

St Mary Magdalene C of E School

Pupil Premium Strategy Statement 2020-21



1. Summary information

School	St Mary Magdalene C of E Secondary Phase				
Academic Year	2020/21	Total PP budget	£411,094	Date of most recent PP Review	Autumn 20
Pupils in KS3	528	Number of pupils eligible for PP	316	Date for next internal review of this strategy	Aut 2021
Pupils in KS4	353				
Total number of pupils	881				

2. Pupil Premium Profile

Year	Number of PP students	Total pupils	PP % of Cohort
2020-21	316	881	36%
2019-20	365	714	51%
2018-19	264	535	49%
2017-18	171	343	50%
2016/17	86	167	52%

3. Gender

Year	All Pupils			PP			Non-PP		
	F	M	Total	F	M	Total	F	M	Total
7	76	98	174	21	20	41	55	78	133
8	82	98	180	27	29	56	55	69	124
9	87	87	174	34	48	82	53	39	92
10	81	94	175	42	40	82	39	54	93
11	95	83	178	27	28	55	68	55	123
Grand Total	421	460	881	151	165	316	270	295	565
	48%	52%		48%	52%		48%	52%	

4. SEN

Year	All Pupils				SEN PP			SEN Non-PP		
	E	K	N	Total	E	K	Total	E	K	Total
7	2	21	151	174	2	8	10	0	13	13
8	5	32	143	180	3	15	18	2	20	22
9	4	49	121	174	4	29	33	0	20	20
10	1	42	132	175	0	22	22	1	20	21
11	1	38	139	178	1	16	17	0	22	22
Grand Total	13	182	686	881	10	90	100	3	95	98
	195									
	22%		78%		10%	90%	11% (whole school pupils)	3%	97%	11% (whole school pupils)

5. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (issues to be addressed in school, such as poor literacy skills)

A.	Progress gaps in core subjects between non-disadvantaged and disadvantaged students.
B.	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress throughout their years at St Mary Magdalene.
C.	Numeracy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress throughout their years at St Mary Magdalene.
D.	There is a 6% gender imbalance between males to females in the PP cohort.
E.	High percentages of disadvantaged pupils diagnosed with special needs, including ASD (16% more SEN pupils are PP than Non-PP).
F.	Limited cultural capital and life experiences that would otherwise give them a good grounding in general life skills and basic knowledge.
G.	Significantly more Non-PP pupils opted for the EBacc package last year (-10% difference between PP and Non-PP).

External barriers (issues which also require action outside school, such as low attendance rates)

H.	Low levels of aspiration, resilience and study skills which lead to low confidence, and a low level of self-esteem.
I.	High percentage of pupil premium pupils with complicated home lives (a greater proportion of single parent families, transitional housing, generational worklessness and a low level of self-esteem).

	Desired outcome	Actions and how will we ensure it is implemented well?	Staff lead	Cost	Review
A)	Narrowing progress gaps in core subjects between non-disadvantaged and disadvantaged students, through rigorous ½ termly, and termly, data analysis.	<p>Rigorous ½ termly, and termly, data analysis reflecting narrowing progress gaps in core subjects between non-disadvantaged and disadvantaged students.</p> <ul style="list-style-type: none"> ▪ PP And Non-PP pupils make at least expected (or increased) progress in core subjects by the end of respective years ▪ PP students to be discussed with core subject leads regularly, along with Vice Principal for outcomes and Vice Principal for inclusion to identify trends and support for individuals. ▪ PP students to be identified as part of the Team 50 plan for year 11 PP students to be part of the social mobility group when carrying out QA 	ZPT TGD	£4,680	
A)	To improve quality first teaching until no significant gaps in progress, and all students are seen to make expected and better than expected progress in terms of the school's ambitious projections for students.	<ul style="list-style-type: none"> ▪ Rigorous formal and formative lesson observation schedule mapped across all subject areas. Ongoing QA of judgements to ensure quality first teaching is being effectively monitored. ▪ Book scrutiny across all years mapped out across the academic year. ▪ Planned and Responsive CPD to train staff and share best practice. ▪ The six key elements of the St Magdalene lesson shared across all staff to ensure consistency and to ensure ALL lessons are planned to include the following: <ul style="list-style-type: none"> - Retrieval practice - Application of learning - Differentiation - Questioning and AFL - Modelling - Literacy <p>Student voice to be considered termly to gauge students perception of T&L.</p>	MBY	£8,753	
A)	PP and LAC students receive personalised support to ensure that they make good rates of academic progress and have appropriate pastoral support.	<ul style="list-style-type: none"> ▪ Attendance to be above/in line with national average and supported through mentoring, one to one check in's, internal counselling services, external agency liaison such as FBB, SAFE, counselling, and careers drop down days having a noticeable impact on targeted PP student aspiration and reported in PEP reviews. ▪ HSLW and Student Welfare to support students and families by identifying need of resources which support academic and pastoral progress. ▪ 1:1 support and personalised timetables (inc. reintegration and use of the learning zone for personalised interventions and internal exclusion timetables) ▪ Vulnerable students to be able to identify at least 5 members of staff whom they can talk to and where necessary be given a one to one weekly check in, time our card or mentor. 	ZPT	£18,089	

		<ul style="list-style-type: none"> ▪ LAC are monitored closely in school by the SENCO and should be expected to make at least the same amount of progress as their relative peers. ▪ Support for families (e.g. with parenting, travel, housing benefit and food bank vouchers) 			
A)	The most vulnerable Y7 disadvantaged students have a successful transition to secondary school.	<ul style="list-style-type: none"> ▪ Primary phone calls to all students by pastoral team (where possible in person – Covid permitting) ▪ SEN and identified students to visit SMM secondary before starting in September and to have a separate tour and tea morning ▪ Hub (lunchtime club) available to all students. Most vulnerable identified and encouraged to attend or check in ▪ Availability of accessing support from pastoral team before school (school subsidised breakfast club – when Covid allows). ▪ Library open and supervised before school, during lunch and after school which provides a quiet area to complete home learning, research or reading. ▪ Pupil voice to help review further improvements to transition plan to take place between SEN and this years year 7s experience ▪ PP students identified on all seating plans and attainment is reported on per subject area every term. ▪ Coaching and network meetings, QA training programme for whole school CPD, observations, learning walks, book looks to have open discussions about PP progress and support and measure impact. ▪ Students referred are considered to require targeted support evidenced by: <ul style="list-style-type: none"> - Attachment difficulties - Lack of life skills - General under-achievement on targeted levels in subject area - Unable to contribute easily in group situations - Difficulty following classroom rules - Poor interpersonal skills - Low self-esteem and/or mental wellbeing - Limited receptive and expressive language - Lacking empathy towards other students/staff - Difficulty forming and maintaining friendships 	BFN AHS ZPT	£24,035	

<p>B)</p>	<p>Improve Year 7 literacy progress: Encourage independent, regular reading to improve reading skills</p> <p>High levels of progress in literacy for all pupils eligible for PP and equality of progress with all pupils.</p>	<ul style="list-style-type: none"> ▪ Whole-school reading strategy/plan, embedded across the phase ▪ Students who did not pass their KS2 SATS to receive resources and tuition to help accelerate progress (via COVID catch up fund) ▪ Reading intervention sessions run by Library support to develop students learning and to ensure texts selected a engaging, varied and current. ▪ Reading Journals have been issued to all KS3 students to capture understanding and engagement of the novels read. ▪ Family tutors to ensure each student in the school has an 'active' reading book with the every day. ▪ Full, effective and targeted use of Read, Write Inc. ▪ Parents to verify reading on a weekly basis ▪ Pupil progress to be monitored via half termly data analysis and faculty analysis termly. These reviews to inform whole school actions. Underachievement trackers to also support on identifying progress. Learning Walks to be used to establish engagement with texts being read. 	<p>SOO</p>	<p>£20,921</p>	
<p>B)</p>	<p>To develop and improve literacy skills such as reading, writing, listening and oracy of students eligible for disadvantaged funding.</p>	<ul style="list-style-type: none"> ▪ Staff trained in use of Satchel and its PP identification to inform classroom practice. ▪ Formal lesson observation cycle ▪ INSET sessions attended by all teaching staff, evaluation from training analysed to ensure it has met the needs of staff; book checks, learning walks and observations show an increase in teaching literacy strategies and that marking for literacy has a positive impact on student progress. ▪ Termly cycle of QA & student voice. ▪ Teaching and Learning lead to review marking policy and create a new approach towards providing feedback to improve Literacy skills. ▪ Whole school curriculum review – via SLT, whole school INSET day, twilight sessions and weekly staff meetings. 	<p>SOO</p>	<p>£5,361</p>	
<p>B)</p>	<p>SOW used to implement challenging and topical texts.</p> <p>Develop inference skills in Alpha streams.</p>	<ul style="list-style-type: none"> • Texts and SOW altered to enable students to develop a richer cultural capital through reading. • Developed understanding of different cultures, language and texts. • PP students exposed to a range of varied texts throughout the year that explore different attitudes towards race, religion and relationships. • Alpha stream to have one lesson dedicated to embedding inference skills when analysing texts. Poor inference skills are often a barrier to learning when analysing. • Alpha stream statistically has a larger proportion of PP students and are generally smaller in size which allows teachers to closely focus on developing skills throughout. • Learning Walks and data capture to be used to measure progress of PP students against non PP. 	<p>SOO</p>	<p>£5,169</p>	

C)	High levels of progress in numeracy for all pupils eligible for PP and equality of progress with all pupils.	<ul style="list-style-type: none"> ▪ Year 7 catch up funding to be used to provide students below KS2 expected levels with a program to develop foundational numeracy skills necessary for future success in mathematics. This will be monitored by the KS3 coordinator in Mathematics. ▪ Half termly data drop to inform further actions and next steps. Departmental training in faculty meetings and/or via shared reading on the use of manipulatives and pictorial representations in maths classrooms to help improve conceptual understanding of numerical concepts. 	MPT	£7,289	
C)	Increase underperforming PP students' progress and attainment in Maths so that they are in line with their peers	<ul style="list-style-type: none"> ▪ Progress data analysed at each data drop to monitor if the gap is narrowing between PP and non-PP students. This should also be compared against other variables such as maths set and SEN status to be able to identify potential underlying causes for continuing gaps. ▪ Ensuring that classes are allocated in such a way that the lower attaining sets are given equally strong teachers to the higher attaining classes. This will benefit PP classes as they are likely to be present in higher numbers there. ▪ Focus on PP progress and attainment at pupil progress/faculty line management meetings. ▪ Pupils supported by having seven sets rather than six in KS4 year groups, so that classes working at lower attainment points or with a higher proportion of SEN pupils can have a lower number of students per teacher in their classes. <p>Revision resources and guides provided for Year 11 pupils with focus on ensuring that PP students are amongst those receiving these resources.</p>	MPT	£33,123	
D)	Increase in cultural capital and life experiences that would otherwise give them a good grounding in general life skills and basic knowledge.	<ul style="list-style-type: none"> ▪ High attendance - all pupils in years 7, 8 and 9 attending termly 'trips' known as CCDs (Connected curriculum day). ▪ All <u>non</u>-CCD attendance reflective of PP to Non-PP school ratio. ▪ Student voice reflections acknowledged, considered and acted upon (where reasonable). Lead by Student Voice Reps. ▪ CCD day reflections/feedback (inc. WWW and EBIs considered and acted upon (where reasonable)). ▪ School to subsidise residential trips to Barcelona, New York and Iceland ensuring PP students are not excluded from any cultural capital opportunities. 	RHN SAN	£5,523	
D)	All disadvantaged students wear correct full school uniform and not be identifiable through appearance.	<ul style="list-style-type: none"> ▪ A sense of belonging, and a professional academic attitude influenced by smart dress – this will be done by family tutors and students welfare monitoring school uniform and supporting students in meeting the schools' uniform expectations. ▪ Plimsolls to be provided for students who are unable to buy new shoes as well as other school uniform such as trousers and shirts. ▪ All students are able to borrow uniform every day. 	RHN	£500	

D)	<p>To develop students' extra-curricular knowledge and skills.</p> <p>To also provide social connections and a safe space after school.</p>	<ul style="list-style-type: none"> ▪ PP students to attend as many as possible of the visits on offer throughout KS3. Monitored termly by Pastoral team. Evident that PP students' engagement, self-confidence, team working skills and problem solving abilities improve through their behaviour in and out of school. ▪ Staff feedback and reflection completed after each educational visit; student reflections; school council discussions on trips, pastoral team to discuss the behaviour of PP students and reflect on whether their social skills have improved as a result. ▪ PP students identified and subtly supported on visits so that they feel comfortable and learn how to behave appropriately in different settings. ▪ PP students targeted for subsidised support on activities, also provided with free places if required. ▪ All other educational visits to provide a minimum participation offer requirement of at least 5 PP students in every 10. This includes opportunities such as SDBE trips to interview candidates. 	RHN SAN	£ 6,900	
E)	To develop clear understanding of safer travel amongst the school community.	<ul style="list-style-type: none"> ▪ PP students encouraged to participate in student-led assemblies to improve their social skills. Mixed integration with aspirational students to help focus and create ambitions for PP and non-PP students. YTA able to design and implement a programme promoting greener transport thus helping their social and organisational skills. Stars travel award (gold) Each session feedback from TFL support. Students give feedback to TFL 	EBA	£2,500	
E)	To develop students' wider experiences outside the classroom and increase their cultural capital.	<ul style="list-style-type: none"> ▪ Offer a wide range of clubs including sports, STEM and Arts. These clubs to be led by both school staff and external agencies. ▪ Ensure that all PP students attend at least one enrichment club. ▪ Enrichment leads and PP Coordinator monitoring club attendance ▪ Participation in school clubs and organisations to be equitable for pupil premium pupils. 	EBA	£2,000	
E)	To increase the community links of the school and increase confidence of public speaking of students	<ul style="list-style-type: none"> ▪ Student voice (school council input) ▪ Prefects selected through staff voting process and support in leading collective worship and other whole school events. ▪ Students encouraged to speak in front of the whole school and campaign for their vote. ▪ The Greenwich young people's council: Student applications submitted to borough, elections held and external votes counted. Successful students to participate in various events organized by LA. ▪ Year 8 students to experience work by running the students reception and welcoming visitors on a rota basis so that the entire year 8 complete this work daily. 	HOY EBA	£17,802	

E)	Increased uptake for EBacc subjects by PP and Non-PP groups, and narrowing of gap between both groups.	<ul style="list-style-type: none"> ▪ Subject specialists dedicating time in lessons to explain course requirements and make curriculum links to careers (and EBacc subjects) ▪ SMT to meet each student in year 9 individually and to 'interview' them and aid them in the options process. ▪ Vice Principal to lead on year 9 options event and explain entire options process, focusing on promoting the EBacc subjects. ▪ Vice Principal and History and Geography Leads to identify students not selecting History/Geography and encouraging higher uptake. ▪ Director of C&S Faculty and MFL Lead to implement strategies to raise uptake of Modern Foreign Languages. ▪ More pupils opting for EBacc subjects. ▪ Entry rates for EBacc comparable with other groups within the school. ▪ Narrowing of 10% gap (from last year where 24 PP and 29 Non-PP pupils selected EBacc option subjects, at 45% and 55%, respectively). 	TGD	£3,980	
F)	Ensure attendance rates are at least in line with national average and narrow the gap between PP and non-PP students attendance	<ul style="list-style-type: none"> ▪ Attendance to be celebrated weekly in whole school celebration assembly. End of term treats and assemblies to celebrate individual attendance by providing gift cards for selected winners. ▪ Attendance can be monitored by Satchel app giving parents/carers more autonomy when keeping check on their child's attendance. ▪ Weekly attendance meetings in school, attendance shared with staff and students, attendance competition, meetings and support from the LA attendance officer all to increase attendance rates, work of HSLW and welfare officers. ▪ Network meetings between SLT and core subject leads to discuss PP attendance and HOY to follow processes with their family group tutors. 	ZPT	£12,771	
F)	Increased levels of aspiration, resilience and study skills which lead to increased confidence, and higher self-esteem.	<ul style="list-style-type: none"> ▪ Targeted pupil group participation in initiatives which support young people who are disengaged at school, in order to help them finish school with the skills and grades needed to make a successful transition into adulthood (e.g. work experience taster days/weeks; Football Beyond Borders – FBB). ▪ Increased uptake for all EBacc GCSE option subjects. ▪ Student Voice Reflections (inc. WWW and EBIs which are considered and acted upon, where reasonable) Autumn, Spring and Summer. ▪ Positive trajectory in pupil conduct points analysis (more positive behaviour points and less/reducing negative behaviour points). 	ZPT THS TGD	£5,900	
F)	Higher levels of student wellbeing especially regarding mental health Better engagement at school for some PP students due to improved wellbeing	<ul style="list-style-type: none"> ▪ Student welfare to always be available for students to speak to at any point of the day. ▪ The learning zone and library to provide lunch support for students who struggle with being outside for the entire lunch. ▪ Pupil voice, review meetings with music TA, lead LSA & Inclusion Leader, music TA notes, observation of sessions by lead LSA. ▪ Targeted students are participating in Art Therapy 	ZPT	£54,931	

		<ul style="list-style-type: none"> ▪ Student voice surveys before and after targeted support to assess impact. ▪ Increased engagement and participation in lessons ▪ Strengthened relationships between school and family, thereby giving every young person a chance to achieve their fullest potential. ▪ School staff will be expected to take on new strategies to support PP pupils with MH needs through their "first aid, mental health qualification". Success will be measured by increased confidence, self-esteem and resilience within their respective KS. ▪ School counsellor to support secondary students for 3 days per week and work in 1 hour sessions with a variety of students. ▪ School chaplain to be another non teaching staff member who students are able to speak to. Alternatively, they are also able to spend lunch in the school Chapel. ▪ School sourcing LA to mentor group of vulnerable girls. 			
F)	To promote understanding of the pathways and career choices.	<ul style="list-style-type: none"> ▪ Workshops and visiting speakers embedded in PSHE and Family Time dedicated to promoting future choice and aspirations ▪ All teachers to link curriculum learning with careers, where applicable. ▪ Creation and distribution of SMM KS4 Options Booklet to inform/support pupil aspirations/choices – Autumn 2 2020 ▪ Students able to reflect upon information they have had regarding careers. Use of Start Profiles to aid with this. ▪ Hosting of Y9 Options Evening for parents/carers. Information provided to parents so that they can support their child. ▪ Hosting of Sixth Form Open Evening for students. Information provided to students regarding post-16 options. Attendance compulsory. ▪ Insight Days for Y10s & Y11s in lieu of work experience week last academic year and this academic year 	EBA	£13,443	
F)	Develop behaviours to ensure that PP students have the emotional resilience to succeed in their learning.	<ul style="list-style-type: none"> ▪ Reduced number of PP students involved in c2 detentions, and expulsions from lessons (c3s), internal and external exclusions. ▪ Weekly competition/celebration of positive conduct points ▪ Restorative Approach embedded into whole school strategy. All staff trained in restorative justice techniques. ▪ PP students to buy into the stamps/reward system to help them achieve every day. ▪ Coaching, appraisals, SMT meetings, training and staff meetings, briefings from AEN and Pastoral leaders. ▪ Input from school council and feedback from students. ▪ Family tutors to ensure that their PP students are fully engaged in the various school reward systems and achieving well/or making the necessary intervention needed to support the students. ▪ Weekly meetings for KS3 pastoral team which include discussions/actions about PP students of concern 	THS	£71,495	

		<ul style="list-style-type: none"> Identified students supported by school counsellor Behaviour reward trips to be termly subsidised. 			
F)	Targeted interventions to improve performance of high ability PP students	<ul style="list-style-type: none"> Use of data to monitor impact and track progress of PP students Extra activities and learning opportunities for higher ability students to improve engagement, communication and academic progress including Brilliant Club. 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 PP pupils to have the lessons from a university tutor and then all to graduate. More students stating that they would consider university. 	AHS EBA	£2,288	
F)	Targeted PP pupils to have targeted guidance and mentoring to ensure equality of progress (inc. attendance monitoring), attainment, opportunity and participation in all parts of the school.	<ul style="list-style-type: none"> SLT to mentor ½ students each and ensure they meet them regularly. These students are also able to access SLT when further support is required The team of HSLW and students welfare to target students who require pastoral support Attendance team to work with HoY to work with year groups in improving attendance. Targeted pupils to participate in Art therapy 	SLT AHS	£24,509	
G)	High percentage of pupils with complicated home lives with poor mental health.	<ul style="list-style-type: none"> Home-School Link Worker (HSLW) working with most vulnerable pupils (and their parent/carer(s), Greenwich Attendance Officer and Greenwich Children's services to improve attendance to school, and lessons. Creation of personalised timetables where needed. Student Welfare Assistants (SWAs) working closely with targeted/vulnerable pupils (inc. knowledge of <u>all</u> PP pupils). Effective and collaborative working of Pastoral Team (HoYs, FG tutors, HSLW, SWAs, Behaviour Support Team) LAC students have access to a key worker who is responsible for monitoring their progress and providing personalised support - supporting with/providing/ subsidising resources Personal Education Plans are reviewed 3 times a year and students are set regular revised targets which are personalised for each subject PP students are able to access subsidised trips and visits in line with the curriculum and extra curriculum offer. 	ZPT AHS	£63,223	

		<ul style="list-style-type: none">▪ Support work from our level 3 trained staff on mental health first aid where suitable.			
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