



Pupil premium strategy statement:

1. Summary information					
School	The Magdalen Church of England / Methodist Primary School				
Academic Year	2016/17	Total PP budget	£150,480	Date of most recent PP Review	May 2015
Total number of pupils	189	Number of pupils eligible for PP	99	Date for next internal review of this strategy	Feb 2017
2. Current attainment					
Attainment for: 2015-2016			Pupils eligible for PP	Pupils not eligible for PP	
% achieving expected standard or above in reading			69%	74%	
% achieving expected standard or above in writing			74%	81%	
% achieving expected standard or above in maths			70%	74%	
3. 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.

4. 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.
D.	PP children's reading improves in line with non-pp children	PP children make better progress in reading so that their writing is influenced by this PP children can achieve well in spelling Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve in line with non-PP children.
E.	The attendance of PP children improves	Reduce the number of persistent absentees among pupils eligible for PP EWO involvement will not be needed Attendance for the children is in line with national at 96%

5. Planned expenditure					
Academic year	2016/17				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teachingfor all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Diminishing the difference in attainment of PP/SEND pupils	Pupil progress meetings half termly will inform how the children are achieving. Professional release time to discuss and implement appropriate interventions. Specific Teacher and TA deployment to meet need.	Children who are not on track to meet their end of year target will gain support from intervention (subject support, 1:1 specialist support).	Dates are set for the year. TAs are deployed to carry out intervention. Specifically tailored TA support where multiple need eg Little Bridge for EAL and children with global delay in talking	Melanie Page	March 2017
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	PHSE lessons are regular Circle time etc. Class ethos is agreed on a classroom charter to ensure all children feel safe to talk about their feelings.	Circle time allows a child to share anything on their mind and seek support or advice from children and adults in the room. It creates an emotionally safe ethos in the classroom and the children will always feel happy to share their thoughts/fears/worries. This will mean the teacher is aware of concerns early on before they become a catalyst for anger.	I will speak with the children to see that they feel they can talk about their feelings in class Drop ins to lessons will show the class ethos Training will be offered to staff who are unsure about good quality circle time.	Gareth Smith	February 2017
Children make expected or better attainment and talk with enthusiasm about their academic future.	Pupil progress meetings half termly will inform how the children are achieving. Assemblies and lessons will share with the children the purposeful learning and how it can lead to a desired career. Children will be inspired by visitors who talk about their jobs/careers.	Children who are not on track to meet their end of year target will gain support from intervention (subject support, nurture, 1:1 specialist support). Assemblies are an opportunity to showcase careers and inspirational people allowing the children to see that it is also achievable for them too. This allows them to be inspired to believe they can achieve the same and gives them the opportunity to ask questions about how they got to where they did.	Dates are set for the year. LSAs are employed in the afternoons to carry out intervention. I will attend those assemblies to show the children how I hold aspirations in high regard. I will see lessons in the Monitoring programme and interview children about purposeful learning.	Gareth Smith	November 2016

PP children's reading improves in line with non-pp children	Children will receive extra daily reading with an LSA. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Books will be celebrated and enjoyed in school. An author will be celebrated and children will be encouraged to read.	When children read daily their reading improves. Any areas of difficulty can be addressed (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Phonics will be encouraged as a strategy to reading in the classroom when necessary. Books will be on display in the classrooms and work on the walls will show the children's interest in books. An author will be celebrated in medium term planning.	Pupil progress meetings will review intervention given (daily readers) and progress made. Drop ins will show books are celebrated and phonics is being used as a spelling strategy. The children will be able to talk to me about the Author they are celebrating and learning about.	Sarah Jones	February 2017
The attendance of PP children improves	Topics will interest all children and especially PP children. They will include WOW days and themed weeks. Art/dt work and exciting activities throughout the term.	When a child cares about the topics learned and their purpose this can be a hook to want them to come to school. WOW days and exciting activities throughout the term will be fun and the children will want to be part of them. Our PP children enjoy hands on activities and outdoor learning.	Topic webs will be shared with parents and be interesting. Wow days will be shared with the children and parents as something to look forward to. They will be in the diary on the website. Art and DT and outdoor learning will be regular.	Anita Mills	December 2016
Improved reading both in school and at home.	Incentivised reading games linked to home learning and the online learning system which pupils have logins for at home for all children – reading at home celebrated. Prizes for competitions and activities.	Children gain confidence through regular practice and praise. They read and write towards a purpose	Governor Curriculum committee to monitor with SLT.	Sarah Jones	Feb 2017

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Diminishing the difference in attainment of PP/SEND pupils	Additional TA hours so additional adult support can be offered to SEND pupils in class during morning and afternoon sessions.	Impact of TA on progress measures from inhouse data and attainment of PP pupils/ SEN pupils historically who have accessed additional support. Lesson observation and Intervention observations. EEF toolkit demonstrates impact of interventions chosen.	SENCo tracking of data, Lesson Observations, Intervention Observations, Pupil Interviews and book scrutiny	Melanie Page	March 2017
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Some PP children will attend nurture group and have time to talk about their feelings.	Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work.	Intervention charts will show the children who need support in this area.	Gareth Smith	February 2017
Children make expected or better attainment and talk with enthusiasm about their academic future.	Pupil progress meetings will focus on how the PP children feel about their future and areas of the curriculum they find strength. Assemblies will encourage children to be ambitious and consider their strengths and where they might use them.	Children are inspired by stories of people who have achieved something even if they once thought they wouldn't. They can begin to see that school teaches them skills which can easily be used in many careers – this will explicitly show them how what they are learning can lead to a job they will enjoy or a University course they will enjoy.	Feedback from staff/progress will inform SLT as to whether the children can see that their schooling is teaching them vital skills in order to achieve their desired career or future dreams. Assemblies will inform if the children are beginning to have visions of a productive happy future. Monitoring will show children can discuss how what they are learning in class can be used as a skill outside the classroom.	Gareth Smith	February 2017

PP children's reading improves in line with non-pp children	Ensure PP children receive daily reading and quality 1:1 comprehension around the book in a positive way. The curriculum will allow for more boy friendly books to be incorporated at whole school/class level.	When children read daily they gain in confidence. That 10-15 minutes of chatting about the book and linking the story to something they have experienced helps them to remember in long term memory what they have learned. This time makes them feel valued. This time makes them see that books are positive and enjoyed. The boys who do not like reading will be more inspired in class with book more appropriate to their interest.	The books used in class will be of more interest to boys – super heroes, action etc. Children who have daily reading – progress will be seen at pupil progress meetings. Children will look to read more at 'free time'. Boys will begin to enjoy reading as a past time and not just when asked.	Sarah Jones	February 2017
The attendance of PP children improves	EWO will be involved with families who's attendance falls below 92%. The children will be invited to partake in planning the medium term curriculum and desired outcome – taking some ownership and interest. Awards are given to children who have 'good' attendance. If travel is an issue for families they will be offered ways to help.	When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered.	Attendance will be monitored half termly. Any absence will be addressed immediately. A chart of which children receive awards will be logged and tracked.	Gareth Smith Dee Goodwin	March 2017
Reading at home and school has positive effect.	PP children are in receipt of incentives and prizes for regular reading. Toe by Toe etc available as short term booster interventions if needed. Teachers keep children closely tracked via provision mapping. Supported child care costs for Adult Ed.	Children are keen to participate in these activities.	Monitored by Curriculum Committee Governors.	Sarah Jones	March 2017

Pupil Premium Funding Allocation Plan 2016 – 2017

Number of Pupils & Pupil Premium Grant Received

Total number of Pupils on role	189
Total number of pupils eligible for pupil premium grant	99
Amount of PPG received per Pupil	£1,320
Total amount of PPG received	£150,480

Objectives of Spending Pupil Premium:

In addition to the key principles The Magdalen Primary School;

- aims for all KS1 pupils to be secure with the end of year expectations by the end of Key Stage 1 and close the attainment gap of eligible pupils and their peers.
- aims for all KS2 pupils to be secure with the end of year expectations by the end of Key Stage 2 and close the attainment gap of eligible pupils and their peers.
- aims to ensure Floor standards at the end of KS2 are achieved.

Record of PPG spending by item / project 2016-2017

Item / Project	Cost	Objectives	Outcomes
To Employ a Nurture Group Leader	£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.	As a result of the nurture group, the number of exclusions were significantly reduced due to the social and emotional support that was given to these pupils. Two of the pupils were also reintegrated back into classrooms by the end of the academic year.
To Employ a Pupil Premium Champion	£14,000	That all identified and targeted children receive specific daily intervention and support in reading, writing, maths and SPAG which will enable them to make accelerated progress to close the gap with their peers	As a result of the work and interventions that took place in the nurture group 81% of these pupils achieved expected in Reading, Writing and Maths by the end of the year.
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.	As a result of the continued work with the EWO and closely setting and monitoring families for attendance we have ensured an overall attendance of 96.02%.
Purchase of the Wordsmith reading online resource system.	£7,000	Accelerate the progress of targeted pupils to increase the % of children achieving EYE and ensure that key reading and comprehension skills are further accelerated and developed to ensure better outcomes for PP pupils.	As a result of using this resource and associated interventions pupil premium pupils achieved: <u>Achieving EXS+:</u> Reading: 64% Writing: 64% Maths: 56%

			<u>Achieving GD:</u> Reading: 15% Writing: 0% Maths: 0%
Purchase of the Third Space learning 1:1 Tutor system and online resources.	£5,500	To ensure that through 1:1 targeted intervention of Maths and to accelerate the progress of targeted pupils to increase the % of children achieving EYE.	Pupil Premium pupils were targeted for this after school intervention resulting in 56% of pupil premium children achieving the expected age related outcome by the end of Year 6.
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.	As a result of the writing interventions that took place pupil premium pupils achieved: <u>Achieving EXS+:</u> Reading: 64% Writing: 64% <u>Achieving GD:</u> Reading: 15% Writing: 0%

To employ a TA in Year 1 for 10 hours per week intervention, withdrawal and key skill development in English and Maths.	£5,100	Accelerate the progress of this group of pupils to increase the % of children achieving EYE.	<p>The % of PP Pupils that achieved age related expectations as a result of additional interventions and support in the classroom were:</p> <p>Achieving EXS+: Reading: 81% Writing: 76% Maths: 90%</p> <p>Achieving GD: Reading: 29% Writing: 29% Maths: 24%</p>
To employ a TA in Year 2 for 10 hours per week intervention, withdrawal and key skill development in English and Maths.	£5,100	Accelerate the progress of this group of pupils to increase the % of children achieving EYE.	<p>The % of PP Pupils that achieved age related expectations as a result of additional interventions and support in the classroom were:</p> <p>Achieving EXS+: Reading: 79% Writing: 68% Maths: 68%</p> <p>Achieving GD: Reading: 11% Writing: 5% Maths: 11%</p>

<p>To employ a TA in Year 3 for 10 hours per week intervention, withdrawal and key skill development in English and Maths.</p>	<p>£5,100</p>	<p>Accelerate the progress of this group of pupils to increase the % of children achieving EYE.</p>	<p>The % of PP Pupils that achieved age related expectations as a result of additional interventions and support in the classroom were:</p> <p>Achieving EXS+: Reading: 50% Writing: 58% Maths: 83%</p> <p>Achieving GD: Reading: 0% Writing: 0% Maths: 17%</p>
<p>To employ a TA in Year 4 for 10 hours per week intervention, withdrawal and key skill development in English and Maths.</p>	<p>£5,100</p>	<p>Accelerate the progress of this group of pupils to increase the % of children achieving EYE.</p>	<p>The % of PP Pupils that achieved age related expectations as a result of additional interventions and support in the classroom were:</p> <p>Achieving EXS+: Reading: 68% Writing: 52% Maths: 60%</p> <p>Achieving GD: Reading: 32% Writing: 16% Maths: 0%</p>

To employ a TA in Year 5 for 10 hours per week intervention, withdrawal and key skill development in English and Maths.	£5,100	Accelerate the progress of this group of pupils to increase the % of children achieving EYE.	<p>The % of PP Pupils that achieved age related expectations as a result of additional interventions and support in the classroom were:</p> <p>Achieving EXS+: Reading: 50% Writing: 33% Maths: 58%</p> <p>Achieving GD: Reading: 8% Writing: 8% Maths: 17%</p>
To employ a TA in Year 6 for 10 hours per week intervention, withdrawal and key skill development in English and Maths.	£5,100	Accelerate the progress of this group of pupils to increase the % of children achieving EYE.	<p>The % of PP Pupils that achieved age related expectations as a result of additional interventions and support in the classroom were:</p> <p>Achieving EXS+: Reading: 64% Writing: 64% Maths: 56%</p> <p>Achieving GD: Reading: 15% Writing: 0% Maths: 0%</p>

To employ a TA in Year 6 for 10 hours per week to develop reading skills including inference, deduction and comprehension skills.	£5,100	Accelerate the progress of this group of pupils to increase the % of children achieving EYE.	<p>The % of PP Pupils that achieved age related expectations as a result of additional interventions and support in the classroom were:</p> <p>Achieving EXS+: Reading: 64%</p> <p>Achieving GD: Reading: 15%</p>
To employ a TA in Reception for 10 hours per week to support, develop and build upon key skills in the Foundation Stage.	£5,100	Accelerate the progress of this group of pupils exceeding end of Foundation Stage expectations.	<p>The % of PP Pupils that achieved a good level of development (GLD) as a result of additional interventions and support in the classroom were:</p> <p>67% of Pupil Premium Pupils achieved a GLD</p>

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	<p>This resulted in all pupils being fully prepared for the SATs test in May having had a good breakfast.</p> <p><u>Expected+:</u> Reading: 64% Writing 72% Grammar: 68% Maths: 64%</p> <p><u>Greater Depth:</u> Reading: 8% Writing 0% Grammar: 20% Maths: 4%</p>
Provision of School Uniform, shoes and coats	£1,000	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 4 child and support his emotional and behavioural difficulties within the classroom.	£9,000	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 4 was successfully reintegrated back into school accessing a full timetable with no further exclusions.
Subsidising the cost of school visits	£9,000	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 98% and ensure that no child was unable to access educational visits and benefits.

The opportunity for either Violin or Piano tuition for pupils in KS2	£2,500	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 96.02% and ensure 67% achieved a GLD for Pupil Premium children.
Subsidising the cost of school swimming lessons	£6,000	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 96.02% and ensure that no child was unable to attend swimming lessons.
Learning Materials and the use of technology to support eligible pupils.	£3,000	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) and Homework Clubs	£2,000	To raise self-esteem and accelerated progress and the attainment gap closes in Reading, Writing and Maths.	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	£1,500	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.
Reading and Phonics support and intervention for targeted pupils (delivered by TA)	£5,000	Ensuring that children get back on track with reading skills and enjoyment, so that they can catch up with their peers and make continued progress, ensuring a good grasp of comprehension skills.	Age related expectations achieved in Reading: Year1: 81% Year2: 79% Year3: 50% Year4: 68% Year5: 50% Year6: 64%
Subsidisation and access to extra curricular clubs and sports clubs after school	£1,500	To ensure all pupils have access to extra curricular activities and remove the potential cost barrier.	The uptake and participation rate from Pupil Premium pupils increased from 45% to 90% over the year, increasing and providing more life skills and life experiences.

Investment in additional reading materials and a wider range of genres.	£5,000	To ensure that PP pupils have access to a wider range of reading material including a much wider range of genres to enable them to develop a wider understanding and love of reading.	This has had a measurable impact on pupils developing a much deeper love of reading within school and achieving the following results in reading: Year1: 81% Year2: 79% Year3: 50% Year4: 68% Year5: 50% Year6: 64%
Summary			
Total PPG received		£150,480	
Total PPG expenditure		£149,800	
PPG remaining		£680	