

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Magdalen Academy
Number of pupils in school	50
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 - 2023
Date this statement was published	30/09/21
Date on which it will be reviewed	30/09/22 / July 2023
Statement authorised by	Suzannah Hayes and Louise Arrowsmith
Pupil premium lead	Suzannah Hayes and Louise Arrowsmith
Governor / Trustee lead	Robyn Press

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,841
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£21,841

Part A: Pupil premium strategy plan

Statement of intent

At Magdalen Academy the child is at the centre of everything we do. Children are the heart of our village community with bright and hopeful futures. Our village school is 'home'; a safe place to start your journey of a lifetime. A place where you will be respected and know your opinion counts; a place to make mistakes and learn to take responsibility for your actions. We aim to prepare the children to become life-long learners in an ever-evolving world.

Some pupils from disadvantaged backgrounds require additional support, therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant.

We are committed to ensuring that the impact of COVID-19 on children's wellbeing and learning continues to be addressed through high quality interventions, a focus on language development and the work of our PSA.

Challenges

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

Challenge number	Detail of challenge
1	High proportion of children demonstrating lack of resilience and engagement
2	Behaviour incidences are greater amongst our disadvantaged pupils.
3	Language Skills – including limited range of vocabulary linked to limited life experiences and availability of quality texts available in the home. More pupils entering EYFS have speech and language difficulties.
4	Some newer staff members haven't received training in delivering our high quality interventions.

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
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.	Assessments show that progress has been accelerated e.g. scores in phonics screening assessments have increased each half term.

The number of behaviour incidents logged is comparative with all other pupils.	Analysis of CPOMs shows a decrease in behaviour incidents.
Children at risk of falling behind are identified within the first six weeks of their starting in their Reception year.	Completion of Reception baseline is used to identify a focus group of children.
Sufficient support accelerates progress, including for new arrivals.	Use of new arrivals policy to complete initial assessments and make initial observations.
A clearly defined curriculum extends children's language and vocabulary in all year groups and across all subjects.	Through monitoring (including by subject leaders) children are using more challenging vocabulary on a regular basis.
Effective procedures identify and support children with speech, language and communications needs from an early age.	SENCo has a clear understanding of the speech, language and communication needs and has a programme of support in place.

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: £6390 [including £6390 TA Time]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training of staff to develop teaching of PSHE through quality delivery of bespoke school planned curriculum sessions (PSHE Association) and further develop range of whole school approaches to SEMH including use of boxhall profile with specific children and outdoor learning	EEF – Improving social and emotional learning in primary school Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice. This is particularly important at a time when schools are reviewing their core vision and curriculum offer, and planning to implement statutory Relationships and Health education.	1
Whole school introduction of Growth Mindset approach to build resilience and perseverance in all children.		1
Retrain staff on key interventions in particular linked to speech and language.	The Reading Framework – underpinning the reforms to the Early Years Foundation Stage is the aim of reducing the language gap between children from language-rich home and others. The progress of these children depends on adults engaging them in high-quality dialogue and direct teaching.	3 / 4
Reinforce initial training with follow-on coaching within the school / complement expert coaching and mentoring with	Ambition Institute – Mentor Handbook In its simplest form, instructional coaching is about providing teachers with frequent, one-to-one feedback, along with the opportunity to practise	4

structured peer-to-peer collaboration	regularly in a low stakes environment. Instructional coaching has a robust evidence base underpinning it and has been shown to reliably improve teaching and pupil outcomes.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4700 [including Play Therapy £2700; PiXL £2000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to employ other providers for social and emotional support – Play Therapist, Benjamin Foundation	As above	1 / 2
Further develop use of PiXL to target specific therapy groups.	The PiXL Club aims to support the promotion of excellence for pupils. One of the strategic approach's PiXL promote within every day teaching is through effective use of data to sharpen the focus on the key gaps in students learning, and then the implementation of specific personalised intervention to enhance standards.	4

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

Budgeted cost: £8800 [including PSA £8300; Childcare £500]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop use of sensory circuits throughout the school to help children to self regulate their emotions better.	The children who come in to school heightened in the morning find it more difficult to settle in to their learning. Self-regulated learning are aware of their strengths and weaknesses, and	1 / 2

	can motivate themselves to engage in, and improve, their learning. EEF – Metacognition and Self-regulated learning	
Development of Mental Health Champions – peer mentor scheme	EEF – Improving Behaviours in Schools	1
To provide extended childcare hours to vulnerable families when needed	EEF – Rapid evidence assessment on attendance interventions for school-aged pupils Research has found that poor attendance is linked to poor academic attainment across all stages as well as negative behavioural outcomes	1 / 2
Allocate PSA to support families with attendance and acute need	Importance of Role of PSA	1 / 2

Total budgeted cost: £19,890

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Review July 2023

Data:

	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	4 6	26%	30%	26.10%	4	50%	0%	0%	8	12.50%	37.50%	37.50%	8	25%	25%	0%	8	30%	50%	0%	7	42.90%	42.90%	71.40%	3	33.30%	66.70%	33.30%
M	3 6	27.80%	27.80%	33.30%	4	50%	0%	0%	6	16.70%	33.30%	33.30%	6	33.30%	33.30%	0%	6	60%	50%	50%	5	40%	40%	100%	2	50%	50%	50%
F	1 0	20%	40%	0%	-	0%	0%	0%	2	0%	50%	0%	2	0%	0%	0%	2	50%	50%	0%	2	50%	50%	0%	1	10%	100%	0%
PP	1 4	35.30%	29.40%	23.50%	1	66.70%	0%	0%	3	0%	33.30%	33.30%	3	66.70%	66.70%	0%	2	50%	50%	0%	3	33.30%	33.30%	0%	100%	-	0%	0%
Not PP	2 9	20.70%	31%	27.60%	1	10%	0%	0%	5	20%	40%	40%	5	50%	0%	0%	6	33.30%	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	Curriculum now clearly identifies the age appropriate vocabulary in all subjects.

year groups and across 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.