



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	2019/20	Total PP budget	£96,200	Date of most recent PP Review	11/07/2019
Total number of pupils	365	Number of pupils eligible for PP	72 (20%)	Dates of internal review meetings for this strategy	12/12/2019

2. Current 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	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
B.	A 'vocabulary gap' exists whereby children from lower socio-academic backgrounds 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; 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 (and Boxall profile?) show an in 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 residentials (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, 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

2019/20

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?
From SDIP: From SIDP – 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>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 lesson</p> <p>Feedback – training teachers and adapting recording of feedback to children in an effective and time efficient way</p> <p>Ensuring that TAs are trained in delivering effective feedback and working memory strategies through the lesson that encourages independence of thought and acknowledges achievements and progress from a starting point.</p>	<p>Ofsted outcomes 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>QFT to be observed</p> <p>Staff meeting training time needs to be given to support teachers in various areas</p> <p>Opportunities for teaching staff to observe other teachers</p> <p>Quality training and release time for our training teachers</p>	<p>SLT</p> <p>Year Leaders</p> <p>SENco</p> <p>PP lead</p>	Bi- termly PP review meetings

Total budgeted cost					Staff costs approx £51,000 Resource costs approx. £2000 = £53.000
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; vocabulary enrichment activities are taking place resulting in higher levels of ARE in Reading and 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 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-termy PP review meetings
					Resources approx. £2000 Enrichment days approx. £3000
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	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-termy PP review meetings Pupil Progress meetings
					Counsellors £15,000 Group costs £3,000 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/Typing Club provision				Breakfast Club and Resources £1000
	Parents Zone				
	Rewards				
Total budgeted cost					Approx. £25,000

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	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
	Breakfast Club				
	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. £5,000
					Overall total of spend:	Approx £81,000 (based on 2018/19 figures)

6. Review of expenditure				
Previous Academic Year		2018/19		
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
<p>100% of pupils to make good progress. 78% (excluding SEN) to be on track to reach age related expectations by the end of the academic year.</p>	<p>To develop the focus of reading across the school and developing pupils' skills by increased modelling with specific focus on disadvantaged children.</p> <p>To continue the improved teaching of Maths- increased use of manipulatives, challenges and problem-solving activities to improve challenges</p>	<p>Success criteria not met.</p> <p>Although SATs results were disappointing, in-house data showed that across the school the majority of PP pupils made good progress through the year.</p>	<p>Regular interrogation of the data and Pupil Progress Meetings ensures that any children, for whatever reason, not making appropriate progress are given the support or intervention required.</p> <p>To be continued this year.</p>	<p>Resources: £1,000</p>
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
<p>Identify and overcome barriers to achievement in Maths learning through assessment and targeted intervention to ensure progress of PP pupils</p>	<p>Specialist Maths teacher</p> <p>Targeted Maths interventions led by teachers and TAs</p> <p>Power of 2, Plus 1 Rising Stars SATs papers</p>	<p>Attainment at end of KS2 dropped this year.</p> <p>However, internal data across the school showed an improvement in the progress and attainment of PP pupils</p> <p>5/6 Year 6 PP pupils identified as 'cusping' attended a Maths booster class and achieved Expected in Maths</p>	<p>To be continued this year with closer scrutiny of mid-year tests and assessments (gap analysis)</p>	<p>Teachers salary costs: £51,000</p> <p>TA and staff salary costs £29,000</p>
<p>Plan and carry out interventions to diminish the 'vocabulary gap' to improve attainment in Reading and Writing</p>	<p>Reading interventions (non PP funded)</p> <p>PP tutor</p>	<p>PIRA (Progress in Reading Assessments) carried out periodically over the year showed an improvement in Reading Age varying from 3mths to a year.</p>	<p>To be continued this year</p> <p>Specific vocabulary lessons to be taught alongside more 'ad hoc' language and vocabulary work</p>	

	<p>Additional resources: Rising Stars SATS papers, PIRA tests Books</p>	<p>Gap analysis by our PP tutor enabled her work to target specific 'problem areas' in children's reading.</p> <p>Resourcing class libraries helped all pupils to engage with DEAR time</p>		
<p>Children's emotional barriers to learning are lessened and their improved self-esteem ensures a more positive approach to their learning</p>	<p>Pastoral and well-being Lead (Anger Management, Social skills, Talk Time, Parent Zone)</p> <p>Lunchtime club (DB)</p> <p>School counsellor</p> <p>Play therapist</p> <p>Typing Club</p>	<p>Our Pastoral Lead continues to be a vital link between school and home, strengthening relationships and offering help and support to parents and children.</p> <p>Lunchtime club continues to be successful in ensuring vulnerable children have a calm and peaceful lunch break.</p> <p>All children requiring counselling have been seen or are about to be seen this year. The new 'Happy Room' has provided a safe and secure place for this work to be carried out.</p> <p>Anger management and social skills groups both report positive outcomes and this is being reflected in class.</p> <p>"Parent zone" sessions were very successful again this year.</p>	<p>Levels of lateness amongst some of our PP pupils still needs to be improved.</p>	<p>Professional costs: £15,000</p>
<p>To improve levels of attendance and punctuality amongst PP children</p>	<p>Individualised program of support for each pupil led by Pastoral Lead</p> <p>Breakfast Club/Typing Club provision</p> <p>Rewards</p>	<p>Breakfast Club and Typing Club successfully introduced for some pupils</p> <p>Part funded transport costs enabled one pupil to attend school on time and more regularly</p>	<p>Low expectations/ aspirations of some families need to be changed in order to ensure a greater emphasis is placed on arriving in good time and good levels of attendance</p> <p>Families who access social housing are often moved away from the local area but wish to remain at this school- the distances travelled causes issues with punctuality</p>	

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<p>For all pupils to receive equal access to the curriculum and other enrichment activities</p>	<p>Payments for trips and residentials</p> <p>Breakfast Club</p> <p>Milk and catering</p> <p>Travel costs</p> <p>Equipment</p> <p>Uniform</p> <p>Resources for staff involved in PP interventions</p> <p>Resources to support the teaching/assessment of PP children</p>	<p>The impact of these "soft measures" and resources is hard to quantify.</p> <p>We paid for more PP children than ever to attend the residentials in Year 4 and 6.</p> <p>The PP pupil voice survey carried out in May indicates that our PP children feel happy in school. They enjoy their work and feel that they are offered opportunities to support areas of learning that they find difficult.</p> <p>Music lessons were offered to several pupils giving them a greater sense of self esteem</p>	<p>Most interventions to be continued this year with some modifications.</p> <p>Trips and residentials will be continued to be paid for, as will Music lessons.</p> <p>More needs to be made of our before school provision ie Breakfast club and Typing Club, particularly to support those children who struggle to attend school on time.</p> <p>Further music lessons to be offered.</p> <p>The introduction of a gardening and wildlife club at the end of the year was another success for our PP children- giving them a real sense of pride and achievement.</p>	<p>Approx. £2,000</p>
				<p>Total cost: Approx. £103,000</p>

7. Additional detail

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