

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	2016/17	Total PP budget	£122,760	Date of most recent PP Review	16/03/17
Total number of pupils	359	Number of pupils eligible for PP	94	Date for next internal review of this strategy	25/05/17

2. Current attainment		
	<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	29%	60% (39%)
% making sufficient progress in reading by the end of KS2	-2.02	0.33 (-0.72)
% achieving expected or better in the reading test	39%	71% (53%)
% achieving expected or better attainment in writing teacher assessment	57%	79% (64%)
% achieving expected or better attainment in the maths test	43%	75% (57%)

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 progress of middle and lower attaining pupils in mathematics between KS1 and KS2
B.	Lower progress of middle attaining pupils in reading between KS1 and KS2
C.	Emotional barriers to learning need to be overcome in some pupils by developing emotional resilience 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.	Identify barriers to achievement/gaps in learning in Maths through assessment, observations and conferencing in order to improve the progress for those lower to middle children and raise their achievement	Children make improved Maths progress in relation to their starting point More children reach ARE at end of KS2 Improved levels of confidence due to success has positive impact in class
B.	Identify barriers to Reading progress through assessment and interventions and resources put in place to overcome these and raise rate of progress	More children make improved Reading progress in relation to their starting point More children reach ARE at the end of KS2
C.	Children's emotional barriers to learning are lessened and their improved self-esteem and confidence ensures a more positive approach to their learning which, in turn raises attainment and achievement	Pupil conferencing outcomes and intervention reports from teachers show an increase in confidence and general well-being of pupils
D.	PP children have equal access to the curriculum and other enrichment activities	Pupil conferencing outcomes and intervention report show an increase in confidence and general well-being of pupils
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 show an increase in confidence and well-being of pupils

5. Planned expenditure

Academic year

2016-2017

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?
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	SDP, Ofsted outcomes and in house data	QFT Staff meeting needed to ensure the profile of PP children and their needs is raised. Training for TAs. Lesson observations and book scrutiny show display evidence of PP children's needs being met. Introduction of new assessment system (SIMs) means data is to hand in classrooms. Introduction of new Intervention recording system (SIMs)	Maths Leads and SLT PP lead	
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	SDP, Ofsted outcomes and in house data	QFT Staff meeting needed to ensure the profile of PP children and their needs is raised. Lesson observations and book scrutiny show display evidence of PP children's needs being met. Introduction of new assessment system (SIMs) means data is to hand in classrooms. Introduction of new Intervention recording system (SIMs)	Literacy Lead and SLT PP lead	

Total budgeted cost					No 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 barriers to achievement in Maths through assessment in order to improve the progress for those lower to middle children	Specialist Maths teacher 1 st class at number (TA led) Targeted Maths interventions provided by TAs	SDP, Ofsted outcomes and data	Provision Map ensures clear entry and exit points and targets are smart.	Inclusion Manager and PP Lead	January 2017
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 Sp and Lang support (external agency and HLTA led) Additional resources	SDP, Ofsted outcomes and data	Provision Map ensures clear entry and exit points and targets are smart.	Inclusion Manager & PP Lead	January 2017
Children's emotional barriers to learning are lessened and their improved self-esteem ensures a more positive approach to their learning	School counsellor Play therapist Time to talk Lunchtime club	SEND information, class teacher and FLO knowledge	Regular contact/ updates between Counsellor, FLO and Inclusion	Inclusion Manager FLO	January 2017
Total budgeted cost					£112,696.45
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?
Equal access to the curriculum and Enrichment activities	Music lessons Trips and residential	FLO and Inclusion Manager have 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	Inclusion Manager FLO, PP lead	Jan 2017

	Breakfast Club Milk Travel costs Equipment Uniform Resources for staff involved in PP interventions Resources to support the teaching/assessment of PP children Resources for PP children		of PP children.		
Total budgeted cost					£10,063.55

6. Review of expenditure				
Previous Academic Year		2015/16		
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
To enhance pupils' core Literacy and Numeracy skills	TAs in all classes	Some impact on progress and achievement for PP pupils	To be continued this year	
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
To enhance pupils' core Literacy and Numeracy skills	<p>TA led interventions for Maths and English</p> <p>Specialist teacher for small group Maths support</p> <p>HLTAs to deliver Sp and Lang support</p> <p>Resources to support individual needs</p>	Some impact on progress and achievement for PP pupils	Most interventions to be continued with some adaptations made	

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
To support the emotional and welfare needs of individual PP children	Access to children's therapy services, counselling, play therapy FLO working with families in need Payments for residential visits Payments for music lessons Lunchtime nurture groups	Impact of these interventions mostly successful to varying degrees	Most interventions continued this year with some modifications	
				Total cost of all interventions and salaries: £125,822.52 Budget for 2015/16 was £141,318.

7. Additional detail

--

