



1. Summary information				
School	St Mary Magdalene C of E Primary School			
Academic Year	2017-18	Total PP budget (based on Jan 17 census)	£66,580	Amendments made December 2017
Total number of pupils	210 (R-Y6)	Number of pupils eligible for PP	48/23%	

2.	3. Current attainment (2016-17) KS2 results July 2017		
	<i>Pupils eligible for PP at St Mary Magdalene(10)</i>	<i>All pupils at St Mary Magdalene (30)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	60%	65%	67%
Average Scaled score in reading and maths	Reading 104.0 Maths 105.9	Reading 104.5 Maths 105.2	Reading 105.4 Maths 105.3
Reading progress score	+2.47	+1.17	+0.33
Writing progress score	+0.86	-0.24	+0.17
Maths progress score	+4.31	+1.89	+0.28
Reading High PAG progress score	- 1.17	-2.95	+0.28
Writing High PAG progress score	-0.45	-1.34	+0.13
Maths High PAG progress score	+2.32	-1.07	+0.20

4. 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.	Language skills significantly behind peers impacting on all areas of school life
B.	Significant SEN needs for almost a quarter of PP children
C.	SEMH issues becoming more prevalent with under developed social and emotional intelligence.
D.	

External barriers (*issues which also require action outside school, such as low attendance rates*)

E.	Lack of parental engagement in homework and extra-curricular activities Turbulent home background impacting on attendance Limited life experiences and opportunities Pressures of Universal Credit and cut in income impacting adversely on family life.
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5. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	For all children to attend school regularly and to be on time.	% attendance of PP pupils is in line with or above National. % Persistent Absence reduced and in line or lower than National.
B.	For High PAG groups for PP to be inline or above National for Reading progress and to maintain progress in Writing and Maths.	Progress in all subjects is above national for High PAG group
C.	To address the Social, Emotional and Mental Health (SEMH) needs of PP pupils so that there is a positive impact on their confidence, self-esteem and attainment.	Pupils academic performance will improve as a result of positive mental and emotional health.
D.		

6. 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?
PP children will attain pass at end of Year 1 phonics in line with non PP children.	We will continue but with a Phonics lead in school who will monitor across each term and work to put additional support where needed. Targeted Phonics training for all staff and follow up monitoring with lead and SIP.	Smaller groups as a result of training was advised and more frequent sessions with additional interventions.	Monitoring half termly by Phonics lead and additional support as a result of this	Catherine M Stella H Helen Marron SIPS	Half termly monitoring End of Year data Report to Govs
Total budgeted cost					15,547
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?
To address the Social, Emotional and Mental Health (SEMH) needs of PP pupils so that there is a positive impact on their confidence, self-esteem and attainment.	CBT Play therapy Emotion Coaching Well Being Charter Mark	EEF research says that one to one support is more expensive, but more effective (about £40 per hour, or £640 per pupil for 15 sessions).	Training for key staff who will then train others. All staff involved with Emotion Coaching including Lunchtime staff. Monitoring of sessions and impact on data for PP children. Working towards the Sandwell Well Being Charter Mark and use of Health Mind, Happy Me curriculum.	Stella Highfield	Report to Governors termly.

Target more able Pupil Premium to achieve greater depth that the gap between PP and non PP is closed. Attainment of PP children is in line with or above Age Related Expectations.	In class support – to support Quality First Teaching Speech and Language support WELLCOMM Additional phonics sessions Handwriting and letter formation intervention Precision teaching	EEF research says that one to one support is more expensive, but more effective (about £40 per hour, or £640 per pupil for 15 sessions).	More able to be identified an interventions to support quality first teaching.	Stella Highfield	30,455
EAL support for those with additional language(s).	Racing to English	As we have pupils entering school from a variety of places with a number of languages it is important to accommodate the growing need.	Ensure that EAL pupils have relevant support and extra resources (as required) in order for them to access learning.	Stella Highfield	10,152

Total budgeted cost **£40,607**

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?
Children to be in school, on time and ready to learn which will result in improved outcomes for PP children in Reading/Writing and Maths.	Robust measures in place and cash incentive for highest attendance. Medical evidence Revised policy in line with Sandwell fixed penalty procedures.	% attendance of PP in 2016-17 was 94.06% which is below National and 2.4% below Non eligible pupils in school. Getting children into the best habits for attendance will increase attainment and progress.	Attendance officer in school who liaises with the HT on a monthly basis. Reports of children who are in danger of falling below expected.	HT Attendance Officer FSW	4426
To ensure that PP children do not miss out on Educational Visits due to financial hardship	Subsidy fund available to ensure lack of finance is not an obstacle to participation.	Having access to a wider variety of places and activities will help to promote a sense of wellbeing. The Charity <i>Mind</i> supports philosophy.		Stella Highfield	2500

To give opportunities for enrichment activities which may not ordinarily be provided.	Subsidy fund available.	Pupil wellbeing. Having access to a wider variety of places and activities will help to promote a sense of wellbeing. The Charity <i>Mind</i> supports philosophy.	Ensure that parents and carers are aware of the fund.		2000
Whole school strategy to ensure pupils have access to healthy eating options.	Provide fruit and milk and tuck shop at morning break with health food.	Physical and mental wellbeing.	Promote eating of fruit, supplied to all classes.		1500
Total budgeted cost					£ 10,426

7. 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 (and whether you will continue with this approach)	Cost
Pupil Premium children with language appropriate to age and able to access the curriculum.	More groups in phonics across KS1 to enable staff to target PP children.	Only 33% of PP children passed the phonics screening at the end of Y1. BASED on 3 children	Phonics teaching needed a review and training to be put in place as the impact on Phonics was limited by the skills/interest of staff. We will continue but with a Phonics lead in school who will monitor across each term and work to put additional support where needed.	
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
Data shows that ALL Pupil Premium children make accelerated progress so that the gap between PP and non PP is closed.	Focus pupils identified on planning and for interventions.	The gap is closing. PP children = 60% Non PP children = 65%	Interventions to continue. Interventions reviewed and monitored to ensure the target pupils are included in interventions are set according to their needs. There will need to be a more vigorous approach to monitoring by SEN/PP lead to ensure effectiveness of staff	£32,718.63
iii. Other approaches				
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
For all children to attend school regularly and to be on time. % Persistent Absence reduced and in line or lower than National. % attendance of Pupil premium pupils is in line with or above National.	Use of prizes to encourage attendance. Promotion of the positives of high school attendance.	PP children were just below National Persistent absence was above National	Attendance to continue to be a high priority. Examine use of prizes.	£ 4,384

Whole school strategy to ensure pupils have access to healthy eating options.	Fruit and milk available.	There is a good uptake on fruit and milk by pupils and it is promoted by staff to be part of a healthy diet.	To continue with the provision of fruit and milk and ensure that it is a high priority to be promoted.	£1,500
To ensure that PP children do not miss out on Educational Visits due to financial hardship	Support to pay for cost Educational Visits, including Residential visits.	Pupils attend the visits and benefit from the extracurricular experiences. Pupil Wellbeing and Enjoyment is impacted upon.	To continue to subsidise the Educational Visits are they provide a positive experience for pupils.	£2,500
To give opportunities for enrichment activities which may not ordinarily be provided.	Music tuition.	A wide variety of musical instruments are taught and pupils have the opportunity to showcase their talents at performances and concerts.	To continue with the enrichment opportunities and produce musicians that enjoy playing.	£500
Funding to be allocated throughout the year for resources to support the PP strategy	This may include educational resources, specialists, etc.	Dependent on needs at a particular time.	A contingency fund will continue to be available.	£2,500

To support EAL PP children to access the curriculum.	Racing to English.	EAL pupils perform in line with other pupils.	To continue with support for EAL. More robust monitoring of progress.	£10,906.21
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8. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

- It should be noted that as the school has relatively small pupil numbers, percentage figures should be considered with this in mind.
- Also children may belong to more than one category, for example, PP, SEN, EAL.
- As a school there is a rise in different language pupils entering school.