



St Mary Magdalene C of E School
 EYFS/KS1/KS2 PUPIL PREMIUM STRATEGY 2017-18

1. Summary information			
Academic Year	2017/18	Total Pupil Premium Grant for EYFS, KS1, KS2)	£204,600 (plus £2,703 for Early Years Pupil Premium)
Total number of pupils	594	Number of pupils eligible for Pupil Premium Grant	157 (26%)
Written	Autumn 2017		Next review July 2018

We have identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Starting school with lower levels of literacy and numeracy due to lack of literacy and numeracy experiences out of school environment
- Starting school with poor speech and language skills
- High percentages of pupils diagnosed with special needs e.g. ASD
- Low parental engagement from parents of those children eligible for pupil premium
- Lack of cultural capital

2. DATA FOR END OF YEAR 2017/18			
	<i>All pupils</i>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard in reading (KS2)	74%	71%	77%
% achieving expected standard in writing (KS2)	76%	75%	77%
% achieving expected standard in Maths (KS2)	74%	64%	83%
% achieving expected standard in GPS (KS2)	86%	86%	87%
% achieving expected standard in reading (KS1)	73%	54%	79%
% achieving expected standard in writing (KS1)	70%	54%	76%
% achieving expected standard in Maths (KS1)	76%	61%	81%
% achieving GLD (EYFS)	96.3%	67%	80%

PROJECTED IMPACT FOR 2017/18:

- To ensure there are only narrow gaps, if any, between the attainment and progress data for disadvantaged and non- disadvantaged pupils across each phase and each core subject.
- To develop the children's' wider experiences outside the classroom and increase their cultural capital so they are well equipped to access their learning opportunities.
- To improve the quality of writing across the phases, particularly for Pupil premium pupils.
- To improve pupil mathematical skills, particularly for pupil premium pupils, so they become confident at reasoning and explaining in mathematics.
- To continue to build on parental engagement and links between the school and families at home to support pupil progress.
- To increase targeted extended school opportunities for particularly vulnerable pupil premium pupils.
- To increase the range of services available to support the wellbeing and learning experiences of Pupil Premium pupils.

Desired Outcome	Action/Approach/Project	How will we ensure it is implemented well?	Staff lead	Cost	Evaluation
Developing behaviours for learning and being in a school setting for all PP pupils (Woolwich & Peninsula campuses)	<p>Mental health training for all staff led by Margot Sunderland to enable staff to support children in class.</p> <p>Further develop nurture club provision at lunch time to support those children who struggle with being in the playground for the duration of lunch time and those with social communication needs.</p> <p>HSLW to work 1:1 with some pupils who need extra time to learn and practise these life skills.</p>	<p>School staff will be expected to take on new strategies to support PP pupils with MH needs. Success will be measured by increased confidence, self-esteem and resilience within their respective KS.</p> <p>Lunchtimes will be a success for these pupils as they will demonstrate social skills of sharing, speaking appropriately to each other and finding solutions to their issues.</p>	<p>AW/DA</p> <p>TT</p>	£28,250	<p>Mental Health training led by Margot Sunderland, completed in December by both TAs and Teachers. Many staff appraisal targets are specifically linked to Mental Health targets.</p> <p>Nurture Club provision 3 times a week run by JH and RR. ASD children have access to real-life opportunities, to take turns and socialise with peers on a smaller scale. It is practical and tailored for individual needs. The Senior</p>

					<p>MMS has reported that lunchtimes are much more manageable and calmer as there are less children in the play zones.</p> <p>Lego Therapy and nurture time was carried out by LE, LH and TH on a weekly basis which gave time to support children in a smaller group setting or on a one to one basis in order to develop social skills as well as turn taking and role-taking in group tasks. Following this, there was a reduction in inappropriate behavioural incidents on the days when this took place as well as the children commenting that it has helped them be more patient and feel special.</p>
<p>To ensure that the majority of PP children make at least 'expected' standard within their respective KS with some 'exceeding' across the core subjects. (Woolwich & Peninsula campuses)</p>	<p>Let's Think Training for teachers for English/Maths/Science SLT working with year 4 and 5 to narrow the gap in these year groups. Beanstalk readers to support pupils who do not have adult support at home for reading. Booster groups for greater depth maths year 2 starting spring 1 Maths resources to support teaching for greater depth Revision booklets for pupils to take home</p>	<p>To use a different style of teaching to improves the range of strategies that staff have to teach the core subjects. Attending training, observations, staff meetings and pupil outcomes will demonstrate the impact of Let's Think over a two-year period. Pupils reading with Beanstalk readers will make at least expected progress for their appropriate age group. The gap for PP between for progress and attainment will decrease – pupil progress meetings will demonstrate this.</p>	Co-HT AW DA	£51,940	<p>Let's Think Training days were attended by the Federation Leads for Maths and English. The Science course did not run. It is expected to run in the 2018-19 academic year. Alan Edmiston did a demonstration lesson for JR and EL in Year 6. EM did some demonstration lessons in KS1. LD did demonstration lessons in all classes at the Peninsula site and supported its implementation there. Revision guides for Maths, Reading and EGPS were bought for all Year 6 children</p>

					<p>and distributed to them to support homework and revision. PP progress and attainment in writing, was close to that of non-Pupil Premium children. We need to further close the gap in Maths at KS2.</p> <p>The Volunteer Reading Scheme supported pupils with their reading and literacy skills in year 2 and year 3. They were visited twice a week and of the 5 children who attended in year 2, all made progress with their reading, 3 made the expected level of development in KS1 NFER assessment tool purchased for September 2018 along with new assessment procedures.</p>
<p>Support Year 6 PP pupils to ensure that they make good or better progress from KS1 to end of KS2 in the core subjects. (Woolwich campus)</p>	<p>The school want to ensure that current gaps in progress between PP and Non-PP disappear. Interventions – SLT taking reading booster groups 2x weekly SLT taking greater depth maths group 2x a week After school booster groups maths group for LA group starter Autumn 2 Additional booster groups to start in Spring 1 Provision for revision guides for all year 6 to support with maths reading and SPAG Brilliant Club – Enable families who may not have first-hand experience</p>	<p>Focus on PP progress at pupil progress meetings and this will also be improved by practitioners reviewing and reflecting on T&L strategies on a termly basis.</p> <p>PP pupils to have the lessons from a tutor and then all to graduate.</p>	<p>AW SLT</p>	<p>£60,763</p>	<p>Booster groups ran throughout the school year by Teachers and SLT at lunchtimes, after school and during half term. For Writing, PP children made good progress and achieved 75% at expected or above, which has increased by 4% from last year</p>

	of university life to visit a University campus and work alongside a PHD student on a project				
Develop the limited outdoor space to enable greater participation in team sports and sue of outside areas for learning (Woolwich campus)	<p>Is there an area that can be developed for Forest school?</p> <p>Is there space for some permanent outdoor play equipment to enhance the environment?</p> <p>Can we train more staff to help PP pupils who have a lack of opportunities at home to be able to improve their social, gross and fine motor skills.?</p>	<p>If possible, we will have converted an area so that Forest school can take place. Have an EYFS teacher trained and FS happening on a regularly basis. The impact will be seen in the EYFS GLD scores.</p> <p>Class teachers using the outdoor space to enhance learning which will have a positive impact on progress and attainment shown in pupil progress meetings.</p> <p>PP pupils' skills to have improved by the having the opportunity to explore play.</p>		£22,500	<p>There are now 2 forest school areas, one on the roof for KS2 and one outside near the hall. FS was used regularly by EYFS and the data shows 85% of children achieved a Good Level of Development, which was above RBG. Physical development GLD was 95% which was higher than last year and RBG. Other classes also used these areas. All Results were all above the National average.</p>
To widen the pupil's cultural capital experiences (Woolwich & Peninsula campuses)	<p>Support all PP pupils so that they can go on school journey (Wrotham Year 4 / Swanage Year 6.</p> <p>Support all PP pupils so that they can go on class trips at least each half term to enhance learning experiences</p> <p>CHICKS</p> <p>Provide wider choice of after school clubs which cover STEM subjects</p> <p>To develop children's enjoyment of science, technology, engineering and mathematics. Clubs run by staff and external providers</p> <p>Gain the Arts Mark award</p> <p>Provide a wider choice of after school clubs which cover the Arts and STEM subjects</p>	<p>All PP pupils will attend SJ.</p> <p>All PP pupils will attend all of the class trips</p> <p>Some YR5 PP pupils will be able to attend a farm experience</p> <p>Opportunities for creative learning experiences regarding the Arts will take place at least once a half term.</p>	<p>AW/DA</p> <p>TT</p> <p>EM</p> <p>KM</p>	£23,900	<p>A wide range of opportunities were given to all children which they attended such as school journey, museums, art galleries and other local places of interest. See the blog for photos from across the year groups of many trips throughout the year.</p> <p>3 children were sent on a CHICKS holiday and had experiences they wouldn't have access to otherwise.</p> <p>Cabinet of Curiosities workshops led by outside agency to help gain evidence for the Arts Mark. Staff Workshop completed by EM, RR, TN, SR and KB. Staff questionnaire audit of Art</p>

					skills. National Art competition entered.
Engage a greater number of parents in the life of the school and their children's education. Parents will feel supported by school in times of hardship and stress by a range of adults Parental Engagement Initiatives (Woolwich & Peninsula campuses)	Parent workshops run by teaching staff – phonics, reading, writing Home school link worker to support parents in a range of activities. Accessing benefits; back to work; secondary school applications; understanding school life and curriculum Counselling sessions for vulnerable pupils and parents Home school Link worker – Supporting parents and families	Workshops will be run by staff and after each one, the number of attendees will be analysed and then marketing strategies put in place to encourage more parents. HSLW will report to Campus Leader each half term regarding parent support that has been given and how it can be increased. HSLW to sign post parents to appropriate places for support.	AC TT	£19,950	Over 7 parent workshops were provided last year. These were Phonics, SEN, Reading, Maths, SATS, R.E., Science, EYFS, Behaviour for learning/anti-bullying, ,Cycle support and Balance Bikes. HSLW supported at least 6 families with housing issues/ financial/ child protection issues. Counselling sessions for 10 children were arranged by TT for those presenting a variety of personal issues. Sessions were also arranged for an additional 8 children by DA at the Peninsula Campus. Parents were invited in for Father's Day "Bring your Dad to School", they supported Enrichment Time activities. 40 dads attended. International Evening, once a year across each campus over 200 parents attended across the campuses and sold food/performed/helped/. Some volunteered to read stories and share experiences. "Takes a Village to Raise a Child" Termly meeting,

				<p>parents share their concerns and the school provides information in this forum. This meeting is very well attended.</p> <p>Every Thursday morning, weekly parents' prayer meeting run by staff member, well-attended.</p> <p>The PFA was established and supported the running of several school events and initiatives. This included a summer Fete, International Food Evening and a Pamper Night.</p> <p>A Peninsula Dad's football team played in a school tournament at Charlton FC. IT joined links with local schools and community businesses</p>
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