



PPG Strategy Statement - St Mary Magdalen's Catholic Primary 2019-2022

Our vision:

As a small school we pride ourselves on our deep knowledge of every child and their unique circumstances. We recognise this is particularly important for our disadvantaged pupils. We explore every opportunity to build strong home school relationships so that pupils, parents and staff work together to ensure excellent progress and outstanding outcomes for our disadvantaged pupils. We recognise that this does not only mean high academic attainment for these pupils but also nurturing the skills, behaviours, attitudes and aspirations which will ensure they are happy, confident and resilient adults equipped for our ever-changing world.

Our PPG numbers and funding allocation can be broken down as follows 2019/2020:

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| Number of Ever 6 FSM | 21 (14 PPG, 7 EVER 6) | Number of LAC or Post-LAC | 0 | Number of EYs (nursery) PPG | 0 |
| Ever 6 Funding | £28,077 | Funding | 0 | Funding | 0 |

Our PPG numbers and funding allocation can be broken down as follows 2020/2021:

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| Number of Ever 6 FSM | 26 (21 PPG, 5 EVER 6) | Number of LAC or Post-LAC | 2 | Number of EYs (nursery) PPG | 0 |
| Ever 6 Funding | £34,787 | Funding | 0 | Funding | 0 |

Our Projected PPG numbers and funding allocation can be broken down as follows 2021/2022:

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| Number of Ever 6 FSM | 26 (23 PPG, 3 EVER 6) | Number of LAC or Post-LAC | 3 TBC | Number of EYs (nursery) PPG | 0 |
| Ever 6 Funding | £34,787 | Funding | TBC | Funding | 0 |

What are the main approaches we use to ensure our disadvantaged children make progress and achieve?

- Whole school focus on our most disadvantaged children and accelerating progress and attaining highly - this is reflected in staff CPD, enhanced monitoring activities with shared ownership and regular dialogue regarding best practice
- Consistent drive for high quality teaching and learning
- Collaborative partnerships between staff, parents and pupils to ensure shared knowledge expertise to ensure best practice particularly for the significant group of pupils who are both PPG and SEND
- Clearly planned, structured, evidence-based interventions in place and evaluated (during and at the end of the intervention) to accelerating progress and attaining highly
- Early intervention that is pre-emptive not reactive
- An understanding that every interaction is an intervention - strong home school relationships are established and actively maintained in order to support pupils and parents, ensuring inclusive practice which values every family's lived experience and offers them insight into those of others.

Context

PPG pupils are a diverse and growing group within the school:

| | PPG/EVR6 | SEND | Black and other minoritized pupils | EAL |
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| PPG | 28 (12%) | 8 (3%) (29%) (23%) | 12 (5%) (43%) (24%) | 10 (4%) (36%) (13%) |

Percentages show:

% of whole school population

% of PPG pupils

% of SEND pupils

% of Black and other minoritized pupils

% of EAL pupils

The school has previously used specialist teachers to augment the offer for PPG pupils. This has been particularly effective for pupils with specific literacy needs. However, PPG pupils require more frequent support and the school is moving towards utilising the PPG Lead's expertise to empower all staff to support disadvantaged pupils both in class and through targeted interventions.

The school has recently trained staff on a number targeted, evidence-based interventions in which progress can be carefully monitored and repetition is avoided. Close collaboration between the PPG Lead and the SENCo is vital due to the large number of disadvantaged pupils who also have additional needs. This joined up approach means the school has a clear map of the additional interventions which can be put in place to support pupils throughout their time at the school. This will continue to be developed over the next three years with a focus on early, pre-emptive interventions.

As a small school we are a close community and have good relationships with families. During lockdown, identified PPG pupils were invited to attend the on-site provision. This was accepted by 57% of PPG families including all the families with social service involvement and 66% of PPG pupils with SEND. Those who did not return to site were provided with chromebooks and sims/dongles to enable online learning and were offered additional support by the PPG lead in line with in school practice. Anecdotally, a number of our PPG parents talked about how the opportunity to see what and how their child learned via our live online lessons was informative and empowering. A number of disadvantaged pupils were offered a phased return to school towards the end of lockdown and our focus now is on utilising these relationships to address attendance and punctuality and to empower parents to support their children's learning at home.

Our PPG strategy is based on the Educational Endowment Fund's (EEF) tiered approach, which is broken into three primary categories of spending:

- Quality Teaching (for example professional development, recruitment and retention, and support for early career teachers)
- Targeted Academic Support (for example interventions and one-to-one support)
- Wider strategies (for example behaviour approaches, breakfast clubs, attendance)

| Quality Teaching and Staffing | | | | | Approx. contribution from Pupil Premium Grant: £19600 |
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| Rationale: The school understands that it is important that the attainment and progress of disadvantaged pupils is a shared responsibility. The school will focus on developing the knowledge and skills of all staff to enable adaptations to teaching in order for it to meet the needs of all pupils as the EEF recognises that it is this high-quality teaching that has the greatest impact on disadvantaged pupils. Integral to this is the development of best practice in relation to the deployment of teaching assistants (EEF Guidance Report “Making Best Use of Teaching Assistants) to ensure that support is focused on developing the knowledge, skills and attitudes that lead to good progress, high attainment and aspirations. | | | | | |
| Action <i>What do we want to happen?</i> | Implementation <i>(how, who and when?)</i> | Measuring impact <i>(what data we are going to look at)</i> | Approx cost | Impact <i>(How we will recognise success)</i> | Evaluation notes |
| Staffing & recruitment: | | | | | |
| Redeploy DALP specialist to provide additional support for PPG pupils 20/21. | PPG Lead and SLT to identify pupils requiring additional support. | Entry and exit data from specific interventions. | 1 day a week PPG Lead cost | All pupils have made progress in the specific interventions and have made progress in termly summative assessments | All pupils who took part in specialist provision made progress based on entry and exit data |
| Amend TA hours to ensure effective liaison with teachers/INCo/PPG Lead regarding in class provision and interventions | Amend TAs working hours to allow PPA time with teachers from September 2021. TAs to work 8.00-3.30 or 8.30-4. | Monitoring activities show effective, learning/skills focused TA support and varied TA and teacher support for PPG pupils. | Additional TA pay 0.5hrs x 3 weekly or look at reallocation of support staff time | TAs and Teachers have increased confidence in their role. TAs are observed providing high quality targeted support in lessons and Teachers provide support for lower attaining pupils in lessons as well as TAs. | |

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| As part of managed cultural shift provide PPG lead with additional time to train and monitor staff. | PPG lead to provide half termly training or monitoring to ensure interventions are being deployed effectively. | Training evaluations. Monitoring activities show quality teaching in place and evidence from interventions shows raised attainment for PPG pupils. | PPG Lead additional release time x 1 day per half term | PPG pupils effectively supported within lessons and intervention data shows 80% of pupils making progress from starting points and in termly summative assessments. | PPG Lead led an INSET session on Phonological Awareness. This provided TAs with the knowledge and skills to support PPG pupils. |
| Quality teaching and professional development: | | | | | |
| Whole school focus on quality first teaching for all pupils including disadvantaged pupils and those with additional educational needs are at the centre of planning and delivery. Subject leaders to revisit in 21/22 re lesson structure to support pupils' needs. | Focus launched in September and monitored termly. QFT descriptors revisited termly in pupils progress meetings and provision maps adapted accordingly | Monitoring activities show high quality teaching in place with appropriate adaptations being made for PPG pupils. | Training and monitoring time | PPG pupils engaged and making progress across the curriculum. PPG pupils providing positive feedback regarding attitudes to learning. 80% pass phonic screening, 80% achieve expected or above at KS1, 90% achieve expected or above at KS2 | |
| Staff training on the deployment of TAs. | Headteacher to provide staff training on the effective deployment of TAs - (4 sessions) | Staff Questionnaire. Timetables in place for specific interventions for PPG pupils. Monitoring activities show a varied use of support within lessons for PPG pupils. | Training cost | TAs and Teachers have increased confidence in their role. TAs are observed providing high quality targeted support in lessons and Teachers provide support for lower attaining pupils in lessons as well as TAs. | |

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| <p>Whole school focus on assessment for learning will particularly look at increasing metacognition for PPG pupils (21/22)</p> | <p>Focus launched in September 2021 inset by lead adviser for assessment from AfC with PPG lead, staff meetings then look at this together termly discussing successes and challenges.</p> | <p>Staff questionnaire at start of year and termly SLT learning walks focus on PPG pupils PPG book looks PPG pupil focus groups led by cluster leads</p> | <p>% cost of lead adviser-credits</p> | <p>100% of staff report greater confidence in using AfL strategies by Christmas Learning walks show 90% of lessons using effective AfL strategies for PPG pupils PPG pupils are observed to show greater understanding of how they learn in all classroom.</p> | |
| <p>Broad and balanced curriculum - revisiting of curriculum maps to ensure that the curriculum is inclusive, containing and valuing a diverse range of lived experience. (21/22)</p> | <p>Staff to receive training on the inequalities faced by PPG pupils. Subject leaders to revisit their curriculum maps in autumn and spring term and revise in light of the needs of PPG pupils - e.g. focus on developing vocabulary across the curriculum</p> | <p>Curriculum maps, lesson observations and book looks reflect the diverse range of pupil experiences. Pupil surveys show PPG pupils feel supported and valued.</p> | <p>AfC PPG Lead training Cost of resources</p> | <p>Monitoring activities reflect changes to curriculum maps and PPG pupils show high levels of engagements.</p> | |

Targeted Academic Support

Rationale: The school has detailed provision maps in place to provide targeted support for pupils with additional needs and for those who require additional support or challenge. Teachers are skilled at identifying the needs of the children in their classes and the school is now moving towards a whole school map of evidence-based interventions to ensure maximum impact on pupils and to enable the early identification of additional needs. The importance of language and literacy is evident in the resources and training which we have invested in. The knowledge and skills associated with effective verbal communication and fluent reading are important not only to pupils' attainment in English but to their learning across the curriculum and their success and happiness outside education. The school is increasingly looking at providing a pre-emptive model of early intervention to ensure that a gap does not emerge between disadvantaged pupils and their peers.

<://www.ruthmiskin.com/en/about-us/mission/>

<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclassnumber/>

<https://www.nessy.com/uk/research-testimonials/research-evidence/>

<https://www.thewritingrevolution.org/impact/>

<https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention>

Approx. contribution from Pupil Premium Grant:

£7800 - Tuition costs
TBC

| Action <i>What do we want to happen?</i> | Implementation <i>(how, what, who and when?)</i> | Measuring impact <i>(what data are we going to look at)</i> | Approx cost | Impact <i>(How we will recognise success)</i> | Evaluation notes |
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| 1stClass@Number (20/21 - Year 2) (Edge Hill University) | Y2 Children identified in Spring term assessments will receive an 8-week support programme in summer term. | Sandwell Numeracy Assessment on entry and exit | TA release 1.5hrs per week for 8 weeks | 100% of pupils will have improved scores post-intervention. Summative assessments show progress from starting points. | 80% of pupils who participated made excellent progress from starting point to exit assessment |
| Read Write Inc Phonics (21/22) | YR-2 children identified will receive 6-week additional support using Ditty/Get writing resources | Phonic and common exception word assessment on entry and exit. Monitoring of English books and summative assessments summer 21 | 4 TAs released 1.3hrs per week for 8 weeks | 100% of pupils will have improved scores post-intervention. Summative assessments show progress from starting points. | |

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| DALP Specialist Phonemic Awareness Intervention | Children identified in aut 20 and weekly personalised sessions provided by DALP specialist including feedback to class teachers. | Entry and exit assessments and termly summative assessments | No hrs x DALP Specialist x PPG pupils | 100% of pupils will have improved scores post-intervention. Summative assessments show progress from starting points. | |
| NESSY | Pupils identified in aut 20 and licenses purchased. Post restrictions mixed year group in school support to ensure 80min per week target achieved. | Nessy assessments to set targets and monitor progress | £60 x No. PPG Pupils + 1.3hr TA x 24wks | 100% of pupils achieve their Nessy targets. | |
| UKS2 Writing Revolution Intervention | Pupils identified in aut 20 and receive weekly writing revolution sessions with PPG lead. | Entry and exit assessments and termly summative assessments | £90 + No hrs x PPG Lead | 100% of pupils will have made progress in exit assessments and termly summative assessments | 83% made progress at exit assessments. |
| Redeploy TAs to develop expertise and provide targeted interventions as per EEF best practice guidance | Staff to analyse need half-termly following analysis of termly summative assessment and intervention data. PPG lead and SENCo to reallocate support as appropriate. | Entry and exit data from specific interventions. | TA cost based on hours in intervention | TAs are delivering a range of evidence-based interventions which change during the year and from year to year in line with the children's needs. Progress is evident in intervention data and summative assessments. | |

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| Nuffield Early Language Intervention (UCL) (21/22) | Pupils identified in aut 21 and Reception Teacher and TA to receive training on NELI. Pupils to receive NELI programme spring and summer term. | Entry and exit assessments and termly summative assessments | TA 2hrs per week x No wks | 100% of pupils will have made progress in exit assessments and termly summative assessments | |
| Success@Arithmetic (21/22) | TBC | TBC | TBC | TBC | |
| School Led Tutoring programme will support catch up in reading and maths for identified PPG pupils in years R-6 (21/22) | Class teachers will monitor progress for the first half term through whole class teaching and AfL. Suitable candidates for tuition will be nominated by year groups at the end of the half term. Tutors will be assigned for 30-minute sessions before or after school for 12 weeks, or at other times/ lengths where appropriate. | Referrals Reading screening termly Maths screening termly Class teacher feedback Tutor feedback Pupil voice | £18 per hour x no hours x no of PPG pupils | Increase in scores in screening show accelerated progress increase in scores in internal data- 90% show accelerated progress KS2 results for Year 6 pupils show 90% gained at expected or above | |

| Wider Strategies | | | | | Approx. contribution from Pupil Premium Grant: £19800 |
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| Rationale: As a small school, and a close community, we know that every interaction is an intervention and that all of our families are unique. As such, we work hard to build close working relationships with our families building trust which enables us to understand and support the unique challenges they are facing. We work with outside agencies and charities to provide practical support that enables our disadvantaged pupils to be ready to learn and to access a wide variety of enriching experiences. We have a strong focus on our pupils' well-being and invest time and training into ensuring our pupils are able to self-regulate and develop their confidence and resilience. We recognise that adverse childhood experiences can have a profound impact on children and put in place additional ongoing support for pupils where appropriate. | | | | | |
| Action <i>What do we want to happen?</i> | Implementation <i>(how, what, who and when?)</i> | Measuring impact <i>(what we are going to look at)</i> | Approx cost | Impact <i>(How we will recognise success)</i> | Evaluation notes |
| Enrichment: | | | | | |
| PPG pupils have access to extra-curricular clubs. | Admin officer to coordinate funded places with families and external providers. | Number of PPG pupils attending clubs | Cost of clubs + admin time | Every PPG child has a place in an extracurricular club of their choice | Pupils have attended a range of clubs including art and sports clubs. |
| PPG pupils to be able to attend all school trips/workshops | Admin officer to coordinate funded places with families and external providers/ charities/ school funds. | Number of PPG pupils participating in school trips | Cost of trips + admin time - possible charitable subsidy | Every PPG pupil participates in school trips. | All PPG pupils were able to attend school residential trips. |
| PPG pupils to have access to holiday provision (21/22) | Admin officer to coordinate funded places with families and NS Sport. | Number of identified PPG pupils attending holiday provision. | Cost of club x No of pupils | All identified PPG pupils attend holiday provision for part of the school holidays. | Funded places on the AfC FUEL program (Easter and Summer) were made available to all PPG pupils. |

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| Identified PPG pupils to have access to Home Activity/Learning Packs (21/22) | Teachers/Subject leads to identify key resources to support home learning and create packs and instructions/videos to accompany. | Identified PPG pupils provided with home activity/learning packs and these are used to support home learning. | Supply cost to devise packs and create videos - 3days Cost of pack resources | Pupil and parent surveys show PPG parents feel they and their child are well supported by the school. Staff feedback shows increased engagement of PPG pupils in home learning | |
| Parents feel empowered to support their children with learning at home. (21/22) | English and Maths Leads to work with PPG lead to devise workshops/online videos/resources to develop parents' understanding and confidence in supporting their child's learning | PPG parental engagement with workshops/ additional resources. Pupil and parent feedback. Teacher feedback re home learning. | Resources (including planning and preparation time) | Pupil and parent feedback reflects that PPG pupils and their families feel they are well supported. | |
| Wellbeing: | | | | | |
| Additional Nurture time for pupils subject to ACEs | TA to work with pupils in need to regular support and be provided with peer support by SLT. | Pupils receive support and impact on their behaviour and well-being is evident from observations at school and at home. | 1hr per week TA time (dependent on need) | All parents and pupils report positive impact of nurture sessions | |
| ELSA Training (21/22) | TA to receive ELSA training from autumn 21 and begin to deliver ELSA support to identified pupils. | Identified pupils receive targeted ELSA support. | £700 Training / PPG pupils receiving ELSA and | % of pupils who graduate successfully from ELSA support % of pupils who obtain appropriate EP support and respond well | |

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| | | | TA hours for PPG sessions | | |
| Staff Mentors (21/22 Pilot) | PPG lead to research the use of staff mentors to support pupils and families and assess need amongst PPG families and possible structures. | Teacher, pupil and parent feedback from before, during and after intervention. | PPG Lead release time to set up Mentor release time | Pupils report improved levels of well-being post intervention. Parental and staff observations reflect improvement | |
| Attendance: | | | | | |
| Improve attendance for PPG pupils who have poor (below 95%) attendance. Improve punctuality for pupils who are regularly late to school. | Attendance Officer to have a list of pupils with poor attendance/ punctuality and call parents every time these pupils are not in school - SLT to monitor weekly and address. | Data from Integris shows improved attendance and punctuality. This is monitored weekly by SLT and termly by EWO/governors | Attendance Officer x 1.25hrs per week SLT x 0.5hrs per fortnight % EWO salary | Improved attendance and punctuality for PPG pupils with below 95% attendance. Attendance of PPG pupils is in line with the whole school average. | |

| Family Support: | | | | | |
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| To ensure our pupils have sufficient food to be ready to learn. | Children attending breakfast/after school club. Children receiving weekly food parcels. Families receiving a weekly Brite Box. | Number of children attending wrap around provision | Cost of places | Pupils accessing wraparound provision and additional resources as required. | Breakfast club places offered to and accessed by PPG pupils. Food parcels have been made available to all families as required. |
| To ensure pupils and their families have access to toiletries and cleaning products. | School to partner with Richmond Hygiene Bank and liaise with families to provide appropriate resources. | Number of families accessing resources. | 2hrs admin per half term | Families accessing required resources | Families have been able to access products from the hygiene bank when required. |
| To support families with accommodation issues to ensure pupils have a comfortable home environment. | Work with families and outside agencies (Early Help, CAB, Richmond Furniture Trust) to provide practical support. | Number of families supported and support provided. | DSL/SLT hours | PPG pupils' home environment improved. | Families have received advice and practical support. |
| To ensure PPG pupils have the correct school uniform. | Teachers to inform the Admin Officer if additional uniform is required have liaised with parents. | Number of pupils receiving uniform. | Cost of uniform | PPG pupils have the correct uniform. | Pupils requiring uniform have had access to this. Additional clothing support has also been given where required. |
| Total expenditure: £47,000 | | | | | |