

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	214
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Adam Watson Executive Principal
Pupil premium lead	Aly Steele Head of School
Governor / Trustee lead	David Porter Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,880
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£10,160

# Part A: Pupil premium strategy plan

## Statement of intent

Our goal is for all students, regardless of their background or the challenges they encounter, to make significant progress and achieve high levels of attainment in all subjects. Our pupil premium strategy is designed to support disadvantaged students in reaching this objective, including those who are already performing well.

We will address the challenges faced by vulnerable students, such as those with a social worker or young carers. The activities outlined in this statement are intended to support their needs, whether or not they are disadvantaged, and are based on research from the Education Endowment Foundation (EEF).

Quality first teaching (QFT) is central to our approach, with an emphasis on areas where disadvantaged students need the most support. This method has been shown to be the most effective in closing the attainment gap for disadvantaged students, while also benefiting non-disadvantaged students. Our goal is for the attainment of non-disadvantaged students to be maintained and improved alongside the progress of their disadvantaged peers.

Careful planning of school-led tutoring will be crucial in helping to close the gaps for students whose education has been most negatively impacted, including those who are not disadvantaged.

Our approach will be responsive to both common challenges and individual needs, grounded in thorough assessment rather than assumptions about the effects of disadvantage. The strategies we have adopted work together to help students excel. To ensure their effectiveness, we will:

- Challenge disadvantaged students with the work they are given
- Intervene early when needs are identified
- Implement a whole-school approach where all staff are responsible for the outcomes of disadvantaged students and raise expectations for their achievements

## 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 that <b>oracy</b> is key and that there are vocabulary gaps which are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with <b>phonics</b> than their peers which can negatively impact their development as readers.
3	Our assessments and observations indicate that the education and well being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in gaps, particularly in <b>writing</b> at St Margaret's.
4	Regular observations and discussions with pupils, parents / carers and staff about possible barriers which may affect pupils' social and emotional learning. A newly trained ELSA to support can increase positive pupil behaviour, mental health and well-being, and academic performance.
5	<b>High, increasing levels of children with SEND.</b> 47% of Pupil Premium children are also on the SEND register; there are educational barriers for many of our pupils to reach the expected national standard.
6	<b>EBSA</b> - we have an increasing number of children who are struggling to attend school through high anxiety, and specific educational needs which is causing a barrier to being able to learn.

## 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 oracy and language skills among disadvantaged pupils	Assessments and observations indicate significantly improved <b>oracy</b> among disadvantaged pupils. This is evident through learning walks, pupil interviews, book looks, engagement in lessons and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/2025 show more than 100% of disadvantaged pupils meet the expected standard.

Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/2025 show more than 100% of disadvantaged pupils meet the expected standard.
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## 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: £12,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To embed the use Pixl to ensure standardised diagnostic assessments and therapies to support can be used. This is to be rolled out across all year groups</p> <p>Training for staff to ensure 'therapies' (interventions) are chosen carefully and implemented properly</p>	<p>Standardised tests can provide reliable information about specific strengths and weaknesses for each pupil. Within PiXL specific areas are picked out and 'therapies' (interventions) used to ensure that pupils receive the correct support.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</a></p>	1, 2, 3, 5
<p>Carefully planned CPD using Rosenshines Principals (very specifically retrieval) also supporting the embedding of Oracy across the school using techniques delivered during the teacher days. This can support children in articulating their ideas across all curriculum areas</p>	<p>There is a strong evidence base that suggests oral language interventions including dialogic activities such as high-quality classroom discussion are inexpensive to implement with high impacts on reading:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Also research based approach in school using: "Transform Teaching and Learning through Talk: The Oracy Imperative" Amy Gaunt &amp; Alice Stott and 'Rosenshines Principles of Instruction'</p>	1, 2, 3, 5
<p>Training of more staff in the delivery of Sounds-write phonics to</p>	<p>Systematic phonics approaches have a strong evidence base to support a positive impact on reading.</p>	2, 3, 5

secure stronger phonics teaching for all pupils. (Beginning to roll out the training into KS2 to support spelling and reading)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	
Develop the effectiveness of teaching across the school using professional development groups and peer to peer support.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a>	1, 2, 3, 5

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

Budgeted cost: £31,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further support, particularly looking at those KS2 children who need the additional support	Systematic phonics approaches have a strong evidence base to support a positive impact on reading. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of 12 weeks. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2, 3, 5
Engaging with the National Tutoring Programme (using school led tutors) to provide a blend of tuition, mentoring and school led tutoring for pupils whose education has been most	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> EEF's Teaching and Learning Toolkit shows that if tuition is high-quality and	3

<p>impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are higher attainers.</p>	<p>aligned to classroom teaching, pupils can make up to five months additional progress. It can be particularly effective for socio-economically disadvantaged pupils too.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/new-eef-guide-making-a-difference-with-effective-tutoring?mc_cid=3ea34e4082&amp;mc_eid=b2d1c36704">https://educationendowmentfoundation.org.uk/news/new-eef-guide-making-a-difference-with-effective-tutoring?mc_cid=3ea34e4082&amp;mc_eid=b2d1c36704</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,272

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training of an additional ELSA to support the mental health and well being of both disadvantaged and non disadvantaged pupils, to encourage effective social and emotional learning. Mental health continues to be an increasing concern, especially children displaying <b>EBSA</b>.</p>	<p>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</p> <p><a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a></p>	<p>4</p>
<p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

SEND assessments for PP children	<p>Early identification to identify support and needs to ensure QFT is happening and that SEND children are included. “In an inclusive school, pupils with SEND are not just in the school, they are part of the school—they have the same opportunity as their peers to benefit from the highest quality teaching the school can provide”</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	5
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**Total budgeted cost: £49,492**

## **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 2023 to 2024 academic year.

Last year, staffing continued to be disrupted due to illness from the pandemic. Early-year data shows the impact of these disruptions, but it also indicates that the measures we implemented allowed children to make progress from their individual starting points throughout the year.

Quality first teaching and interventions were prioritised for all students, including those eligible for pupil premium, and this focus remains. The use of both the CUSP curriculum and carefully chosen PiXL interventions for pupils has ensured good progress has been made. We effectively utilised our School Led Tutoring allocation to provide some of these quality interventions aimed at closing learning gaps as well as carefully planning where higher numbers of staff was needed.

Quality CPD from RISE for all staff has helped to raise everyone's pedagogical understanding of cognitive science

Having well-trained ELSAs (Emotional Literacy Support Assistants) and staff able to work with individual children has ensured the well-being of all students, including those who are disadvantaged. This support has encouraged regular school attendance and enabled access to quality teaching and learning. Programs such as Forest School, Gardening Club, Epic Apes, and Positivity Club, along with various therapeutic options including art therapy, help us maintain a strong focus on mental health for our students.

Offering a range of enrichment activities, including music, trips, and clubs, has also motivated children to attend school and be ready to learn.

**Attendance** 2022-2023 for those eligible for pupil premium: **95%**

Percentage at Expected Standard (This includes FSM, Ever-6, PLAC)  
(Attainment)

Student Group	R,W,M combined	Reading	Writing	Maths
Year 2 PP 3 chn (End of KS1) (inc 1 SEND)	<b>33%</b>	<b>67%</b>	<b>67%</b>	<b>67%</b>
Year 6 PP 3 chn (inc 2 SEND 1EHCP)) (End of KS2)	<b>33%</b>	<b>33%</b>	<b>33%</b>	<b>33%</b>
Student Group	Phonics (Y1)	GLD (Reception)		
Reception PP 2 chn (inc 1 SEND)	<b>N/A</b>	<b>50%</b>		
Year 1 PP 4 chn (inc 1 SEND)	<b>50%</b>	<b>N/A</b>		

## 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)

### **Planning, implementation and evaluation**

When making decisions about our pupil premium strategy, we reflected on previous years spendage, what has worked well and what not so well. Through internal data, observations and discussions with parents / carers, teachers and pupils we identified different barriers and challenges.

We used various reports and research to read about effective use of pupil premium. The EEF's implementation guidance was used to help us develop our strategy, especially in working out which approaches are likely to work in our school and we will continue to use this through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.