

Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.



School overview

Detail	Data
School name	St Mary Magdalene CE Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 2024-25 2025-26
Date this statement was published	October, 2023
Date on which it will be reviewed	October, 2024
Statement authorised by	Miss Sam Robinson
Pupil premium lead	Miss Emily Cave
Governor / Trustee lead	Mr Richard Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,925
Recovery premium funding allocation this academic year	£2,565
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	£53,490

Part A: Pupil premium strategy plan

Our Philosophy

In our family, we have the courage to embody Jesus' love for us. We put others' needs above our own. We act with integrity and respect. And when others fall short of our expectations, we support them to atone and extend our forgiveness. In doing this, we prepare children to live life in all its fullness: its joys and celebrations, its sorrows and struggles. The values which are most pertinent to this policy, alongside their links, are detailed below:

Courage

We are called to create an environment where both children and staff aspire to be, and give, their best. Everyone is emboldened to take risks, overcome challenges and be courageous in their efforts to achieve their potential. Leaders challenge poor school attendance in order that children can access learning and:

- gain knowledge, skills and experiences to navigate life in an evolving world; and
- develop characteristics such as self-belief, ambition, and resilience to overcome life's challenges.

"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God is with you." (Joshua 1:9)

Love

Jesus embodies the love and compassion of God for each person, and Christians are called to follow him in this. In our family, love impels us to:

- put others' needs above our own;
- act with humility and without entitlement;
- empower all our community to flourish and succeed;
- provide a haven of compassion and safety, where children and adults know that they are cherished; and
- support those who are struggling to attend school because they are experiencing suffering and sadness.

"Let all that you do be done in love." (1 Corinthians 16:14)

Respect

We seek to model to children an ethos of living well together. The flourishing of pupils goes hand in hand with the flourishing of the wider school community: staff, families, governors and friends of the school. Just as Jesus respected people by taking the time to care for them, we endeavor to:

- celebrate the Christian faith;
- foster deep respect for other cultures, faiths and traditions;
- provide an inclusive environment where special provision is afforded to those with disabilities or special educational needs; and
- challenge inequality.

"Whatever you wish that others would do to you, do also to them." (Matthew 7:12)

Forgiveness

Faults, flaws, and mistakes are an unavoidable part of human life. Though Jesus preached the importance of repentance, even in moments of great personal torture, he prayed for forgiveness for his tormentors. Therefore, in our family, we seek to:

- hold ourselves and others accountable for our/their actions, including school attendance;
- have a robust approach to dealing with persistent absenteeism;
- repent when we fall short of our own and others' expectations; and
- forgive others for their indiscretions.

“If your brother sins, rebuke him, and if he repents, forgive him.” (Luke 17:3)

Honesty

An honest person makes a habit of making accurate, trustworthy statements about life, self, others, and God; they represent themselves just as they are and tell others the truth about themselves. That said, the Bible tells us that honesty should always be accompanied by gentleness (Colossians 4:6). With this in mind, we strive to build kind and trusting relationships by:

- speaking and acting with integrity;
- ensuring that children have a strong voice in relation to their attendance at school, and acting on this; and
- working openly and compassionately with families in relation to pupils' attendance, even when messages might be difficult to give or receive.

“And you will know the truth, and the truth will set you free.” (John 8:32)

Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Our Context

St Mary's is a medium-sized primary academy, with 208 children on roll between 4-11 years. The academy has no designated catchment area. The academy draws pupils from across Sutton; approximately 46% of our pupils live in a half-mile radius of the academy. The immediate locality is one of relative affluence within an area of significant deprivation. The IDACI ranking for the immediate area (LSOA) is in the 45th percentile. An adjacent LSOA is, in contrast, ranked in the 6th percentile. The proportion of pupils in the academy who are known to be eligible for the pupil premium is currently 23%. This has doubled in recent years, suggesting that the COVID19 lockdowns and the recent cost of living crisis has had a negative economic impact for a number of our families. The large majority of children attending the academy are White British and the number of pupils with, and monitored for, SEND is 12.5%.

Funding Priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring that teaching is 'ambassadorial' for every child
- Raise attainment for all children whilst closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment
- Provide time, structure and boundaries for pupils
- Ensure strong safeguarding procedures to identify and reduce risk
- Prioritise good school attendance and challenge persistent absence
- Ensuring that the PPG reaches the pupils who need it most

Challenges

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

Academic barriers to attainment	Non-academic barriers to attainment
1. Speech, language and communication barriers	2. Poor attendance
	3. Lack of structure, parental time & boundaries at home
	4. Exposure to non age-appropriate social behaviours
	5. Abuse
	6. Household mental illness
	7. Parental separation/divorce
	8. Young carers
	9. Exclusion

Intended outcomes (2023-2026)

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.

Challenge Number	Intended outcome by 2026	Success criteria
1	Improved levels of speech and language in vulnerable EYFS pupils	<p>Speech, language and phonics interventions in EYFS have led to improved data from baseline in C&L, word reading and writing, especially for children eligible for the pupil premium.</p> <p>Pupils experience ambassadorial teaching which incorporates sequential and direct vocabulary instruction.</p> <p>Outcomes for Y1 phonics screening are above national figures.</p>
2	The gap in attendance for children eligible for free school meals is closed.	<p>Attendance improves for FSM pupils to be in line with national figures</p> <p>Attendance panel meetings support families to improve their child's attendance levels.</p> <p>Vulnerable families are monitored to ensure they are safe and well. Families who persistently fail to ensure their children are in school face enforcement action.</p> <p>Persistent absence levels are consistently below national levels.</p> <p>Quality assurance demonstrates that pupils are keen learners and are inspired by the ambassadorial teaching of a broad, balanced and knowledge based curriculum.</p>
3	Children who experience difficult home lives are provided with clear boundaries and benefit from strong relationships with school staff and peers.	<p>Pupils with adverse familial circumstances or ACES, access breakfast club, wellbeing interventions and/or enrichment clubs (as appropriate) which result in increased structure, improved behaviour and/or improved relationships with school staff and/or peers.</p> <p>The behaviour policy provides strong structure and clear boundaries for pupils requiring such: episodes of poor behaviour for individual reduce with intervention and support.</p> <p>Quality assurance demonstrates that routines and boundaries are well established and support learning.</p> <p>Quality assurance demonstrates that relationships are built upon mutual respect; staff have a calm, authoritative and positive approach.</p> <p>Quality assurance demonstrates that staff scaffold and sequence learning effectively.</p>
4	Children and families whom require parenting support or help with behaviour	<p>The Behaviour Lead responds swiftly to behaviour incidents and/or parental contact, and solutions to problems have been found which have helped children and families to maximise their learning experiences in school.</p>

	have access to the support they need.	
5	Staff quickly identify and support children who are at risk of abuse, and provide strong support and care.	<p>Strong safeguarding procedures are in place, as evidenced in the annual SNMAT safeguarding audit.</p> <p>Minutes of safeguarding meetings/CPOMS/case studies demonstrate swift action taken where staff have concerns which impact positively on families.</p> <p>Quality assurance demonstrates that pupils benefit from adaptive teaching strategies and approaches.</p>
6	Children and families whom struggle with their mental health have access to the support they need.	<p>Pupils who are identified as struggling with mental health/wellbeing are swiftly identified and benefit from wellbeing interventions or external mental health support.</p> <p>Family members who are identified as struggling with mental health/wellbeing are swiftly identified and support signposted, or referrals made where appropriate.</p> <p>Quality assurance demonstrates that pupils benefit from adaptive teaching strategies and approaches.</p>
7	Children who are affected by Parental separation/divorce have access to the support they need.	<p>Pupils/families/staff refer pupils requiring support to CASY: this has positive impact on their wellbeing.</p> <p>Quality assurance demonstrates that pupils benefit from adaptive teaching strategies and approaches.</p>
8	Children who act as young carers have access to the support they need.	<p>Pupils who are identified as being young carers within their family are referred to Nottinghamshire Carers Association and have access to external services.</p> <p>Quality assurance demonstrates that pupils benefit from adaptive teaching strategies and approaches.</p>
9	Children who are at risk of suspension/exclusion are supported to improve their behaviour and strategies are in place to meet their needs.	<p>Pupils who are risk of suspension/exclusion displayed improved behaviour.</p> <p>Numbers of suspensions and exclusions are below national and local averages.</p> <p>Quality assurance demonstrates that pupils benefit from adaptive teaching strategies and approaches.</p>

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed and budget:
<p>Deliberate Professional Empowerment (DPE) – see career stage progression maps. Three weekly cycle of targeted professional development, including cover and funding for Masters modules, NPQs, National College, Specialist subject courses.</p>	<p>William, D. (2018). Creating the Schools Our Children Need: Why What We're Doing Now Won't Help Much (And What We Can Do Instead).</p> <p>Fletcher-Wood, H., & Zuccollo, J. (2020). The effects of high-quality professional development on teachers and students: A rapid review and meta-analysis. Wellcome Trust. [Online] Accessible from: https://epi.org.uk/wp-content/uploads/2020/02/EPIWellcome_CPD-Review_2020.pdf</p> <p>Kini, T., & Podolsky, A. (2016). Does Teaching Experience Increase Teacher Effectiveness? A Review of the Research.</p> <p>Department for Education (2016). Standard for teachers' professional development: Implementation guidance for school leaders, teachers, and organisations that offer professional development for teachers. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/537030/160712_-_PD_standard.pdf</p> <p>Darling-Hammond, L., Gyer, M.E., and Gardner, M (2017) Effective Teacher Professional Development. Learning Policy Institute. Accessible at: https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report</p>	<p>Challenge Numbers:</p> <p>1, 2, 3, 4, 5, 6, 9</p> <p>Budget:</p> <p>£6820</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed and budget:
<p>We will appoint an Intervention Teaching Assistant to deliver well-researched, structured literacy programmes designed to address children's barriers to attainment in literacy, communication and/or language.</p> <ul style="list-style-type: none"> • Toe by Toe • Precision Teaching • SNIP teaching programme • Nessy Reading and Spelling • Rocket Phonics Guided Reading • Rocket Phonics Keep Up • Rocket Phonics Catch Up • Write from the Start • Beat Dyslexia • Herts for Learning Reading and Fluency Project <p>The impact of structured literacy programmes will be assessed using FFT and EduKey.</p>	<p>Toe by Toe: https://www.interventionsforliteracy.org.uk/wp-content/uploads/2017/11/What-Works-5th-edition-Rev-Oct-2016.pdf</p> <p>Precision Teaching: file:///C:/Users/head/Downloads/Precision%20Teaching%20-%20NASEN%20Guide.pdf</p> <p>SNIP: file:///C:/Users/head/Downloads/SNIP%20High%20Frequency%20Word%20Programme%20(1).pdf</p> <p>Nessy: https://www.nessy.com/en-gb/shop/research</p> <p>Phonics: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Write from the Start: https://eric.ed.gov/?id=ED265569</p> <p>Beat Dyslexia: file:///C:/Users/head/Downloads/Reconceptualising dyslexia provision in a primary .pdf</p> <p>Herts for Learning: https://www.edweek.org/teaching-learning/reading-fluency-viewed-as-neglected-skill/2015/05</p>	<p>Challenge Number:</p> <p>1</p> <p>Budget:</p> <ul style="list-style-type: none"> • EduKey - £915 • FFT - £636.50 • Intervention TA Salary - £15,005

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

Activity	Evidence that supports this approach	Challenge number(s) addressed and budget:
<p>We will appoint a Physical Health and Wellbeing Teaching Assistant who will deliver a range of wellbeing interventions.</p> <p>Those who require intervention in relation to the specific barriers will be provided with tailored support.</p> <ul style="list-style-type: none"> • Play-based wellbeing interventions • Nurture • Forest School • CASY Counselling <p>Children's emotional wellbeing will be monitored using 'Motional'.</p>	<p>Play-based wellbeing interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning/technical-appendix</p> <p>Nurture: https://www.sciencedirect.com/science/article/pii/S0190740919309697?via%3Dihub</p> <p>Forest School: https://www.informalscience.org/news-views/nature-play-important-cognitive-development-early-learners#:~:text=Spending%20time%20in%20nature%20is,mitigation%20of%20ADHD%2FADD%20symptoms.</p> <p>Counselling: https://link.springer.com/article/10.1007/s00787-021-01802-w</p>	<p>Challenge Numbers:</p> <p>2, 3, 4, 5, 6, 7, 8, 9</p> <p>Budget:</p> <ul style="list-style-type: none"> • Physical Health and Wellbeing TA Salary- £19,535 • CASY - £5225 • Motional - £399
<p>We will provide a daily breakfast club between 7.30am – 8.45am offering a range of healthy options for breakfast. This will provide consistency, structure, clear boundaries and routines.</p> <p>This will be staffed by two midday supervisors. The club will be subsidised for all children eligible for PPG.</p>	<p>Breakfast Club: https://d2tic4wvvo1iusb.cloudfront.net/production/documents/pages/School-Breakfast-REA-Protocol-FINAL-for-Publication.pdf?v=1698671976</p> <p>Consistency, structure and routines: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour</p>	<p>Challenge Numbers:</p> <p>2, 3, 4, 5, 6, 7, 8, 9</p> <p>Budget:</p> <ul style="list-style-type: none"> • Subsidies - £5000 • Staff salaries - £7282
<p>A full programme of educational visits, core experiences and termly enrichment clubs will take place during academic year 2023-24.</p> <p>All of these experiences will be fully subsidised for pupils in receipt of PPG.</p>	<p>Benefits of offsite visits and outdoor learning: https://oeapng.info/downloads/making-the-case/</p>	<p>Challenge Numbers:</p> <p>2, 3, 8, 9</p> <p>Budget:</p> <ul style="list-style-type: none"> • Subsidised trips - £5000 • Enrichment Clubs - £1000

<p>The school will pay into the North Ashfield Partnership and complete referrals as required for pupils displaying concerning behaviours who may become at risk of exclusion.</p> <p>The school will facilitate bespoke work with the SBAP and act on advice given. We will work with parents and families to overcome barriers to attendance.</p>	<p>Targeted interventions and universal approaches to behavioural improvements have positive overall effects (+4 months)- EEF Toolkit.</p> <p>According to figures from the Department for Education (July, 2021), pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.</p>	<p>Challenge Numbers:</p> <p>2, 3, 4, 6, 9</p> <p>Budget:</p> <ul style="list-style-type: none"> • NAP - £210
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Total budgeted cost: £67,027.50

Part B: Review of outcomes in the previous academic year (2023-24)

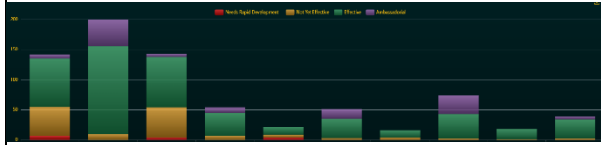
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

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

Activity	Annual Review Notes	Challenge number(s) addressed and budget:
<p>Deliberate Professional Empowerment (DPE) – see career stage progression maps. Three weekly cycle of targeted professional development, including cover and funding for Masters modules, NPQs, National College, Specialist subject courses.</p>	<ul style="list-style-type: none"> • SR has received a distinction in her Level 5 Coaching Professional Qualification. • SP has completed her NPQH. • AW is progressing well through her SENCO award and this is due to finish in November 2024. • DR has completed her L2 teaching assistant from midday supervisor. • PW has achieved her L2 teaching assistant qualification. • EC completed NPQ in Behaviour and Culture. • RT completed NPQ in Senior Leadership. • ZM completed NPQ in leading Teacher Leadership. • BE has completed her IOSH qualification. • SH is currently studying a BA Honours Primary Education Open University course and has passed her first two modules. • Staff have benefitted from a range of DPE tailored to improving subject knowledge and raise awareness of best practise such has: <ul style="list-style-type: none"> ○ Certificate in FGM 2022-23 (National College) ○ Understanding Child on Child Abuse and Bullying between Young people (National College) ○ Understanding Child Criminal and Sexual Exploitation (National College) ○ Annual Certificate in Understanding the Prevent Duty for Primary Schools & Academies (National College) • Staff have attended staff meetings/INSETs based on targeted support for: <ul style="list-style-type: none"> ○ Adaptive teaching ○ Behaviour management ○ Writing moderation ○ Assessment for Learning ○ English Teaching Sequences 	<p>Challenge Numbers:</p> <p>1, 2, 3, 4, 5, 6, 9</p> <p>Budget:</p> <p>£6820</p>

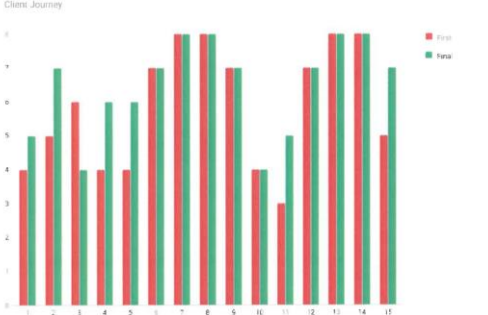
- Staff observations have shown that the quality of teaching in classrooms is high across all year groups with some teachers achieving an ambassadorial standard. The graph below demonstrates with green bars demonstrating effective practise and purple bars demonstrating ambassadorial practise.



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

Activity	Annual Review Notes	Challenge number(s) addressed and budget:																																																																																																																																																						
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See below.</p> <table border="1" data-bbox="608 573 1177 1908"> <thead> <tr> <th></th> <th>Pupils</th> <th>Average outcome</th> </tr> </thead> <tbody> <tr> <td colspan="3">None</td> </tr> <tr> <td>Year Year 1</td> <td>1</td> <td>0 As expected</td> </tr> <tr> <td>Y1- Maths ELG</td> <td>1</td> <td>0 As expected</td> </tr> <tr> <td>Y1- Write from the Start</td> <td>1</td> <td>0 As expected</td> </tr> <tr> <td>Year Year 2</td> <td>16</td> <td>+0.15 As expected</td> </tr> <tr> <td>Y1- 1:1 Daily Reading</td> <td>11</td> <td>+0.09 As expected</td> </tr> <tr> <td>Y1- Maths ELG</td> <td>10</td> <td>+0.4 As expected</td> </tr> <tr> <td>Y1- Phonics Catch Up</td> <td>8</td> <td>+0.25 As expected</td> </tr> <tr> <td>Y1- Phonics Screening Practise</td> <td>6</td> <td>0 As expected</td> </tr> <tr> <td>Y1- Precision Teach</td> <td>9</td> <td>+0.11 As expected</td> </tr> <tr> <td>Y1- Write from the Start</td> <td>4</td> <td>-0.25 As expected</td> </tr> <tr> <td>Year Year 3</td> <td>14</td> <td>+0.28 As expected</td> </tr> <tr> <td>Y2- 1:1 Reading</td> <td>9</td> <td>+0.67 More than expected</td> </tr> <tr> <td>Y2- Maths Calculations</td> <td>8</td> <td>0 As expected</td> </tr> <tr> <td>Y2- Numberbox</td> <td>2</td> <td>+0.5 More than expected</td> </tr> <tr> <td>Y2- SATS Practise</td> <td>7</td> <td>+0.43 As expected</td> </tr> <tr> <td>Y2- Write from the Start</td> <td>8</td> <td>+0.13 As expected</td> </tr> <tr> <td>Y2- Writing</td> <td>5</td> <td>0 As expected</td> </tr> <tr> <td>Y3/5- Lego Therapy</td> <td>1</td> <td>0 As expected</td> </tr> <tr> <td>Year Year 4</td> <td>16</td> <td>+0.21 As expected</td> </tr> <tr> <td>KIT TIME</td> <td>1</td> <td>0 As expected</td> </tr> <tr> <td>Y3- Maths Paper Practise</td> <td>4</td> <td>+1 More than expected</td> </tr> <tr> <td>Y3- Reading Paper Practise</td> <td>6</td> <td>+0.33 As expected</td> </tr> <tr> <td>Y3- WWR</td> <td>1</td> <td>0 As expected</td> </tr> <tr> <td>Y3/4- Drawing and Talking</td> <td>3</td> <td>0 As expected</td> </tr> <tr> <td>Y3/4- Emotional Regulation</td> <td>3</td> <td>0 As expected</td> </tr> <tr> <td>Y3/4- Guided Reading</td> <td>3</td> <td>0 As expected</td> </tr> <tr> <td>Y3/5- Lego Therapy</td> <td>7</td> <td>0 As expected</td> </tr> <tr> <td>Year Year 5</td> <td>21</td> <td>-0.07 As expected</td> </tr> <tr> <td>KIT TIME</td> <td>2</td> <td>0 As expected</td> </tr> <tr> <td>Y3/4- Drawing and Talking</td> <td>1</td> <td>0 As expected</td> </tr> <tr> <td>Y3/4- Emotional Regulation</td> <td>2</td> <td>-0.5 As expected</td> </tr> <tr> <td>Y3/4- Guided Reading</td> <td>2</td> <td>0 As expected</td> </tr> <tr> <td>Y4- Bubble Handwriting</td> <td>4</td> <td>-0.25 As expected</td> </tr> <tr> <td>Y4- Grammar</td> <td>7</td> <td>0 As expected</td> </tr> <tr> <td>Y4- Guided Reading (Purple/Turquoise)</td> <td>2</td> <td>0 As expected</td> </tr> <tr> <td>Y4- Lego Therapy</td> <td>3</td> <td>0 As expected</td> </tr> <tr> <td>Y4- MTC Catch Up</td> <td>9</td> <td>0 As expected</td> </tr> <tr> <td>Y4- Reading Comprehension</td> <td>8</td> <td>0 As expected</td> </tr> <tr> <td>Y4- SALT</td> <td>2</td> <td>-0.5 As expected</td> </tr> <tr> <td>Year Year 6</td> <td>17</td> <td>+0.12 As expected</td> </tr> <tr> <td>KIT TIME</td> <td>2</td> <td>0 As expected</td> </tr> <tr> <td>Y3/5- Lego Therapy</td> <td>1</td> <td>0 As expected</td> </tr> <tr> <td>Y5- Beat Dyslexia</td> <td>1</td> <td>+1 More than expected</td> </tr> <tr> <td>Y5- Maths (4)</td> <td>2</td> <td>0 As expected</td> </tr> <tr> <td>Y5- Maths</td> <td>10</td> <td>0 As expected</td> </tr> <tr> <td>Y5- Reading Comprehension (4)</td> <td>2</td> <td>0 As expected</td> </tr> <tr> <td>Y5- Reading Comprehension (5)</td> <td>6</td> <td>+0.67 More than expected</td> </tr> <tr> <td>Y5- Writing</td> <td>8</td> <td>-0.13 As expected</td> </tr> </tbody> </table>		Pupils	Average outcome	None			Year Year 1	1	0 As expected	Y1- Maths ELG	1	0 As expected	Y1- Write from the Start	1	0 As expected	Year Year 2	16	+0.15 As expected	Y1- 1:1 Daily Reading	11	+0.09 As expected	Y1- Maths ELG	10	+0.4 As expected	Y1- Phonics Catch Up	8	+0.25 As expected	Y1- Phonics Screening Practise	6	0 As expected	Y1- Precision Teach	9	+0.11 As expected	Y1- Write from the Start	4	-0.25 As expected	Year Year 3	14	+0.28 As expected	Y2- 1:1 Reading	9	+0.67 More than expected	Y2- Maths Calculations	8	0 As expected	Y2- Numberbox	2	+0.5 More than expected	Y2- SATS Practise	7	+0.43 As expected	Y2- Write from the Start	8	+0.13 As expected	Y2- Writing	5	0 As expected	Y3/5- Lego Therapy	1	0 As expected	Year Year 4	16	+0.21 As expected	KIT TIME	1	0 As expected	Y3- Maths Paper Practise	4	+1 More than expected	Y3- Reading Paper Practise	6	+0.33 As expected	Y3- WWR	1	0 As expected	Y3/4- Drawing and Talking	3	0 As expected	Y3/4- Emotional Regulation	3	0 As expected	Y3/4- Guided Reading	3	0 As expected	Y3/5- Lego Therapy	7	0 As expected	Year Year 5	21	-0.07 As expected	KIT TIME	2	0 As expected	Y3/4- Drawing and Talking	1	0 As expected	Y3/4- Emotional Regulation	2	-0.5 As expected	Y3/4- Guided Reading	2	0 As expected	Y4- Bubble Handwriting	4	-0.25 As expected	Y4- Grammar	7	0 As expected	Y4- Guided Reading (Purple/Turquoise)	2	0 As expected	Y4- Lego Therapy	3	0 As expected	Y4- MTC Catch Up	9	0 As expected	Y4- Reading Comprehension	8	0 As expected	Y4- SALT	2	-0.5 As expected	Year Year 6	17	+0.12 As expected	KIT TIME	2	0 As expected	Y3/5- Lego Therapy	1	0 As expected	Y5- Beat Dyslexia	1	+1 More than expected	Y5- Maths (4)	2	0 As expected	Y5- Maths	10	0 As expected	Y5- Reading Comprehension (4)	2	0 As expected	Y5- Reading Comprehension (5)	6	+0.67 More than expected	Y5- Writing	8	-0.13 As expected	<p>Challenge Number:</p> <p>1</p> <p>Budget:</p> <ul style="list-style-type: none"> • EduKey - £915 • FFT - £636.50 • Intervention TA Salary - £15,005
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Annual Review Notes	Challenge number(s) addressed and budget:																																																
<p>We will appoint a Physical Health and Wellbeing Teaching Assistant who will deliver a range of wellbeing interventions.</p> <p>Those who require intervention in relation to the specific barriers will be provided with tailored support.</p> <ul style="list-style-type: none"> Play-based wellbeing interventions Nurture Forest School CASY Counselling <p>Children's emotional wellbeing will be monitored using 'Motional'.</p>	<ul style="list-style-type: none"> Regular Tier 1 wellbeing interventions have taken place in the form of: <ul style="list-style-type: none"> KIT Time Lego Therapy Drawing and Talking Queen Bee Listening and Attention Children in these groups have demonstrated increased confidence, resilience and can identify key adults that they would talk to. CASY Counselling reports demonstrate that there has been of 15% increase in feelings of wellbeing among the children who have been part of this intervention. <p>The following bar chart highlights the self-assessed progress made for all students seen by CASY at St Mary Magdalene C of E Primary School this year. The following page gives an explanation of how the process works and the categories being assessed.</p>  <table border="1" data-bbox="584 1424 1074 1709"> <thead> <tr> <th>Category</th> <th>% Change First to Final Assessment</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td>Q1</td> <td>25%</td> <td>I can make myself better when I feel upset / I am in control of my feelings</td> </tr> <tr> <td>Q2</td> <td>-40%</td> <td>I worry about what people think of me / I feel judged by others</td> </tr> <tr> <td>Q3</td> <td>-33%</td> <td>When I have a problem, I feel funny in my tummy / when I have a problem, I feel it in my body</td> </tr> <tr> <td>Q4</td> <td>50%</td> <td>I feel sad</td> </tr> <tr> <td>Q5</td> <td>50%</td> <td>I have too many bad days</td> </tr> <tr> <td>Q6</td> <td>0%</td> <td>I like myself</td> </tr> <tr> <td>Q7</td> <td>0%</td> <td>Other children like playing with me / I feel comfortable around other people</td> </tr> <tr> <td>Q8</td> <td>0%</td> <td>I like to help others / I care about the people in my life</td> </tr> <tr> <td>Q9</td> <td>0%</td> <td>I have friends who I can ask for help / I have people I can turn to</td> </tr> <tr> <td>Q10</td> <td>0%</td> <td>I find it hard to sit still / I find it hard to concentrate</td> </tr> <tr> <td>Q11</td> <td>67%</td> <td>I get bored easily</td> </tr> <tr> <td>Q12</td> <td>0%</td> <td>I enjoy the things I do</td> </tr> <tr> <td>Q13</td> <td>0%</td> <td>My best is good enough / I have pride in myself</td> </tr> <tr> <td>Q14</td> <td>0%</td> <td>There is plenty of stuff I am good at / I feel a sense of achievement</td> </tr> <tr> <td>Q15</td> <td>40%</td> <td>I worry that I will do badly at school / I worry that I will not reach my goals</td> </tr> </tbody> </table>	Category	% Change First to Final Assessment	Explanation	Q1	25%	I can make myself better when I feel upset / I am in control of my feelings	Q2	-40%	I worry about what people think of me / I feel judged by others	Q3	-33%	When I have a problem, I feel funny in my tummy / when I have a problem, I feel it in my body	Q4	50%	I feel sad	Q5	50%	I have too many bad days	Q6	0%	I like myself	Q7	0%	Other children like playing with me / I feel comfortable around other people	Q8	0%	I like to help others / I care about the people in my life	Q9	0%	I have friends who I can ask for help / I have people I can turn to	Q10	0%	I find it hard to sit still / I find it hard to concentrate	Q11	67%	I get bored easily	Q12	0%	I enjoy the things I do	Q13	0%	My best is good enough / I have pride in myself	Q14	0%	There is plenty of stuff I am good at / I feel a sense of achievement	Q15	40%	I worry that I will do badly at school / I worry that I will not reach my goals	<p>Challenge Numbers:</p> <p>2, 3, 4, 5, 6, 7, 8, 9</p> <p>Budget:</p> <ul style="list-style-type: none"> Physical Health and Wellbeing TA Salary- £19,535 CASY - £5225 Motional - £399
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<p>We will provide a daily breakfast club between 7.30am – 8.45am offering a range of healthy options for breakfast. This will provide</p>	<p>Attendance figures for 2023-2024 show that 63% of all pupil premium children regularly attended breakfast club. This is consistently staff by two members of staff who have provided a range of</p>	<p>Challenge Numbers:</p> <p>2, 3, 4, 5, 6, 7, 8, 9</p> <p>Budget:</p>																																																

<p>consistency, structure, clear boundaries and routines.</p> <p>This will be staffed by two midday supervisors. The club will be subsidised for all children eligible for PPG.</p>	<p>breakfast options, clear structure boundaries and routines.</p>	<ul style="list-style-type: none"> Subsidies - £5000 Staff salaries - £7282 																																																																																												
<p>A full programme of educational visits, core experiences and termly enrichment clubs will take place during academic year 2023-24.</p> <p>All of these experiences will be fully subsidised for pupils in receipt of PPG.</p>	<ul style="list-style-type: none"> All trips took place last year for all year groups apart from the London trip in Y6 due to risk assessments. The uptake for a range of enrichment clubs was high with many children taking up the clubs. Additionally, a high number of PP children have attended enrichment clubs across the year. Trips for 24/25 have been pre booked and are all taking place. <table border="1" data-bbox="576 875 1066 1137"> <thead> <tr> <th colspan="4">Enrichment Clubs Uptake - Autumn 2023-24</th> </tr> <tr> <th>Club</th> <th>No. attending</th> <th>No of PP attending</th> <th>% PP</th> </tr> </thead> <tbody> <tr><td>Dance KS2</td><td>17</td><td>7</td><td>41%</td></tr> <tr><td>Raise the Roof KS2</td><td>25</td><td>9</td><td>36%</td></tr> <tr><td>Football Y5 Y6</td><td>8</td><td>3</td><td>38%</td></tr> <tr><td>Make and Bake Y1-3</td><td>12</td><td>2</td><td>17%</td></tr> <tr><td>Tag Rugby KS2</td><td>18</td><td>10</td><td>56%</td></tr> <tr><td>Gymnastics Y1-4</td><td>12</td><td>3</td><td>25%</td></tr> <tr><td>Mansfield Town Football Y4-6</td><td>27</td><td>4</td><td>15%</td></tr> <tr><td>Hockey Y1-3</td><td>11</td><td>3</td><td>27%</td></tr> <tr><td></td><td>130</td><td>41</td><td>32%</td></tr> </tbody> </table> <table border="1" data-bbox="576 1160 1066 1413"> <thead> <tr> <th colspan="4">Enrichment Clubs Uptake - Summer 2023-24</th> </tr> <tr> <th>Club</th> <th>No. attending</th> <th>No of PP attending</th> <th>% PP</th> </tr> </thead> <tbody> <tr><td>Multisports 3-6</td><td>15</td><td>10</td><td>67%</td></tr> <tr><td>Street Dance 3-6</td><td>14</td><td>5</td><td>36%</td></tr> <tr><td>Film Club R-3</td><td>9</td><td>6</td><td>67%</td></tr> <tr><td>Cricket R-3</td><td>9</td><td>3</td><td>33%</td></tr> <tr><td>Football 5-6</td><td>3</td><td>3</td><td>100%</td></tr> <tr><td>Judo R-2</td><td>16</td><td>2</td><td>13%</td></tr> <tr><td>Raise the Roof (Choir) 1-6</td><td>18</td><td>4</td><td>22%</td></tr> <tr><td>Cheerleading R-4</td><td>11</td><td>4</td><td>36%</td></tr> <tr><td>Gardening WS</td><td></td><td></td><td></td></tr> <tr><td></td><td>95</td><td>37</td><td>39%</td></tr> </tbody> </table>	Enrichment Clubs Uptake - Autumn 2023-24				Club	No. attending	No of PP attending	% PP	Dance KS2	17	7	41%	Raise the Roof KS2	25	9	36%	Football Y5 Y6	8	3	38%	Make and Bake Y1-3	12	2	17%	Tag Rugby KS2	18	10	56%	Gymnastics Y1-4	12	3	25%	Mansfield Town Football Y4-6	27	4	15%	Hockey Y1-3	11	3	27%		130	41	32%	Enrichment Clubs Uptake - Summer 2023-24				Club	No. attending	No of PP attending	% PP	Multisports 3-6	15	10	67%	Street Dance 3-6	14	5	36%	Film Club R-3	9	6	67%	Cricket R-3	9	3	33%	Football 5-6	3	3	100%	Judo R-2	16	2	13%	Raise the Roof (Choir) 1-6	18	4	22%	Cheerleading R-4	11	4	36%	Gardening WS					95	37	39%	<p>Challenge Numbers:</p> <p>2, 3, 8, 9</p> <p>Budget:</p> <ul style="list-style-type: none"> Subsidised trips - £5000 Enrichment Clubs - £1000
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<p>The school will pay into the North Ashfield Partnership and complete referrals as required for pupils displaying concerning behaviours who may become at risk of exclusion.</p> <p>The school will facilitate bespoke work with the SBAP and act on advice given. We will work with parents and families to overcome barriers to attendance.</p>	<ul style="list-style-type: none"> Work with NAP has seen improvements in behaviour and wellbeing across cases where children have been at risk of exclusion. School leaders/teachers have worked closely with NAP to ensure that any needs are met and relationships with families are strong. The school's suspension/exclusion rate is currently below national. <table border="1" data-bbox="576 1854 1066 1921"> <tr> <td rowspan="2">Suspensions and Exclusions</td> <td>Suspensions Rate:</td> <td>School Exclusions Rate:</td> </tr> <tr> <td>1.4</td> <td>0.0</td> </tr> <tr> <td></td> <td>National Suspensions Rate:</td> <td>National Exclusions Rate:</td> </tr> <tr> <td></td> <td>3.13</td> <td>0.04</td> </tr> </table>	Suspensions and Exclusions	Suspensions Rate:	School Exclusions Rate:	1.4	0.0		National Suspensions Rate:	National Exclusions Rate:		3.13	0.04	<p>Challenge Numbers:</p> <p>2, 3, 4, 6, 9</p> <p>Budget:</p> <ul style="list-style-type: none"> NAP - £210 																																																																																	
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Total budgeted cost: £67,027.5