

Pupil premium strategy statement

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	St Mary Magdalene CE																																													
Number of pupils in school	227																																													
Proportion (%) of pupil premium eligible pupils	<p style="text-align: center;">DISADVANTAGED: NC YEAR BREAKDOWN</p> <table border="1"> <thead> <tr> <th>NC Year</th> <th>Girls</th> <th>Boys</th> <th>Total</th> <th>Finance</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>1</td> <td>0</td> <td>1</td> <td>£1,345</td> </tr> <tr> <td>1</td> <td>2</td> <td>0</td> <td>2</td> <td>£2,690</td> </tr> <tr> <td>2</td> <td>4</td> <td>4</td> <td>8</td> <td>£10,760</td> </tr> <tr> <td>3</td> <td>5</td> <td>3</td> <td>8</td> <td>£10,760</td> </tr> <tr> <td>4</td> <td>4</td> <td>2</td> <td>6</td> <td>£8,070</td> </tr> <tr> <td>5</td> <td>7</td> <td>1</td> <td>8</td> <td>£10,760</td> </tr> <tr> <td>6</td> <td>4</td> <td>1</td> <td>5</td> <td>£6,725</td> </tr> <tr> <td>Total</td> <td>27</td> <td>11</td> <td>38</td> <td>£51,110</td> </tr> </tbody> </table>	NC Year	Girls	Boys	Total	Finance	R	1	0	1	£1,345	1	2	0	2	£2,690	2	4	4	8	£10,760	3	5	3	8	£10,760	4	4	2	6	£8,070	5	7	1	8	£10,760	6	4	1	5	£6,725	Total	27	11	38	£51,110
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Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024																																													
Date this statement was published	September 2021																																													
Date on which it will be reviewed	September 2022																																													
Statement authorised by	SLT																																													
Pupil premium lead	K Duff																																													
Governor	N Kingston																																													

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,110
Recovery premium funding allocation this academic year	£5,510 (£1,378 pt)
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£56,620

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring 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
 - When 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.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Use of highly skilled support staff for intervention and catch up support across the school
- 1-1 support
- Additional teaching and learning opportunities provided through trained school staff or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Supporting parents to allow children to go into breakfast or After school Club.
- SEMH support with school based staff being trained to ensure that all children who require this can have the support they need, no child left behind and all children in need able to be seen.

Challenges

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

Challenge number	Detail of challenge
1	Poor parental engagement in Reading (including early reading)
2	Narrowing the attainment gap across Reading, Writing, Maths and Science
3	Attainment gap in children achieving greater depth particularly in writing
4	Attendance and punctuality issues.
5	The impact of adverse childhood experiences
6	SEMH issues which have been exacerbated by the pandemic

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
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Progress in Reading	For the majority of children to make accelerated progress from their starting points
Progress in Writing	For the majority of children to make accelerated progress from their starting points
Progress in Mathematics	For the majority of children to make accelerated progress from their starting points
Greater Depth in writing	For the majority of children to make accelerated progress from their starting points
Other	Ensure attendance of disadvantaged pupils is above 96%
Improved strategies for dealing with challenges and resilience building	Children can talk about and have strategies for overcoming challenges and resilience

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: £ 7646

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>All staff are trained to support learners and provide quality on the spot feedback.</i></p> <p><i>There are at least two members of staff in</i></p>	EEF Feedback There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they	2,3

<i>each class to provide the feedback.</i>	learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work	
<i>Speech & Language bought in support for therapist in school 1 day per week. Programme to involve staff training. £5016</i>	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	1,2
<i>Training – National College CPD (online resource) £950 PA</i>	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. This can be used to support and extend live sessions which means that all staff (including part time) have access to high quality training and development.	2,3
<i>Flash academy EAL support. £1680 30% EAL top percentile, 22% National</i>	EEF	2,3

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

Budgeted cost: £9804

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle Letters and Sounds Revised programme and training for all staff (including SLT) who are involved in the teaching of children to read £675 PA £ 3,500 New books initial cost plus £2,000 contingency	EEF (+5) Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.	1



<p>TA delivered focussed interventions to include:</p> <ul style="list-style-type: none"> • Wellcomm • Rapid Phonics • Sandwell Numeracy • NELI (new in Jan 2022) 	<p>(EEF +4)</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact so timetables are planned to enable this</p> <p>NELI is a programme that has been found to improve children's oral language skills. A recent robust evaluation of the programme in 193 schools, carried out by the Education Endowment Foundation (EEF) found that reception-age children receiving the NELI programme made the equivalent of +3 months additional progress in oral language skills and an additional 2 months of progress in early reading skills.</p>	<p>1,2</p>
<p>Use of digital technology - online platforms which can be used both at school and at home to include:</p> <ul style="list-style-type: none"> • Bug Club £978 • Purple Mash £2020 • See Saw £1056 • Ed Shed Spelling £250 	<p>EEF</p> <p>Technology can be used to improve the quality of explanations and modelling. Technology offers ways to improve the impact of pupil practice.</p> <p>Technology can play a role in improving assessment and feedback.</p>	<p>1,2</p>

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

Budgeted cost: £24,993

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Experienced LSP who will lead on SEMH to ensure that children are</i>	EEF Social and Emotional support which is better done in short sessions, more frequently across the week.	5,6

<p><i>given the support to be ready to learn.</i> £15,000</p>	<p>Interventions aimed at Social Interaction (+6mths) or preventing problematic behaviour (+5mths).</p>	
<p><i>Attendance officer and attendance interventions, including the provision of free before school care.</i> £7,800</p>	<p>EEF A small improvement in attendance can have a significant impact on attainment.</p>	4

<p>Counselling sessions for those children shown to need this £ £7993 (Murray Hall)</p>	<p>EEF Interventions aimed at Social Interaction (+6mths) or preventing problematic behaviour (+5mths).</p>	1,2
<p>Fund for those who would not normally be able to pay for trips. Visits or residential. £2000</p>	<p>EEF Raising aspirations and allowing</p>	5,6
<p>All after school clubs are free Breakfast Club, After school club for children to target attendance and attitudes to learning. £2000</p>	 <p>Maslow's Hierarchy of needs</p>	4
<p>Provision of support for basic needs, hardship fund for those children at risk. £1000</p>	 <p>Maslow's Hierarchy of needs Basic needs have to be met before a child can begin to learn.</p>	5,6

Total budgeted cost: £ 53,243

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 during 2020/21 suggested that progress of PP children was at least in line or better than that of their Non PP peers. Year groups of concern was Year 5 where Reading and Writing progress was below.

Year 1 (21)	All	Gender		Pupil Premium	
		Male	Female	Yes	No
Maths	1.4 (16)	1.3 (4)	1.5 (12)	2.0 (1)	1.4 (15)
Reading	1.0 (21)	1.0 (6)	1.1 (15)	1.0 (1)	1.1 (20)
Writing	1.0 (20)	0.8 (6)	1.0 (14)	2.0 (1)	0.9 (19)

Year 2 (30)	All	Gender		Pupil Premium	
		Male	Female	Yes	No
Maths	0.6 (30)	0.4 (18)	0.8 (12)	0.8 (8)	0.6 (22)
Reading	0.8 (30)	0.6 (18)	1.0 (12)	1.1 (8)	0.6 (22)
Writing	1.1 (30)	1.0 (18)	1.3 (12)	1.4 (8)	1.0 (22)

Year 3 (28)	All	Gender		Pupil Premium	
		Male	Female	Yes	No
Maths	1.3 (28)	1.4 (14)	1.2 (14)	1.4 (8)	1.3 (20)
Reading	0.7 (28)	0.8 (14)	1.3 (14)	1.1 (8)	1.0 (20)
Writing	1.0 (28)	0.6 (14)	1.2 (14)	1.0 (8)	0.9 (20)

Year 4 (30)	All	Gender		Pupil Premium	
		Male	Female	Yes	No
Maths	1.0 (30)	0.9 (17)	1.2 (13)	1.4 (5)	1.0 (25)
Reading	1.4 (30)	1.4 (17)	1.4 (13)	1.6 (5)	1.4 (25)
Writing	1.0 (30)	1.2 (17)	0.8 (13)	0.2 (5)	1.2 (25)

Year 5 (29)	All	Gender		Pupil Premium	
		Male	Female	Yes	No
Maths	1.1 (29)	1.1 (15)	1.2 (14)	1.1 (7)	1.1 (22)
Reading	0.8 (29)	0.7 (15)	0.9 (14)	0.3 (7)	1.0 (22)
Writing	1.1 (29)	1.1 (15)	1.1 (14)	0.9 (7)	1.2 (22)

Year 6 (28)	All	Gender		Pupil Premium	
		Male	Female	Yes	No
Maths	0.9 (28)	1.0 (6)	0.8 (22)	1.0 (5)	0.8 (23)
Reading	0.6 (28)	0.8 (6)	1.1 (22)	1.0 (5)	1.1 (23)
Writing	0.9 (28)	0.8 (6)	1.0 (22)	1.2 (5)	0.9 (23)

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which meant that not all year groups engaged effectively with online learning despite the use of videos and explanations for the staff in school. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources and the monitoring of engagement by all staff.

The most significant impact on our disadvantaged children was in terms of SEMH, whereupon returning to school the children struggled with motivation, resilience and

social skills. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We understand that this is a long term issue which will require sustained approaches from all members of our community.

The rate of overall absence (3.4%) in 2018/19 was in the lowest 20% of schools with a similar level of deprivation