

The Magdalen Church of England / Methodist Primary School, Wainfleet
Pupil Premium Strategy
2020 - 2021



Magdalen Primary School, Wainfleet Pupil Premium Strategy Statement 2020 - 2021

Jesus said: 'I have come that you may have life in all its fullness' (John 10:10). He calls us to a full life in mind, body, heart and spirit.' Therefore we believe the purpose of education is to nurture and enable every child to thrive and to be the person they are fully capable of being.

1a. Summary information

School	The Magdalen Church of England / Methodist Primary School, Wainfleet				
Academic Year	2020-2021	Number on roll	196	Proportion of disadvantaged pupils	127 (65%)
Pupil premium allocation this academic year	£ 154,330.00	Date of most recent PP review	Jun-18	Date for next internal review of this strategy	01/12/2020
Statement authorised by	GS	Pupil Premium Lead	Gareth Smith	PP Governor	Susan Allread

1b. PP pupil information

Year group		Number of pupils in each PP category					Total PP		Target for % reaching age related expectations (ARE) in R, W, M			July outcomes [YEAR]		
		FSM	FSM6	LAC	PLAC	Total PP			R	W	M	R	W	M
		£1,345	£1,345	£2,345	£2,345	£310	Grant	Service Grant						
Nursery	@ Jan census					0	£0	£0						
Rec	@ Jan census	5	0			5	£6,725	£0	70%	65%	75%			
	Newcomers after Jan census	6				6								
Y1	@ Jan census	18				18	£24,210	£0	76%	79%	79%			
	Newcomers after Jan census					0								
Y2	@ Jan census	18		1		19	£26,555	£0	82%	75%	84%			
	Newcomers after Jan census	2				2								
Y3	@ Jan census	19				19	£25,555	£0	77%	81%	83%			
	Newcomers after Jan census					0								
Y4	@ Jan census	18		0		18	£24,210	£0	75%	82%	86%			
	Newcomers after Jan census					0								
Y5	@ Jan census	20				20	£26,900	£0	75%	78%	80%			
	Newcomers after Jan census					0								
Y6	@ Jan census	15				15	£20,175	£0	82%	87%	87%			
	Newcomers after Jan census					0								
Total	@ Jan census	113	0	1	0	114	£154,330	£0	77%	78%	82%			
	Newcomers after Jan census	8	0	0	0	8								

2. Disadvantaged pupil performance overview for last academic year

NB: This will be affected by COVID 19 – data for 2019/20 is based on February AQA results. There was no end of key stage statutory data for 2020.

NB: Before completing the form, be mindful of the EEF research that evidences the use of TA support only improving the child's progress by 1 month, compared with the key strategies listed in this document that have the potential to close the gap as much as by 8 months+.

"It's a thousand little moments that lead to great attainment for disadvantaged pupils rather than those big, shiny interventions." – Marc Rowland 2020

2A. Quality Education for All

Barriers to learning these aims and activities address:

% PP pupils with moderate learning difficulties/ significant needs / Social and emotional intelligence / Low ambition / Fluency in Maths / Persistent Absentees amongst Pupil Premium Pupils / Attendance

EEF research supports these aims as being the most effective at closing the gap.

Main Strategy	Activities	Projected spend	Lead	Target date	Target/success criteria	RAG rating R= little or no impact A= strategy in motion/ some impact available G= evidence of clear positive impact
Quality First Teaching	<p>Whole school CPD linked to SDP priorities</p> <p>Whole school strategies and inclusive teaching that are focussed on the needs of the learners rather than the label</p> <ul style="list-style-type: none"> Bespoke mentoring and coaching Staff well-being methods CPD on the effective use of TAs Sharing of good practice in house and across schools <p>SLT to motivate and inspire teachers to keep their expectations high of the learner.</p> <p>SLT will hold staff accountable for raising attainment rather than accepting low aspirations. 'No limits learning.'</p> <p>Teachers to be able to use data to identify pupils' needs, review progress every few weeks and address underperformance quickly.</p> <p>Teachers to establish manageable AFL strategies, which provide clear feedback for children.</p> <p>Continuing Professional Development: sharing strategies and examples of good practice for supporting children with teaching staff and support staff.</p> <p>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.</p>	£ 7,600.00	GS/AM/MP	01/06/2021	<p>Whole school ethos, high expectations and collective ownership is clearly evident.</p> <p>Surveys and low sickness absence rate of staff indicate staff retention and well-being is having a positive effect on the most disadvantaged, inc. improved absence rates of PP children.</p> <p>Learning walks and lesson visits show that whole school strategies are being applied consistently across all classes. Where it is not, this is addressed swiftly.</p> <p>Teaching is good or better throughout the school. Where it is not, plans and actions are in place to show rapid improvement.</p> <p>The school is in a position to share their own good practice with other schools.</p> <p>Data indicates that the attainment gap between PP children and non-PP children is narrowing significantly. Even more importantly, PP children are making better progress than their peers so they don't just catch up, but indeed get ahead.</p> <p>Increased number of PP children achieve ARE and GD.</p>	
Early Years intervention (+6mths)	<ul style="list-style-type: none"> CPD for EY staff so enable them to fully support and extend their interaction with children and enrich their learning through play BPVS (British Picture Vocabulary Scale) non-verbal assessment for all nursery and reception children (provides a standardised receptive language score that can be compared with chronological age) Bespoke planning of provision and teaching to address key areas of weakness within the ELGs identified through ongoing assessment. Bespoke resources to enhance provision areas identified above High quality CPD and resources on early phonics Other high quality reading resources Parental engagement activities, eg. learning cafes or 'share a book time' Blended learning: eg. 'Live' or recorded online phonics and number lessons Visitors from a range of professions Reception graduation 	£ 2,800.00	AM	01/06/2021	<p>BPVS shows significant progress for each child. Those identified with low standardised scores, the gap towards chronological age is narrowing.</p> <p>SEND CO is made aware of those with significant needs.</p> <p>Average points progress for PP children is greater than that of non-PP children.</p> <p>An increase in PP children achieving GLD.</p>	

2B. Targeted Academic Support

Small group or 121 tuition

(this is in addition to, not a replacement for, quality first teaching)

Barriers to learning these aims and activities address:

% PP pupils with moderate learning difficulties/ significant needs / Social and emotional intelligence / Low ambition / Fluency in Maths / Persistent Absentees amongst Pupil Premium Pupils / Attendance

Main Strategy	Activities	Projected spend	Lead	Target date	Target/success criteria Outcome - to be completed during review	RAG rating R= little or no impact A= strategy in motion/ some impact available G= evidence of clear positive impact
Blended learning	<ul style="list-style-type: none"> Blended learning: eg. 'Live' or recorded online phonics and number lessons Blended learning – 121/small group catch up tuition IT equipment to access home learning - Laptops & IPADS 	£ 12,000.00	GS	01/10/2020	<p>The school has taken steps to further mitigate for the disadvantaged children in case of a further lock-down.</p> <p>PP children have access to technology that allows them to catch up in their learning and not fall further behind.</p> <p>For PP pupils to be in line with all children nationally or the gap is at least closing.</p> <p>Even more importantly, PP children are making better progress than their peers so they don't just catch up, but indeed get ahead.</p>	A
Early Years intervention (+6mths)	<ul style="list-style-type: none"> Bespoke planning of provision and teaching for specific groups of children/individuals according to their specific needs/gaps within ELGs. Speech and language toolkit/screening Bespoke staffing, eg. speech and language specialist CPD Intervention programme Bespoke resources to support specific interests Direct parental support Blended learning – 121/small group catch up programmes 	£ 27,000.00	AM	01/07/2021	<p>Average points progress for PP children is greater than that of non-PP children.</p> <p>An increase in PP children achieving GLD.</p>	
Raise attainment in Maths (+5mths)	<ul style="list-style-type: none"> Maths booster/homework club for PP children 121 tuition, inc. more able for accelerated learning CPD on EEF maths materials <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/ KS2/3 version https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-2-3/</p>	£ 38,000.00	GS/AM/LA	01/07/2021	<p>Achieve national average expected standard in Maths</p> <p>For PP pupils to be in line with all children nationally or the gap is at least closing. Even more importantly, PP children are making better progress than their peers so they don't just catch up, but indeed get ahead.</p>	
Improve reading understanding and reading for pleasure	<ul style="list-style-type: none"> Additional phonics catch up intervention Evidenced based catch up reading programme Buy and embed use of Accelerated Reader across all year groups Consolidate Herts reading project: reciprocal reading, echo reading and paired reading VIPERS strategies and resources Additional 121 or small group reading – PP children a priority 	£ 24,000.00	GS / AM / SJ	01/07/2021	<p>Increased number of PP children passing the phonics screening check.</p> <p>Evidenced based catch-up programme demonstrates accelerated progress.</p> <p>For PP pupils to be in line with all children nationally or the gap is at least closing.</p> <p>Even more importantly, PP children are making better progress than their peers so they don't just catch up, but indeed get ahead.</p>	
Total projected spend on Academic Support		£		101,000.00		

2C. Wider strategies, including Mental Health and Well-Being

Barriers to learning these aims and activities address:

% PP pupils with moderate learning difficulties/ significant needs / Social and emotional intelligence / Low ambition / Fluency in Maths / Persistent Absentees amongst Pupil Premium Pupils / Attendance

Main Strategy	Activities	Projected spend	Lead	Target date	Target/success criteria Outcome - to be completed during review (could be rag rated)	RAG rating R= little or no impact A= strategy in motion/ some impact available G= evidence of clear positive impact
PP Champion	<ul style="list-style-type: none"> Bespoke CPD Release time for: <ul style="list-style-type: none"> creating a robust plan and audit of resources that will mitigate against any future lock-down monitoring PP practices throughout school evaluating impact of interventions evaluating impact of TAs carrying out research delivering staff training 121/small group pupil voice meets analysing data 	£ 1,000.00	GS	01/07/2021	The school has taken steps to further mitigate for the disadvantaged children in case of a further lock-down. PP Champion is able to confidently talk about the progress and proven strategies and impact of PP funding. PP Champion is able to lead by example and support other colleagues on improving their own practice. PP monitoring and evaluation clearly shows effective and consistent practice across school.	
Attendance	<ul style="list-style-type: none"> Ensure ALL staff are proactive at eliminating poor attendance Bespoke staffing, eg. pastoral TA to liaise with families Early Help training Sharing a part-time education welfare officer (LAAT EWO available) with partner schools to support families with attendance and acute need https://marymered.com/2020/06/11/meeting-the-challenge-of-school-refusal-post-lockdown/ 	£ 2,500.00	GS/AM/RS	01/07/2021	Improve attendance of disadvantaged pupils to be in line with national average. Significantly reduce number of disadvantaged persistent absence.	
Self-regulation and poverty-proofing: children made to feel the same not different (+8mths)	<ul style="list-style-type: none"> Bespoke staffing, EEF research on metacognition embedded Breakfast club CPD Mental Health and Well-Being working party tried and tested strategies and support Bespoke resources Intervention programmes Parental engagement activities Whole school awareness of poverty proofing, eg Christmas, holidays, lunch boxes, pencil cases 	£ 9,700.00	AM	01/07/2021	Boxhall Profile data or other forms of SDQs show marked improvement in case studies. Analysis of behaviour logs shows that there are fewer PP children involved in incidents/need time out. Reduction in behaviour incidents. Pupil voice indicates positive views on how bullying is dealt with; for behaviour and in attitudes to learning.	
Parental support	<ul style="list-style-type: none"> Bespoke staffing, eg. pastoral TA to liaise with families Providing uniform/reminding parents of entitlement to free school uniform in every starter pack for those receiving FSM. Home learning resources Blended learning Learning cafes Non-threatening open day activities, eg. art or DT workshops Meet the teacher sessions in early September Use of phone calls, Zoom or MSTeams to connect with harder to reach parents to openly discuss barriers 	£ 8,300.00	AM	01/07/2021	Evidence of increased parental engagement. 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.	
Access to real life and wider experiences.	<ul style="list-style-type: none"> Visitors to school from a wide range of professions Subsidise visits to ...eg. universities, theatres, places of worship etc After school clubs 	£ 1,500.00	GS/AM		Pupil voice indicate a range of aspirations as a result of the experiences the children have been exposed to. Uptake of after school clubs attended by PP children	

3A. COVID-19 CATCH-UP PREMIUM

The government has announced funding to support children and young people to catch up. This includes a one-off universal catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. That is why, alongside the universal catch-up premium, the government have launched the National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help.

Accountability:

School leaders must be able to account for how this money is being used to achieve the central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Governors and Trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

When routine inspections restart, Ofsted will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding) to ensure the curriculum has a positive impact on all pupils.

NB: The majority of the strategies listed in 3B/C/D are already suggested in the EEF/Gov guidance but we would ask that schools really consider who is the best person to do deliver these strategies. For example, while a TA may be more readily available, a teacher delivering a catch-up programme is more likely to have the greatest impact on progress. Remember that the overriding principle from the evidence is that teaching assistants should be deployed in a way that supplements, not replaces, the teacher and Catch-up funding should not be spent to simply top up TA salaries.

Links to key documents to support school decision making:

<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium#neli>

<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1>

<https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/>

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Guide_to_supporting_school_planning_-_tiered_models.pdf

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_IPDF.pdf

<https://www.teachertoolkit.co.uk/2018/10/21/barack-rosenshine/>

<https://educationendowmentfoundation.org.uk/>

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Remote_Learning_Rapid_Evidence_Assessment.pdf

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/using-digital-technology-to-improve-learning/>

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/>

<https://educationendowmentfoundation.org.uk/tools/promising/>

<https://nationaltutoring.org.uk/ntp-tuition-partners>

<https://www.tfaforms.com/4848221>

<https://nationaltutoring.org.uk/ntp-academic-mentors>

<https://educationendowmentfoundation.org.uk/covid-19-resources/neli/>

3B. COVID-19 CATCH-UP PREMIUM

HIGH QUALITY CPD

MAIN STRATEGY	PROJECT SPEND	LEAD	START DATE - END DATE
1. High quality teaching for all. Components of effective teaching based on Rosenshine's Principles: <ul style="list-style-type: none"> - explicit instruction - teacher modelling - scaffolding - flexible group - metacognition - developing resilience and independence - effective feedback https://www.teachertoolkit.co.uk/2018/10/21/barack-rosenshine/	£ 2,300.00	GS / AM	01/10/2020
2. Additional mentoring, support, CPD for early careers teachers	£ -		
3. Bespoke CPD on Mental Health and Well-being eg. <ul style="list-style-type: none"> - LAAT wide guest speaker - Sharon Gray - school or hub support from MHWB working party 	£ -	GS / AM	01/10/2020
4. Other LAAT wide CPD with reputable guest speaker	£ -		
5. Bespoke CPD for Teaching Assistants, eg: <ul style="list-style-type: none"> - training to deliver 121/small group tuition (if not possible to use a qualified teacher) - training to deliver recognised and reputable intervention programmes - participation in the MITA project - upskill TAs on how to support children to develop resilience and independence - support in behaviour management in order to allow TAs to take whole classes for short periods while the teacher leads a group on intervention/catch-up sessions 	£ 1,500.00	GS / AM	01/10/2020
6. SENDCO release time and training to support children who may be disadvantaged and SEND	£ 2,500.00	GS/MP	01/10/2020
7. CPD bespoke for the Early Years, eg: <ul style="list-style-type: none"> - role of the adult - creating a language rich environment 			
8. Curriculum design and planning			
9. CPD linked to effective use of technology: <ul style="list-style-type: none"> - curriculum provision for remote learning - remote learning that includes the elements of effective teaching (listed in section 1.) - in case of planned or unplanned full or partial school closure - to support 121/small group remote tuition https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Remote_Learning_Rapid_Assessment.pdf https://educationendowmentfoundation.org.uk/tools/guidance-reports/using-digital-technology-to-improve-learning/ https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/	£ 3,000.00	GS/AM	01/10/2020
Total projected spend on CPD/Quality First Teaching	£ 9,300.00		

3C. COVID-19 CATCH-UP PREMIUM

TARGETED SUPPORT

MAIN STRATEGY	PROJECT SPEND	LEAD	START DATE - END DATE
<p>1. 121 Tuition. Select from the two drop-down menus in the red cells below for the chosen form and person for delivery.</p> <p>NB: Schools can use Catch-up funding to subsidise the use of a tuition partner. A list of approved NTPs will be available at the end of October and will commence November 2020 through to the end of the academic year.</p> <p>Grant closes by 5pm on 18th September 2020.</p> <p>If choosing to use staff within own school, funding could be used to temporarily increase teaching staff/hours, eg. salary for an additional part time qualified teacher.</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium#neli https://nationaltutoring.org.uk/ntp-tuition-partners https://www.tfaforms.com/4848221</p>	£ 5,000.00	GS / AM	01/10/2020
a hybrid of both			
teacher already on sch payroll			
<p>2. Small Group Tuition. Select from the two drop-down menus in the cells below for the chosen form and person for delivery.</p> <p>See additional information and web links for guidance above.</p>	£ 5,000.00	GS /AM	01/10/2020
face to face			
teacher already on sch payroll			
2. Additional mentoring, support, CPD for early careers teachers	£ -		
<p>3. In-house Academic Mentors</p> <p>NB: these are only accessible in the most deprived areas, but schools may choose to use current staff or temporarily appoint someone locally under the same principle.</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium#neli https://nationaltutoring.org.uk/ntp-academic-mentors</p>	£ -		

4. Creating a language rich environment in the Early Years and bespoke small group support within it.	£ 4,600.00	AM	01/10/2020
5. Other proven academic interventions, eg: - reading catch-up programme such as Accelerated Reader NB: Ensure that the person delivering it has had appropriate training; that the intervention programme captures progress and that there are connections to classroom learning. See EEF link below for a list of proven interventions: https://educationendowmentfoundation.org.uk/tools/promising/	£ 4,300.00	GS/AM	01/10/2020
6. Interventions that support social/emotional needs	£ -		
7. Bespoke needs for children who are both disadvantaged and SEND			
Total projected spend on CPD/Quality First Teaching	£ 18,900.00		

3D. COVID-19 CATCH-UP PREMIUM**WIDER STRATEGIES**

MAIN STRATEGY	PROJECT SPEND	LEAD	START DATE - END DATE
1. Working with families, eg: - to address low attendance - increase engagement	£ 2,500.00	AM	01/10/2020
2. Making technology accessible by providing devices eg. - for online 121 tuition - improving school-based resources for remote learning	£ 1,500.00	GS	01/10/2020
3. Access to out of hours activities	£ 1,000.00	GS/AM/KB	01/10/2020
4. Other	£ -		
Total projected spend on CPD/Quality First Teaching	£ 5,000.00		

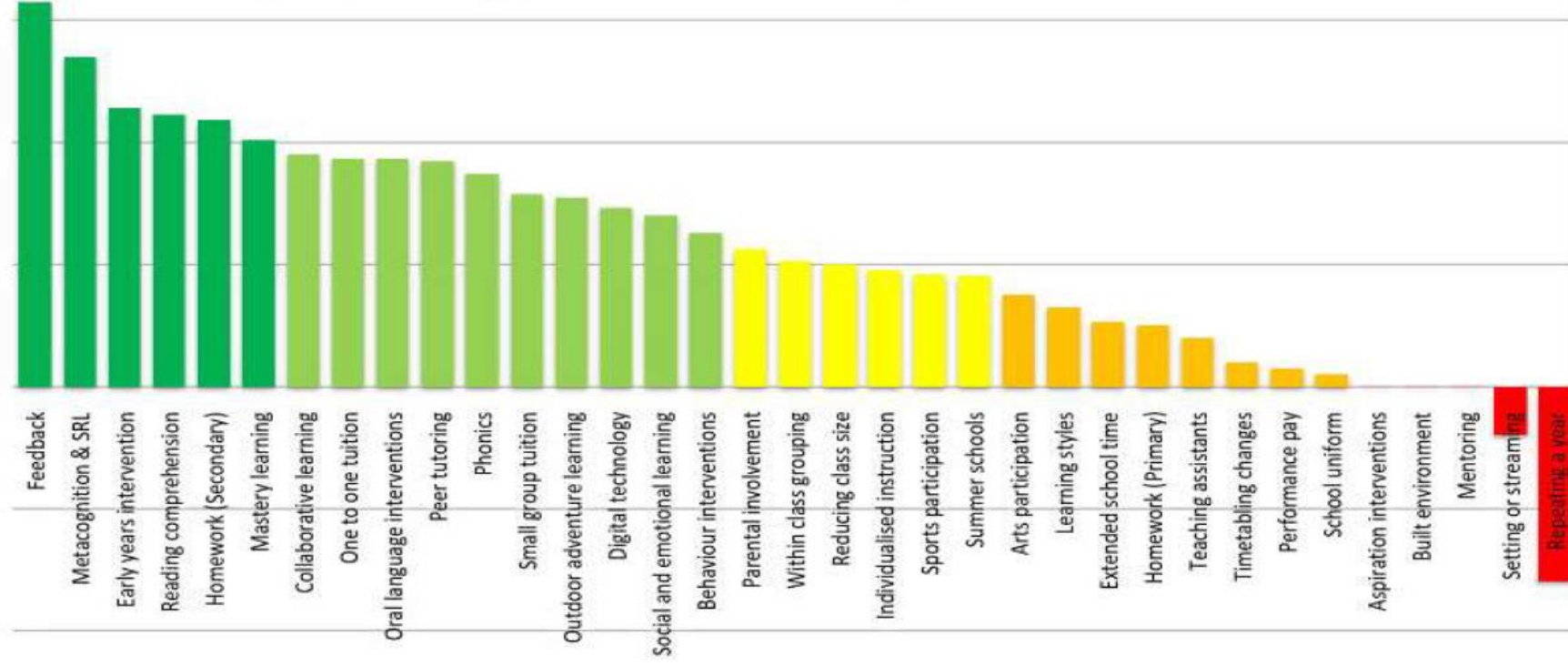
Staffing costs, e.g. TA top up	£	-	Total projected spending	£	2,500.00	Variance +/-	-£	2,500.00
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Catch-Up Premium Funding £80 per pupil taken from October census 3 Installments: Autumn, Early Spring, Summer.

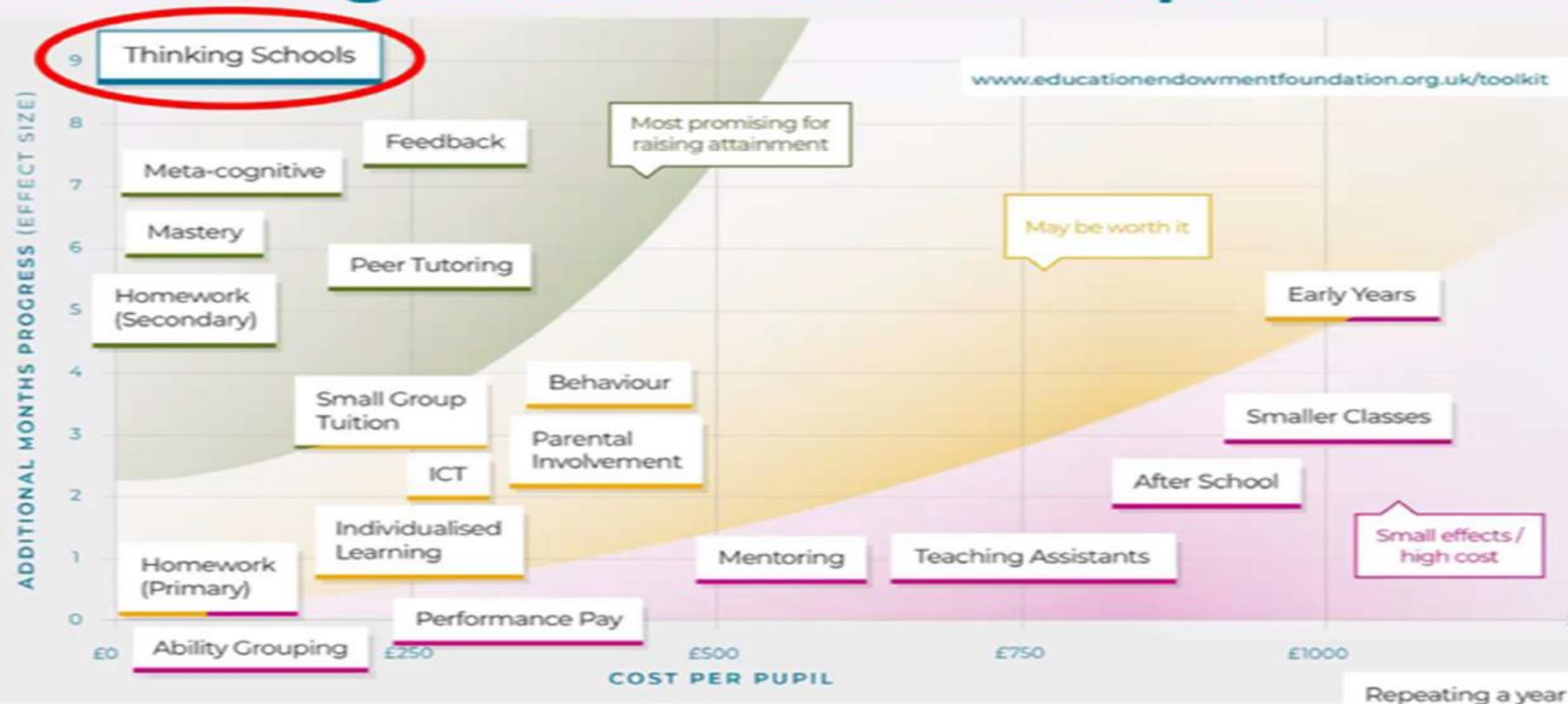
Quality First Teaching/CPD	£	-	Targeted Support	£	-	Wider Strategies	£	-
Catch-Up Premium Funding given in total	£	-	Total projected catch-up premium spending	£	-	Variance +/-	£	-

Monitoring and Implementation		
Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff	Use of INSET days and additional cover being provided by senior leaders
Targeted support	<p>Eg. Ensuring sufficient release time for PP Champion to train/coach staff on new interventions and monitor impact.</p> <p>Availability of a staff member assigned to a child new to school for swift assessment and settling in purposes.</p>	<p>Added into the budget – eg. PP Champion to be released an hour a week.</p> <p>Where schools have a transient population are there procedures in place for an induction into school e.g. child assigned buddy, Teacher spends time checking reading level/ maths entry level etc. so that needs are quickly assessed. Are records quickly gained from previous school and conversation with previous school and parents to check eligibility for FSM, EVER6 and other needs eg. EAL SEND etc – is there a rapid move to put required support in place.</p>
Wider strategies	Engaging the families facing most challenges	<p>Creating a new role in school – pastoral manager – to be first point of contact and to also continue to liaise effectively with outside agencies.</p> <p>Have pastoral staff identified children who may be most at risk, so proactive strategies can be planned before return to school.</p>

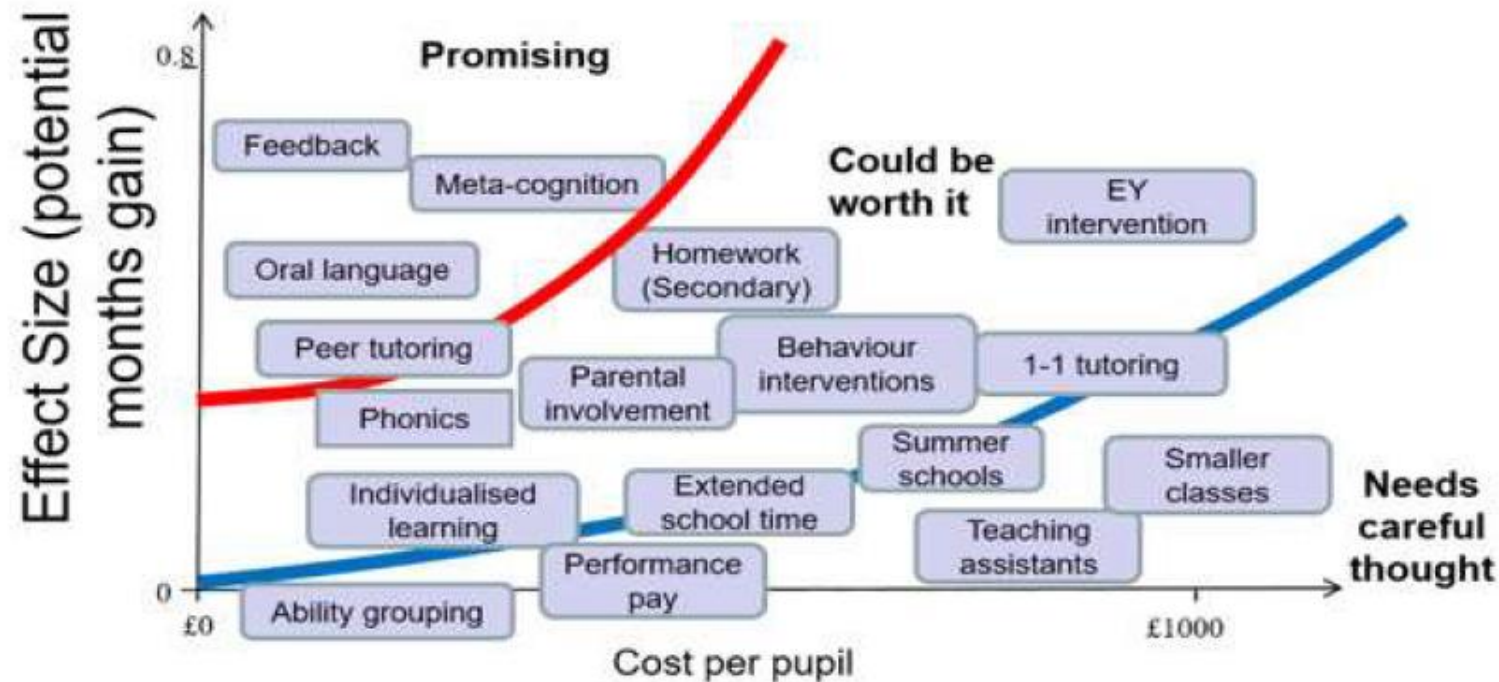
Ranking of Effects in the Toolkit



Thinking Schools: Cost 'v' Impact



Overview of value for money



Barriers might include the following, as found in DfE research: School cultures and practices: supporting the attainment of disadvantaged pupils

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effect_Qual_Research - Research Report FINAL v2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effect_Qual_Research_-_Research_Report_FINAL_v2.pdf)

- QFT (Quality First Teaching if not already secure and consistent)
- Early Help and safeguarding needs
- Attendance particularly persistent absence
- Mobile pupils
- Parental engagement
- SEND combined with Pupil Premium needs
- Social and emotional needs, resilience
- Early Literacy, speech and language (EYs),

<https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=294&t=Teaching%20and%20Learning%20Toolkit&e=294&s=>

- Phonics (Y1) Reading engagement, experience of writing, reading fluency, parental support(KS1&2), literacy skills (KS3 &4)
- Readiness for learning, learning behaviours, behaviour
- Wider 'life' experiences, aspirations, life skills,
- Low starting points