



St Mary Magdalene C of E School

EYFS/KS1/KS2 PUPIL PREMIUM STRATEGY 2019-20

1. Summary information			
Academic Year	2018/19	Total Pupil Premium Grant for EYFS, KS1, KS2)	£175,736
Total number of pupils	669	Number of pupils eligible for Pupil Premium Grant	186
Written	Autumn 2019		Next review July 2020

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

- Starting school with lower levels of literacy and numeracy due to lack of literacy and numeracy experiences out of school environment
- Starting school with poor speech and language skills
- High percentages of pupils diagnosed with special needs e.g. ASD
- Low parental engagement from parents of those children eligible for pupil premium
- Lack of cultural capital

2. DATA FOR END OF YEAR 2019/2020			
	<i>All pupils</i>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard in reading (KS2)			
% achieving expected standard in writing (KS2)			
% achieving expected standard in Maths (KS2)			
% achieving expected standard in GPS (KS2)			
% achieving expected standard in reading (KS1)			
% achieving expected standard in writing (KS1)			
% achieving expected standard in Maths (KS1)			
% achieving GLD (EYFS)			

**PROJECTED IMPACT FOR 2019/20:**

- To ensure there are only narrow gaps, between the attainment and progress data for disadvantaged and non- disadvantaged pupils across each phase and each core subject. Especially in EYFS, so Pupil Premium pupils make the same achievements as with their peers.

- To develop the children's' wider experiences outside the classroom and increase their cultural capital so they are well equipped to access their learning opportunities.
- To ensure the quality of writing across the phases continues, particularly for Pupil premium pupils, especially for boys.
- To improve pupil reading skills, particularly for pupil premium pupils, so they become confident readers and have good attainment in comprehension. Focus on boys and engaging boys in reading by providing materials, activities and other resources.
- To continue to build on parental engagement and links between the school and families at home to support pupil progress.
- To increase targeted extended school opportunities for particularly vulnerable pupil premium pupils.
- To increase the range of services available to support the wellbeing and learning experiences of Pupil Premium pupils.

Desired Outcome	Action/Approach/Project	How will we ensure it is implemented well?	Staff lead	Cost	Evaluation
Developing behaviours for learning and being in a school setting, for all PP pupils. Support children to make the right choices during break times and more structured play. Support all staff with mental health issues. (Woolwich & Peninsula campuses)	Further develop provision at lunch time to support those children who struggle with being in the playground for the duration of lunch time and those with social communication needs. Chaplain to offer a range of mentoring and nurturing support for pupils as well as offering advice on play to SLT, MMS and others HSLW to work 1:1 with some pupils who need extra time to learn and practise these life skills. 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. Play Leader running a Year 6 Games club every day, focussing on social skills. Behaviour project continued to be led by JN to improve the quality of lunch time provision. Staff training on promoting positive behaviours and introduce new staff members to our work on	Many staff members have mental health related targets on their appraisals concerning the well-being of pupils and staff. Staff training for mental health first aid to help support all pupils and staff.  Lunchtimes will be a success for these pupils as they will demonstrate social skills of sharing, speaking appropriately to each other and finding solutions to their issues. Success will be measured in a decrease in detentions and children feeling happier and more confident to deal with the challenges that lunch time presents.  Year 6 will have a clear timetable of which days their clubs to support their behaviours and as	TK/DA  DH  JN RR TT  JN	£51,754	The quality of Lunchtime provision at both campuses has continued to improve with the purchase of new resources, staff training and embedding the new systems. The number of lunchtime detentions have decreased. Chaplain has regularly supported staff: support, teaching and leadership. At SMMW, regular, fortnightly meetings are in place, outcomes are discussed with SLT, to ensure measures are actioned to improve lunch

	<p>mental health and research shared by Margot Sunderland. Chaplain to support staff as well as pupils.</p>	<p>they are occupied, this should result in less detentions.</p>	<p>DH</p>	<p>playtimes. More staff feel valued and involved in the development of lunch playtimes. Playground zones and Thinking Areas are clearly defined. Timetables of structured games for the MUGA and games for the Amphitheatre are yet to be implemented. Staff and pupils recognised a need for a quiet area and in response the Studio has been developed into a quiet area zone at lunchtime. Chaplain monitoring, reporting and offering solution focused interventions. Chaplain doing whole-class and small group work alongside 1:1 interventions with specific students who struggle with their behaviour. Chaplain attending training on resilience and MHFA.</p>
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<p>To ensure that the majority of PP children make at least 'expected' standard within their respective KS with some 'exceeding' across the core subjects. (Woolwich &amp; Peninsula campuses)</p>	<p>Let's Think lessons to continue this year in English and Maths.</p> <p>Beanstalk readers to support pupils who do not have adult support at home for reading. Booster groups for Year 2s to start in Spring Term. Booster groups for Year 6 to start in October 2019-June 2020.</p> <p>Maths resources to support teaching for greater depth. Revision booklets for pupils to take home.</p> <p>Whole school focus on Reading skills. Purchase of more reading materials and factual activities.</p>	<p>To continue to use different styles of teaching to improve the range of strategies that staff have to teach the core subjects. Attending training, observations, staff meetings and pupil outcomes will demonstrate the impact of Let's Think over a two-year period. Pupils reading with Beanstalk readers will make at least expected progress for their appropriate age group. The gap for PP between for progress and attainment will decrease – pupil progress meetings will demonstrate this. Observations of teachers in Reading sessions and monitoring new reading books.</p>	<p>Co-HT TK DA</p> <p>HJ</p>	<p>£42,989</p>	<p>The Beanstalk readers across both campuses have once again proved to be very valuable. We regularly reviewed the children's progress, and monitored which children had made good progress. Some of these children improved to be expected levels in reading, with others the gap is closing. At SMMP, Maths resources bought to support GD pupils and training has been provided. All Year 6 children received CPG Revision books for Maths. Reading and Grammar. Whole class teaching of reading has been helping the better understanding of reading techniques and with attainment. In January SMMW spent £2,176.14 on new guided reading books and books for class book corners. Reading focus expanded across the Federation with resourcing and reading materials invested in.</p>
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Support Year 6 PP pupils to ensure that they make good or better progress from KS1 to end of KS2 in the core subjects. (Woolwich campus)	The school want to ensure that current gaps in progress between PP and Non-PP decrease. Interventions – SLT taking Maths and writing booster groups 2x weekly After school booster groups maths groups. Additional booster groups to start in Spring 1 Provision for revision guides for all year 6 to support with maths reading and SPAG. Regular assessments inform progress data and support planning for next steps. 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.	Focus on PP progress at pupil progress meetings and this will also be improved by practitioners reviewing and reflecting on T&L strategies on a termly basis.  Registers kept for booster groups and regular assessments completed to ensure children are making progress.  PP pupils to have the lessons from a tutor and then all to graduate at a university ceremony after their project. Raising aspirations for the future.	TK SLT	£12,440	Weekly booster groups were provided for pupils in Year 2 and 6 in Autumn and some of Spring terms by all members of SLT and class teachers. The early closure of schools meant these stopped in April.  Brilliant Club did not run due to the closure of all schools- April 2020.
Develop the limited outdoor space to enable greater participation in team sports and use of outside areas for learning (Woolwich campus)	More resources to be purchased to enrich lunch time provision so there are wider choices of activities. 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 fine motor skills. EYFS Teachers trained and FS using Forest school on a regularly basis. Provision of pastoral areas for staff and children, safe places to go. Develop the roof garden spaces for outdoor learning.	The impact will be seen in the EYFS GLD scores. AC to train more staff to use KS1 and KS2 Forest school areas. 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. PP pupils’ skills to have improved by the having the opportunity to explore play and play spaces. Designated safe places for children and staff will be provided and utilised.	AE KB TK DA  MA RR CR TT	£6,812	Designated safe spaces have been set up in both campuses. Children in EYFS, regularly attend Forest School. The sessions have impacted positively on children’s learning and development; especially in PSED and UW. All the teachers have been given booklets and made aware of the necessary forms and risk assessments.

<p>To widen the pupil's cultural capital experiences (Woolwich &amp; Peninsula campuses)</p>	<p>Support all PP pupils so that they can go on school journey (Northampton Year 4 / Norfolk Year 6)  Art Therapy provision for LAC.  Support all PP pupils so that they can go on class trips at least each half term to enhance learning experiences  CHICKS- continue to provide mini outdoor learning breaks for students to experience the great outdoors in areas of natural beauty.  To develop children's enjoyment of science, technology, engineering and mathematics. Clubs run by staff and external providers  Provide a wider choice of after school clubs which cover the Arts and STEM subjects.  Range of Arts and cultural events in school provided for all to experience and enjoy.</p>	<p>All PP pupils will attend School journey.  Art therapist to enable child to express their emotions and cope with anxiety.  All PP pupils will attend all of the class trips.  Some YR5 PP pupils will be able to attend an outdoor farm experience in Derby through CHICKS.  Opportunities for creative learning experiences regarding the Arts will take place at least once a half term.  Science, Drama and other after school clubs will be offered.  Range of annual events broaden pupil experiences which support their literacy skills:  Yearly Pantomime for all pupils.  EYFS- Wiggly Worm Show  International Week shows and productions  I sing pop singing workshops and performances.</p>	<p>TK/DA  TT  HJ/KB</p>	<p>£7,126</p>	<p>All children were given the opportunity and encouraged to attend SJ. At SMMP, 3 PP did not attend, at SMMW 6 PP pupils did not attend school journey. This was due to health and safety concerns about the virus, rather than financial. Y5 PP pupils attended CHICKS in Derbyshire and it was incredibly successful, will be looking into perhaps facilitating more pupils going next academic year (2 CHICKS Breaks).  Science and Drama clubs were both full and enjoyed by all of the children. Ballet, street dance and keyboard lessons were offered to all children. The children were thoroughly entertained at both campuses by the pantomime. All EYFS pupils enjoyed the Wiggly Show. A range of artists performed at International Week, including pupils and</p>
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					parents from our school. Pupils in KS1, enjoyed visits to the Royal Festival Hall for classical music concerts and stories told through music.
Engage a greater number of parents in the life of the school and their children's education.  Parents will feel supported by school in times of hardship and stress by a range of adults  Parental Engagement Initiatives focus on boys and reading.  (Woolwich & Peninsula campuses)	Parent workshops run by teaching staff – phonics, reading, writing, Maths, SATS, SEN and R.E. workshops. Leaflets and texts to be sent to encourage more parents to come into school. TT 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. 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 Counselling sessions for vulnerable pupils and parents. Home school Link worker – Supporting parents and families. A food bank will be set up in school. Chaplain- working with children and families providing pastoral support in times of difficulty. Deliver a wide range of attendance strategies to encourage maximum participation in school life and learning.	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. Bring your Parent/Dad to school day to read to the class. Parents also invited into classes during Enrichment Time. All the above will support parents in showing support for their children and their school experiences. 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. A food bank will be set up and used in the school.  An attendance award, certificates and raffle will take place at the end of the year to encourage higher attendance.	TK/DA  TT SW  DH	£54,615	There was a range of parent workshops that ran in Autumn & Spring Term, with more expected once normal service resumes SMMP and SMMW. Strategies in place included the information shared by the PFA (SMMP) to promote the workshops and offering different times. Moving forward, the exploration of webinar meetings to support families who are unable to attend during the school day. T both campuses, family reading sessions ongoing in the EYFS and are proving popular, parents invited to support the learning of core topics based on their lived experiences or their profession are ongoing. HSLWs both feedback regularly relating to their

					contact with families and the support in place. This also links with the Wider Leadership team and the DSL if necessary. Support for families including home visits, foodbank vouchers, food parcels, phone calls, support with forms and applications and so on are ongoing and successful.
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