

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	2017/18	Total PP budget	£110,880.00*	Date of most recent PP Review	18/07/17
Total number of pupils	359	Number of pupils eligible for PP	83	Dates of internal review meetings for this strategy	14/12/17 15/03/18 12/07/18
* based on 84 pupils					

2. Current attainment		
<i>End of KS2 SATs 89 in cohort: 25 PP: 11 PP & SEN, 2PP & EAL</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths by the end of KS2 2016	24%	58%
% achieving expected or better in the reading test	28%	66%
% achieving expected or better attainment in writing teacher assessment	60%	82%
% achieving expected or better attainment in the maths test	40%	66%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Lower rates of progress for low attaining and SEN children in reading between KS1 and KS2; too few reaching ARE
B.	Lower rates of progress for low attaining and SEN children in Maths between KS1 and KS2; too few reaching ARE
C.	Emotional barriers to learning need to be overcome in some pupils by developing emotional resilience, coping strategies and raising self-esteem
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

D.	Low family income limits enrichment activities and limits the ability to provide appropriate uniform, kit and equipment for school	
E.	Poor attendance and/or lateness affects ability to learn and slows rates of progress	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To ensure that 100% of PP pupils make good progress in reading and that 70% are on track to reach ARE. To ensure that SEN and low attaining PP pupils are challenged and progress can be evidenced.	More children make improved progress in their reading in relation to their starting point More children reach ARE at the end of KS2
B.	To continue to embed Maths No Problem for a second year and encouraging the use of manipulatives to support learning, PP pupils will make good progress in their Maths from KS1 to end of KS2 and there will be an increase in the numbers of children achieving ARE (70%)	All children make good progress from their starting points. More (%) children reach ARE at the end of KS2
C.	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
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
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	Decrease in figures for persistent lateness and absenteeism Pupil conferencing outcomes show an increase in confidence and well-being of pupils as a result of interventions and support

5. Planned expenditure

Academic year

2017/18

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 SDP: <i>100% of pupils to be making good progress. At least 70% (excluding SEN) to be on track to reach ARE</i>	<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>The PP lead will liaise with SLT to carry out drop-ins to monitor the quality of teaching, undertake book monitoring and attend Pupil Progress meetings</p>	SDP, Ofsted outcomes and in-house data	<p>QFT</p> <p>Staff meeting training time needs to be given to support teachers with Guided reading skills</p> <p>Year Leaders to ensure that those children who do not read regularly at home have the opportunity to read to an adult at school</p> <p>Literacy and PP lead to ensure that class libraries and whole school library are well-stocked with new books</p> <p>Support offered to parents who struggle with Literacy</p>	<p>Literacy Lead and SLT</p> <p>PP lead</p>	Bi- termly PP review meetings

Total budgeted cost					No direct PP cost
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?
Identify and overcome barriers to achievement in Maths learning through assessment and targeted intervention in order to ensure progress of lower and SEN pupils	Specialist Maths teacher Targeted Maths interventions led by teachers and TAs e.g. Power of 2, Plus 1	SDP, Ofsted outcomes, SATs and in-house data	Provision Map ensures clear entry and exit points and targets are smart. Success is recorded. Regular interrogation of data.	SLT & PP Lead	Bi-termly PP Review meetings
Identify barriers to achievement in English progress (Reading, Writing and Speaking) through assessment and targeted intervention in order to ensure good progress of lower and middle pupils	Reading interventions (Phonics, inference skills and 1 to 1 reading support) TA led PP tutor SALT Additional resources: Laptops and tablets, PIRA tests Books	SDP, Ofsted outcomes and data	Provision Map ensures clear entry and exit points and targets are smart. Success is recorded. Regular interrogation of data.	SLT & PP Lead	Bi-termly PP review meetings

<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 (Anger Management, Social skills, Talk Time)</p> <p>Lunchtime club (DB)</p> <p>School counsellor</p> <p>Play therapist</p>	<p>SEND information, class teacher and FLO knowledge and evidence</p>	<p>Regular contact/ updates between Counsellors, FLO, PP lead and SLT</p>	<p>PP Lead FLO</p>	<p>Bi-termly PP review meetings</p>
Total budgeted cost					<p>Approx. £85,000</p>

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?
<p>For all pupils to receive equal access to the curriculum and other enrichment activities</p>	<p>Music lessons</p> <p>Trips and residentials</p>	<p>FLO has anecdotal or other evidence that financial difficulties preclude the ability to pay for these activities.</p>	<p>Review costs of individual items termly to ensure they are being effectively used to improve the opportunities and academic attainment for all PP pupils</p>	<p>FLO, PP lead</p>	<p>Bi-termly PP review meetings</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>				

	Resources to support the teaching/assessment of PP children Resources for PP children Eg. laptops				
Total budgeted cost					£25,880
Overall total of spend:					£110,880

6. Review of expenditure				
Previous Academic Year		2016/17		
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
Identify barriers to achievement in Maths through assessment in order to improve the progress for those lower to middle children	To improve the teaching of Maths through increased use of manipulatives and problem solving activities To improve pupil progress (new scheme across the Trust: Maths No Problem) To ensure that teachers and TAs are aware of the PP children in their class and appropriate support is offered to these children as is deemed necessary	A significant improvement was seen in pupil progress across the school. Pupils reported finding the new Maths scheme challenging at first but they liked it and liked being taught in their base classes. Pupils were observed making more use of manipulatives to support their learning. Book scrutinies demonstrated that most children were attempting the problem solving challenges. Marking has also been used to set further challenges, correct misconceptions. The introduction of the new SIMs based system for recording data has ensured that all staff can regularly interrogate data	To be continued and further embedded this year	No direct PP cost
Identify barriers to Reading progress through assessment and interventions and resources put in place to overcome these and raise rate of progress	To develop the focus of reading across the school and developing pupils' skills by increased modelling with specific focus on disadvantaged children. To ensure that teachers and TAs are aware of the PP children in their class and appropriate support is offered to these children as is deemed necessary	A significant improvement was seen in pupil progress across the school. Reading continued to be a high profile subject this year with classes making regular visits to the school library as well as the local library.	This needs to be continued but made high profile and the main area of development for the new academic year.	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 barriers to achievement in Maths through assessment in order to improve the progress for those lower to middle children	Specialist Maths teacher Targeted Maths interventions provided by TAs	Progress for all PP pupils in Maths improved this year. End of intervention assessments for specialist Maths teaching over the year show children making between 3 months to a year's progress in Maths age (Sandwell assessment)	Ensure that targets set for children receiving Maths intervention are clearly communicated to class teachers to ensure that skills can be practised through the week within the year group	Teacher salary costs: £26,503.36 TA salary costs: £87,060.59
Identify barriers to Reading progress through assessment and interventions and resources put in place to overcome these and raise rate of progress	Reading interventions (Phonics, inference skills and 1 to 1 reading support) TA led PP tutor Targeted Literacy interventions provided by TAs Additional resources: Laptops and tablets, PIRA tests Books	Raised profile of PP children has meant that they have received more general focus within class context across all year groups. Training for TAs has also raised awareness of these children's needs. Termly TA data show a greater number of children reaching expected levels of attainment and progress 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 will have worked with 9 children over the course of the year. Evidence of success is anecdotal but teachers notice an improvement in reading as well as general confidence. The introduction of a Pupil Premium Tutor to support non-SEN children is still in its infancy but initial impressions would be that it is successful so far.	To be continued this year	
Children's emotional barriers to learning are lessened and their improved self-esteem ensures a more positive approach to their learning To improve levels of attendance and punctuality amongst PP children	Family Liaison Officer Lunchtime club School counsellor Play therapist Speech therapist	Our Family Liaison Officer continues to be a vital link between school and home, strengthening relationships and offering help and support to parents and children. The new 'assessment' form for teachers to complete pre and post counselling sessions show impact: 5 out of 6 of the most recent forms indicate significant improvement in well-being Lunchtime club continues to be successful in ensuring vulnerable children have a calm and peaceful lunch break. All children requiring counselling have been seen or are about to be seen this year. Anger management and social skills groups both report positive outcomes and this is being reflected in class.	These are strategies that we will continue this year. We need to look at our before school provision to see if we can make better use of it to support our persistent late-arrivers and levels of absenteeism. However, of the two funded places we offered for Breakfast Club, both resulted in a significant drop in late arrivals for those children.	Professional costs: £19,436.00

		<p>“Parent zone” has been very successful with several parents requesting to return for further sessions.</p> <p>Levels of attendance and lateness figures for some PP children are still of concern.</p>		
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<p>Equal access to the curriculum and other Enrichment activities</p>	<p>Music lessons Trips and residential Breakfast Club Milk, snacks and catering Travel costs Equipment Uniform Resources for staff and children to support assessment and interventions</p>	<p>The impact of these "soft measures" and resources is hard to quantify.</p> <p>The PP pupil voice survey carried out in July 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 residential 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</p>	<p>£3214.79</p>
				<p>Total cost: £136,214.74</p>

7. Additional detail

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