

# Pupil Premium Strategy Statement

## St Mary Magdalene CofE Primary School



School Overview	
Metric	Data
School Name	St Mary Magdalene CE Primary School
Pupils in School	158
Proportion of Disadvantaged Pupils	61 children or 39%
Pupil Premium Allocation this Academic Year	£80,520.00
Academic Year/Years Covered by Statement	2019/2020
Publish Date	September 2019
Review Date	September 2021
Statement Authorised by	Anna Harding
Pupil Premium Lead	Nicola Kershaw
Governor Lead	Norma Gouldbourne
<p>St Mary Magdalene CE Primary School is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focussed support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable. Indeed, it should be noted that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. There is no expectation that all Pupil Premium funded pupils will receive identical support and the allocation of the budget for each pupil feeds into the whole school budget as opposed to being ring fenced (with the exemption of LAC children). The school considers best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the pupils. Currently, the percentage of pupils eligible for Pupil Premium funding is 29.75% (Spring Census 2020), this figure is decreasing year on year, which is another significant barrier. We believe among other factors, it has become increasingly difficult for families to claim eligibility for Free School Meals under government's new benefits criteria. The transition to Universal Credit, where all Primary aged children receive a free school lunch, within Southwark is also a contributory factor.</p>	

### Disadvantaged Pupil Progress Scores for Last Academic Year

Measure	Score
Reading	+0.7
Writing	-4.4
Mathematics	-4.5

### Disadvantaged Pupil Performance Overview for Last Academic Year

Measure	Score
Meeting Expected Standard at KS2	44%
Achieving High Standard at KS2	11%

## Strategy Aims for Disadvantaged Pupils

Measure	Activity
Priority 1	To ensure Quality First Teaching for all pupils
Priority 2	To provide targeted intervention for all disadvantaged pupils, including higher ability pupils.
Barriers to learning these priorities address	To provide the additional and enriching opportunities so as to diminish the difference between disadvantaged and non-disadvantaged pupils
Projected Spending	£80,000

## Teaching Priorities for Current Academic Year

Aim	Target	Target Date
Progress in Reading	Achieve national average progress and attainment scores or above in EYFS, KS1 and KS2 in Reading	September 2021
Progress in Writing	Achieve national average progress and attainment scores or above in EYFS, KS1 and KS2 in Writing	September 2021
Progress in Mathematics	Achieve national average progress and attainment scores or above in EYFS, KS1 and KS2 in Mathematics	September 2021
Phonics	Achieve national average expected standard or above in PSC	September 2021
Other	Improve attendance of disadvantaged pupil to school average of 97%	September 2021

Remember to focus support on Disadvantaged Pupils reaching the expected standard in Phonics Check at the end of Year 1

Measure	Activity
Priority 1	Text books, i.e. CGP, reading books, CPD in Maths and English, opportunities to share good practice, rigorous monitoring, targeted interventions in EYFS, KS1 and KS2
Priority 2	Termly pupil progress meetings, training for support staff, resources to support quality intervention, Speech and language therapy
Barriers to Learning these Priorities address	Low speech and language skills and development
Projected Spending	£42,100

## Targeted Academic Support for Current Academic Year

Measure	Activity
Priority 1	Enrichment opportunities to develop cultural capital, such as: theatre trips; Most able trips to galleries, museums, talks, STEM workshops; inspirational speakers programme
Priority 2	Reading support and intervention provision from Coram Beanstalk readers, reading groups using enriching texts, Palm Tree mentoring, small group interventions
Barriers to learning these priorities address	A lack of opportunity for enrichment in home life
Projected Spending	£21,400

## Wider Strategies for Current Academic Year

Measure	Activity
Priority 1	Enrichment clubs, Soultime Meditation and Mindfulness, School journey
Priority 2	Breakfast club, After school club, Pupil Development Centre (ELSA trained staff member), Lunch time play leaders,
Barriers to learning these priorities address	Financial barriers preventing children from accessing opportunities; lack of self-discipline, self-regulation and emotional resilience
Projected Spending	£16,500

## Monitoring and Implementation

Area	Challenge	Mitigating Action
Teaching	Ensuring there is enough time given to allow staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted Support	Ensure there is enough time for support staff to develop intervention skills and monitor impact	Support staff meetings and training opportunities, additional teachers to provide targeted intervention and enrichment opportunities
Wider Strategies	Engaging the families facing the most challenges	Early Help referrals, TAF meetings, parent coffee mornings and workshops, CAMHS, SEND parent support

## Review: Last Year's Aims and Outcomes

Aim	Outcome
To reduce the achievement gap for disadvantaged children by implementing the most effective educational interventions to address these barriers within the school.	A literacy consultant provided professional CPD Coram Beanstalk Reader visited twice a week to read with PP pupils High quality teaching provision from agency Booster teacher for KS2 assessment preparation Resources to support individual PP children Additional adult support in EYFS Support Packs for PP parents

<p>To develop <b>Cultural Capital</b> to give children the desire to aspire and achieve social mobility whatever their starting point</p>	<p>Curriculum events to enrich the curriculum for PP children  Stand Out Boys Project  Subsidised residential trips and events  Extended music provision including trips and visits and instrumental tuition</p>
<p>To ensure we have high aspirations and ambitions for all of our children</p>	<p>Parent workshops and coffee mornings to support learning  Inspirational Speakers programme  STEM workshops</p>
<p>To ensure that all of our children are given every chance to realise their full potential and 'Be the Best That I Can Be'</p>	<p>Speech and language screening for all reception pupils  Speech and Language therapy across the school  Pupil Development Centre with a staff member trained is an Emotional Literacy Support Assistant</p>