

Pupil Premium Strategy Review 2019-20

Context of the School

- St Mary's is a **small** primary school, with 210 children on roll between 4-11 years. The school is located in Sutton in Ashfield but has no designated catchment area.
- Though the proportion of pupils in the school who are **known to be** eligible for the pupil premium is low at 11%, the IMD rank for Sutton in Ashfield Central is 2,363/32,844 LSOAs in England: this places it within the **10% most deprived** LSOAs nationally. Similarly, the IDACI rank is 1,437, again placing the area in the **10% most deprived** LSOAs nationally. Our families are generally reticent to claim for FSM and many receive tax credits, making them ineligible; this suggests that many more of our children may be eligible for PPG than currently receive funding.
- The large majority of children attending the school are White British: only 3% of pupils come from minority ethnic backgrounds and nearly all pupils speak English as their first language.
- The number of pupils with disabilities and/or special educational needs (SEN) is also below average at 6%.
- St Mary's became an academy and joined the Diocese of Southwell and Nottingham Multi Academy Trust in November 2014.
- The school is rated 'Outstanding' by Ofsted but has not been inspected since 2007 - it has had four changes in Headteacher and a complete change in staff since its last inspection.
- Over the last three years, combined outcomes for RWM attainment at KS2 have risen, and have been consistently above national; combined RWM outcomes at the higher standard have also been consistently above the national average.
- St Mary Magdalene is a C of E primary school that is distinctly Christian in character and is the only primary age church school in the area. St Mary's has strong links with St Mary Magdalene Parish Church and the Diocese of Southwell and Nottingham. In October 2017, the school was recognised as Outstanding in every category in the SIAMS inspection.
- Due to the sudden death of the former Headteacher, in September 2016 the school entered a temporary collaboration with Selston CE Infant School and All Saints CE Infant and Pre-School. An Executive Headteacher was appointed across all three schools and the Acting Headteacher became Head of School. This collaboration came to an end in August 2018 and a new Headteacher and leadership team assumed responsibility in September 2018.
- Coinciding with the end of the collaboration, six members of the teaching staff left the school. Consequently, 5/7 teachers were new to the school in September 2018. The school begins the 2019-20 academic year with a further two new teachers.

Aims and Values

"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. Pupil Premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect to facilitate these aims, to raise the attainment of all our pupils, and to narrow the nationally recognised attainment gap between children who are eligible for pupil premium funding, and those who are not.

Evaluation of our Work and Spending in 2019-20

The school has a very low number of pupil who are **known to be** disadvantaged and included in the data: this must be considered when undertaking data analysis. In 2019, only 4 pupils were considered disadvantaged, compared with 26 who were not. Similar numbers were the case for 2018 and 2017. Data shows a declining trend in attainment in all three subject areas for disadvantaged pupils; however, progress measures show upward trends in reading and maths. In reading in 2019, disadvantaged pupils actually **made more progress** than their non-disadvantaged counterparts. This is reflective of the priorities of the funding from 2018-19 which focussed on Novel Study and teacher CPD in this area, suggesting that the funding directly, and positively, impacted on disadvantaged pupils' outcomes.

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Due to Covid-19 school closure and the cancellation of KS2 statutory assessment, national data is unavailable for 2020, therefore school assessment data is not reflective of the work undertaken using our Pupil Premium Grant during 2019-20, therefore has not been included in this evaluation.

Improvement and Funding Priorities 2019-20

Priority 1: Improve teaching and learning: move from good to outstanding

At St Mary's, we want children to be successful and achieve the very best educational outcomes possible. Throughout 2018-19, the SLT undertook extensive research into pedagogy and deep learning, including joint cross-phase learning enquiries with an outstanding secondary school, empirical research within school and Masters Level study. This work culminated in the creation of four bespoke principles for teaching and learning and a designated T&L team. It is our intention that this approach forms the basis of our strategy to enable teaching and learning to move from good to outstanding. This will impact positively on quality of education on offer for disadvantaged pupils and is supported by DFE research (Supporting the attainment of disadvantaged pupils, 2015) which suggests that one of the most successful ways of raising disadvantaged pupils' attainment is high quality teaching for all.

Priority 2: Establish a team of effective middle leaders whose work impacts positively on pupils' quality of education

The governing body holds leaders to account through a system of accountability panels and GKIT meetings. New governors were appointed through 2019-8-19: these were people specifically recruited to address skills gaps. As a result, the governing body now possesses a range of expertise from education to business, diocese and admissions. A new chair was appointed in July 2019 who has extensive experience in the role and is well-placed to offer challenge and support to the headteacher. Governor monitoring days are also held which, in the recent school year, supported leaders in both celebrating good practice and challenging underperformance. The senior leadership team was new in September 2018 and has been effective in moving the school forward throughout 2018-19, including by accelerating the progress of disadvantaged pupil in reading. They, along with governors have a clear and ambitious vision for providing high-quality education to all pupils which is realised through strong, shared values, policies and practice. Now, there is important work to do in terms of developing distributed leadership in order to sustain the culture of collegiate improvement and develop the quality of education on offer. This priority is also supported by research evidence by the DfE (Supporting the attainment of disadvantaged pupils, 2015) which promotes 'clear, responsive leadership' as one of seven key strategies for raising the attainment of disadvantaged pupils.

Priority 3: Strengthen the implementation and impact of the wider academic curriculum

Leaders have worked hard throughout 2018-19 to design a 'Curriculum Triad' which succinctly sets out the school vision for the curriculum. The whole staff team contributed to identifying the barriers that children at St Mary's face in order to identify the drivers. As a result, three distinct areas of the curriculum are identified and have been developed. Within each, leaders have created frameworks to implement the vision. One of these frameworks which sits within the academic study field is school's new concept-based wider curriculum framework. This included cross-MAT collaboration and research and is underpinned by an entitlement offer for each child, ensuring them a range of high-quality life experiences before they leave primary school. From the concept-based wider curriculum framework, long term year group plans have been coherently and sequentially developed. Plans incorporate key physical outcomes to enable children to demonstrate their learning each term: a piece of gallery-worthy artwork, a DT project, a performance and an extended piece of writing. In addition, a focus on STEM subjects has been tightened, and partnership with a national company to secure pertinent expertise has been secured. These steps will support disadvantaged learners to gain the cultural capital they need to succeed in life (Ofsted, 2019).

Priority 4: Improve progress and outcomes across Reading, Writing and Maths in KS2

At St Mary's, we want children to be successful and achieve the very best educational outcomes possible. The combined score for RWM has improved year on year from 63% in 2017 to 73% in 2019, though leaders are keen to raise this further as they feel it is not reflective of the outcomes an outstanding school should produce. Progress between KS1 and KS2 is a concern: 2019 measures show a decline in writing and maths, with only a slight increase in reading. Therefore, throughout 2019-20, the progress and outcomes of children in KS2 will remain a key priority. The

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DFE report 'Supporting the attainment of disadvantaged pupils' (2015) accentuates the benefits for disadvantaged pupils of a whole school ethos of attainment for all.

Number of pupils and pupil premium grant (PPG) received	
Total number pupils on roll (excluding F1)	210
Total number of pupils eligible for PPG (FSM + Ever6)	21 + 2 Service Children
Amount PPG received per pupil	£1320
Amount PPG received per Looked After Child (LAC)	0
Amount of PPG per Service Child	£300
Total Amount of PPG Funding	£28,020
Total projected spend overcoming barriers for children eligible for PPG	£39,164

Barriers faced by children eligible for the PPG at St Mary's

Following a close analysis by staff, the following barriers have been identified:

1. Delayed development (social/emotional/physical/behavioural)
2. Low attendance/punctuality
3. Reduced wider life experience
4. Lack of positive feedback
5. Disrupted home life
6. Poor language/vocabulary
7. Family/own mental health needs
8. Lack of parental engagement
9. Poor diet

Many of these barriers are common across our disadvantaged cohort, and often the children face more than one of these. Individuals' barriers are noted on provision maps, and cross-matched with the strategies outlined in the next sections.

PPG Provision 2019-20

Objectives for our Current Projects

1. To improve teaching and learning: move from good to outstanding
2. Meet children's mental health and make effective provision for pupils experiencing episodes of behavioural dysregulation
3. Raise attainment for all children whilst closing the gap between pupils eligible for PPG and 'others'
4. Improve attendance and punctuality of children eligible for PPG
5. Ensure access for **all** children to first hand experiences as meaningful starting points for wider curriculum learning and to facilitate wider life experience e.g. visits, visitors, immersive classrooms

Evaluation of our Work and Spending in 2019-20

Impact Evaluation

Project	Cost	Impact Evaluation Measures/Intended Outcomes	Impact Evaluation
Staff CPD	£5000 subscription to ROSIS for the academic year	<ul style="list-style-type: none"> ✓ Improving trajectory of attainment for all pupils measured termly at pupil progress meetings. ✓ At least good progress for all pupils in year measured termly at pupil progress meetings. ✓ A narrowing attainment gap between DPS and 'Other' pupils ✓ QA demonstrates that all pupils receive teaching which is graded at least 'good', and more over time is graded 'outstanding'. 	<ul style="list-style-type: none"> ✓ Due to Covid-19, no valid progress or attainment data can be provided to demonstrate the impact of strategies. ✓ QA demonstrates that all pupils receive teaching which is graded at least good. Evidence shows that this impacts positively on their lessons.
Wellbeing Lead TA	L4 TA salary £20,754	<ul style="list-style-type: none"> ✓ Raise the profile/ awareness of mental health issues in primary school children ✓ Implement and lead whole school programmes, based on research evidence, which support pupils' mental wellbeing 	<ul style="list-style-type: none"> ✓ The school's Mental Health Lead continues to access ongoing CPD to develop personal knowledge and understanding, which can be disseminated to colleagues. ✓ Ensuring that there is an emotionally available adult for all children who need it. ✓ Acting as a point of contact with parents for advice/ reassurance. ✓ Providing wellbeing support for families during school closure. ✓ Implementing mindfulness sessions (Sitting Like a Frog, Peer Massage, Art Therapy) ✓ Providing Wellbeing extra-curricular clubs
Nurture Provision	1x L2 TA 4 afternoon sessions/week	<ul style="list-style-type: none"> ✓ Develop social/ emotional skills in pupils who have been identified as requiring support, so that they can 	<ul style="list-style-type: none"> ✓ Nurture progression map produced to identify clear entry and exit criteria.

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		<p>be fully included in whole school curriculum.</p> <ul style="list-style-type: none"> ✓ Improve the self-esteem, confidence and ability to learn of pupils within the group. 	<ul style="list-style-type: none"> ✓ Boxall profiles completed termly for children attending nurture group to track progress and set personalised targets. ✓ QA shows that children engage well with nurture. ✓ Nurture bubble formed during Covid school closures to allow vulnerable children to return to school and prepare for transition.
TT Rockstars	£160	<ul style="list-style-type: none"> ✓ Improved times table mental recall times for all KS2 children ✓ Improved attainment in arithmetic papers for all KS2 children 	<ul style="list-style-type: none"> ✓ School assessment data is not reflective of the impact of TT Rockstars; this provision will continue and be monitored during 2020-21.
CASY Counsellor	£5000	<ul style="list-style-type: none"> ✓ Provide access to 1:1 counselling sessions with an external, trained counsellor who will support pupils' mental well-being. 	<ul style="list-style-type: none"> ✓ During 2020, 9 children received counselling. This is less than anticipated due to Covid-19 school closure. ✓ Pupil/ parental voice suggests that counselling sessions have had a positive impact on engagement and emotional regulation. This enables pupils to access learning in the classroom.
Subsidised Enrichment Curriculum, inc. Music	£750	<ul style="list-style-type: none"> ✓ Uptake of the 'Extra-Curricular Offer' is high: pupil voice informs provision and at least 75% DPs attended at least one club ✓ Evaluations show that children enjoy the clubs and that this is reflected in improvements to their attitudes to learning. 	<ul style="list-style-type: none"> ✓ 26 enrichment club places were allocated to disadvantaged pupils out of a total of 254 places. This means that 10% of places were given to DPs, which is in line with the percentage of disadvantaged pupils in school. ✓ Pupil voices shows that children enjoy the clubs.
Subsidised Trips		<ul style="list-style-type: none"> ✓ No child misses out on access to a trip due to lack of funds. 	<ul style="list-style-type: none"> ✓ 11 disadvantaged children participated in subsidised trips. This was fewer than anticipated as a number of school trips were unable to take place due to Covid-19 school closures.
Subsidised Breakfast Club	£5500 (based on current attendance)	<ul style="list-style-type: none"> ✓ Access to breakfast club at a reduced cost for all pupils and free to disadvantaged children. ✓ Registers show that uptake from DPs is high 	<ul style="list-style-type: none"> ✓ 12 disadvantaged pupils regularly access breakfast club, at no cost to their families.

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Philosophy for Children	£2000 for Whole School P4C training	<ul style="list-style-type: none">✓ Staff report developments in children's confidence and thinking skills✓ QA shows that children think deeply about learning across the curriculum✓ Children actively use strategies to express opinions beyond the classroom	Staff survey shows: <ul style="list-style-type: none">✓ Confidence in delivering P4C= 3.64 out of 5✓ 87.5% of teachers reported that P4C has made a positive impact in the classroom, giving pupils the opportunity to think deeply across the curriculum and develop skills that can be applied beyond the classroom.
Total	£39, 164		

Date of next review: September 2021