

Remembering to forgive when we have been wronged and hoping to help others less fortunate than ourselves.

The Magdalen Church of England / Methodist Primary School



Pupil Premium Statement

September 2018 – July 2019

while trying hard each and every day to trust other people around us through humility and service.

Always building friendships with one another, whilst being thankful for what we have.

Determined to show compassion for those around us and develop a community that embraces justice and peace.

The Magdalen Church of England / Methodist Primary School, Wainfleet

Pupil Premium Statement 2018 – 2019

The Government makes funds available to all schools to target children whose circumstances make them vulnerable to under-achievement. This is called the Pupil Premium. At The Magdalen Primary school we track all children's progress closely and ensure that they are reaching their full potential whatever their circumstances.

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, schools are to be held accountable for how they have used the additional funding to support pupils from low-income families.

Pupil Premium funding is additional funding allocated to all schools to support disadvantaged pupils. The Magdalen Primary School receives pupil premium for: children that are cared for or adopted from care children whose parents are in the armed forces every pupil who has received free school meals over the past 6 years.

We will tell you if your child is eligible for the funding or you can check online using a 'Free School Meals / Pupil Premium Service' at <https://lcc.cloud.servelec-synergy.com/parentportal> Children in Reception and KS1 are automatically entitled to a free school lunch; however, registering your child for free meals will entitle them to additional support. The Pupil Premium Statement for 2018-2019 contains details of the outcomes and impact for the children in receipt of Pupil Premium for 2017-2018, and details of our planned spend for 2018-19.

All members of our school are committed to providing the very best education possible for our children. We work very closely with all of our stakeholders to ensure the children can be the best that they can be by setting high expectations and continually ensuring that children remain safe, secure and are happy.

At The Magdalen Primary School we support all our pupils. We do this by providing high quality teaching, supplemented by interventions for all children including specific targeted interventions for Pupil Premium, as well as targeting the more-abled disadvantaged children.

The Magdalen Primary School seeks to ensure the effectiveness of its use of the Pupil Premium. We understand and recognise that barriers to achievement take a variety of forms and we look for individual ways to support each child to achieve their very best. We do this by offering our children a wide range of opportunities and ensuring that these are accessible for everyone. In addition, we make use of educational research such as The Sutton Trust-EEF Teaching and Learning Toolkit, to guide us on how best to use the school's resources to improve the attainment of disadvantaged pupils.

The School Leadership Team and the Governing Body, along with our Governor who is directly linked to Pupil Premium (Keith Locke) gives pupil premium a high profile in our school.

We work together to challenge and to champion their learning. We monitor the impact of all spending and interventions. We will ensure that all staff are accountable for the attainment and progress children in receipt of the pupil premium grant.

Context	
Total number on role	194
Total number of children eligible for Pupil Premium	98
Number of eligible boys	56
Number of eligible girls	42
Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	98
Number of looked after children	0
Number of service children	0
Number of adopted children	0
Amount of Pupil Premium Grant received per pupil	£1,320
Amount of Pupil Premium Grant received per pupil for CIC	£1,900
Amount of Pupil Premium Grant received per pupil for Service children	£300
Amount of Pupil Premium Grant received per pupil for Adopted Children	£2,300
Total amount of Pupil Premium Grant received	£156,000

IMPACT OF PUPIL PREMIUM SPEND – 2017- 2018

	Children eligible for PP	Children not eligible for PP	National Average for disadvantaged pupils (Last year's figures)
EYFS % achieving a GLD	48%	90%	57%
Phonics Year 1 Phonics – passing Phonics Screening	95%	100%	72%
Key Stage 1			
% achieving the expected in reading	63%	58%	62%
% achieving the expected in writing	53%	50%	55%
% achieving the expected in maths	63%	50%	63%
Key Stage 2			
% achieving the expected in reading	70%	88%	64%
% achieving the expected in writing	90%	75%	67%
% achieving the expected in maths	100%	88%	64%
% achieving the expected in reading, writing and maths	70%	75%	51%
% achieving greater depth in reading, writing and maths	0%	13%	10%

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	% PP pupils with moderate learning difficulties/ significant needs
B.	Social and emotional intelligence
C.	Low ambition
D.	Fluency in Reading
E.	Persistent Absentees amongst Pupil Premium Pupils
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
F.	Attendance
G.	Lack of routine (sleep, food, homework,)
H.	Lack of routine (sleep, food, homework,)
I.	Other factors within family causing vulnerability
J.	Lack of regular reading support from home.
K.	Some PP children do not use Standard English in their home and struggle with sentence structure and inference from texts.

Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Diminishing the difference in attainment of PP/SEND pupils	Data evidences good progress Significant needs are met
B.	Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Children retain more friendships Children have less fall-outs Children need less support in class time to resolve friendship issues
C.	Children make expected or better attainment and talk with enthusiasm about their academic future.	Children talk about their future with enthusiasm Children talk about academic targets with excitement Children set/attempt challenging targets Children speak ambitiously about heir future at Secondary school and work.

Focus summary of how the Pupil Premium Grant will be spent in 2018-2019

Our funding priorities for 2018-19 fall into 4 key areas:

Total Pupil Premium Grant £156,000

- Learning and the Curriculum - Quality first teaching
- Good attendance and parental engagement
- Valuing personal development, behaviour and welfare (Social and Emotional Learning)
- Enrichment within and beyond the curriculum

1.. Learning and the Curriculum – Quality First Teaching				
Desired outcome	Chosen action/approach (s)	Rationale for choice	Ensuring quality implementation	Staff Lead
To provide good & outstanding high quality teaching for all.	SLT to motivate and inspire teachers to keep their expectations high of the learner.	The core of pupil premium should be around the quality of teaching and learning in the classroom.	Book scrutiny of core subjects to check level of challenge (appropriate level).	All staff SLT
	SLT will hold staff accountable for raising attainment rather than accepting low aspirations. ‘No limits learning.’	Pupil Premium isn’t just an add-on to what goes on in our school. It is an integral part of teaching and learning and class teachers are accountable for the progress and attainment that their children make.	Lesson Conversations to focus on this specific group of children to check the level of challenge (appropriate level).	
	Teachers to be able to use data to identify pupils’ needs, review progress every few weeks and address underperformance quickly.	Through quality first teaching and targeted interventions focusing on specific year groups will recognise that all of these children have different strengths and weaknesses and we will work closely with them to close the gap.	Focus on disadvantaged group during Pupil Progress Meetings.	
	Teachers to establish manageable AFL strategies, which provide clear feedback for children.		SLT to ensure that all teachers have access to data that will help them to identify learning needs. (Pupil Progress Meetings)	
	Continuing Professional Development: sharing strategies and examples of good practice for supporting children with teaching staff and support staff.	It is clear that immediate feedback in the classroom comes top for impact. This strategy is also among the lowest for cost.	SLT to share their thinking and invest in staff training.	
	An appropriate level of challenge is crucial to allow all pupils to develop and progress their knowledge of tasks, strategies and of themselves as a learner.	According to the NFER’s research, published November 2015, greater success for disadvantaged pupils was associated with schools using fewer strategies and a combination of	Weekly Agenda Item in Staff Meetings: <ul style="list-style-type: none">• Sharing up-to-date information• Sharing different strategies Adopted and previously adopted children have an allocated teacher who is responsible for producing a PEP and co-ordinating PEP meetings with outside agencies and parents in school.	

	<p>Teacher-pupil talk can help build knowledge and understanding of cognitive and metacognitive strategies.</p> <p>Dialogue needs to be carefully planned for to ensure that it is guiding and supporting learners.</p>	<p>metacognition, collaborative and peer learning strategies.</p> <p>From this, the NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment. Something that we will be adopting and adapting to suit the needs of the learners at The Magdalen Primary School</p> <p>Sutton Trust: Small group tuition Moderate impact for moderate cost, based on limited evidence. +4 months Feedback (+8 months) Mastery Learning (+5 months) Meta-cognition (+8 months) TAs (+1 month)</p> <p>NFER 7 Building Blocks:</p> <p>3. High Quality teaching for all – setting high standards by setting expectations, monitoring performance and sharing best practice.</p> <p>4. Meeting individual learning needs – staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in their learning.</p>		
--	---	---	--	--

		<p>5. Deploying staff effectively – devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils’ learning.</p>		
<p>2: Along with high quality teaching, to have in place targeted TA intervention in each year group during the year.</p> <p>The aim to develop and reinforce learning for identified children in curriculum time as well as outside of the school day (Spring Term Interventions).</p>	<p>To increase attainment for Pupil Premium children through small group work led by TA support.</p> <p>Gap between progress of pupil premium pupils and non-pupil premium pupils closes for all year groups in reading, writing and maths.</p> <p>To use progress matrices on O-track and Educater to identify children who are vulnerable in achieving ARE to establish interventions. Teachers and Teaching Assistants to be mindful of children who are Middle Prior Attainers.</p> <p>Identify gaps in learning from tests and devise interventions based on these.</p>	<p>Sutton Trust: Small group tuition Moderate impact for moderate cost, based on limited evidence. +4 months Feedback (+8 months) Mastery Learning (+5 months) Meta-cognition (+8 months) TAs (+1 month)</p> <p>NFER 7 Building Blocks:</p> <p>3. High Quality teaching for all – setting high standards by setting expectations, monitoring performance and sharing best practice.</p> <p>4. Meeting individual learning needs – staff identify each pupil’s challenges and interests. They seek the best strategies to help each pupil make the next step in their learning.</p> <p>5. Deploying staff effectively – devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils’ learning.</p>	<p>Class teachers and TAs have oversight of the interventions and the progress each individual makes.</p> <p>SENDCo to take in intervention tables and Intervention planning and evaluation documents and meet with TAs re the impact of them. End of each block of 10 weeks intervention reviewed by TA and class teacher and adjustments made.</p> <p>This year’s round of Performance Management Learning Conversations to have specific focus on this vulnerable group within the classroom (whole class teaching) to ensure an appropriate level a challenge.</p>	<p>All staff</p> <p>SLT</p>

		<p>Metacognition and Self-Regulated Learning Guidance Report – Education Endowment Foundation</p> <p>1. Teachers should acquire the professional understanding and skills to develop their pupils’ metacognition knowledge.</p> <p>4. Set an appropriate level of challenge to develop pupils’ self-regulation and metacognition.</p> <p>5. Promote and develop metacognition talk in the classroom.</p>		
--	--	---	--	--

2.. Good attendance and parental engagement				
Desired outcome	Chosen action/approach (s)	Rationale for choice	Ensuring quality implementation	Staff Lead
<p>3: Improved attendance of disadvantaged children</p> <p>To maintain that no PP child's attendance drops below 94%</p>	<p>Children are motivated coming to school. If children are present, then learning can take place and progress follows.</p> <p>Funding and personalised strategies to be decided to support pupils and families as and when individual circumstances arise.</p>	<p>‘The making the difference in attending school target!’ Children are motivated coming to school.</p> <p>If children are present, then learning can take place and progress follows. Giving parents the skills to engage with their child's learning, will enable them to support the learning at home and address potential barriers to achievement.</p> <p>Specific identified disadvantaged children continue to be a group whose attendance needs improving.</p> <p>Much of the work is around developing the ‘character’ of the children.</p> <p>This means a set of attitudes, skills and behaviours that are thought to underpin success in school and work, such as selfcontrol, social skills, motivation, and resilience.</p>	<p>Attendance figures reported to Governors.</p> <p>Close liaison with class teachers and admin staff.</p> <p>Communication between admin, SLT, relevant class teachers and parents is key.</p> <p>Conversations with parents to offer support where appropriate.</p> <p>Breakdown of attendance reports in order to monitor persistent absenteeism.</p>	<p>SLT</p> <p>Admin staff</p> <p>EWO</p> <p>ELSA</p>

3.. Valuing Personal Development, Behaviour and Welfare (Social and Emotional Learning) and Parental Engagement				
Desired outcome	Chosen action/approach (s)	Rationale for choice	Ensuring quality implementation	Staff Lead
For learning behaviours – resilience, concentration and focus skills, attitudes to learning – to be improved amongst targeted disadvantaged children.	<p>To timetable PP children onto SEL (Social and Emotional Literacy) sessions as and when required.</p> <p>Deliver specific interventions aimed at social interaction, controlling emotions and raising self-esteem.</p> <p>Seek to improve attainment by improving the social and emotional dimensions of learning.</p> <p>Liaise with SENDCO and Pastoral Support Lead (VS) to support pupil's emotional well-being and attitudes to learning.</p> <p>These may include: drawing and talking therapy, social skills groups, mental health sessions and social story groups.</p>	<p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p> <p>We aim to develop children's confidence, self-worth and resilience to be able to use these transferable skills back into the learning process.</p> <p>Engaging parents and working very closely with them in this process empowers them and allows them to understand the key to unlocking their child's success.</p> <p>Giving parents the skills to engage with their child's learning, will enable them to support the learning at home and address potential barriers to achievement.</p>	<p>Cross ref Pupil Premium children with those in receipt of SEL.</p> <p>Children who receive intervention support make progress as indicated through a self-esteem questionnaire.</p> <p>To also liaise with class teachers to review any Challenge and Support Plans for children who are receiving SEL on a regular basis.</p>	SLT

	Targeted children (perceived to be the most vulnerable) to have a designated, timetabled slot each week.			
--	--	--	--	--

4.. Enrichment within and Beyond the Classroom				
Desired outcome	Chosen action/approach (s)	Rationale for choice	Ensuring quality implementation	Staff Lead
Disadvantaged children will have the same enriching educational experiences as their peers.	<p>school visits, uniform costs and additional sundries are subsidised for disadvantaged children currently in receipt of PP.</p> <p>To also assist costs for tuition (music).</p> <p>To consider other events in the school calendar for PP children.</p> <p>Ensure the participation of PP children in extracurricular activities.</p>	<p>It's not just about the quality of the teaching – it's about inclusion and quality of access.</p> <p>It has been consistently reported that there are wider benefits on attitudes to learning and well-being to the child when accessing the wider curriculum.</p> <p>Ensure participation in all relevant school trips. Close the Gap in participation rates between PP children and non PP children.</p> <p>Self-esteem and confidence improves for those children involved.</p> <p>The impact of arts participation on academic learning appears to be positive but low.</p> <p>Improved outcomes have been identified in English, mathematics and science learning. Sutton Trust Arts participation Low impact for low cost, based on moderate evidence. +2 months</p>	<p>Audit participation in extracurricular activities.</p> <p>Check the uptake of children eligible for Pupil Premium in these clubs.</p> <p>Work closely with the PE Subject leader.</p>	SLT

Record of PPG spending by item / project 2018-2019

Item / Project	Cost	Objectives	Outcomes
To Employ a Nurture Group Leader and resource the Nurture Group	£15,000	That all identified children in the nurture group will improve social skills, confidence and independence and make accelerated progress to close the gap with their peers.	The success of the nurture group ensured that a total of five children within KS1 and KS2 were re-integrated back into main school classrooms and learning at the end of the year. Ensuring no further fixed term exclusions and resulting in no permanent exclusions.
To employ a Punctuality and attendance liaison officer	£2,000	Improve attendance and punctuality of target pupils Target pupils make good progress and begin to close the attainment gap.	This has improved attendance and punctuality of all Pupil Premium children with an attendance of 96.3% at the end of July 2019.

To employ a TA in Year 1 for 10 hours per week intervention, withdrawal and key skill development in English and Maths.	£6,800	Accelerate the progress of this group of pupils to increase the % of children achieving EYE.	Pupil Premium Pupils EXS+ achieved in Year 1: Reading: 58.8% Writing: 62.3% Maths: 58.8%
To employ a TA in Year 2 for 10 hours per week intervention, withdrawal and key skill development in English and Maths.	£6,800	Accelerate the progress of this group of pupils to increase the % of children achieving EYE.	Pupil Premium Pupils EXS+ achieved in Year 2: Reading: 64.7% Writing: 53% Maths: 64.7%
To employ a TA in Year 3 for 10 hours per week intervention, withdrawal and key skill development in English and Maths.	£6,800	Accelerate the progress of this group of pupils to increase the % of children achieving EYE.	Pupil Premium Pupils EXS+ achieved in Year 3: Reading: 87.5% Writing: 68.8% Maths: 87.5%
To employ a TA in Year 4 for 10 hours per week intervention, withdrawal and key skill development in English and Maths.	£6,800	Accelerate the progress of this group of pupils to increase the % of children achieving EYE.	Pupil Premium Pupils EXS+ achieved in Year 4: Reading: 100% Writing: 73.7% Maths: 84.2%

To employ a TA in Year 5 for 10 hours per week intervention, withdrawal and key skill development in English and Maths.	£6,800	Accelerate the progress of this group of pupils to increase the % of children achieving EYE.	Pupil Premium Pupils EXS+ achieved in Year 5: Reading: 86.7% Writing: 80% Maths: 78.6%
To employ a TA in Year 6 for 10 hours per week intervention, withdrawal and key skill development in English and Maths.	£6,800	Accelerate the progress of this group of pupils to increase the % of children achieving EYE.	Pupil Premium Pupils EXS+ achieved in Year 6: Reading: 70% Writing: 90% Maths: 100%
To employ a TA in Year 6 for 10 hours per week to develop key writing skills and further develop confidence in writing.	£6,800	Accelerate the progress of this group of pupils to increase the % of children achieving EYE.	Pupil Premium Pupils EXS+ achieved in Year 6: Writing: 90%
To employ a TA in Year 6 for 10 hours per week to develop key Maths and problem solving skills and to further develop reasoning skills.	£6,800	Accelerate the progress of this group of pupils to increase the % of children achieving EYE.	Pupil Premium Pupils EXS+ achieved in Year 6: Maths: 100%

To employ a TA in Reception for 10 hours per week to support, develop and build upon key skills in the Foundation Stage.	£6,800	Accelerate the progress of this group of pupils exceeding end of Foundation Stage expectations.	The percentage of pupil premium children that achieved a GLD were 75%.
To Employ a writing intervention tutor.	£11,500	That all identified and targeted children receive specific daily writing intervention and support, targeted at the more able writers to achieve higher levels in writing.	Pupil Premium Pupils EXS+ achieved in Year 6: Writing: 90%
Purchase of the online learning pupil platform for English and Maths intervention Programmes and associated materials and training for all staff.	£9,000	Accelerate the progress of targeted pupils to increase the % of children achieving EYE.	The interventions for targeted and identified children ensured that 70%, 90% and 100% of these pupils achieved age related expectations in Reading, Writing and Maths respectively.
Breakfast Club for Year 6 pupils during SATs week.	£500	To ensure the Y6 pupils have had breakfast during SAT week and are all in school on time - gap between eligible pupils and peers remains closed	All Year 6 pupil premium children were provided breakfast during SATs week, giving them a good start to each of their tests during SATs week.

Provision of School Uniform, shoes and coats	£2,000	To raise the self esteem of pupils and confidence.	Pupil Premium children were provided with uniform, coats, PE Kits and shoes ensuring that they had everything they needed to successfully access all areas of the curriculum.
To employ one key worker to support a Year 6 child and support his reintegration back into school from a partial timetable.	£15,000	To ensure that the child is able to make improved progress and self esteem and confidence is improved leading to accelerated progress and closing of the attainment gap.	The child in Year 6 remained in school and we were able to successful obtain an EHC for him and supported Mum and Dad to acheiev a successful transition to secondary school.
Subsidising the cost of school visits	£10,000	To ensure all pupils have access to school visits to enrich their curriculum, increase first hand experiences and remove the potential cost barrier.	This provision helped to increase Pupil Premium attendance to 96.9% and ensure that no child was unable to access educational visits and benefits.
Music Tuition for pupils in KS2	£1,500	To improve the self confidence of pupils in KS2 and accelerate progress and close the attainment gap.	All pupil premium pupils gained a wide range of skills from the music tuition, in not only learning the instruments but developing the dedication and patience in doing so.

FS & KS1 Breakfast Bar provision	£8,000	To ensure that targeted pupils have had breakfast and are all in school on time – and that the gap between eligible pupils and peers remains closed	This provision helped to increase Pupil Premium attendance to 96.7% and ensure 75% of GLD for Pupil Premium children.
Subsidising the cost of school swimming lessons	£8,000	To ensure all pupils have access to swimming lessons to enrich their curriculum, and skills and remove the potential cost barrier.	This provision helped to increase Pupil Premium attendance to 98.6% and ensure that no child was unable to attend swimming lessons.
Learning Materials and the use of technology to support eligible pupils.	£7,000	To provide appropriate additional resources to engage pupils and accelerate the progress of this group of pupils to increase the % of children achieving EYE.	Pupils became much more motivated and the use of these materials and resources is having a marked impact on pupil motivation and confidence.
After school support for targeted children (including respite)	£3,000	To raise self-esteem and accelerated progress and the attainment gap closes in Reading and Writing.	This had a measurable impact on the reading and maths outcome as a result of additional after school provision to further support and challenge targeted Pupil Premium children.

Celebration of achievement event at the end of the year	£2,000	Recognise and reward outstanding effort and attitude of pupils - focusing on resilience and determination.	The end of year celebration was extremely successful in showcasing the hard work that had been completed by pupils and gave them the chance to celebrate and share their achievements.
Summary			
Total PPG received		£156,000	
Total PPG expenditure		£155,700	
PPG remaining		£300	