

Pupil premium strategy

1. Summary information					
School	St Mary Magdalen's CE Primary School, Accrington				
Academic Year	2017.18	Total PP budget	£130950	Date of most recent PP Review	Nov 2017
Total number of pupils		Number of pupils eligible for PP / EVER 6	97	Date for next internal review of this strategy	Mar 2018

1. Current attainment 2017/18		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	50%	61%
making progress in reading (KS1 – KS2)	+0.57	+0.33
making progress in writing (KS1 – KS2)	+1.42	+0.18
making progress in maths (KS1 – KS2)	+2.03	+0.28

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Speech and Language
B.	Social needs :building relationships (knowing which are appropriate); understanding barriers ; appropriate behaviours
C.	Resilience and confidence
D.	Life Experiences and enjoyment
E.	Welfare and social issues
F.	Health : lack of food ; doctor/dental attendance
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	

A.	Home : DV; parental skills ; drug abuse ; physical environment (too much TV and lack of books etc)	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Desired results:</i>
A.	Improve speech and language skills for pupils eligible for PP in school.	Pupils eligible for PP in school can articulate to the point where they can be understood by all
B.	PP are not disadvantaged academically	Results match National for PP children
C.	Welfare and social issues of pupils and families are addressed in partnership with school and other agencies as appropriate.	Fewer behavioural or welfare issues are recorded for PP pupils on the school system.
D.	Children's attitude to problem solving can be seen to have improved	PP Children can be seen to have a go and not give up when posed with difficult tasks across school life

Desired outcome	Chosen action / approach What is the evidence and rationale for this choice?	Desired Result & How we will review:	Staff lead	Review	Cost
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<p>Pupil Premium Manager to compile a pen portrait of all Pupil Premium children which identifies their barriers to learning.</p>	<p>As part of our overall school improvement plan we will aim to raise attainment by collating information about pupil premium children and communicating to relevant adults:</p> <p>The Pupil Premium manager will create a pen portrait of every E6 child which will include:</p> <ul style="list-style-type: none"> • The last Key Stage results and if they are on track to meet their expected progress target. • If they are S.E.N. and what provision they are receiving. • Any domestic issues known to us. • Child Protection issues. • Any emotional issues • Complete and analyse PASS information <p>All the above will build a clear picture of the child and the circumstances in which they live. This information is vital in understanding the barriers which limit children's learning in school.</p> <p>The information will be shared with class teacher and other relevant adults, who will then plan and provide the relevant provision when required. Teachers can liaise with PP manager for support in regard to provision if required and feedback on the success of current provision.</p> <p>PP manager also to liaise with HVB and Jo with regard to exploring other avenues that could support children in overcoming barriers.</p> <p>PP manager to liaise with EB on S.E.N. provision and current progress.</p> <p>PP manager to track progress half termly on E6 children and report to KH.</p>	<p>Outcome, to be able to ensure that E6 children achieve as well as non-disadvantaged where possible by removing barriers.</p> <p>To ensure all disadvantaged children are provided with relevant provision and teachers understand their needs to plan for effective progress.</p> <p>Teachers & Pupil Premium manager to meet half termly to identify chn who are struggling and the impact of the support on children by measuring their progress. To continually track, analyse and review data of these PP children to inform further provision.</p> <p>To continue to ensure that, through our SENDCo, appropriate SMART targets are set for identified SEND children and that these are closely monitored</p> <p>To meet with HVB in and put in place external support for identified children.</p>	<p>PP manager</p> <p>HVB</p> <p>SENDCo</p> <p>Teachers</p>	<p>Half Termly</p>	
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<p>Improve speech and language skills for pupils identified and eligible for pupil premium.</p>	<p>As part of our overall school improvement plan we will aim to raise attainment in speaking and language through:</p> <p>To employ expert teaching assistants and specialist Speech and Language professionals to provide small group and 1:1 intervention for children in receipt of pupil premium who are currently working below national year group expectations and currently experiencing difficulties with speech and language.</p> <p>Small group interventions or 1:1: Oral language interventions: This is based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. These approaches include: targeted reading aloud and discussing books with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension. Evidence indicates that such interventions can accelerate learning by 5 months+. Utilise Talk Partners Programme</p> <p>Professional Specialist Provision: To Employ Speech and Language Specialist(s) to support children who are experiencing significant difficulties.</p> <p><u>Rationale: Education Endowment Foundation June 2016:</u> <u>One to One tuition:</u> evidence indicates that 1:1 tuition can be effective, on average accelerating learning by approximately 5 additional months progress. Short, regular sessions set over a set period of time appear to result in optimum impact. <u>Small group tuition:</u> Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind. Evidence indicates that small group tuition can accelerate learning by 4+ months.</p>	<p>Pupils eligible for PP with Speech and Language difficulties make accelerated progress so they close the gap by the end of the academic year in 2018.</p> <p>SENDco & Pupil Premium manager to meet half termly to identify children who are struggling and the impact of the support on children by measuring their progress. To continually track, analyse and review data of these PP children to inform further provision.</p> <p>To continue to ensure that, through our SENDCo, appropriate SMART targets are set for identified SEND children and that these are closely monitored</p> <p>Pupils eligible for PP in school can articulate to the point where they can be understood by all</p>	<p>PP SENDco 0</p>	<p>Half termly</p>	
<p>Desired outcome</p>	<p>Chosen action / approach What is the evidence and rationale for this choice?</p>	<p>Desired Result & How we will review:</p>	<p>Staff lead</p>	<p>Review</p>	<p>Cost</p>

<p>To accelerate progress and close the gap in attainment between disadvantaged and non disadvantaged children</p>	<p>As part of our overall school improvement plan we will aim to close the gap in attainment by:</p> <p>Identifying Disadvantaged children who are not meeting year group expectations and providing extra support through:</p> <p>Redeploying, through our provision map, teaching assistants to provide small group and 1:1 intervention for children in receipt of pupil premium who are currently working below national year group expectations. Increase targeted support from TA's for phonics, reading and maths. Pupils undertake identified, targeted and measured intervention programmes planned by their teacher and delivered by a familiar TA in the core subjects of maths, writing and reading. Additional support given to those children who are struggling in Phonics from Years 1-3.</p> <p>Specialist 1:1 teaching for children experiencing significant difficulties in learning such Educational Psychologists and IDSS.</p> <p>Pupil Premium manager to give case studies on selected disadvantaged children who are struggling academically. In the form of a lesson study, the PPM will work with children whilst in a lesson to understand their barriers to learning.</p> <p><u>Rationale:</u> Education Endowment Foundation (June 2016): <u>One to One tuition:</u> evidence indicates that 1:1 tuition can be effective, on average accelerating learning by approximately 5 additional months progress. Short, regular sessions set over a set period of time appear to result in optimum impact. <u>Small group tuition:</u> Intensive tuition in small groups if often provided to support lower attaining learners or those who are falling behind. Evidence indicates that small group tuition can accelerate learning by 4+ months.</p>	<p>Pupils eligible for PP make accelerated progress so they close the gap by the end of the academic year in 2018.</p> <p>Teachers & Pupil Premium manager to meet half termly to identify chn who are struggling and the impact of the support on children by measuring their progress. To continually track, analyse and review data of these PP children to inform further provision</p> <p>PPM feeds back to teacher on why PPM chn struggling in a particular lesson and PPM and teacher work on strategies to remedy the barrier.</p> <p>Results match National for PP children</p>	<p>PPCo and SENDCo</p> <p>Teachers</p>	<p>Half Termly</p>	
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<p>Welfare and social issues of pupils and families are addressed as much as possible.</p>	<p>As part of our overall school improvement plan we will aim to alleviate the welfare and social issues of pupils and families by:</p> <p>Creating the role of Vulnerable Children Champion, who will develop the school in becoming a community hub and introduce a nurture programme for those families who are experiencing difficulties in welfare and social needs. The VCC will focus on those disadvantaged children who are struggling academically because of issues outside of school. VCC will help parents and carers by providing day surgeries in which both children and parents can drop in to chat about their fears, problems and issues. VCC with the help of outside agencies, will develop a network of opportunities and provide life skills like cooking and playing with children.</p> <p>The Parental Liaison Officer</p> <p>A school councillor to provide specialist 1:1 bespoke support with individual children and families who are experiencing significant difficulties in terms of behaviour and mental wellbeing.</p> <p>PPM/VCC/SENDco triangulate to build case studies of children on CPOMS – a central database holding information on agencies involved with children so that a clear picture can be built around a child’s needs and experiences that are affecting their academic development.</p>	<p>Children and families welfare needs are supported and met so that children are able to learn and fully engage in school life.</p> <p>PPM/VCC/PLO/School Councillor to meet termly and review impact of such support and strategies and look at future provision.</p> <p>PPM/VCC/SENDco to update CPOMS ad hoc. When new information arrives regarding a children. This information regarding individual children shared with class teachers so they are aware of life experiences and needs. Additionally, teachers can adapt learning according to the information received.</p> <p>Fewer behavioural or welfare issues are recorded for PP pupils on the school system</p>	<p>PPCo and SENDco PLO VCC Sch Councillor r Teachers</p>	<p>Half Termly</p>	
<p>Desired outcome</p>	<p>Chosen action / approach What is the evidence and rationale for this choice?</p>	<p>Desired Result & How we will review:</p>	<p>Staff lead</p>	<p>Review</p>	<p>Cost</p>

<p>Children to be aspirational and be more able to problem solve:</p>	<p>As part of our overall school improvement plan we will aim to help children become aspirational by:</p> <p>Providing positive experiences out of school, such as theatre visits, meals out, museum visits, places of local historical interest, and art galleries.</p> <ul style="list-style-type: none"> • This can be facilitated more cost effectively with the agreement of using a secondary school Mini Bus and the purchase of insurance: <p>Additionally, we will provide positive experiences within school such as plays, musicals, drama clubs, book clubs and guitar lessons.</p> <p>Throughout the year the school will schedule and plan subsidised trips to zoos, seaside resorts, theme parks and other places of interest.</p> <p>At least one 2 night residential will be made available to disadvantaged children at a subsidised cost.</p> <p>Professional sporting opportunities will be provided in the form of specialised sports such as:</p> <p>Dance clubs, gymnastics, Judo, Tennis and keep fit clubs.</p>	<p>PP children have opportunities to experience activities that they may not normally be given and through this realise that there are interests they can pursue.</p> <p>PP Children can be seen to have a go and not give up when posed with difficult or unfamiliar tasks across school life.</p> <p>Children become more resilient both mentally and physically and believe that there is a reason that they are at school.</p>	<p>JH/VCC</p>	<p>Half termly</p>	
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