Successful Pupil Premium Interventions and Impact Measurements
St. Mary Magdalen’s Catholic Primary School

• Helen Frostick-Headteacher
Why?

• **Context:** If you are a pupil eligible for Pupil Premium Grant (PPG) funding in Richmond and Kingston you have a **50:50** chance of attaining the expected standard at the end of the phase you are in.

• **Concern:** Low attainment impacts on children’s life chances. Being eligible for PPG is an indicator of relative poverty. Breaking the link between poverty and educational achievement is one of the hardest and most persistent problems to overcome. Low attainment has a tendency to persist throughout a pupil’s time at school.
School Context
St. Mary Magdalen’s

- Smaller than most-270 pupils
- More EAL than most-25%
- Pupils make more progress than schools like us at stages KS1 & KS2 (EYFS is the exception and under enquiry)
- Consistent trend of PPG pupils achieving more highly than their peers
- Half of the pupils are white or white Irish
Pupil Premium income

10% of our pupils
£32,000
Great accountability and transparency
Spending PP funding

Quality Staff

Music

Extra Curricular

Quality training

Penguin Vintage Classics

1:1 & 2:1 tuition

Phonics

Maths Whizz
ST MARY MAGDALEN’S GIANT MISSIONS 2015/16

TEACHING AND LEARNING
- We strive to be highly effective learners, motivated by inspirational teaching

LITERACY
- We are witnessing the power of reading and we are focusing on our spelling and handwriting

NUMERACY
- We are going to show you how to add, subtract, multiply and divide

CURRICULUM
- We will learn how to study, read, write and think

PREMIUM
- We will build and develop our learning through the premium

OUR 2015/2016 MISSIONS

OUR 2015/2016 SCHOOL YEAR GIANTS
- Reception
  - Little Lincoln
  - Columbus
- Year 1
  - Armstrong
  - Nightingale
- Year 2
  - Queen Elizabeth I
- Year 3
  - Darwin
- Year 4
  - Churchill
  - Rowling
- Year 5
  - Newton

WE ARE GREAT INDEPENDENT ACHIEVERS, WHO NEVER GIVE UP, WHEN WE THINK TOGETHER AND STAND TALL LIKE GIANTS
The vision in action - 3 tier approach

• Whole class focus on inspirational and world class teaching - Quality Teach First Focus - “a rising tide lifts all ships!”
• Half termly progress reviews and follow up
• Group level interventions
• Targeted teaching of Key Performance Indicators
• Individual level intervention
• In class and out of class
Practical measures to deliver the Pupil Premium

• Promoting a language rich learning environment
• Starting with PPG pupils when providing feedback on marking
• Assigning appropriate staff to teach more vulnerable pupils where possible
• Ensuring excellent communication
• Deciding on your desired outcomes
• Choosing your strategies
• Case Studying—what works?
Literacy
Literacy Interventions

YR - Social Communication Group, Multi-Sensory Phonics Group, 1:1 Phonics, Sound Box Group

Y1 - Five Minute Box Group, Daily Readers Group, Handwriting Group, Key Word Spelling Group, Comprehension Support Group

Y2 - Daily Readers, Flash Words Writing Group, Spelling and Handwriting Group

Y3 - Daily Readers, Guided Reading Support Group, Phonics Support Group

Y4 - Daily Readers, Handwriting/Co-ordination Group, 1:1 Spelling interventions

Y5 - Handwriting Group, Comprehension Support Group, Reading Group, Spelling Group

Y6 - Writing Support Group, Spelling Group, “3-Way Splits”
Tiger Group
Y1 Intervention in Phonics
Y2 Parent Readers’ Project
Numeracy
Numeracy Interventions

- “Maths Whizz”
- YR-Numbers Box, 1:1 Support Group
- Y1-1:1 Support
- Y2-Maths Interventions Groups
- Y3-Maths Intervention Groups
- Y4-Maths Intervention Groups
- Springboard
- Y5-Maths Intervention Groups
- Y6-2:1 and 1:1 Tuition
- Mastery at Greater Depth Group
- “3-Way Splits”
(Not just Literacy and Numeracy!)

Science and Humanities

Science

- Working Scientifically; observing, classifying and applying scientific reasoning

Humanities

- Hands on experiences
- Field trips
- Using the local environment
Engagement with Parents

- Creating a place of welcome
- Establish home visits for new families
- Offering tutoring for parents who find helping with homework challenging
- Setting up Learning Groups for pupils and parents prior to them starting school, including “Stay and Play” sessions (Stanley Juniors)
• Signposting parents to possible support agencies
• Providing holiday learning packs for children and engaging with parents as to how to use them
• Allowing double time at Parents’ Evenings for PPG pupils and arranging half termly catch up meetings
Vulnerable Groups’ Tracking at St. Mary Magdalen’s
Measuring and tracking the progress/
Trajectories of progress

Early Years 2013-2016

<table>
<thead>
<tr>
<th>No of PPG Pupils</th>
<th>PPG achieved a GLD</th>
<th>National PPG achieved a GLD</th>
<th>School Non-PPG achieved a GLD</th>
<th>National Non-PPG achieved a GLD</th>
<th>National All Pupils achieved a GLD</th>
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</thead>
<tbody>
<tr>
<td>6</td>
<td>(2) 33%</td>
<td>63%</td>
<td>64%</td>
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</table>

Yr1 Phonics 2013-2016

<table>
<thead>
<tr>
<th>No of PPG Pupils</th>
<th>PPG achieved the expected standard</th>
<th>National PPG achieved the expected standard</th>
<th>School Non-PPG achieved the expected standard</th>
<th>National Non-PPG achieved the expected standard</th>
<th>National All Pupils achieved the expected standard</th>
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<tbody>
<tr>
<td>11</td>
<td>(9) 82%</td>
<td>64%</td>
<td>90%</td>
<td>79%</td>
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KS1 2013-2015 PPG - APS

<table>
<thead>
<tr>
<th>No of PPG pupils</th>
<th>School PPG APS</th>
<th>National PPG APS</th>
<th>School Non-PPG APS</th>
<th>National NON-PPG APS</th>
<th>National All Pupils</th>
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<tbody>
<tr>
<td>12</td>
<td>17.4</td>
<td>14.6</td>
<td>17.6</td>
<td>16.4</td>
<td>15.9</td>
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</table>
### KS1 P2016 PG

<table>
<thead>
<tr>
<th>No of PPG school</th>
<th>Reading</th>
<th>Writing</th>
<th>Maths</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>EXS (school)</td>
<td>Nat Non PPG</td>
<td>GDS (school)</td>
</tr>
<tr>
<td>1</td>
<td>100%</td>
<td>78%</td>
<td>0%</td>
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### KS2 2013-2015 PPG - R,W&M L4+

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<thead>
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<th></th>
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<tbody>
<tr>
<td>13</td>
<td>(10) 77%</td>
<td>67%</td>
<td>96%</td>
<td>83%</td>
<td>78%</td>
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### KS2 2013-2015 PPG - APS

<table>
<thead>
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<th>No of PPG pupils</th>
<th>School PPG APS</th>
<th>National PPG APS</th>
<th>School Non-PPG APS</th>
<th>National NON-PPG</th>
<th>National All PPG</th>
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</thead>
<tbody>
<tr>
<td>13</td>
<td>29.4</td>
<td>27.0</td>
<td>32.3</td>
<td>29.3</td>
<td>28.6</td>
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### KS2 2016 PPG

<table>
<thead>
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<th>No of PPG school</th>
<th>Reading</th>
<th>Writing</th>
<th>Maths</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EXS (school)</td>
<td>Nat Non PPG</td>
<td>GDS (school)</td>
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<tr>
<td>1</td>
<td>100%</td>
<td>71%</td>
<td>100%</td>
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### Progress – PPG Value Added

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<th>Year</th>
<th>School PPG</th>
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<tr>
<td></td>
<td>R</td>
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<tr>
<td>2016</td>
<td>19.24</td>
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### Progress – National PPG

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<tr>
<th>Year</th>
<th>School PPG</th>
<th>National PPG</th>
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<tbody>
<tr>
<td>2015</td>
<td>99.2</td>
<td>99.8</td>
</tr>
<tr>
<td>2014</td>
<td>101.5</td>
<td>99.7</td>
</tr>
<tr>
<td>2013</td>
<td>100.3</td>
<td>99.8</td>
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### ISP Children - Reading

**Year: 5**

**Teacher:** Mrs O’Gorman  Miss Fidge

<table>
<thead>
<tr>
<th>Child’s Name</th>
<th>Other Contextual Data</th>
<th>EYFS Att</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Are they currently on track</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sept</td>
<td>Jan</td>
<td>July</td>
<td>Sept</td>
<td>Jan</td>
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<tr>
<td>Pupil 1</td>
<td>PPG</td>
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<td>Pupil 2</td>
<td>SEN EAL</td>
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<td>24</td>
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<tr>
<td>Pupil 4</td>
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<td>25</td>
<td>26</td>
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<tr>
<td>Pupil 5</td>
<td>SEN PPG</td>
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<td>26</td>
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<td>Pupil 6</td>
<td>PPG</td>
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<td>26</td>
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<tr>
<td>Pupil 7</td>
<td>SEN</td>
<td></td>
<td>25</td>
<td>25</td>
<td>28</td>
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<tr>
<td>Pupil 8</td>
<td>SEN EAL</td>
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<td>26</td>
<td>26</td>
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<tr>
<td>Pupil 9</td>
<td>SEN EAL</td>
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<td>25</td>
<td>25</td>
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<td>Pupil 10</td>
<td>EAL PPG</td>
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<td>26</td>
<td>26</td>
<td>26</td>
<td>29</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Details of support for children currently not on track to reach yearend target**

**Details of long term intervention for children not on target to reach end of Key Stage expectations.**
Evaluation and impact of PP

• What questions does your data/RAISE suggest?
• What do you understand by ATTAINMENT & PROGRESS
• What does data suggest about the progress of groups in your school? (in particular, disadvantaged pupils)
• How do you create a bespoke tracking system for PP?
• Is the gap between various groups understandable?
• How does the use of pupil premium impact on achievement?
• Set out clear outcomes which can be evaluated at the outset of intervention programmes
• Track and respond to pupils’ progress
Reporting PP

- Website
  - www.st-marymagdalens.richmond.sch.uk
- Headteacher’s Reports
- School Improvement Partner Reports
- Curriculum Committee Reports
- Assigned Governor
- Parents
- Pupils
Current Ofsted Priorities

• Phonics
• Reading records
• Ability to decode
• Science and scientific ideas
• Mathematical reasoning
• Safer recruitment
• Children in need/at risk
• Assessment—is there a common understanding?
• Are any groups underachieving?
Helen Frostick

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