

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Saint Mary Magdalene All Through School – Primary Campuses
Number of pupils in school	648
Proportion (%) of pupil premium eligible pupils	32% (212 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	16.12.2022
Date on which it will be reviewed	16.12.2024
Statement authorised by	C.Harrison
Pupil premium lead	A Ermellino
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£258,163
Recovery premium funding allocation this academic year	£53,446
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£331,609

# Part A: Pupil premium strategy plan

## Statement of intent

### OUR PUPIL PREMIUM STATEMENT OF INTENT

Our vision is that every Koinonia student will go out into the world happy, courageous, resilient, motivated with a lifelong love of learning, fully equipped to make a positive contribution to society.

We use our pupil premium funding to support our pupils, from whatever their starting point, to make the maximum progress they can academically as well as socially and emotionally.

We offer a wide range of strategies to tackle disadvantage and support each individual to achieve the best possible outcomes. In all our work as a Federation we strive to offer equality of opportunity, remove barriers to learning and close any identified gaps in attainment and progress.

Our Federation's Key Principles for our strategy plan are to:

- Focus on quality first teaching for all pupils, irrespective of their background and academic ability.
- Ensure appropriate provision is put in place to support our vulnerable and disadvantaged families so they may access our curriculum offer in full.
- Interrogate our school data to identify attainment gaps in order to formulate our key strategies to address challenges to achievement.
- Offer targeted academic support as well as strategies that address non – academic factors (including attendance, behaviour and social and emotional support).
- Strive to engage all stakeholders to fully participate in the life of our schools and the opportunities they offer in order that each individual pupil can reach their full potential. Endeavour, as best we can, to offer a diverse range of activities that will enhance each pupils life and cultural experiences.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Ensure that all pupils have access to highly effective quality first teaching and every teacher is supported through professional development, training and resources to ensure they support pupils to make at least good progress and narrow the gap between PP pupils and non-PP pupils who attain at least the expected standard by the end of each academic year.

2	Close progress gaps in core subjects between non-disadvantaged and disadvantaged students using the Recovery Premium and School Tutoring Sessions ensuring all pupils have access support through to high quality teaching in small interventions group and 3:1 tutoring sessions.
3	Support raising attainment for all pupils through high quality professional development and training for Teachers, TA's and LSA, including Federation led training and INSET for all core subjects
4	Raise Early Reading and phonics skills for all pupils through targeted reading and phonics support and particularly for both PP and non-PP pupils whose attainment is lower than for other pupils, preventing them from making at least good progress throughout the year.
5	Raise mathematics skills for all pupils that are making slower progress with targeted support from booster sessions for lower attaining PP pupils as well as non-PP pupils, using
6	To continue widening pupils' cultural capital by extending their experiences through a wide range of trips, and that would otherwise give them a good grounding in general life skills and basic knowledge.
7	Ensure all PP pupils make at least good progress through effective and rigorous analysis of assessment data using the FFT tool. Train teachers and support staff in how to analyse assessment data effectively to ensure that attainment gaps between PP and non-PP are narrowing year on year
8	Raise levels of aspiration, resilience and study skills and tackle low confidence and a low level of self-esteem through the targeted use of external agencies such as counsellors, residential trip providers, providers of the Scholar's Programme Brilliant Cub and Beanstalk readers.
9	Attendance, close the attendance gap of 3% between disadvantaged pupils and non-disadvantaged pupils from 94% for PP pupil to at least 97% for all pupils.
10	Provide support for those pupil premium pupils who are unable to access online learning resources, online homework tool by preparing learning packs, CGP books and other resources to support pupils to consolidate and extend their learning and close the attainment gap. This includes PP pupils that are absent from school for a period of time due to medical reasons.
11	Ensure the development of behaviour for learning for both PP pupils and non-PP pupils by removing barriers to behaviour through the use of an effective behaviour pathway that promotes good behaviour for learning and has clear consequences that are used consistently to reinforce acceptable behaviour.

## Intended outcomes

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.

Challenge number	Intended outcome	Success criteria
1, 7	Narrowing progress gaps in core subjects between non-disadvantaged and disadvantaged students, through rigorous ½ termly, and termly, data analysis using the FFT Assessment Tool.	Comparison between data for PP and non-PP pupils show that the gap in progress and attainment has narrowed although a minimal gap main remain in. the first and second year of this action plan. Higher

	All pupils will be assessed twice a term including half termly pupils progress meetings to measure the progress PP are making to close the attainment gap. To use data to put in place interventions to close the attainment gap.	percentage of pupils in all year groups are achieving at least the expected standard in Maths, Reading, Writing and all three combined in comparison to 2021.
1	To improve quality first teaching until no significant gaps in progress, and all pupils are seen to make expected and better than expected progress in all areas of the primary curriculum.	Comparison between data for PP and non-PP pupils show a higher percentage of PP pupils achieving at least the expected standard in comparison with non-PP pupils.
1, 3	To provide suitable Federation INSET training and external professional development opportunities for all teaching and teaching support staff to ensure they are developing quality first teaching and feel support by the school ensuring pupils are receive high quality teaching by both teachers and Teaching Assistants when work in class or working in targeted support groups	High quality first teaching evident through various forms of monitoring including monitoring of teaching, pupils work, vigorous analysis of data and positive staff, pupil and parent voice surveys. Undertake regular deep dives in each of the core and foundation subjects. Also undertake deep dives and paper trials, deep dives for Disadvantaged pupils/SEND pupils/EAL PP pupils.
1	PP and LAC students receive personalised support to ensure that they make good rates of academic progress and have appropriate pastoral support.	Positive data and a minimal gap between PP and non-PP students. Personalised learning programmes in place and continually evaluated to ensure pupils are making expected progress and the gap in attainment is being closed. Positive pupil/parent/carers voice surveys.
10	To ensure the most vulnerable and disadvantaged pupils are able to access all the online learning resources including Satchel Homework Tools.	All pupils are able to access homework tasks through the Satchel online Homework site, and other online learning sites such as Education City, Purple Mash. PP pupils that do not have access to the internet or are unable to access the online learning platforms will be given a work pack that will include the same online tasks as well as extra tasks inline with tutoring support or extra class support programmes. Analysis of the quantity and quality of homework submitted shows a very narrow gap or no gap in comparison to the homework submitted by non-disadvantaged pupils. Positive pupil/parent/carers voice survey results.
2, 4	Improve PP and non-PP pupils Early reading and higher-level reading and comprehension skills through targeted class and group support to ensure all pupils make at least good progress: Encourage independent, regular reading to improve reading skills to ensure equality of attainment for all pupils.	Gap in attainment in both early reading skills and higher-level comprehension skills narrowed between PP and non-PP students.
2, 4	To improve phonic skills by targeted phonics support and intervention in the class through high quality first teach and through smaller intervention groups to develop Early reading skills and ensure all pupils are confident in using their phonics knowledge to develop their early reading skills both in school and at home.	Data which shows PP pupils are closing the attainment gaps in Early reading skills through the effective use of intervention and small group teaching and 3 to 1 tutoring sessions. TLSA run Wandle reading sessions to support phonics teaching throughout KS1 and supporting KS2 PP pupils that have not achieved the expected standard in their phonics knowledge enable all PP pupils to achieve the expected standard to phonics knowledge by the end of the academic year.
2, 5	Through targeted Maths intervention and support in smaller groups close the gap between PP pupils and both higher achieving PP pupils and non-PP pupils by developing and improving Maths skills, understanding of Maths concepts, and maths vocabulary using a variety of manipulatives and practical activities to reinforce and consolidate both fluency and reasoning skills.	Data which shows PP pupils are closing the attainment gaps in all areas of Maths through the effective use of intervention and small group teaching. School Led tutoring lessons from smaller 3 to 1 to a maximum of 6:1 tutoring groups are enabling disadvantaged pupils to accelerate their progress as evidenced by half termly/termly teacher assessments, progress meetings and end of term written assessments.
2	Increase underperforming PP students' progress and attainment in Maths so that they are in line with their peers.	Data which shows PP pupils are closing the attainment gaps in all areas of Maths through the effective use of interventions, setting of maths

		between year groups, and small group teaching and school led tutoring sessions.
6	Increase in cultural capital and life experiences that would otherwise give PP students a good grounding in general life skills and basic knowledge.	Equal uptake for trips/visits and experiences between PP and non-PP students. To extend our disadvantaged pupils access to various cultural trips including the theatre, concerts, and trips to historical sights.
3	To ensure an even split in the participation of extra-curricular activities for PP and non-PP students.	Equal uptake for extracurricular activities and experiences between PP and non-PP students.
7	To ensure teachers are fully trained to undertake rigorous analysis of pupil progress and attainment using the FFT Assessment toolkit and half termly pupil progress meetings to ensure all teaching staff have a clear understanding of what the learning gaps are for all pupils and can plan to close the gaps.	Teachers are confident in analysing data rigorously and diagnosing their pupils needs. Data shows that gaps have been closed between PP and non-PP pupils and planning takes into account the individual needs of each pupil.
8	Provide targeted interventions to improve performance of high ability PP students through external programmes such as the Scholar's Programme.	Data from the core interventions and enrichment activities which illustrates rapid progress for HA PP students.
9	Ensure attendance rates are at least in line with national average and narrow the gap between PP and non-PP students' attendance.	Gap between PP and non-PP students school attendance has narrowed and all pupils attendance is at least 97% by the end of the year.
5	Increased the level of attainment, progress, aspiration, resilience and increased confidence of high achieving PP pupil who lack the self-esteem to engage with higher level thinking and learning skills by enabling them to experience University style teaching and learning through attending Brilliant Club sessions.	Assessment data from analysis of assessment data evidencing that high achieving PP pupils benefit from enhancing their independent learning skills through higher-level teaching and extended independent learning and mentoring from a PhD Scholars programme lecturer. PP pupils who have undertaken the Brilliant Club sessions feel supported and able to undertake challenging higher-level studies. Evidence from assessment data and pupil/parent/carers surveys.
11, 2	Better engagement at school for some PP students due to targeted wellbeing support and intervention. Support for these PP families too.	Evidence of targeted support for those PP families who require it.
11	Remove all behaviour barriers to ensure that PP students have the emotional resilience to succeed in their learning.	New Behaviour Pathway in place to ensure consistency throughout the Federation, ensuring high level behaviour learning within the class and in the school environment and support for pupil's well-being and resilience.

## 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: £119,379.24

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject Leaders and SLT to work with the Federation Teaching and learning Leader in observing and supporting teaching and learning and undertaking regular learning walks and lesson drop-ins in lessons covering all subject areas including focus on PP students in all classes.	Driving improvement in the quality of teaching and learning by continuing to make sure all pupils have access to high quality first teaching in all lessons covering all subject areas. Identifying key areas of improvement ensuring the progress of PP pupils, in line with non-PP pupils, is supported and enhanced to ensure all pupils make at least expected progress and the number of PP pupils that achieve the expected standard at the end of the academic year is at least the same as that for non-PP pupils.	1,2
Following on staff training for Talk For Writing, implement and develop the Talk for Writing project to build capacity and sustain improvement enabling all PP pupils to accelerate progress in their writing.	Writing assessments, samples of written work and monitoring of writing lessons evidence that PP and non PP pupils are developing their writing skills and confidence in all genres of fictional and non-fictional writing.  Teachers trained and confident in undertaking Talk for Writing sessions, strategic planning days undertaken to ensure all staff understand the processes and principles of the project.  Monitoring of planning, lessons, pupil voice and review of project evidences the impact Talk for Writing has on PP pupil's progress in developing their writing skills and ensure a narrowing of the gap between PP and non PP pupils.	1
Introduce and implement the Think Aloud project to build capacity and sustain improvement in reading by developing enabling all PP pupils to build on their comprehension skills by developing their Higher Order reading skills , therefore accelerating progress in their reading.	Teachers are planning daily whole class reading sessions developing pupils' comprehension skills through teacher-pupil/peer to peer discussion of various texts. Monitoring of reading sessions and reading assessment analysis provides evidence that PP and non PP pupils are developing their writing skills and confidence in all genres of fictional and non-fictional writing.  Teachers trained and confident in undertaking Think Aloud sessions, strategic planning days undertaken to ensure all staff understand the processes and principles of the project.  Monitoring of planning, lessons, pupil voice and review of project evidences the impact Think Aloud has on PP pupil's progress in developing their writing skills and ensure a narrowing of the gap between PP and non PP pupils.	

Implement the Little Wandle Phonics Scheme to develop and improve the teaching of Phonics throughout the school, initially focussing training for Teachers and TAs/LSAs in Early Years and Key Stage 1.	PP pupils identified through the Phonics Check assessment as not having achieved the pass score halting the declining data and PP pupils achieving the pass score for Phonics either at the end of Year 1 or at the end of Key Stage 1.	1,2,4
Use of the 'Ready To Progress' Maths intervention and catch up programme to support PP pupils and under achieving non-PP pupils in accelerating progress in the mastery of numeracy skills.	Through initial assessment and monitoring pupils will be identified. Following the sessions, they should show an improvement in their numeracy and be able to make progress more in line with their peers.	1,2,5
Small group targeted Maths interventions for those underachieving PP pupils in all year groups from Year 2 to Year 6 with a focus on PP pupils in Years 2, 3 and 6.	Weekly targetted maths intervention sessions in mathematics including tutoring under the School Tutoring Programme, on targeted topics show improved results for pupils, including PP, who are at risk of underachieving in maths in SATs assessments and in-school assessments.	2,5
Revision material to be provided to all PP students that do not have access to either online learning or learning resources at home.	Inability to access the various online learning platforms available to all our pupils due to financial barriers leading to a lack of resources and access to homework tasks at home	1,10
Federation Teaching and Learning Lead and Federation Maths, English and Phonics Leads to monitor targeted interventions to improve performance of PP student across Early Reading, Reading, Writing and Maths in Early Years, Key Stages 1 and 2.	Monitor data to assess impact and track progress of PP students. Regular learning walks across intervention groups facilitated by the lead for T&L.	1,2,4
To enhance and extend the quality and accessibility of home learning for all pupils using Satchel, Education City, Purple Mash and other online learning platforms.	All pupils are able to access the online learning platforms and are engaging with the homework tasks on Satchel.	1,2,10
Assessment Data Analysis using the FFT Assessment Tools	Teachers who are aware of any differences in attainment between PP students and non- PP students can use this information to inform lesson planning and close the gap between them. Training led by SLT.	1,2,7
Use Data on the FFT toolkit and SharePoint to measure attainment and progress gaps between PP and non-PP pupils a analyse trends.	Sharing of data will enable professional discussion of pupil underachievement and trends identified in the data. PP students have made less progress in the past, although this has varied between subjects. This can then inform planning, teaching and booster groups and interventions.	1,2,7

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

Budgeted cost: £107,772.93

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Small group targeted English and Maths interventions for those PP students who are identified as with low-level readers and mathematicians.	Supporting PP pupils through improved teaching and learning using the FFT Toolkit to evidence the most effective strategies used in class. The FFT toolkit will identify some key areas of teaching and learning including metacognition and self-regulation, effective feedback, mastery of maths concepts.	1,4
Specifically tailored Interventions for SEND and PP pupils who are underachieving run-in small groups using a variety of strategies including extra booster sessions before or after school.	Supporting PP pupils through targeted interventions both through learning support and pastoral support using programmes such as social communication programmes, bucket therapy, social and emotional support and Zones of Regulation support evidencing the most effective strategies used in class using the FFT Assessment toolkit. The FFT toolkit will identify some key areas of teaching and learning including metacognition and self-regulation, effective feedback, mastery of maths concepts.	1,2,3
Targeted 3:1 tutoring programme to support those PP pupils and non-PP pupils who are identified as underachieving or have made less than expected progress.	Supporting PP pupils through improved teaching and learning using the FFT Toolkit to evidence the most effective strategies used in class. The FFT toolkit will identify some key areas of teaching and learning including metacognition and self-regulation, effective feedback, mastery of maths concepts.	2
Reading support 2 to 3 sessions per week from Beanstalk Readers to support both PP pupils and non-PP pupils who need extra targeted interventions, including extending early reading skills and comprehension skills.	Supporting PP pupils through targeted Early Reading and Reading comprehension interventions using our own school-based Reading Assessment tool to measure the effectiveness and impact on pupil progress as well as analysis of FFT data at the end of each term.	8

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

Budgeted cost: £104,456.83

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement New Behaviour Pathway to ensure consistency throughout the Federation, ensuring high level behaviour learning within the class and in the school environment and support for pupil's well-being and resilience.	Behaviour data and FFT progress attainment data shows that the percentage of low level and serious inappropriate behaviour is lowered year on year. Evidence of excellent behaviour for learning through observations, learning walks and analysis of behaviour data.	11
To use the Federation Apprentice Activity coaches to support breaktime and lunchtime behaviour through structured play. To help develop and run MTS training to support TAs/lunchtime staff to promote active activities during playtimes impacting on lower behavioural incidences at breaktimes.	Behaviour data shows that the percentage of detentions given due to poor behaviour is higher for vulnerable and PP pupils than for non-PP pupils. Analysis of behaviour data should evidence a narrowing of the gap between vulnerable and PP pupils and non-PP pupils.	11



Home-School Link Worker (HSLW) to support PP families	<p>HSLW to support our families when a need arises either through safeguarding concerns, attendance concerns or general concerns.</p> <p>A food bank will be set up and used in the school to the National Breakfast (Family Action) programme, plus additional support from Greenwich Council will supply extra Breakfast boxes for our FSM pupils. HSLW will report to Campus Leader each half term regarding parent support that has been given and how it can be increased HSLW to sign post parents to appropriate places for support 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</p>	8
Engage parents to support initiatives to improve attendance amongst PP pupils from 93% to 97%.	<p>Deliver a wide range of attendance strategies to encourage maximum participation in school life and learning inc. Individual and whole school attendance prize 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.</p> <p>Subsidise breakfast club places for Pupil Premium children who are regularly late to school.</p> <p>HSLW calls parents of absent children daily, meet with Attendance Advisor and support families on Fast track.</p> <p>Close the gap between the percentage of attendance of PP pupils at 93% and all school pupils at 96% so that both percentages are over 97%.</p>	9
To continue using the National Breakfast Programme (Family Action) to support us with ensure all PP pupils have had breakfast and to support Food Parcels from local church groups.	This is available and used for all PP families and vulnerable families who need support with food where needed to support the families during the holidays when the children do not have access to school meals.	8
Counselling support from Grenville Counselling for PP and vulnerable pupils	Counsellor supports our pupils to ensure there are no barriers to our most vulnerable pupils learning, well-being and pastoral needs.	8
Use of the Sports Apprenticeship scheme via Royal Greenwich London and the Apprentice Educational Funding programme to support, organise, plan Sports and mentoring Programmes to support those PP students and vulnerable, at risk of behaviour becoming a barrier to their learning, progress and attainment. To	Evidence from FFT data and behaviour data shows that behaviour barriers are narrowed during the three year period and pastoral support is effective in enabling all our pupils to develop their resilience and emotional	8

provide role models for pupils.		
Paid tuition and academic support for targeted year groups through the Brilliant Club	Use of the scholars and tutoring programme to start to remove all behaviour barriers to ensure that PP students have the emotional resilience to succeed in their learning and can be academically stretched with aspirations of higher education.	6,8
Extend Parental Engagement Initiatives to support parents and carers with	Planning Parent workshops to be run by teaching staff via ZOOM to support online learning. Leaflets and texts to be sent to encourage more parents to participate in Zoom Workshops. HSLW to run parent workshops on E-Safety and a termly parent support meeting. 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. Parent consultations via Zoom.	10

**Total budgeted cost: £331,609**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

#### *2022-2023 assessment data from teacher assessments:*

Enable pupils to develop positive break times and lunch break times by giving PP pupils the opportunity to lead structured active play session

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 and maths

Ensure that current gaps in progress between PP and Non-PP are narrowed significantly, and all pupils making good progress or better from Key stage 1 to the end of Key stage 2

Develop the effectiveness of the Beanstalk Reading Support Programme in supporting PP pupils to progress in their reading and comprehension skills

Develop the children's wider experiences outside the classroom and increase their cultural capital so they are well equipped to access their learning opportunities.

Continue to build on parental engagement and links between the school and families at home to support pupil progress.

Develop the limited outdoor space to enable greater participation in team sports and use of outside areas for learning

Engage parents to support initiatives to improve attendance amongst PP pupils and narrow the gap between the average attendance of PP pupils with that of non PP Pupils.

Please see last years pupil premium evaluation report for specific details about the successful strategies which were implemented.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Apprentice Activity Coaches	Greenwich LA/Koinonia Federation
Beanstalk Readers Programme	Beanstalk Readers

The Scholars Programme	The Brilliant Club
The Tutoring Programme	The Brilliant Club
Magic Breakfast Programme	National Breakfast Programme

