

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	219
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Adam Watson Executive Principal
Pupil premium lead	Aly Steele Head of School
Governor / Trustee lead	Sheila Grice Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,659
Recovery premium funding allocation this academic year	£4,785
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	£59,444

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. It is also based on research conducted by EEF.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap, whilst at the same time benefiting the non-disadvantaged pupils in our school too. Our intention is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

This strategy is integral to support wider school plans for education recovery, National Tutoring Programme (using a school led tutoring approach) for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adapt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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 oracy 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 phonics 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 writing 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	High, increasing levels of children with SEND. 40% 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.

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 oracy 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.

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: £3,900

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>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p>	<p>1, 2, 3, 5</p>
<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Also research based approach in school using: "Transform Teaching and Learning through Talk: The Oracy Imperative" Amy Gaunt & Alice Stott and 'Rosenshines Principles of Instruction'</p>	<p>1, 2, 3, 5</p>
<p>Training of more staff in the delivery of Sounds-write phonics to secure stronger phonics teaching for all pupils. (Beginning to roll out the training into KS2 to support spelling and reading)</p>	<p>Systematic phonics approaches have a strong evidence base to support a positive impact on reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2, 3, 5</p>
<p>Develop the effectiveness of teaching across the school using professional development groups and peer to peer support.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-</p>	<p>1, 2, 3, 5</p>

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

Budgeted cost: £43,561

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	<p>Systematic phonics approaches have a strong evidence base to support a positive impact on reading.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of 12 weeks.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	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 impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are higher attainers.	<p>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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>EEF's Teaching and Learning Toolkit shows that if tuition is high-quality and 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>https://educationendowmentfoundation.org.uk/news/new-eef-guide-making-a-difference-with-effective-tutoring?mc_cid=3ea34e4082&mc_eid=b2d1c36704</p>	3

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

Budgeted cost: £11,982 (inc £5,083 contingency)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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 https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning	4
Contingency fund for acute issues	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.	All
SEND assessments for PP children	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" https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	5

Total budgeted cost: £59,444

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.

There continued to be disruption for many of our pupils last year, and especially up until the end of the spring term due to Covid-19 impact with both disruptions in staffing and

Data demonstrates the impact early in the year, but due to the measures put in place, it also demonstrates that these children have made progress throughout the year.

The impact was mitigated by maintaining quality first teaching including during periods where pupils were accessing Google Classroom and 'live teaching' from home and through careful planning from teachers and staff who at times had to be working from home. Interventions were carefully considered, using PiXL therapies and National Tutoring Programme interventions.

Quality first teaching and interventions remained a priority throughout the school year for all children including those eligible for pupil premium and continues to do so.

Ensuring we have well trained ELSA's and staff who are able to work with individual children has meant that well-being of all children including those who are disadvantaged is good, giving them the tools to want to attend school and ensuring they are able to access quality teaching and learning. For some children, they have also been accessing 'art therapy'. Mental health remains a key area for all pupils.

Being able to offer a range of enrichment activities including music, trips and clubs has also meant children want to be in school ready to learn.

Attendance 2021-2022 for those eligible for pupil premium: **94%**

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

Student Group	R,W,M combined	Reading	Writing	Maths
Year 2 PP 3 chn (End of KS1)	33%	67%	100%	33%

Year 6 PP 6 chn (inc 2 SEND) (End of KS2)	67%	67%	83%	83%
Student Group	Phonics (Y1)	GLD (Reception)		
Reception PP 4 chn (inc 1 SEND)	N/A	50%		
Year 1 PP 4 chn (inc 1 SEND)	75%	N/A		

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.