

# Pupil premium strategy statement 2023 onwards– Magdalen Academy

*Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.*

*All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.*

*If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.*

*Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.*

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	39
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 - 2026
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Louise Arrowsmith
Pupil premium lead	Louise Arrowsmith
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17, 460
Recovery premium funding allocation this academic year	£2,000
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 19,460

## Part A: Pupil premium strategy plan

### Statement of intent

At Magdalen Academy, we have high aspirations for all pupils and aim to diminish the differences in attainment and progress between disadvantaged pupils and other groups of children within our school.

We intend for all of our pupils from a disadvantaged background to leave Magdalen Academy as confident individuals who are the best person they can possibly be. They will read fluently and widely, forming opinions on books and authors. They will write to express their views confidently, solve mathematical problems fluently, gain wider knowledge of the world around them through a carefully constructed curriculum and real-life experiences. They will compete in a team and/or play a musical instrument. They will have aspirations similar to or above those of their peers. They will have experienced the opportunity to be a leader and feel successful.

We are working to achieve these aims by:

Tier 1:

- Ensuring all pupils have access to high quality teaching in all lessons.

Tier 2:

- Provide a range of targeted support for children not making expected progress through a range of interventions and academic tuition.

Tier 3:

- Provide targeted support to challenge non-academic barriers such as attendance, behaviour and mental health needs.
- Ensuring economic support is in place for the children and their families to ensure access to the wider curriculum.

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary These are evident

	from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Attainment in Reading and phonics is below that of their peers particularly in Key Stage 1 and Year 5 thus impacting their progress in writing.
3	Maths attainment of disadvantaged pupils in lower key stage 2 is below that of their peers.
4	Attendance of disadvantaged pupils (93.12%) is below that of their peers (whole school attendance 95.97%)
5	Due to the small numbers of children, friendships can often be difficult to maintain. This can lead to a lack of resilience and inability to peaceful problem solving.

### Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved attainment in Reading, Writing and Maths for disadvantaged pupils	KS2 reading outcomes for disadvantaged pupils are inline with their peers and national data.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The attendance gap between disadvantaged and non-disadvantaged pupils is reduced and attendance overall continues to be above national.
For children to be able to engage in peaceful problem solving when dealing with fall outs	Children are able to solve fallouts through restorative approaches and therefore lessen behaviour logs.

### Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide training for all teaching staff on the Talk 4 Writing process to ensure consistency in teaching across the year groups.	<p>A consistent approach to writing.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/talk-for-writing">Talk for Writing   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Some staff have been previously trained and some are new to it. Therefore to ensure consistency in approach all staff require retraining.</p>	2
Identify and purchase a speech and language intervention programme particularly targeted at KS1	<p>It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p>	1, 2
To embed Read Write Inc phonics and use fast track tutoring to support those falling behind and supplement books to ensure there are enough for all children to access.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p>	1,2
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</p>	1,2,3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The focus is on improving the quality of teaching. Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught.</p> <p>EEF: Improving Mathematics in the early years and key stage 1</p> <p>Improving mathematics at Key Stages 2 and 3</p>	3

**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

Budgeted cost: £ 4700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group work for Maths and Reading using Pixl therapies.</i>	Support targeted at specific needs and knowledge gaps can be effective method to support low attaining pupils or those falling behind.  EEF: Small group tuition/ Toolkit strand	2,3
<i>1:1 Fast track tutoring for RWI identified pupils.</i>		
<i>1:1 or small group speech and language interventions</i>	EEF research shows that this has a positive impact on oral language skills and reading comprehension.	1

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ £6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 or small group support sessions through PSA, and Play therapy.	EEF – Improving Behaviours in school.	5
Embedding principles of good practice set out in the DfE’s Improving School Attendance advice. – Use of PSA time.	Understanding the use of Attendance & Family Liaison Officers as a school level strategy to improve attendance	4, 2,3
Access to a range of before and after school clubs based around children’s interests.	Breakfast provision Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months’ progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF).	5

**Total budgeted cost: £ [insert sum of 3 amounts stated above]**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

	Whole school			Year 6			Year 5			Year 4			Year 3			Year 2			Year 1							
	W	R	M	W	R	M	W	R	M	W	R	M	W	R	M	W	R	M	W	R	M					
All	46	26%	30%	26.10%	45%	0%	0%	8%	12.50%	37.50%	37.50%	82%	25%	25%	0%	80%	50%	0%	70%	42.9%	42.9%	71.40%	33.30%	66.70%	33.30%	
M	36	27.80%	27.80%	33.30%	45%	0%	0%	6%	16.70%	33.30%	50%	6%	33.30%	33.30%	0%	60%	50%	50%	5%	40%	40%	100%	2%	50%	50%	50%
F	10	20%	40%	0%	0%	0%	0%	20%	50%	0%	20%	0%	0%	0%	250%	50%	0%	2%	50%	50%	0%	1%	0%	100%	0%	
PP	14	35.30%	29.40%	23.50%	66.70%	0%	0%	3%	0%	33.30%	33.30%	3%	66.70%	66.70%	0%	250%	50%	0%	3%	33.3%	33.3%	100%	-	0%	0%	0%
Not PP	29	20.70%	31%	27.60%	10%	0%	0%	5%	20%	40%	40%	50%	0%	0%	60%	50%	50%	4%	50%	50%	50%	3%	33.30%	66.70%	33.30%	

Intended Outcome	Outcome
Each child receiving extra support is profiled to identify any special educational needs or disability (if not already identified); any speech, communication and language needs; their attendance; time at the school, and previous teaching	50% of pupils identified as pupil premium also had SEN needs. 2 pupils with EHCP's one being achieved during year 5.
The number of behaviour incidents logged is comparative with all other pupils	The number of behaviour incidents reduced below that of their peers. A range of support was put in place including PSA support for families and Play therapy.  Introduction of sensory room.
Children at risk of falling behind are identified within the first six weeks of their starting the reception year.	N/A for 2022/23 due to no reception cohort.

Sufficient support accelerates progress, including for new arrivals.	Due to inconsistencies in teaching and changes of staff interventions were not delivered as consistently until end of spring term. A range were put in place including sensory, number stacks, pixl therapies.
A clearly defined curriculum extends children's language and vocabulary in all year groups and across all subjects	Curriculum now clearly identifies the age appropriate vocabulary in all subjects. Monitoring demonstrates that some children are beginning to use this more in discussions and their work.
Effective procedures identify and support children with speech, language and communication needs from an early stage.	Children in Early years continue to enter school with poor communication skills and will continue to be a focus in the next plan.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Pixl Primary – this supports in the testing of Key Stage 2 with the access of therapies to support plugging the gaps	Pixl



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*