

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	St Margaret's CE Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 to 2025/2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Anita Delaney Head Teacher
Pupil premium lead	Anita Delaney Head Teacher
Governor / Trustee lead	Darren Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 40,230
Recovery premium funding allocation this academic year	£3480
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	£43,710

Part A: Pupil premium strategy plan

Statement of intent

At St Margaret's CE Primary School, pupils in receipt of pupil premium funding make up 11% of the school population (15.8% National). Our intention is that all pupils, irrespective of their backgrounds or the challenges they face, make good progress and achieve high attainment across all subject areas. We are committed to ensuring our disadvantaged pupils receive teaching which is at least good in every lesson and that targeted intervention takes place when necessary. Funding is therefore used to develop high quality teaching, provide academic support, and is also used to ensure pupils are given as many opportunities as possible to enhance their learning, this includes enabling all pupils to access a range of extra-curricular activities. We also aim to ensure that the emotional and mental health and wellbeing needs of this group of pupils is met and work hard to provide additional pastoral support for families.

Challenges

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

Challenge number	Detail of challenge
1	The school has identified pupil premium pupils that need rapid intervention to catch up quickly or to make accelerated progress from their starting points in the core subjects. This is particularly the case in English, with reading and phonics identified as clear areas for development and in Maths with key number skills including knowledge of multiplication facts being an area for development.
2	Pupils that have low self-esteem often lack confidence so struggle to achieve their true potential. A number of children have been identified as having attachment disorders due to their early life experiences.
3	Pupils who are absent for substantial parts of their education fall behind and struggle to catch up. The attendance of disadvantaged pupils is 91.44% significantly below the attendance for non-disadvantaged pupils which was 94.64%.
4	Assessment is not always used effectively to analyse where gaps in learning are in order to ensure that relevant and timely intervention is put in place.
5	Disadvantaged pupils do not always have the same opportunities as their peers when taking part in wider curriculum activities

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
<p><i>For disadvantaged pupils to experience good / better teaching in English which will enable them to make at least expected progress from their starting points.</i></p>	<p>Staff will receive training developing their subject knowledge to enable them to plan and teach well-structured lessons.</p> <p>The coaching model will be implemented where teaching is not yet good enough</p> <p>Key gaps will be closed enabling pupils to make at least expected progress from their starting points</p> <p>End of Key Stage FFT predictions are met for all Pupil Premium children. All children expected to make at least expected progress in English.</p> <p>Support staff will receive training enabling them to deliver bespoke interventions well as offer high quality support within lessons</p> <p>Tutoring will be used effectively to support this further.</p>
<p><i>All disadvantaged pupils to pass phonics screening unless they have a cognitive learning difficulty. Ensure that high quality catch up is provided for pupils who have not passed the phonics screen or who are at risk of falling behind.</i></p>	<p>The approach to teaching phonics will be consistent across all year groups with all staff receiving training to support this</p> <p>Phonics scheme will be fully implemented and application of phonics will be seen in matched decodable books</p> <p>Accurate assessment will show where pupils are falling behind</p> <p>Timely intervention will be put in place to support groups of pupils and enable them to catch up</p>
<p><i>All disadvantaged pupils to make expected progress with reading and receive additional intervention and support particularly when they do not receive this support from home.</i></p>	<p>Pupils will be identified early when not making expected progress.</p> <p>Catch up interventions will be delivered to support fluency and retrieval.</p> <p>High interest books for all levels will be purchased to inspire pupils to want to be readers.</p>
<p>This is a strength although staffing intervention can be tricky. Phonics lead monitors closely and observes regularly. Additional catch up materials and books have been purchased particularly to support those pupils higher up the school.</p>	
<p><i>Small group work / targeted intervention will ensure that key gaps in learning are identified and are effective in providing support to close these gaps with immediate catch up for maths.</i></p>	<p>Key areas of learning will be identified using both formative and summative assessments</p> <p>Staff will be appropriately trained</p>

	<p>Interventions will be of a high quality with pupils working in small groups</p> <p>Impact of intervention will be assessed at least half termly and changes made if necessary</p> <p>Interventions will narrow gaps</p>
<p>Intervention is regularly reviewed and impact assessed. Support staff have received training and there is impact seen.</p>	
<p><i>Attendance of disadvantaged pupils to be at least equal to that of their peers and not below national.</i></p>	<p>Attendance will be monitored closely and immediate intervention will be put in place</p> <p>Support will be given to families through external agencies / Family Support Worker involvement</p> <p>Attendance will be equal to non-disadvantaged pupils</p>
<p><i>Parental engagement of disadvantaged pupils improves and these parents are able to play an active role in their children's education.</i></p>	<p>Parents of disadvantaged pupils will attend parent meetings and develop strategies to support their children with their learning</p> <p>Family Support Worker to work closely with these families to identify barriers and work to remove these</p>
<p><i>To support the mental health of all pupils and raise attainment particularly for those pupils who are disadvantaged</i></p>	<p>All staff will receive training about attachment disorder</p> <p>Whole school strategies will be developed to support pupils who need support around mental health / self-esteem</p> <p>Pupils' self-esteem will increase, and they will display high aspirations for themselves</p> <p>School to complete 'Attainment and Well Being' Award</p>
<p><i>Disadvantaged pupils to have the same opportunities as non-disadvantaged pupils including access to extra-curricular activities</i></p>	<p>School will ensure that there are the same opportunities for disadvantaged pupils and will actively encourage these children to partake in a range of extra-curricular activities including music, performance, theatre, sporting activities.</p> <p>Engagement of disadvantaged pupils in extracurricular activities will increase.</p>

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: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of English and Maths teaching and curriculum in line with EEF guidance.</p> <p>We will fund teacher and English / Maths lead time to ensure that appropriate CPD is received to enhance the teaching of English across school.</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise and curriculum development,.</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Develop the use of formative and summative assessment to ensure that key gaps are identified, and that timely intervention is put in place.</p> <p>Ensure that any feedback given moves pupils learning forwards a</p> <p>Allow time for standardised test to be analysed with members of SLT.</p>	<p>Schools should focus on the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Standardised tests can provide reliable insights into specific weaknesses of each pupil to help ensure that they receive the correct additional support through interventions or teacher instruction.</p> <p>Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p>	4
<p>Provide coaching for those teachers who may need more support with high quality teaching or with assessment analysis.</p>	<p>The quality of teaching has the greatest potential to make the biggest difference to children and young people's learning.</p>	1, 4

Upskill support staff with appropriate approaches and pedagogy to teaching interventions, eg explicit instruction, effective feedback and scaffolding	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.	1
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide small group support to teach reading comprehension strategies based on gaps learning	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	1
Provide small group work/ 1:1 support for pupils when identifying misconceptions / gaps in learning.	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.	1,4
Provide high quality, targeted intervention for phonics for pupils in KS1 and KS2 as appropriate	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds	1
Provide small group work / individual tutoring to support the teaching of mathematical concepts particularly rapid recall of multiplication facts.	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.	1,4

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

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide homework club one night per week	Homework has a positive impact on average (+ 5 months) Feedback on homework had higher impacts on learning.	5

Fund all pupils to enable them to have access to all extra curricular activities including music lessons and residential	<p>Evidence is limited but this will support pupils' capital cultural experiences which are a key part of the curriculum.</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p>	5
Provide specialist support those pupils who are struggling with mental health including those with attachment disorder.	Evidence is limited but pupils with improved mental health generally perform better academically and have higher self esteem.	2
Increase pupil attendance to ensure that it is equal to attendance of non Pupil Premium pupils	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Children who are absent for substantial parts of their education fall behind and struggle to catch up.</p>	4

Total budgeted cost: £40,000 currently allocated

£3,700 still to be allocated.

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 2021 to 2022 academic year.

Across school 83% of teaching was at least consistently good and where this was not the case, additional support measures were put in place and relevant CPD identified for these members of staff. This included coaching. At the end of the year teacher assessment showed that for pupils in KS1 50% (2 children) made expected progress from their starting points for reading, writing and maths. In Key Stage 2, all disadvantaged pupils made expected progress from their starting points with 75% of disadvantaged pupils achieving ARE in all 3 areas.

Disadvantaged pupils in Reception did not achieve as well as their peers and this is an area for development in Year 1.

All pupils in Key Stage 1 had access to additional phonics intervention and progress could be seen to be made even when pupils did not achieve the required standard. The reason for this was that these pupils also had a cognitive difficulty which was a barrier to their learning. The introduction of the Little Wandle phonics scheme had a positive impact on pupil attainment. The Phonics lead monitors closely and observes regularly. Additional catch up materials and books have been purchased particularly to support those pupils higher up the school.

School led tuition funding was used to provide 1:1 / small group support for pupils in Key Stage 2. This was shown to increase self esteem and motivation and ensured that pupils achieved at least expected progress. The progress that pupils in Year 6 made in reading and writing was rapid.

Liaison continues with CSAWs to support attendance at school. Support is offered to families through school, CSAWs and, where necessary the Inclusion Team. 3/15 FSM pupils are currently classed as having PA and are being closely monitored. Letters have been sent and follow up where needed. Overall attendance of PP pupils is still below that of other – 90.4% PA as opposed to 92.4% all children

44% of PP children accessed some extra curricular / music provision last year and the disadvantaged pupils who attend Kidzone are being given the opportunity to access a range of activities here and over the next term and a half we will look to increase clubs and look at what may interest these children.

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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.