



# Pupil Premium Strategy Statement

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



1. Summary information					
<b>School</b>	St Margaret's C.E Junior School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£102,960.00	<b>Date of most recent PP Review</b>	18/07/17
<b>Total number of pupils</b>	360	<b>Number of pupils eligible for PP</b>	67	<b>Dates of internal review meetings for this strategy</b>	13/12/18

2. Current attainment		
<i>End of KS2 SATs: 29 PP</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils eligible for PP (national average from 2017)</i>
<b>% achieving expected standard or above in reading, writing and maths by the end of KS2 2018</b>	52%	67%
<b>% achieving expected or better in the reading test</b>	72%	77%
<b>% achieving expected or better attainment in writing teacher assessment</b>	72%	81%
<b>% achieving expected or better attainment in the maths test</b>	62%	80%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Lower rates of progress between KS1 and KS2 in Reading, Writing and Maths; too few reaching ARE in comparison to national figures
<b>B.</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
<b>C.</b>	Emotional barriers to learning need to be overcome in some pupils by developing emotional resilience, coping strategies and raising self-esteem; developing a growth mindset
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Low family income limits enrichment activities and limits the ability to provide appropriate uniform, kit and equipment for school

<b>E.</b>	Poor attendance and/or lateness affects ability to learn; valuable lesson time is being missed	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To ensure that 100% of PP pupils make good progress in Reading, Writing and Maths and that 70%+ (excluding SEN) are on track to reach ARE. To ensure that SEN pupils are appropriately 'challenged' and progress can be evidenced by means other than SIMs.	Improved combined ARE figures for all year groups  Progress evidenced via SIMs Interventions and School based Support Plans
<b>B.</b>	There is evidence across the school that 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 evidence use of more powerful vocabulary
<b>C.</b>	Children who face emotional barriers to their learning are offered 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
<b>D.</b>	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
<b>E.</b>	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 in figures for persistent lateness and absenteeism Pupil conferencing outcomes show an increase in confidence and well-being of pupils because of interventions and support

**5. Planned expenditure****Academic year****2018/19**

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**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
From SDIP: <b>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.</b>		<b>SDIP, Ofsted outcomes, SATs results and in-house data</b>	QFT  Staff meeting training time needs to be given to support teachers in various areas	SLT  Year Leaders  SENco  PP lead	Bi- termly PP review meetings

<b>Total budgeted cost</b>					No direct PP cost
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Identify and overcome barriers to achievement in Maths learning through assessment and targeted intervention to ensure progress of PP pupils	<p>Question level analysis of SATs Specialist Maths teacher Lesson observations Book Scrutiny</p> <p>Targeted Maths interventions led by teachers and TAs e.g. Power of 2, Plus 1</p>	SDIP, Ofsted outcomes, SATs and in-house data	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
Plan and carry out interventions to diminish the 'vocabulary gap' to improve attainment in Reading and Writing	<p>Reading interventions (Phonics, inference skills and 1 to 1 reading support) TA led</p> <p>PP tutor</p> <p>SALT specialist</p> <p>Development of DEAR time Purchase of books and other support material/training Development of other opportunities for talk time</p>	SDIP, Ofsted outcomes and SATs data Numbers of children receiving SALT interventions	Regular interrogation of data. Outcomes of lesson obs (good practice) shared Regular monitoring of targets for interventions.	SLT & PP Lead	Bi-termly PP review meetings

Children's emotional barriers to learning are lessened and their improved self-esteem ensures a more positive approach to their learning	Family Liaison Officer (Anger Management, Social skills, Talk Time) Lunchtime club (DB)  School counsellors/therapists	SEND information, class teacher and FLO knowledge and evidence	Regular contact/ updates between Counsellors, FLO, PP lead and SLT	Pastoral Lead  PP Lead	Bi-termly PP review meetings
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  Rewards	School data, Ofsted report	Regular meetings with AAP Follow up meetings with Pastoral Lead and PP Lead	PP Lead	PP review meetings
<b>Total budgeted cost</b>					Approx. £95,000 (based on last year's figures)
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

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				
<b>Total budgeted cost</b>					Approx. £7000 (based on last year's costs)
<b>Overall total of spend:</b>					Approx. £102,000

6. Review of expenditure				
Previous Academic Year		2017/18		
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 SDP: 100% of pupils to be making good progress. At least 70% (excluding SEN) to be on track to reach ARE	<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>Progress in Reading and Maths improved significantly again this year. Most year groups could evidence 100% progress in both subjects. The few examples of children who were not making progress were those on the SEN register at Band C/D. These children require a School Based Support Plan to evidence progress matched to their individual targets. This progress will not be measured on SIMs.</p> <p>All Year Groups achieved a minimum of 70% at ARE by the end of the year.</p> <p>% of PP pupils achieving ARE+ combined: 52% (an increase of 28%)</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>	No direct PP cost
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
Identify and overcome barriers to achievement in Maths learning through assessment and targeted intervention in order to ensure progress of lower and SEN pupils	<p>Specialist Maths teacher</p> <p>Targeted Maths interventions led by teachers and TAs e.g. Power of 2, Plus 1</p>	<p>Progress and attainment improved for all PP pupils in Maths improved this year.</p> <p>% of PP children achieving ARE+ in Maths: 62% (an increase of 22%)</p>	To be continued this year.	<p>Teacher salary costs: £45,088</p> <p>TA salary costs: £30,254</p>
Identify barriers to achievement in English progress (Reading, Writing and Speaking) through assessment and targeted intervention in order to ensure good	<p>Reading interventions (Phonics, inference skills and 1 to 1 reading support) TA led</p>	<p>Progress and attainment improved for all PP children this year.</p> <p>% of PP children achieving ARE+ in Reading: 77% (an increase of 44%)</p>	To be continued this year	

<p>progress of lower and middle pupils</p>	<p>PP tutor</p> <p>SALT</p> <p>Additional resources: Laptops and tablets, PIRA tests Books</p>	<p>Outcomes of specialist TA interventions in Phonics show good levels of progress (although this is not specifically for PP children and not funded by budget). Beanstalk have worked with 3 children over the course of the year. Evidence of success</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>To improve levels of attendance and punctuality amongst PP children</p>	<p>Family Liaison Officer/Pastoral 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>SATs results would indicate that we definitely meet the needs of our pupils and their families- despite 'value for money' being so difficult to evidence.</p> <p>However, levels of lateness amongst some of our PP pupils still needs to be improved.</p>	<p>Professional costs: £18,786</p>

### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
For all pupils to receive equal access to the curriculum and other enrichment activities	<p>Music lessons</p> <p>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>Enrichment activities</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>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>	Approx. £10,000
				<p>Total cost: £104,128</p> <p>(£6752 rollover)</p>

### 7. Additional detail

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