



## Saint Mary Magdalene C of E School

EYFS/KS1/KS2 PUPIL PREMIUM STRATEGY 2020-21

1. Summary information			
Academic Year	2020/21	Total Pupil Premium Grant	£231,907
Total number of pupils	686	Number of pupils eligible for Pupil Premium Grant	191
Review date	Autumn 2021		

We have identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- A) Persistent absence
- B) Low attendance of some PP pupils impacting on their progress through loss of first high quality teaching in school.
- C) Lack of play and social skills
- D) Level of engagement of some pupils impacts their progress in achieving at least the expected standard by the end of Years 5 and 6.
- E) Behaviour

In addition to the above based on Analysing School Performance we need to address the following in regard to pupils in receipt of Pupil Premium:

- F) Support Year 6, Year 5 and Year 2 PP pupils to achieve the expected standard in line or above national and RBG
- G) Narrow the gap between the attainment of PP pupils and non PP pupils, especially PP pupils that are underachieving in Years 5 and 6
- H) Developing parental engagement in supporting PP pupils whose attendance is below 97% to attend school every day.
- I) Improve the quality of writing across the school
- J) Develop children's mathematical skills – Pupils to become confident at reasoning and explaining in mathematics
- K) Develop children's reading comprehension skills through the Beanstalk Reading Support Programme

Barrier (2019-2020)	% of all school pupils	% of Pupil Premium pupils
Annual Absence (2019 – 2020)	94%	94%
Autumn 2020 Absence	96%	94%
Parental Engagement – (eg: parent consultation)	80%	50%
Year 5 and 6 pupils on track to achieve expected standard in reading	85%	43%
Year 5 and 6 pupils on track to achieve expected standard in maths	85%	39%

There is no official 'end of year data' due to the Covid Lockdown during the end of Spring Term 2020 and Summer Term 2020.

Below is Teacher Assessment Data for Autumn 2020

Table showing percentage of PP and Non PP Pupils currently at least at Expected and Percentage of PP and Non PP Pupils projected to be at least at Expected at end of this academic year (2020-2021)

Attainment	Reading	Reading	Reading	Reading
Exp	% PP	% NPP	% PP projected	% NPP projected
Y1	1%	30%	60% (15 pupils)	70% (71 pupils)
Y2	29%	41%	90% (19 pupils)	70% (75 pupils)
Y3	70%	50%	87% (20 pupils)	79% (64 pupils)
Y4	76%	54%	95% (20 pupils)	65% (52 pupils)
Y5	53%	60%	71% (24 pupils)	73% (78 pupils)
Y6	33%	48%	82% (27 pupils)	63% (48 pupils)
Attainment	Writing	Writing	Writing	Writing
Exp	% PP	% NPP	% PP projected	% NPP projected
Y1	4%	30%	60% (15 pupils)	65% (67 pupils)
Y2	14%	27%	90% (19 pupils)	75% (80 pupils)
Y3	65%	50%	91% (21 pupils)	71% (58 pupils)
Y4	67%	56%	95% (20 pupils)	56% (45 pupils)
Y5	53%	64%	76% (26 pupils)	83% (88 pupils)
Y6	39%	45%	85% (28 pupils)	66% (52 pupils)
Attainment	Maths	Maths	Maths	Maths
Exp	% PP	% NPP	% PP projected	% NPP projected
Y1	24%	46%	60% (15 pupils)	52% (45 pupils)
Y2	29%	24%	90% (19 pupils)	68% (73 pupils)
Y3	65%	50%	50% (41 pupils)	66% (52 pupils)
Y4	67%	52%	95% (20 pupils)	63% (51 pupils)
Y5	53%	29%	82% (28 pupils)	81% (86 pupils)
Y6	39%	45%	85% (28 pupils)	61% (48 pupils)

Academic Year	Number of PP Pupils	Total Number of Pupils	PP Pupils % of Cohorts
2017-2018	157	594	26%
2019-2020	186	669	43%
2020-2021	191	686	38%

End of Key Stage for July 2019 data (there was no data for July 2020)			
	All pupils	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard in reading (KS2)	70%	81%	66%
% achieving expected standard in writing (KS2)	81%	81%	80%
% achieving expected standard in maths (KS2)	89%	100%	85%
% achieving expected standard in GPS (KS2)	89%	94%	88%
% achieving expected standard in reading (KS1)	78%	91%	73%
% achieving expected standard in writing (KS1)	71%	86%	66%
% achieving expected standard in maths (KS1)	77%	91%	79%
% achieving GLD (EYFS)	82%	81%	80%

Barriers	Desired Outcome	Actions and how will we ensure it is implemented well	Staff lead		Evaluation of impact
C, D, E	Develop behaviours for learning within the classroom and behaviour during break and lunch times for all PP pupils.	<p>Extend provision, both through resources for structured play and training for lunch time supervisors and sports leaders to support PP children that show challenging behaviours in the playground spaces for the duration of lunch time and those with social communication needs and emotional/behaviour management needs;</p> <ul style="list-style-type: none"> <li>• Mealtimes supervisors to continue meeting fortnightly to</li> <li>• Chaplain to offer a range of mentoring and nurturing support for pupils as well as offering advice on play to SLT, MMS and others.</li> </ul>	MA, JN, RR, TT	£46,813	Meeting with mealtimes supervisors have been running every two weeks run initially by SLT but now lead by the senior mealtimes supervisor. Meetings have been successful in ensuring MTS's are aware of any

	Support children to make the right choices during break times and use strategies and resources to develop structured play during lunchtimes.	<ul style="list-style-type: none"> <li>• HSLW to work 1:1 with some pupils who need extra time to learn and practise these life skills.</li> <li>• LSA/ TA team members to work with pupils on a daily basis in the sensory circuit so they are ready for the day and for learning.</li> <li>• Play Leader to support running lunchtime activities every day, focussing on social skills.</li> <li>• Lunchtime Behaviour project continued to be led by JN to improve the quality of lunch time provision – supported by the Federation Behaviour Lead</li> <li>• Pupils will have a clear timetable of activities available at during each lunchtime to support their behaviours and as they are occupied, this should result in further lowering of lunchtime detentions.</li> <li>• In Summer 2021 look at extending to breaktime.</li> </ul>			safeguarding issues, that procedures are followed and that MTS are aware of any future projects to improve lunchbreaks for the pupils and adults. Guardian Angels and prefects support the Reception children and MTS in the hall and in the playground, enabling older pupils to take on a role of responsibility that they take pride in undertaking. Lunchtime behaviour has improved to a pleasing extent due to how lunchtime break is now organised, better communication between all members of the MTS team, a wider range of activities and play resources and support from Guardian Angels. Next step: To set up and train playleaders to dsupport MTS further in developing active play, including the researching the possibility (if funding allows) of hiring a coach to run sports activities at lunchtime.
D, F, G, I, J	To ensure that the majority of PP children in all year groups make accelerated progress in order to achieve at least 'expected' level with a higher percentage 'exceeding' in reading, writing	<p>To plan, deliver and monitor daily English and Maths lessons by</p> <ul style="list-style-type: none"> <li>• Support both the 'catch up' curriculum and accelerate progress for Pupil Premium children that have fallen behind during the Covid Lockdown period due in part to low engagement of the online learning provision;</li> <li>• Support greater engagement in the use of online resources including Epic Reading, Education City, Purple Mash and Satchel</li> <li>• Support out of school learning and extend the range of resources to support learning in school.</li> <li>• Ensure 80% of PP pupils are engaged in the use of online resources offered by the school</li> <li>• To use a wider range of resources, including the White Rose concrete and maths modelling resources to improve PP pupils ability to solve reasoning problems.</li> </ul>	Co-Exec HTs Co-HT TK LG SR KH MA	£55,104	Booster sessions have been run by members of SLT 5 sessions per week and class teachers ran weekly sessions also making up at least 8 sessions per week. Some were ran as discrete sessions and there has been extra booster sessions run within maths and English sessions, either through supporting small groups in class or

<p>and maths, focussing on pupils in Years 2, 5 and 6</p>	<ul style="list-style-type: none"> <li>Attending training, observations, staff meetings and pupil outcomes will demonstrate the impact of</li> </ul>	<p>The use of the same teacher to cover all 5 classes of a year group to ensure consistency in the quality of teaching, planning, resourcing and formative assessment in all lessons.</p> <ul style="list-style-type: none"> <li>The gap PP between and non-PP pupils for progress and attainment will decrease by at least 20% in year 2,3 and 4 and at least 60% in Years 5 and 6 in reading and Maths – pupil progress meetings will demonstrate this improvement in the percentage of PP pupils on track to achieve the expected standard in Reading, Writing and Maths.</li> <li>Use of a focussed assessment programme to ensure that we can measure the impact Beanstalk readers have on their focus readers.</li> <li>Continue and put in place provisions to support both PP and PP+ pupils to ensure they make at least good progress or accelerated progress.</li> </ul> <p>Along side the catch up plan</p> <ul style="list-style-type: none"> <li><b>Use of Satchel, Education City and Purple Mash</b> to ensure that pupils are receiving high quality off site online teaching when required</li> </ul> <p>As no PP pupils are working at the expected level in reading in only 1 PP pupils is working at the expected level in maths In Year 5 there will be a reading and maths booster group 2x per week in starting Summer 1. In Year 6 there will be Reading, Writing and Maths booster support groups starting Autumn 2 to accelerate PP pupil progress as at present no PP pupils are working at the expcted standard compared to 4 Non-PP pupils achieving the expected or above standard.</p> <ul style="list-style-type: none"> <li><b>Booster groups</b> for Expected and Greater depth in Years 2 and 6.</li> <li>Maths resources to support teaching for greater depth. Revision booklets for pupils to take home</li> <li>Purchase of <b>Maths resources</b> to support teaching for greater depth.</li> <li>Revision booklets for pupils to take home.</li> <li>Continue the focus on Reading skills.</li> <li>Purchase of more reading materials and factual activities.</li> <li>Take part in the Federation focus on Marking to ensure that Pupil Premium pupils are supported in making progress through consistent feedback and a clear marking strategy.</li> </ul> <p>Continue participating in the <b>Magic Breakfast Programme</b> ensure PP pupils do not start the school day hungry, impacting on their levels of concentration and readiness to learn.</p> <ul style="list-style-type: none"> <li>Ensure PP pupils do not start the school day hungry, impacting on their levels of concentration and readiness to learn.</li> </ul>		<p>supporting groups for the activity sessions but all the children remaining in class for the main teaching. The gap between the PP and on PP pupils has narrowed to less than 20% in all 3 Year 6 class across both campuses. between PP and on PP in the percentage of pupils achieving the expected standard and greater depth were 100% of Pp pupils are now achieving and projected to achieve either expected or greater depth for their end of KS 2 assessments by the end of this academic year.</p> <p>Overall 42% of our PP pupils have been able to access our online provision, Satchel, Education City and Purple Mash to continue with their online learning during the second lockdown of the pandemic during the Spring Term of 2021. This is in comparison to 54% of PP pupils. In Years 1, 4 and 6 there was a much smaller difference of less than 5%. This has had the impact evidenced by the end of year assessments of PP pupils making good progress throughout the year. A larger percentage of PP pupils also attended school during the lockdown as school remained open for pupils of key workers and vulnerable disadvantaged pupils, therefore</p>
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					continuing to have high quality first teaching.
F,G	Support Year 6 PP pupils to ensure that they make good or better progress from KS1 to end of KS2 in the core subjects. Continue working on closing the gap between PP and pupils in Year 6	<p>To ensure that current gaps in progress between PP and Non-PP disappear.</p> <p>Interventions – SLT taking Interventions – SLT will run SATs support booster groups 8 x 1 hour sessions per week Brilliant Club – Enable families who may not have first-hand experience of university life to visit a University campus and work alongside a PHD student on a project.</p> <ul style="list-style-type: none"> <li>• SLT running booster maths group 8x a week for GD, WT, Exp.</li> <li>• Bespoke intervention groups</li> <li>• AHT and Year 6 working with the `Year 6 Team to supporting all pupils</li> <li>• SLT to run morning booster maths group for LA group starter Autumn term 2020</li> <li>• Focus on PP progress at pupil progress meetings and this will also be improved by practitioners reviewing and reflecting on T&amp;L strategies on a termly basis.</li> <li>• Monitor using tracking sheets and gap analysis of assessments whether any gaps between attainment of PP pupils is closing in comparison of attainment of Non PP pupils.</li> </ul> <p>Brilliant Club – Enable 8 Year 6 pupils who do not have first-hand experience of university life within their families to visit a University campus and work alongside a PHD student on a virtual project. PP Pupils chosen who demonstrate that they have the potential and desire to apply to university at the end of their time in main stream education.</p> <ul style="list-style-type: none"> <li>• PP pupils to have virtual lessons from a tutor and a virtual graduation (due to Covid regulations)</li> <li>• Pupils will attend the virtual Brilliant Club each week using resources sent by the Scholar’s Programme.</li> <li>• They will be supported with their Brilliant Club tasks and final project. A member of leadership will support pupils during the virtual sessions</li> <li>• Additional PP booster groups to start in Spring 1 2020</li> <li>• Provision for revision guides for all year 6 to support with maths reading and SPAG</li> </ul>	TK/DA AE SR KB A Er	£30,700	<p>The running of Booster groups by members of SLT and the two Year 6 teachers has impacted on a higher percentage of both PP and non PP pupils attaining the expected standard by the end of achieving 77% for reading, 74% for writing and 77% for maths</p> <p>Very successful Brilliant Club sessions this year al be it with interruptions due to the pandemic. Of the 8 participants, 4 were PP and 4 were non PP. All but 1 pupil (non PP) passed the final assessment and had achieved very well. This has also impacted their confidence in class with both their learning and the development of their study skills in preparation for secondary transfer.</p>
C,D	Develop the limited outdoor space to enable greater	<ul style="list-style-type: none"> <li>• Continue to purchase extra resources to enrich lunch time provision so there are wider choices of activities.</li> <li>• Train more staff to use the Forest School Areas and therefore support PP pupils who may have a lack of opportunities at home to be able to improve their social, gross and</li> </ul>	AE TK	£9100	The out door area in Reception and Nursery area at the Woolwivh Campus has continued to

	participation in team sports and use of outside areas for learning (Woolwich campus)	<p>fine motor skills. EYFS Teachers trained and FS using Forest school on a regularly basis.</p> <ul style="list-style-type: none"> <li>• Provision of pastoral areas for staff and children, safe places to go.</li> <li>• Class teachers using the outdoor space and fresh air more frequently to enhance learning which will have a positive impact on progress and attainment shown in pupil progress meetings.</li> <li>• PP pupils' skills to have improved by the having the opportunity to explore play and play spaces.</li> </ul>			<p>be developed with extra resources such as a stage and music area, a reading area with a large specially made reading chair, bookshelves with reading books and stools for the pupils to sit on during reading sessions. There is a forest school area near one of the main playgrounds that is used by EYF and Key stage 1 classes. All the outdoor areas are used effectively to enhance a wide range of learning opportunities for literacy, numeracy and foundation/arts subjects. Evidence from undertaking adult voice and pupils voice surveys has evidenced how effective the outdoor areas are in developing the skills of both Pupil Premium and non Pupil Premium pupils.</p>
C,D	To widen the pupil's cultural capital experiences (Woolwich & Peninsula campuses)	<p>Look at possible School Journey Provision within the confines of Covid regulations – Spring or Summer 2021 Investigate the possibility of 1 day trips to an outdoor centre such as Tump 53 Nature Centre.</p> <p>Art Therapy provision to support PP and LAC pupils that need to develop their confidence, self esteem, and emotional communication needs.</p> <p>To offer a wider range of trips, including virtual trips and virtual sports activities whilst the school is under Covid restrictions enabling PP pupils to participate in class trips or Virtual trips at least each half term to enhance their learning experiences.</p> <ul style="list-style-type: none"> <li>• All PP pupils will be able to attend either a virtual concert or theatre trip in the Summer term or when Covid restrictions allow a physical trip to a concert hall or major theatre.</li> </ul> <p>Use of outside agencies to help develop exciting and motivational teaching and learning for pupils, including extra sports coaching through Kick London</p>	TK/DA TT, HJ, KB	£15,850	<p>As above target - On going – due to the pandemic lockdown and phased return there were no school journeys undertaken last academic year 2020-2021 therefore this target has not had time to be undertaken and therefore will be ongoing this academic year 2021-2022.</p> <p>On going – due to the pandemic lockdown and phased return this target has not had time to be embedded and therefore will be ongoing this academic year 2021-2022.</p>

K	To Develop the effectiveness of the Beanstalk Reading Support Programme	<p>Beanstalk readers to support 9 PP pupils at the Woolwich Campus in Years 1,2,4 and 5 who need to accelerate their progress in their reading and comprehension skills enabling 5 of the pupils, whose comprehension skills are well below the expected standard to be working at just below expected standard in reading by the end of the year and 7 pupils, whose reading skills are just below the expected standard, to be working at the expected level by the end of the year.</p> <ul style="list-style-type: none"> <li>• Support the beanstalk readers in developing how they support all PP pupils so that they develop their comprehension skills as well as their decoding skills through using various resources and games.</li> <li>• Beanstalk readers to support pupils who do not have adult support at home for reading.</li> <li>• To develop a record/assessment programme to measure the effectiveness and impact of the Beanstalk reading programme on PP pupils reading progress each term.</li> <li>• Ensure all PP pupils receive equal access to beanstalk readers and high quality reading resources each week.</li> <li>• Ensure each PP pupils in the Beanstalk Reading Support Programme is being given challenging reading texts and resources to ensure progress.</li> <li>• Use the recording/assessment programme to ensure the programme is working effectively to enable PP pupils in the Beanstalk Reading Support Programme to make at least good progress in their comprehension of reading texts.</li> <li>• To ensure the gap between PP and Non PP pupils progress in reading is being closing and aim for it to be eliminated by the end of Year 6.</li> </ul>	H J Beanstalk Readers	£3800	We have had 4 beanstalk readers during the last academic year, 2020 to 2021. Unfortunately due to the lockdown there were no beanstalk reading sessions during the Spring and first half of the Summer term of 2021. Of the 8 pupils that participated in the Beanstalk reading sessions, 2 out of the 3 in Year 2 made good progress in their reading skills evidenced by TA assessments at the end of the year, both making accelerated progress from well below expected to working towards expected standard, where as 1 PP pupil remained the same, but made good progress overall preventing the pupil from dipping in progress. The PP pupils in Years 1,2, 3 and 4 and 5, that participated in the reading sessions all made progress in their reading, 4 achieving the expected standard for Year 3 and 5 and 2 pupils on the cusp of working towards and expected standard in the end of year assessments.
A. B, H	Engage parents to support initiatives to improve attendance amongst PP pupils from 91% to 97%.	Deliver a wide range of attendance strategies to encourage maximum participation in school life and learning as the average attendance for PP pupils in both Primary Campuses is 94%. Parents and children will recognise and understand the importance of maintaining a good attendance record, supported by our Home School Link Worker. They will be motivated to come to school because of the range of activities that take place during and after the school day.	TK, DA, TT, SW	£68,140	The Leadership team and HSLW have continued to focus on closing the gap in the percentage of attendance of PP pupils which has now risen to 95% overall compared to 97% for non PP pupils. The



<p>Parents will feel supported by school in times of hardship and stress by a range of adults</p> <p>Parental Engagement Initiatives</p>	<ul style="list-style-type: none"> <li>• Subsidise breakfast club places for Pupil Premium children who are regularly late to school.</li> <li>• HSLW calls parents of absent children daily, meet with Attendance Advisor and support families on Fast track.</li> <li>• Close the gap between the percentage of attendance of PP pupils at 94% and the all school pupils at 96% so that both percentages are over 97%.</li> </ul> <p>HSLW to support our families when a need arises either through safeguarding concerns, attendance concerns or general concerns.</p> <ul style="list-style-type: none"> <li>• A food bank will be set up and used in the school to extend Magic Breakfast, plus additional support from Greenwich Council will supply extra Breakfast boxes for our FSM pupils.</li> <li>• HSLW will report to Campus Leader each half term regarding parent support that has been given and how it can be increased</li> <li>• HSLW to sign post parents to appropriate places for support</li> <li>• Home school link worker to support parents in a range of activities. Accessing benefits; back to work; secondary school applications; understanding school life and curriculum</li> </ul> <p>When Covid regulations allow Parents invited to Celebration Collective Worship,</p> <ul style="list-style-type: none"> <li>• Planning Parent workshops to be run by teaching staff via ZOOM to support online learning.</li> <li>• Leaflets and texts to be sent to encourage more parents to participate in Zoom Workshops.</li> <li>• HSLW (TT) to run parent workshops on E-Safety and a termly parent support meeting.</li> <li>• Provide more opportunities for parents to be involved in the school day via school blogs, telephone calls from teachers to ensure regular communication with parents.</li> <li>• Parent consultations via Zoom.</li> </ul> <p>Virtual Workshops will be run by staff and after each one, the number of attendees will be analysed and then marketing strategies put in place to encourage more parents to engage with Virtual workshops.</p>			<p>HSLW has supported families in various ways, including arranging transportation to and from school. The HSLW makes daily calls to families of children who are absent and has continued to closely monitor the attendance of both PP and non PP pupils, working very closely with the LA Attendance team, holding meetings with families whose attendance is of concern, and supporting families in lowering the number of unauthorised absences. The school also rewards pupils whose attendance is 100% each term</p> <p>Parent workshops and parent consultations were undertaken using zoom in line with the school's Covid Safety procedures. The number of parents/carers that attended parent consultations via zoom were inline with pre covid levels of attendance.</p> <p>Our HSLW has worked with the Magic Breakfast programme and Family support from Emmanuel Church with our targetted disadvantaged families throughout the academic year and particularly during the pandemic to ensure that these families were able to access help from the LA food voucher schemes, the Magic</p>
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					<p>Breakfast food support schemes and support from food banks. This has been very beneficial for the targeted families with very pleasing feedback on how much this support has helped them over the lockdowns and these schemes supported them through the lockdown. Our HSLW also supported our targeted families in ensuring the pupils were able to access the online learning making sure that any support needed was available. During the two lockdown periods, the HSLW also did regular checks on all the PP pupils on how they were coping with the learning at home and to ensure that any safeguarding issues that may arise were dealt with urgently. This has helped to ensure that PP pupils were able to continue making progress either through attending the classes run for key workers or our vulnerable pupils. Safe guarding leaflets were sent to all the families. The HSLW has also helped families whose attendance has been lower than 90% by supporting pupils with travel to and from school.</p>
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