

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Primary School
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	October, 2022
Date on which it will be reviewed	October, 2023
Statement authorised by	Miss Sam Robinson
Pupil premium lead	Miss Emily Cave
Governor / Trustee lead	Mr Brian Little

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,240
Recovery premium funding allocation this academic year	£5945
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	£39,185

Part A: Pupil premium strategy plan

Statement of intent: Our Philosophy

“Broadening horizons with love, laughter and learning.”

Our vision statement demonstrates our commitment to educating for wisdom and aspiration with the help of the church and the community through a culture of dignity and respect. We aim to cultivate the gifts and talents of every child and equip them with the wisdom, knowledge and skills to live life in all its fullness: joys, celebrations, sorrows and struggles. The Pupil Premium Grant (PPG) represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect by utilising a long-term strategy aligned to the SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements.

Overcoming barriers to learning is at the heart of our PPG use. Though the fund does not cover the full cost of our provision, we understand the need to overcome barriers for our most vulnerable children and, as such, we subsidise these strategies from our core budget. Costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our Context

St Mary’s is a medium-sized primary academy, with 205 children on roll between 4-11 years. The academy has no designated catchment area. The academy draws pupils from across Sutton; only 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, is ranked in the 6th percentile. The proportion of pupils in the academy who are known to be eligible for the pupil premium is currently 19%. This increased in recent years, suggesting that the COVID19 lockdowns 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 SEND is also below average at 6%.

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
- Providing opportunities for children to build 'life experience'
- 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. Low levels of literacy	6. Poor attendance
2. Poor language and communication skills	7. Poor behaviour
3. Lack of school readiness	8. Lack of structure and boundaries at home
4. Critical thinking skills	9. Arriving at school hungry and not ready to learn
5. Gaps in prior knowledge	10. Mental health needs of child/family members
	11. Lack of wider life experience

Intended outcomes (2020-2023)

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
<p>Quality of Teaching</p> <p>By the end of Year 3, ensure that all teaching is ambassadorial in order to raise attainment for all children whilst closing the attainment gap between disadvantaged pupils and their peers.</p>	<p>All children receive ambassadorial teaching</p> <p>Disadvantaged pupils make accelerated progress when compared with their peers.</p> <p>Increased % pupils achieve age related expectations in FS, KS1 and KS2, when compared with their baseline/previous keystage data.</p> <p>Staff progress through career expectations, meaning increasing quality of teaching, year on year.</p>
<p>Targeted academic support</p> <p>In Year 1 and 2, to improve pupils' language, literacy and communication skills which, by Year 3 will support the development of their critical thinking.</p>	<p>Individual pupils' language, communication and/or comprehension skills improve from their baseline scores in relevant programmes over one term.</p> <p>Individual pupils' apply newfound skills in the classroom context which gives rise to accelerated progress in reading, when compared with their peers, over the course of a year.</p> <p>Individual pupils' comprehension skills give rise to improved critical thinking by Year 3.</p>
<p>Targeted academic support</p> <p>By the end of Year 3, for pupils who are working significantly below age related expectations and/or their targeted flightpath outcomes, to make accelerated progress, close the attainment gap when compared with their peers and achieve their flightpath target.</p>	<p>By Year 3, pupils achieve their flightpath target</p> <p>Disadvantaged pupils make accelerated progress when compared with their peers.</p>

<p>Targeted wellbeing support</p> <p>By year 3 that identified children experience improvements in their mental health and wellbeing.</p>	<p>Class teachers note increased engagement of identified children in classroom learning sessions when compared to pre-counselling</p> <p>Reduced exclusions, (or reduced risk), for identified pupils</p> <p>Improved % attendance of targeted pupils</p> <p>Reduced behavioural incidents from identified children (see behaviour policy)</p> <p>Evidence of academic progress – e.g. precision teaching graphs, Boxhall profiles, OTrack attainment</p>
<p>Wider provision</p> <p>We aim to ensure that all children start the day with a healthy breakfast, enabling good concentration and behaviour. This will be continued through the day with the provision of milk and fruit to enable continued engagement in learning.</p>	<p>Free, healthy breakfast offered to all disadvantaged children.</p> <p>Access to healthy breakfast for all children</p> <p>At least 50% of breakfast club attendees to be FSM eligible (42% national average during 2017 research for gov.uk by Graham et al., 2017)</p> <p>Improved % attendance of targeted pupils</p>
<p>Wider provision</p> <p>We aim to enable all children to experience a culturally rich education and encourage participation in the arts and sports both for their own sake, and to encourage the development of high self-esteem, confidence and resilience.</p>	<p>Uptake of the ‘Extra-Curricular Offer’ is high: pupil voice informs provision and at least 75% DPs attended at least one enrichment opportunity per term.</p> <p>DPs are able to attend all extra-curricular visits free of charge</p> <p>Evaluations show that children enjoy the clubs and that this is reflected in improvements to their attitudes to learning and increased engagement in the classroom</p> <p>Teachers report improvements in identified children’s confidence, self-esteem and/or resilience</p> <p>Improved % attendance of targeted pupils</p>
<p>Wider strategies</p> <p>Through engagement with the SBAP, we aim to improve</p>	<p>Class teachers note increased engagement of identified children in classroom learning</p>

<p>the behaviour and attendance of targeted pupils, thus reducing their risk of exclusion and increasing the amount of time accessing high quality teaching and enabling accelerated progress.</p>	<p>Reduced exclusions (or risk of) for identified pupils</p> <p>Improved % attendance of targeted pupils</p> <p>Reduced behaviour incidents from identified children</p> <p>Evidence of academic progress – e.g. OTrack attainment</p> <p>Parents report positive impact on relationships at home (Pyle 2015)</p>
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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: £6820

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Deliberate Professional Empowerment</u> (DPE) – see career stage progression maps. Three weekly cycle of targeted professional development, including funded Masters modules, NPQs, National College, Specialist subject courses.</p>	<p>EEF: Effective Professional Development Guidance Report:</p> <p>High quality teaching can narrow the disadvantage gap (Slater, Davies, and Burgess, 2012)</p>	<p>1, 2, 3, 4</p>
<p>Additional release time for early career teachers, teachers requiring support and for the Teaching and Learning Lead in order to facilitate pedagogical development meetings. In Year 3, this is expected to involve:</p> <ul style="list-style-type: none"> • Eleanor Hall (ECT1), weekly • Charlotte Smith (ECT1) weekly • Amy Wain (ECT2), weekly • Madeline Price (ECT2), weekly • Liz Foster (T&L Lead), weekly <p>The focus of these sessions will be informed by leaders' QA and will link to teachers' appraisal targets/TIPS.</p>	<p>The quality of teaching is not fixed: teachers can be improved, and they can be improved by effective professional development (Rauch and Coe, 2019).</p> <p>Professional development has a positive effect on pupil attainment. Goal setting, feedback and action planning are the key mechanisms of effective PD (Sims et al. 2021).</p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £24,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will 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"> • SNIP teaching programme • Toe by Toe • Nessy Reading and Spelling • Rocket Phonics Guided Reading • Rocket Phonics Keep Up • Rocket Phonics Catch Up • Write from the Start • Beat Dyslexia • Physical Literacy 	<p>In studies, Toe by Toe has been reported to achieve useful gains when used meticulously (Brooks, 2016).</p> <p>SNIP, Write from the Start and Physical Literacy are interventions recommended by the EP service and the specialist teacher for dyslexia from the Cognition and Learning Team.</p> <p>Oral language (language acquisition) and phonics interventions have been found to be very high impact for very low cost (6 months)- EEF Toolkit. This is particularly true for those children with EAL.</p> <p>Nessy: Research has consistently demonstrated that a successful literacy program is most effective when it includes explicit instruction designed to improve a student’s ability to accurately read and spell individual words and their ability to comprehend and utilise a variety of language-based processes.’</p> <p>– Dyslexia SPELD Foundation (DSF)</p>	<p>5</p>

	<p>Research found that the HFL KS2 Reading Fluency Project had a positive impact on developing pupils' reading accuracy and comprehension. The average progress in reading comprehension age for pupils who took part in the intervention was eight months and average reading accuracy age progress for intervention group pupils was one year, one month (Institute for Effective Education, 2019).</p>	
<p>We will deliver 1:1 tuition or small group sessions for pupils in Y1-6 to address gaps in learning preventing them from making progress in English/Maths. These will be based on pre-assessment and class teachers' ongoing assessments. Each block will run for six weeks before evaluation. Children may access more than one block, but may be given time between blocks to consolidate learning. This will be led by the Assistant SENCO.</p>	<p>According to the EEF Toolkit, small group tuition has moderate impact for low cost. The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Small group tuition was found to be most effective if targeted to pupils' specific needs; therefore diagnostic assessments must be used to assess the best way to target support. Small group tuition is more cost-effective; however, for some pupils, 1:1 support is more appropriate.</p>	5

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

Budgeted cost: £22,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will provide access to 1:1 counselling sessions for 1 day per	Evidence (Young Minds, 2020) shows mental health and	10

<p>week with an external, trained counsellor who will support pupils' mental well-being.</p> <p>Pupils will access an initial 8 week programme following a referral from parents and/or staff and will be prioritised using a tiered entry criteria.</p> <p>Impact will be reported to the SENCO after each course of counselling, for each individual.</p> <p>Children's emotional wellbeing will be monitored using 'Motional'.</p>	<p>wellbeing programmes can lead to significant improvements in children's mental health, and social and emotional skills.</p> <p>Experiencing a mental health problem in childhood is one of the biggest barriers to achieving well-being and yet only one quarter of children affected are getting specialist help (Green et al, 2005).</p> <p>Research shows that nurture groups help develop affective bonds and help create a whole school nurturing ethos (Binnie and Allen 2008; Cooper 2001).</p>	
<p>Those who require intervention will be provided with tailored support.</p> <ul style="list-style-type: none"> • KIT time • Play-based therapy approaches • Nurture • Forest School <p>Children's emotional wellbeing will be monitored using 'Motional'.</p>	<p>Evidence suggests that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes (EEF, 2022)</p>	10
<p>We will provide a daily breakfast club between 7.30 - 9.15am offering a range of healthy options for breakfast. This will be staffed by two midday supervisors. The club will be subsidised for all children eligible for PPG.</p> <p>Fresh fruit will be provided for all pupils from September, 2021.</p>	<p>Schools reported perceived impacts in terms of reducing hunger, improved concentration and behaviour, and saw breakfast clubs as helping pupils to develop social skills (Graham et al., 2017)</p>	9

Milk will be provided for all DPs free of charge.		
A full programme of educational visits, core experiences and termly enrichment clubs will take place during academic year 2022-23. All of these experiences will be fully subsidised for pupils in receipt of PPG.	All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. The impact of both sports and arts participation on academic learning appears to be positive (EEF, 2020), accelerating progress by approximately 2 months.	11
<p>The school will pay into the North Ashfield SBAP 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>	6, 7, 8

Total budgeted cost: £53,895

Part B: Review of outcomes in the previous academic year (2021-22)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Teaching (for example, CPD, recruitment and retention)

Actual spend: £13,396

Activity	Annual review notes	Challenge number(s) addressed
<p>New system of CPD designed and implemented: Deliberate Professional Development (DPE) – see career stage progression maps. Three weekly cycle of targeted professional development.</p>	<ul style="list-style-type: none"> £7396 – direct CPD costs £6000 – cover <p>Tangible examples of development and progression as a direct result of DPE:</p> <ul style="list-style-type: none"> GE progressing to ITT in 2022/23: potential for the school to retain into her teaching career EC progressing to SLT in 2022/23: supporting succession planning for senior leadership RT progressing to SLT & achieving L5 Sports Qualification by 2022/23: supporting succession planning for senior leadership and sports provision. 	1, 2, 3, 4
<p>As a result of a significant staffing restructure, we will need to continue to provide additional release time for early career teachers, teachers requiring support and for the Teaching and Learning Lead in order to facilitate pedagogical development meetings. In Year 2, this is expected to involve:</p> <ul style="list-style-type: none"> Fern Morris (ECT), weekly 	<ul style="list-style-type: none"> AW on track to complete Y1 ECT successfully: supporting succession planning for SENCO in 2022/23. MP on track to complete Y1 ECT successfully: supporting succession planning for EYFS SP completing NPQH which enables progression to headship in the future LF completing NPQ – Leading Teaching: supporting in role of ITT Induction Tutor and ensuring high quality teaching from ECTs/students who are consistently passing placements. High quality of subject leadership in school 	1, 2, 3, 4

<ul style="list-style-type: none"> • Amy Wain (ECT), weekly • Madeline Gabbitas (ECT), weekly • Liz Foster (T&L Lead), weekly <p>The focus of these sessions will be informed by leaders' QA and will link to teachers' appraisal targets/TIPS.</p>	<ul style="list-style-type: none"> • KT undertaking increased classroom teaching: supported her development in teaching capacity, improving quality of cover. <p>86% pupils received ambassadorial teaching by the end of 2021-22. The quality of teaching has improved, ensuring that disadvantaged pupils are exposed to the highest quality teaching.</p> <p>Outcomes for disadvantaged pupils are still not comparable with their peers:</p> <ul style="list-style-type: none"> • KS1 Combined all pupils: 62% (4 pupils) • KS1 Combined DPs: 50% • KS2 Combined all pupils: 56% • KS2 Combined DPs: 32% (26 pupils) 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Actual spend: £9,444

Activity	Annual review notes	Challenge number(s) addressed
<p>We will 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"> • SNIP teaching programme • Toe by Toe • Nessy Reading and Spelling 	<p>Staffing costs: £9144</p> <p>Nessy - £300</p> <p>Nessy shows significant impact on reading skills, with good progress also seen in spelling skills:</p> <ul style="list-style-type: none"> • Average baseline (reading): 21 • Average percentage progress (reading): 53% • Average baseline (spelling): 34.5 	5

<ul style="list-style-type: none"> • Language Acquisition • Write from the Start • Physical Literacy 	<ul style="list-style-type: none"> • Average percentage progress (spelling): 15.5% <p>Rocket Phonics Catch Up Spring 1:</p>	
<p>We will deliver 1:1 tuition or small group sessions for pupils in Y1-6 to address gaps in learning preventing them from making progress in English/Maths. These will be based on pre-assessment and class teachers' ongoing assessments. Each block will run for six weeks before evaluation. Children may access more than one block but may be given time between blocks to consolidate learning. This will be led by Amy Wain (Assistant SENCO), supported by Alex Eastwood (graduate intern).</p>	<p>Average increased score on phonics screen of 5.</p> <p>Power of 2: average increase of 2 steps</p> <p>Outcomes for disadvantaged pupils:</p> <ul style="list-style-type: none"> • KS1 Combined all pupils: 62% (4 pupils) • KS1 Combined DPs: 50% • KS2 Combined all pupils: 56% • KS2 Combined DPs: 32% (26 pupils) <p>Disadvantaged pupils are not yet making accelerated progress when compared with peers. Staffing difficulties and changes impacted on the school's ability to run 1:1 and small group catch up sessions – this needs to be a priority in 2022-23.</p>	5

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

Actual spend: £40,076

Activity	Annual review notes	Challenge number(s) addressed
<p>We will provide access to 1:1 counselling sessions for 1 day per week with an external, trained counsellor who will support pupils' mental well-being.</p> <p>Pupils will access an initial 8 week programme following a referral from parents and/or staff and will</p>	<p>CASY - £5000</p> <p>Motional - £399</p> <p>Across the total pupils that accessed CASY, they averaged 15% increase in emotional wellbeing – this represents significant impact.</p>	10

<p>be prioritised using a tiered entry criteria.</p> <p>Impact will be reported to the SENCO after each course of counselling, for each individual.</p>														
<p>Those who require intervention will be provided with tailored support.</p> <ul style="list-style-type: none"> • KIT time • Play-based therapy approaches • Nurture <p>Children’s emotional wellbeing will be monitored using ‘Motional’.</p>	<p>Nurture/Wellbeing Lead - £19476</p> <p>Nurture:</p> <p>Average progress tracked by ‘motional’ shows significant impact:</p> <table border="1" data-bbox="699 786 1198 1061"> <thead> <tr> <th></th> <th>Pre-nurture</th> <th>Post nurture</th> </tr> </thead> <tbody> <tr> <td>Pro-Social functions</td> <td>50.4%</td> <td>58.4%</td> </tr> <tr> <td>Executive functions</td> <td>48.65%</td> <td>56.22%.</td> </tr> <tr> <td>Blocks to Learning</td> <td>64.55%.</td> <td>50.91%.</td> </tr> </tbody> </table> <p>Pupil voice indicates that the Nurture programme supports them to cope with difficult situations, stay calm and build relationships with others.</p> <p>KIT Time:</p> <p>Pupil voice indicates that KIT has made them more confident, helped them to be calmer and more ‘joyful’. To improve this, pupils suggested that sessions might be a little longer.</p>		Pre-nurture	Post nurture	Pro-Social functions	50.4%	58.4%	Executive functions	48.65%	56.22%.	Blocks to Learning	64.55%.	50.91%.	10
	Pre-nurture	Post nurture												
Pro-Social functions	50.4%	58.4%												
Executive functions	48.65%	56.22%.												
Blocks to Learning	64.55%.	50.91%.												
<p>We will provide a daily breakfast club between 7.30 - 9.15am offering a range of healthy options for breakfast. This will be staffed by two midday supervisors. The</p>	<p>B/C – £9750</p> <p>63% of disadvantaged pupils attended Breakfast Club in 2021-22</p>	9												

<p>club will be fully subsidised for all children eligible for PPG.</p> <p>Fresh fruit will be provided for all pupils from September, 2021.</p> <p>Milk will be provided for all DPs free of charge.</p>	<p>All children, including those from disadvantaged backgrounds, had free access to fruit and milk ensuring that their basic needs were met.</p> <p>Fruit - £1721</p> <p>Milk - £280</p>	
<p>A full programme of educational visits, core experiences and termly enrichment clubs will take place during academic year 2021-22. All of these experiences will be fully subsidised for pupils in receipt of PPG.</p>	<p>Cost of trips subsidised for disadvantaged pupils - £2900</p> <p>Costs of enrichment clubs subsidised for disadvantaged pupils - £340</p> <p>All children, including those from disadvantaged backgrounds, received an equitable culturally rich education: this was not limited by a lack of funds.</p>	11
<p>The school will pay into the North Ashfield SBAP 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>£210</p> <p>Attendance:</p> <ul style="list-style-type: none"> • All pupils 2021-22 – 94.3% • Disadvantaged pupils 2021-22 91.3% <p>Exclusion figures: From total of 14.5 sessions of fixed term exclusions, only 2 were attributed to disadvantaged pupils.</p>	6, 7, 8

Total spend 2020-21 (incl. PPG and Catch-up funding): £62,916