



Pupil Premium Strategy Statement

Medway Anglican Schools Trust: St Margaret's C.E Junior School



1. Summary information					
School	St Margaret's C.E Junior School				
Academic Year	2020/21	Total PP budget	£91,460	Date of most recent PP Review	11/07/2020
Total number of pupils	358	Number of pupils eligible for PP	70 (21%)	Dates of internal review meetings for this strategy	11/12/2020 25/03/2021 01/07/2021

2. Recent attainment		
<i>End of KS2 SATs: 29 PP (5 SEN)</i>	<i>Pupils eligible for PP (your school)</i>	<i>PP pupils (national 2018 average)</i>
% achieving expected standard or above in reading, writing and maths by the end of KS2 2018/19	33%	51% (4%)
% achieving expected or better in the reading test	43%	64% (18%)
% achieving expected or better attainment in writing teacher assessment	62%	67% (11%)
% achieving expected or better attainment in the maths test	52%	64% (14%)

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Slower rates of progress between KS1 and KS2 in Reading, Writing and Maths; too few reaching ARE in comparison to national figures SEN PP pupils not making sufficient progress relative to their starting points
B.	A 'vocabulary gap' exists whereby children from lower socio-academic backgrounds are poorer readers and have a more limited range of vocabulary which impedes progress in all areas of the curriculum

C.	Emotional and behavioural barriers to learning need to be overcome in some pupils by developing emotional resilience, coping strategies and raising self-esteem	
External barriers		
D.	Low family income limits enrichment activities and for some families, food, uniform and equipment	
E.	Poor attendance and/or lateness affects ability to learn; valuable lesson time is being missed and children may have a unsettled start to the day	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	From SDIP – 100% teaching to be judged consistently good teaching, having high expectations with 45% of outstanding elements focusing on attaining 70% combined ARE in R, W and M (in all years)	Improved combined ARE figures for PP pupils for all year groups Clear evidence of difference being diminished Progress evidenced via SIMs Assessment, Rising Stars and School based Support Plans (where appropriate)
B.	From SDIP - There is evidence across the school that there exists a language rich curriculum and learning environment; reading and vocabulary enrichment activities are taking place resulting in higher levels of ARE in Reading and Writing	More pupils reaching ARE in Reading and Writing Book scrutinies and gap analysis of tests evidence use and understanding of a wider range of vocabulary
C.	Children who face emotional or behavioural barriers to their learning are offered personalised strategies and support thereby enabling them to be more resilient, to use coping strategies or have improved confidence and self-esteem	Pupil conferencing outcomes and figures from pre and post assessment forms from teachers show an increase in confidence and general well-being of those pupils who have received pastoral support. Targets set in behavioural plans are achieved
D.	PP children have equal access to the curriculum and other enrichment activities	Pupil conferencing outcomes show an increase in confidence and general well-being of pupils and a more positive outlook to their school life All PP children attend school day visits and residential (should they wish to)
E.	PP children are all “Able and Equipped” for the school day and learning by providing, to the best of our resources, food, equipment and support for our children and their families. Fewer PP pupils will be late to school.	Decrease the figures for persistent lateness and absenteeism for our PP children Pupil conferencing outcomes show an increase in confidence and well-being of pupils because of interventions and support

5. Planned expenditure

Academic year

2020/21

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 teaching for 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?
<p>Priority – 100% teaching to be judged consistently good teaching, having high expectations with 45% of outstanding elements focusing on attaining 70% combined ARE in R, W and M (in all years)</p>	<p>Planning scrutinies- demonstrate carefully identified learning questions</p> <p>demonstrate activities that are aligned to the LQ</p> <p>demonstrate clear differentiation to support less able and SEND learners</p> <p>Lesson Observations- demonstrate Working memory strategies in place to support those children for whom this is a need.</p> <p>demonstrate use of formative assessment to support achievement of the learning objective</p> <p>Book scrutinies-</p> <p>Books demonstrate that marking reflects the LQ</p> <p>Books demonstrate that adequate differentiation is in place to support all learners</p>	<p>Ofsted outcomes Diocese report SATs results and in-house data Question level analysis EEF data on working memory and effective feedback and PP children</p> <p>All of the above feeds into the SDIP</p>	<p>Planning scrutinies</p> <p>Lesson observations</p> <p>Book scrutinies</p> <p>Staff meeting training time needs to be given to support teachers in areas of weakness</p> <p>Opportunities for teaching staff to observe other teachers</p> <p>Quality training and release time for recently qualified and training teachers</p>	<p>SLT</p> <p>Year Leaders</p> <p>SENco</p> <p>PP lead</p>	<p>Bi- termly PP review meetings</p>

Total budgeted cost					Staff costs approx £56,000 Resource costs approx. £2000 = £58.000
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?
From SDIP - There is evidence across the school that there exists a language rich curriculum and learning environment; a high priority is placed on regular reading and comprehension work resulting in higher levels of ARE in Reading and Writing	Whole class use of Power of Reading Accelerated Reader Specialised Phonics interventions SALT interventions Focused TA led reading interventions Development of DEAR time Purchase of books and other support material/training	SDIP Ofsted outcomes SATs data (question level analysis) Numbers of children receiving SALT interventions	Regular interrogation of data. Outcomes of lesson observations (good practice) shared Regular monitoring of targets for interventions.	SLT & PP Lead	Bi-termly PP review meetings
					Power of Reading= £10,000 (for a three year subscription) Books and resources
Children who face emotional or behavioural barriers to their learning are offered personalised strategies and support thereby enabling them to be more resilient, to use coping strategies or have improved confidence and self-esteem	Family Liaison Officer (Anger Management group, Mindfulness group, Talk Time, Parent Zone) Lunchtime club (DB) Art Club (DB) Gardening Club Social skills groups Lego therapy School counsellors/therapists Male mentor/role models	SEND information, Safeguarding information, class teacher and Pastoral and Well-being Lead knowledge and evidence	Regular contact/ updates between Counsellors, FLO, PP lead and SLT	Pastoral Lead PP Lead	Bi-termly PP review meetings Pupil Progress meetings
					Counsellors £15,000 Group costs £1,000 Club resources £1000

To improve levels of attendance and punctuality amongst PP children	Individualised program of support for each pupil led by Pastoral Lead	School data AAP involvement Ofsted report	Regular meetings with AAP Follow up meetings with Pastoral Lead and PP Lead	PP Lead	PP review meetings
	Breakfast Club Parents Zone Rewards				Breakfast Club and Resources £400
Total budgeted cost					Approx.

iii. Other approaches

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?
For all pupils to receive equal access to the curriculum and other enrichment activities	Payments for trips and residentials Breakfast Club	Pastoral Lead has anecdotal or other evidence that financial difficulties preclude the ability to pay for these activities.	Review costs of individual items termly to ensure they are being effectively used to improve the opportunities and academic attainment for all PP pupils	Pastoral Lead, PP lead	Bi-termly PP review meetings
	Milk and catering Travel costs Equipment Uniform Resources for staff involved in PP interventions Resources to support the teaching/assessment of PP children				

					Total budgeted cost	Approx. £4,000
					Overall total of spend:	Approx £91,000 (based on 2018/19 figures)

6. Review of expenditure				
Previous Academic Year		2019/20		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned	Cost
From SDIP- 100% of teaching to be judged consistently good, having high expectations with 45% of outstanding elements, focusing on attaining 70% combined ARE in R, W, M in all years	Planning- carefully identified learning questions and activities linked directly to tasks Needs of learners clearly identified Working memory strategies in place to support those children for whom this is a need. Differentiation identified Evidence of formative assessment influencing choice of task or adaptation of	The Lockdown that began in March means that we have been unable to assess the impact of our actions and spending	To be continued this year.	Resources: £1,000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
From SDIP- There is evidence across the school that there exists a language rich curriculum and learning environment; vocabulary activities are taking place resulting in higher levels of ARE in Reading Writing	Vocabulary scheme Enrichment activities Reading interventions (Phonics, inference skills and 1 to 1 reading support) TA led SALT interventions Use of stories in different subjects alongside Power of Reading	The Lockdown that began in March means that we have been unable to assess the impact of our actions and spending	To be continued this year	Staff costs (total)= approx £56,000 Resources= approx £1000

	Development of DEAR time Purchase of books and other support material/training			
Children who face emotional or behavioural barriers to their learning are offered personalised strategies and support thereby enabling them to be more resilient, to use coping strategies or have improved confidence and self-esteem	Family Liaison Officer (Anger Management group, Mindfulness group, Talk Time, Parent Zone) Lunchtime club (DB) Art Club (DB) Gardening Club Social skills groups School counsellors/therapists Parent counsellor Male mentor/role models PCSO involvement	The Lockdown that began in March means that we have been unable to assess the impact of our actions and spending	To be continued this year	Professional services= approx £9000
To improve levels of attendance and punctuality amongst PP children	Individualised program of support for each pupil led by Pastoral Lead Breakfast Club/Typing Club provision Parents Zone Rewards	The Lockdown that began in March means that we have been unable to assess the impact of our actions and spending	To be continued this year	

