analysis and our knowledge of the children to ensure that we are meeting their needs as opposed to holding pre-conceived notions about their knowledge, understanding and skills due to their pupil premium status.

We will examine the challenges that face the children in receipt of pupil premium, including those children with a social worker, those children who are young carers and those children with SEND.

Quality first teaching is central to our approach. We have a tight focus on those areas that we know, through analysing the data, that our disadvantaged children achieve less well in. We aim to ensure that disadvantaged children's progress is sustained in line with their non-disadvantaged peers.

The EEF guidance suggests following a tiered support package which starts with teaching, then targeted academic support and is augmented by wider school strategies. This is reflected in the strategy statement below.

Challenges

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

Challenge number	Detail of challenge
1	Our end of KS2 outcome data shows that disadvantaged children are achieving below the national average in maths, with only 45% achieving the age related expectations.

2	There are fewer disadvantaged children (9.1% compared to 27% of non-disadvantaged) achieving the higher standard of reading outcome at the end of KS2
3	Our phonics data shows that only 60% of disadvantaged children have achieved the pass mark for the phonics screening test compared to 85% of their non-disadvantaged peers
4	A recent inspection stated that children were not learning as well in foundation subjects as they are in the core subjects. This is of particular concern for disadvantaged children as wider knowledge and understanding of the world supports social mobility.
5	The high level of social and emotional needs in the school prohibits some children from learning as well as they could.

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
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 maths has closed over the time period of this plan.
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 to know more and remember more in their foundation subjects, to enable them to develop their knowledge and understanding of the world and be able to be socially mobile.	Internal data will show that children are making progress in foundation subjects. Pupil book study will be used to assess the children's understanding and knowledge.
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.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £22,575.56

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of 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.	3976.0 1
Use of 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.	600.00 2
Read, Write Inc online subscription. This provides	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	1410.00+24 4.00 3

staff with CPD, video content to support planning and delivery and subject leader support too.	disadvantaged children in the school who start Magdalen Gates with low levels of communication and language skills.	
Kapow	EEF teaching and learning toolkit 'curriculum participation approaches have a positive impact on academic outcomes in other areas of the curriculum'	1,151.00 4
Forest School Provision Waterpro of clothing to enable forest 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.	5894.14+ 90.00 5,4
Cover to release staff for CPD 2 days – mentoring	EEF toolkit: TA interventions +4 months EEF Literature search on teacher quality: https://d2tic4wvo1iusb.cloudfront.net/production/documents/Teacher-quality-recruitment-and-retention-lit-review-Final.pdf?v=1702047061	600.00 1,2,3
Training / support and consultancy (VNET)	EEF Literature search on teacher quality: https://d2tic4wvo1iusb.cloudfront.net/production/documents/Teacher-quality-recruitment-and-retention-lit-review-Final.pdf?v=1702047061	£5,650.00 1,2,3,

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

Budgeted cost: £ 20,300.73]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group intervention groups for RWI</i>	EEF toolkit: 1:1 tuition. +5 months. Small group tuition. +4 months.	1,806.98 3
<i>1:1 speech and language support SC</i>	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.'	2,171.37 2,3
<i>EAL support TA</i>	EEF toolkit: 1:1 tuition. +5 months. Small group tuition. +4 months.	7,943.10 1,2,3
<i>Small group tuition maths and English</i>	EEF toolkit: 1:1 tuition. +5 months. Small group tuition. +4 months.	3,300.00 1,2
<i>Community Sports Foundation primary stars intervention</i>	EEF toolkit: 1:1 tuition. +5 months. Small group tuition. +4 months.	2,720.00 1,2
<i>Lunchtime club</i>	EEF Guidance: Improving behaviour in schools. Advocates a consistent approach that meets the children's needs. EEF Toolkit: Social and Emotional Learning. +4 months. Children need to be emotionally regulated to be able to learn.	2359.28 5

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

Budgeted cost: £47,614.80]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Contributions for trips and activities and other enrichments</i>	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).	4750.00 4,5
<i>Provide supervision for staff to support them with the challenge of work of supporting children with dysregulated behaviour in school</i>	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.	2820.00 4
<i>Parent Support Advisor to help parents with the challenges of parenting in this community. This will in turn support the children's learning in school</i>	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.	12896.88 1,2,3
<i>ELSA sessions</i>	EEF Toolkit: Social and Emotional Learning. +4 months. Children need to be emotionally regulated to be able to learn.	729.06 +468.00 5
<i>Increase non-teaching proportion of SLT until Sept 25</i>	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.	18,270.86 1,2,3
<i>Maintain care rangers group</i>	EEF Toolkit: Social and Emotional Learning. +4 months. Children need to be emotionally regulated to be able to learn.	120.00 5
<i>Books as rewards in golden assemblies each week</i>	EEF Guidance: Improving behaviour in schools. Advocates a consistent approach that meets the children's needs.	960.00 5
<i>Translation charges – HIITS</i>	Increased accuracy and cultural sensitivity during meetings with parents	300.00

		5
<i>Elsa supervision from The child and educational psychology practice</i>	EEF Toolkit: Social and Emotional Learning. +4 months. Children need to be emotionally regulated to be able to learn.	300.00 5
<i>Workshops and immersive lessons to support learning</i>	EEF Toolkit: Arts participation. +3 months	6000.0 4,5

Total budgeted cost: £ 90,490.15

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS
GLD
Non-Disadvantaged -74%
Disadvantaged -52%
Phonics Screening
Non-Disadvantaged -85%
Disadvantaged -60%
End of KS2 SATs (ARE)
Reading
Non-Disadvantaged -83%
Disadvantaged -73%
Writing
Non-Disadvantaged -78%
Disadvantaged -46%
Maths
Non-Disadvantaged -83%
Disadvantaged -64%
RWM+
Non-Disadvantaged -72%
Disadvantaged -27%

Externally provided programmes

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

Programme	Provider
RWInc	Ruth Miskin
Mathematics Mastery	Ark Curriculum
Destination Reader	Hackney Learning Trust
Kapow	Pagoda Education