

St Mary Magdalene C of E Primary School

Headteacher: Miss S Robinson

Deputy Headteacher: Mrs S Pearson

Chair of Governors: Mr A Robinson



Pupil Premium Strategy 2018-19

Context of the School

- St Mary Magdalene is a C of E primary school that is distinctly Christian in character. Senior leaders and governors take the Christian heritage of the school very seriously: it is a distinctly Christian community with social, moral, spiritual and cultural development at its heart.
- The school offers full-time education from Foundation Stage 2.
- St Mary's became an academy and joined the Diocese of Southwell and Nottingham Multi Academy Trust in November 2014: prior to this its last Ofsted inspection was 2007.
- The school is full (210 PAN). It has no catchment area and selection is based upon the admission criteria which prioritises sustained and regular church attendance by parents and is very popular in the local 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. This was for a variety of reasons including two retirements, starting a business, promotion and leaving the teaching profession. Consequently, 5/7 teachers were new to the school in September 2018. This follows a period of relative instability in staffing: 38% of the teaching staff were new to the school in September 2017.
- The school is situated in a former coal mining area and is part of the Sutton Centre Family. The school and family deprivation indicator is broadly average and most children are of White British heritage although the number of families who speak English as an additional language, or who come from minority ethnic groups has slowly risen over time.
- There is a smaller than average number of children with SEND: no child has an EHCP. During the recent staff changes, the SENCO left the school and a new Inclusion Manager with experience of SEND co-ordination was appointed.

Aims and Values

"Broadening horizons with love, laughter and learning."

Our new vision statement, introduced in September 2018 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 over time

2011-16

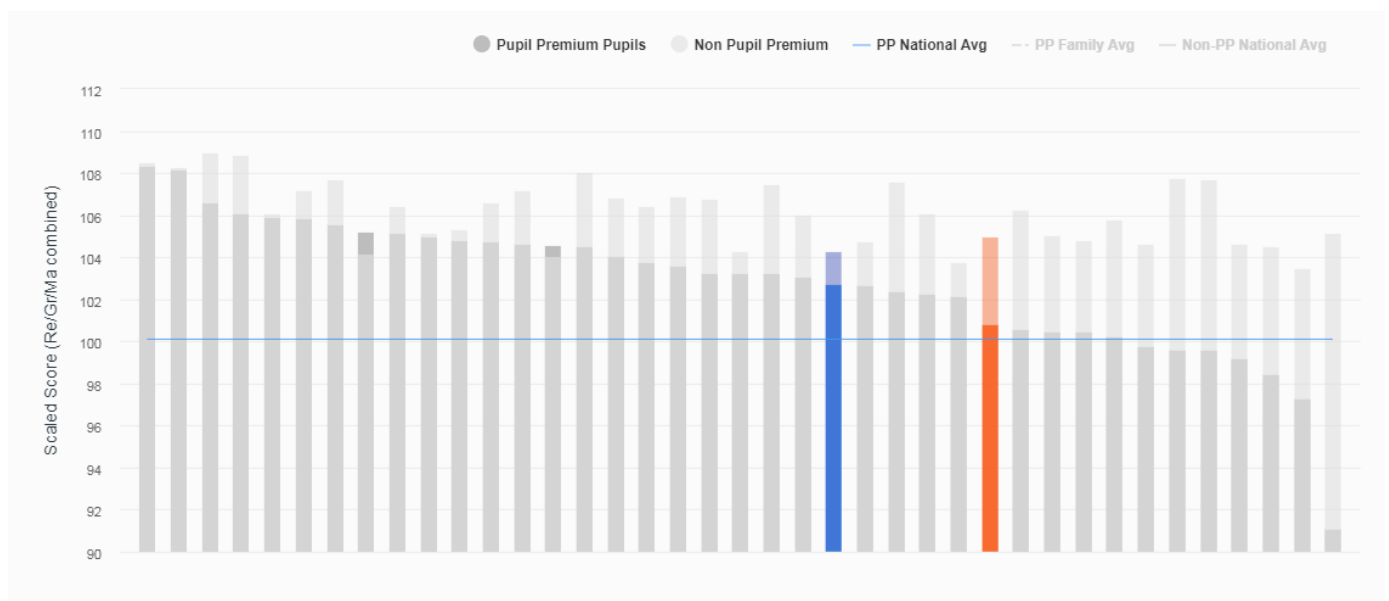
Data from the Education Endowment Fund's 'Families of Schools Database' uses data collated between 2011-16 and demonstrates that, although there was a small gap between how well our pupil premium and non-pupil premium children achieved, our pupil premium children still achieved national averages or above. This data is compared with the school's nearest statistical neighbour (blue – St Augustine's Catholic Primary School) and demonstrates that although pupil premium children at St Mary's attained higher scores than the same group nationally, there was still a significant gap between the achievement of pupil premium and non-pupil premium within the school.

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All Pupils (5 Year Avg)

Average score



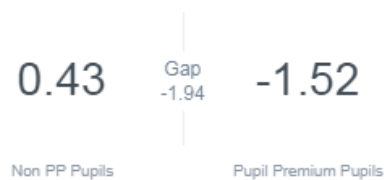
Reading (5 Year Avg)

KS2 Reading



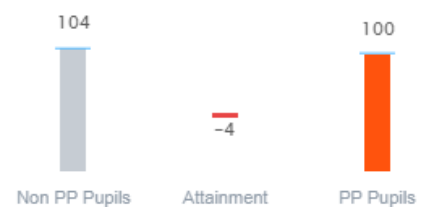
Value added APS (5 Year Avg)

Average point score



Maths (5 Year Avg)

KS2 Maths



2017

*It should be noted that % are statistically unreliable due to the very small number of disadvantaged pupil in this year group.

Progress

	Disadvantaged children at St Mary's	Non-disadvantaged children nationally
Reading	0.6	0.3
Writing	-4.1	0.2
Maths	-8.3	0.3

Attainment

	% Disadvantaged children at St Mary's	% Non-disadvantaged children nationally
Reading EXS	67	77
Reading GDS	0	29
Writing EXS	33	81
Writing GDS	0	21

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Maths EXS	33	80
Maths GDS	0	27

2018

*It should be noted that % are statistically unreliable due to the very small number of disadvantaged pupil in this year group.

Progress

	<i>Disadvantaged children at St Mary's</i>	<i>Non-disadvantaged children nationally</i>
Reading	-7.5	0.31
Writing	-4.6	0.24
Maths	-4.2	0.31

Attainment

	<i>% Disadvantaged children at St Mary's</i>	<i>% Non-disadvantaged children nationally</i>
Reading EXS	50	80
Reading GDS	0	33
Writing EXS	50	83
Writing GDS	0	24
Maths EXS	75	81
Maths GDS	0	28

Data in the last two years, although statistically unviable, suggests that our provision for children eligible for the PPG has not been effective because they have performed less well than their non-disadvantaged counterparts both in terms of progress and attainment. This year, our strategy is designed to be more holistic and denotes a noticeable shift to focus on quality first teaching, and reducing the gap in the context of raising attainment for all children.

Overarching Goals for the Pupil Premium Grant 2018-19

1. ALL staff seek to continually seek to improve the quality of their teaching, learning and assessment so that this impacts positively on the outcomes of ALL pupils.
2. ALL staff are accountable for ALL children's outcomes and work tirelessly to reduce the attainment gap between disadvantaged children and other children within the context of rising attainment for ALL children.
3. ALL staff and families have high expectations of all children and adopt a 'solution-focused' approach to identifying and overcoming ALL children's barriers to learning.
4. ALL children to have strong self-belief, to be ambitious and secure in setting aspirational personal goals.
5. Cultural literacy to be embedded in the curriculum, offering ALL children varied and rich experiences which broaden horizons.

Whole School Improvement and Funding Priorities 2018-19

Raise attainment and increase progress: this year our aim is to increase the percentage of good and outstanding teaching across the school through high quality training for staff to equip them with the skills to ensure that all our children flourish. To support this, we aim to develop highly skilled leadership at all levels and to deliver QA focussed, research-based CPD for all staff. We are determined raise standards across the curriculum for ALL children and will measure this by the % of children achieving EXS+ in Reading, Writing and Maths combined, and through improvements overtime to our progress scores.

Increase parental engagement: this year we want to build bridges with parents and ensure that they feel welcome in the school. Once this has been achieved we aim to support parents to help their children's learning through welcome meetings, family workshops, parent focus groups, the 'taking time to talk programme' and overtime, through creating a 'Family Engagement Offer'.

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Review and develop the curriculum: we plan to review and redevelop our whole curriculum by September 2019 to ensure that we address the needs and extend the fascinations of all *our* children. Interim revisions and trials during 2018-19 will include: Novel Study, Whole Class Reading Comprehension, TT Rockstars, and 'Understanding Christianity' alongside a weekly Enrichment Curriculum to cultivate children's wider interests, increase children's motivation and engagement and subsequently raise standards. We aim to cater for the whole child whilst continuing our high attainment and improving progress measures. We aim to further challenge our children in their learning so that they move from their learning comfort zone to their learning stretch zone. Our assessments, now without levels, are being revised 'behind the scenes' to ensure that they assess the knowledge, understanding and skills our children need in order to flourish and live life in all its fullness (John 10:10).

Foster positive, inclusive school ethos through high quality leadership: we aim to ensure that the Christian ethos of the school pervades our work and decisions so that all children are able to flourish and are given equitable chance to succeed. This means working closely with families and outside agencies to overcome children's barriers to learning. It is important that all children are included in the life of the school and feel part of the family.

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)	16
Amount PPG received per pupil	£1320
Amount PPG received per Looked After Child (LAC)	NA
Amount of PPG per Service Child	£300
Total Amount of PPG Funding	£21,720
Total projected spend overcoming barriers for children eligible for PPG	£26,665

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.

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PPG Provision 2018-19

Objectives for our Current Projects

1. To develop a highly skilled workforce, resulting in high quality teaching and learning
2. Meet the needs of children experiencing social/emotional and behavioural difficulties through nurture provision/interventions
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 learning and to facilitate wider life experience e.g. visits, visitors, immersive classrooms
6. Enhance parental engagement through participation in the AFA programme
7. Ensure all children have access to at least two nutritious meals per day, enabling them to learn effectively
8. Provide opportunities for systematic language acquisition for **all** children

Nature of Provision

Project	Objective
Staff CPD (i.e. Novel Study, assessment, reading, AFA, EVC, MAPA)	1 2 3 4 5 6 7 8
Nurture Provision	2 3 4 8
TT Rockstars	3
Achievement for All	1 2 3 4 6
Subsidised Enrichment Curriculum	4 5
Subsidised Trips	4 5
Subsidised Breakfast Club	4 7
Access to teaching using Novel Study	2 3 5 8
Free milk and fruit for PP pupils	7
Language Acquisition Programme	8

Expenditure Breakdown

Project	Cost	Impact Evaluation Measures/Intended Outcomes
Staff CPD	CPD costs linked to teaching and learning – NQTS, leadership courses, MAPA Total: £7,000	<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. - QA demonstrates that pupils receive teaching which is graded at least 'good', and more over time is graded 'outstanding'.
Access to nurture provision/interventions	10 sessions of L2 TA per week x24weeks (Jan-July): £5400	<ul style="list-style-type: none"> - Reduced 'orange' and 'red' level behavioural incidents from identified children (see behaviour policy) - Evidence of academic progress – precision teaching graphs - Reduced exclusions, or reduced risk of exclusion, for identified pupils
Achievement for All	AFA second year payment: £4150	<ul style="list-style-type: none"> - 100% attendance from parents/carers to 'structured conversations'. - Assessment information demonstrates at least good progress for identified pupils.
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

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Enrichment Curriculum	Music tuition: £1000	<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.
Subsidised Trips	School Visits – £800 per year to subsidise cost of expensive trips where possible.	<ul style="list-style-type: none"> - No child misses out on access to a trip due to lack of funds.
Subsidised Breakfast Club	£4875 (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
Novel Study	Investment in high quality texts to support introduction of Novel Study approach. £2400	<ul style="list-style-type: none"> - Pupils make accelerated progress in reading and writing as demonstrated by the quality of language used in their writing, and the language understood during reading sessions as evidenced by teachers' annotations on planning, English books and progress over time.
Milk and Fruit	£880	<ul style="list-style-type: none"> - Pupils are not hungry and are therefore ready to learn and benefit from nutrients of wholesome food/drink
Language Acquisition programme	NA – developed and delivered in-house	<ul style="list-style-type: none"> - Pupils demonstrate a widening vocabulary and understanding in their reading and writing, as shown by the application of new vocabulary in their written outcomes.
Total Projected Spend:	£26,665	

Date of next review: September 2019