

# St Margaret's CE Primary School

## Pupil Premium Strategy Statement 2020 – 2021

Pupil Premium Lead: Mrs H. Tait Pupil Premium Governor: Mr. M. Berriman

### 1. Rationale

At St. Margaret's CE Primary School we believe that our practice is developed to ensure the individual needs of our pupils are met, including those of our most vulnerable pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. All our work through the Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and non – Pupil Premium both within school and nationally. It is our desire that no pupil is left behind and we use our pupil premium funding effectively to achieve this.

### 2. Reception – Year 6 Pupil Premium Funding

Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children/ Post LAC	Number of Service Children
27	14 Per Pupil: £1,320	13 Per Pupil: £1,320	4 Post LAC-Per pupil £2,300	Per Pupil £300 2

\*Looked After Children receive £2,300 with £600 being retained centrally by the Durham Local Authority. This varies for other Local Authorities

3. 2019 – Disadvantaged pupils outcomes								
EYFS – 2 pupils (disadvantaged)								
Good Level of Development – 2 pupils disadvantaged	School FSM	NA Other 2019	School diff	Nat diff 2019				
	100%	75%	+25%	-19%				
<b>KS1</b> Y2 – 2 pupils (disadvantaged)	Expected Standard				Greater Depth Standard			
	School Dis	NA Other	School diff	Nat diff 2018	School Dis	NA Other	School diff	Nat diff 2018
Reading	100%	79%	+21%	-19%	100%	29%	+71%	-16%
Writing	100%	74%	+26%	-21%	100%	18%	+82%	-11%
Maths	100%	80%	+20%	-19%	100%	25%	+75%	-14%
<b>KS2</b> Y6 - 4 pupils (disadvantaged)	Expected Standard				Higher/ Greater Depth Standard			
	School Dis	NA Other	School diff	Nat diff 2018	School Dis	NA Other	School diff	Nat diff 2018
Reading	50%	80%	-20%	-16%	25%	33%	-8%	-15%
Writing	100%	83%	+17%	-16%	0%	24%	-24%	-13%
Maths	75%	81%	+6%	-15%	0%	28%	-28%	-14%
GPS	100%	78%	+22%		25%	36%	+11%	
RWM combined	25%	70%	-45%	-19%	0%	12%	-12%	-8%

4. 2018 KS1 – KS2 VA Progress (Disadvantaged)				
Average VA	School Disadvantaged	National other	School Difference	Nat gap 2018
Reading	-1.11	0.3	-1.41	-0.9
Writing	2.91	0.3	+2.61	-0.8
Maths	2.98	0.3	+2.68	-1.0

5. Internal Barriers to Future Attainment		
Barriers		Desired Outcomes
<b>A</b>	Some pupils who are eligible for Pupil Premium do not enter early years at age related-expectations in the area of communication and language. This means they need to make more progress than their peers to catch up that gap.	Pupils eligible for Pupil Premium in reception make rapid progress in the area of communication and language – so that a higher proportion of PP meet ARE by the end of each key stage. High quality provision both indoors and outdoors help supports PP children meet ARE in communication and language.
<b>B</b>	Emotional resilience of pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.	Improve emotional resilience for pupils eligible for PP. Lesson observations will demonstrate pupils’ learning desire and good behaviours.
<b>C</b>	Outcomes for some pupils eligible for PP are not as strong as others nationally in reading.	End of year data confirms that all disadvantaged pupils are making at least expected progress in reading.
<b>D</b>	Outcomes for some pupils eligible for PP are not as strong as others nationally in mathematics.	End of year data confirms that all disadvantaged pupils are making at least expected progress in mathematics.

<b>E</b>	The range of opportunities for pupils eligible for PP is very low when compared with their peers. This can affect relationships in school, self-esteem and academic progress.	Pupils eligible for PP access the same life chances as their academic peers which will raise their self-esteem, confidence, academic progress and through these first hand experiences apply their skills for the new learning across the curriculum.
<b>6. External Barriers to Future Attainment (issues which also require action outside school, e.g. low attendance rates)</b>		
<b>Barriers</b>		<b>Desired Outcomes</b>
<b>F</b>	Low attendance rates for some PP children impacts on their learning. This means they are constantly having to catch up to their peers.	Increased attendance rates for PP children.
<b>G</b>	Less engagement in home reading by adults and opportunities to support and value reading.	Increased engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.

## 7. Pupil Premium Planned Expenditure

	Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data	Evaluation <b>(Autumn, Spring, Summer)</b>
<b>A</b>	Continued good outcomes for Pupil Premium pupils within Early Years	Use Speech and Language Link for all PP children.  Update staff training	Studies of communication and language approaches consistently show positive benefits for young children’s learning. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. (EEF High performing schools direct resources towards the Early Years Foundation Stage (DfE Supporting the attainment of disadvantaged pupils August 2018))	Speech and Language Link -£700 CPD costs- £500  <b>Cost- £1200</b>	100% children in 19-20(2) achieved CLL+R+W compared to 88% in the cohort and 72% national other.	<p style="color: red;">Presently no children in receipt of pupil premium in Reception- 1 PP child left to attend another school. 58/59 children children have been assessed with Learning Link (1 child has not due to her SEND needs). 2/58 have not passed, though some were low passes. Children will be reassessed on their return in March.</p> <p style="color: orange;">There continue to be no children in receipt of PP in Reception. The Government funded NELI (Nuffield Early Language Intervention) assessment was carried out. 55/58 children were assessed at being average or above, 35 children were above average and 3 children were identified as being much below. 2 of these children are on the SEN register and 1 child arrived in the country during lockdown, with no English. These children are taking part in a 20 week intervention to address their individually identified needs.</p>

						EYFS- 82% achieved GLD (49 pupils) 18% not achieved GLD (11 pupils- 4 of which are SEN; 2 EAL)
<b>B / E</b>	Emotional resilience of pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.	<p>Train a member of staff to deliver Thrive.</p> <p>Continue to fund a school counsellor through the Counselling SLA</p> <p>Ensure parents of children in receipt of PP are aware that they can use PP to fund residential visits and other enrichment activities</p>	NFER report stresses the importance of deploying staff effectively and how interventions which target social and emotional needs can have an impact on learning. Extensive research points to the benefits of developing resilience and raising self-esteem through allowing children opportunities to engage in outdoor adventure. High performing schools subsidise trips and extra-curricular activities for disadvantaged pupils. (DfE Supporting the attainment of disadvantaged pupils August 2018)	<p>Thrive training- £1500</p> <p>Thrive resources- £200</p> <p>Counselling SLA- £6000</p> <p>Extra hours- £500</p> <p>TA time for Thrive 2x hours/week)- £1152</p> <p>Musical tuition and instrument hire-£1500</p> <p>Residential visits &amp; trips- £3500</p> <p>Extra curricular</p>		<p>A second member of staff has been funded to train as a Thrive practitioner and begins their training in March. Pupil mental health is a key priority of our Recovery Curriculum following this 3<sup>rd</sup> lockdown.</p> <p>The counsellor now works for us for a full day and is working with 4 children on a 1-1 and a group of Y6 girls. 3 of these children are in receipt of PP. We are presently supporting 3 children to access music tuition and instrument hire.</p> <p>A second member of staff has begun her training to be a Thrive practitioner. Timetabling and early identification for children requiring support in KS1 is underway. PP has also been used to fund Y6 hoodies. PP continues to be used to fund 3 children for musical tuition and instrument hire. Children in receipt of PP are prioritised for spaces in extra-curricular activities.</p>

				activities - £350 Cost: <b>£14802</b>		PP continues to be used to fund 3 children for musical tuition and instrument hire. PP used to support residential visits (21-22) for 4 children.
C	Children eligible for PP will make good progress from starting points in reading, and gap between PP children and national other in reading will narrow.	Purchase reading books, phonetically matched to phase.  Up skill staff in the planning and teaching of reading	Research shows that when phonics is taught in a structured way, starting with the easiest sounds and progressing through to the most complex, it is the most effective way of teaching young children to read. It is particularly helpful for 5- to 7-year-old children (DFE 2013) Successful schools adopt a whole school approach to their use of the pupil premium that delivers on the full potential of every pupil, including nurturing their more able pupils to excel. Successful schools deploy the best staff to	Class set of phonetically matched reading books - £800  Phonics e-books- £450  CPD costs- £1500  Y6 small group (5.75 hrs)- £8740	50% (2/4) of children eligible for PP achieved a scale score of at least 100 at the end of KS2 compared to 73% national other. 25% (1/4) achieved a high score of over 110 at the end of KS2 compared to 27% national other.  The average value added	Extra phonic based reading books bought. Bug Club and Oxford Owls purchased as on-line resources to support remote learning across the school. Staff training in use of Google Meet to deliver live phonics and reading lessons, including 1-1 reading. Paying to deliver NTP.
						NTP and Catch Up Premium targeted at PP children who require it. Phonics training has been provided for all staff. Live phonics teaching and 1-1 reading was delivered remotely through lockdown. 1-1 reading and phonics interventions continue to support all children not making ARE in these areas.

		Arrange 1-1 high quality reading sessions for PP children below ARE in reading	support their most disadvantaged pupils, and use their resources to develop the skills and roles of their teachers and teaching assistants.	1-1 teacher session- £2100  <b>Cost: £13,590</b>	progress score in reading for children eligible for PP was 0.1 compared to - 0.6 national other progress score.	NTP and Catch UP programmes completed. Y6 children in receipt of PP were taught within a small group of 1-10 children.  83% 5/6 children in receipt of PP at the end of KS2 met expected standard in Reading. 67% (2/3) children in receipt of PP met expected standard in Reading.
<b>D</b>	Children eligible for PP will make good progress from starting points in mathematics, and gap between PP children and national other in mathematics will narrow.	Up skill staff in the planning and teaching of mathematics  Arrange 1-1 maths sessions for PP children below ARE in mathematics	Successful schools adopt a whole school approach to their use of the pupil premium that delivers on the full potential of every pupil, including nurturing their more able pupils to excel. Successful schools deploy the best staff to support their most disadvantaged pupils, and use their resources to develop the skills and roles of their teachers and teaching assistants.	Cpd costs - £800  Y6 small group (5 x hrs/ week)-£8666  High quality Maths resources- £500  <b>Cost: £9966</b>	75% (3/4) children eligible for PP achieved a scale score of at least 100 compared to 68% other. 0/4 children eligible for PP achieved a high score of over 110 at the end of KS2 compared to 16% nationally. The average value added progress score in maths for children eligible for PP was	Staff training in use of Google Meet to deliver live maths lessons remotely, including 1-1 support. Paying to deliver NTP. On-going staff training in delivery of Mastery Maths approach. Staff were well supported during lockdown through the purchase of White Rose Maths to remotely deliver Mastery Maths. Staff training in the use of 'Ready to Progress' criteria has meant that children are provided with a succinct and targeted mathematics curriculum, ensuring that any key gaps are identified and filled before moving on. Catch Up interventions and NTP continue to be funded to support children not yet meeting age related expectations.  Maths lead led staff training in developing fluency and variation in



					104.5 compared to 103 national other progress score.	<p>Maths. NTP and Catch UP programmes completed. Y6 children in receipt of PP were taught within a small group of 1-10 children.</p> <p>50% (3/6) children in receipt of PP at the end of KS2 met expected standard in Maths but all made expected progress from their starting points.</p> <p>67% (2/3) children in receipt of PP at the end of KS1 met expected standard in Maths, but all made expected progress from their starting points.</p>
F	Children eligible for PP will make good progress as a result of improved attendance and the gap between PP children's attendance and national other will narrow.	HT to chase up all absences/persistent lateness for PP children and arrange meetings with parents to encourage good attendance	Research has shown that overall absence has an impact on attainment. (DFE: The link between absence and attainment at the end of KS2 and KS4-March 2016) Successful schools encourage good attendance.	HT time  <b>Cost: £0</b>	Children eligible for PP were absent on average for 3.7% of sessions (over the first 2 terms of 2018/19) compared 2.8% sessions for children not eligible for PP.	<p>Attendance figures impacted by needs of children to self isolate. Attendance for children in receipt of pp over the Autumn Term was 97.02% compared to 97.75 for non pp.</p> <p>All children in receipt of PP were offered a place in school during the most recent lockdown. Attendance up to and including 18<sup>th</sup> May 21 shows a similar pattern to last term and is impacted by the needs of individuals to isolate; PP average attendance to date is 94% compared with a whole school figure of 95.2%.</p> <p>As a result of careful monitoring and proactive intervention, attendance data shows an improvement for children in receipt of PP being absent for 2.8% sessions from the return from lockdown to the end of the academic</p>

						year, compared with 2.6% sessions for the whole school.
<b>G</b>	Children eligible for PP will develop a love of reading and will have increased opportunities to read regularly	<p>Timetable 1-1 sessions for PP children to read in school.</p> <p>Upskill staff in encouraging a love of reading among the children in their class.</p> <p>Order further reading resources linked to interests of children eligible for PP.</p> <p>Plan and deliver a session on reading at home for parents.</p>	Successful schools adopt a whole school approach to their use of the pupil premium that delivers on the full potential of every pupil, including nurturing their more able pupils to excel. Successful schools deploy the best staff to support their most disadvantaged pupils, and use their resources to develop the skills and roles of their teachers and teaching assistants.	<p>CPD costs - £1000</p> <p>High quality reading resources- £1000 (inc. First News- £500)</p> <p><b>Cost: £2500</b></p>	<p>50% (2/4) of children eligible for PP achieved a scale score of at least 100 at the end of KS2 compared to 73% national other.</p> <p>25% (1/4) achieved a high score of over 110 at the end of KS2 compared to 27% national other.</p> <p>The average value added progress score in reading for children eligible for PP was 0.1 compared to - 0.6 national other progress score.</p>	<p>Reading for pleasure regularly timetabled and actively encouraged across the school. Published authors deliver workshops. Teachers read daily to children (remotely when necessary). High quality story books/ class sets purchased to support reading for pleasure- chosen and planned for by Lit Co.</p> <p>Reading for pleasure continued to be encouraged during lockdown and included a successful World Record breaking event to hold the longest on-line reading relay. Teachers read regularly to their classes over Google Meet.</p> <p>All children have had a planned diet of excellent reading books shared both in school and at home. This continued for any children isolating at home via Google Meet. Pupil voice tells us that children enjoy reading and listening to stories in school.</p>

## 8. Budget Summary

Desired Outcome		Cost
A	Continued good outcomes for Pupil Premium pupils within Early Years	<b>£1200</b>
B/E	Emotional resilience of pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.	<b>£14802</b>
C	Children eligible for PP will make good progress from starting points in reading, and gap between PP children and national other in reading will narrow.	<b>£13,590</b>
D	Children eligible for PP will make good progress from starting points in mathematics, and gap between PP children and national other in mathematics will narrow.	<b>£9966</b>
E		
F	Children eligible for PP will make good progress as a result of improved attendance and the gap between PP children's attendance and national other will narrow.	<b>0</b>
G	Children eligible for PP will develop a love of reading and will have increased opportunities to read regularly	<b>£2500</b>
<b>Total Budget Spent</b>		<b>£42'058</b>

## Governance

### Monitoring The Effectiveness & Impact of Pupil Premium Performance

Pupil Premium Governor: Mark Berriman (presently covered by Gianna Ulyatt)

Pupil Premium Meeting

Autumn:

Spring:

Summer:

#### Autumn Summary:

<b>Data</b>	<b>Are teachers in all years groups keeping track of progress and outcomes for PP children?</b> Yes they are. PP children are highlighted in class data, so their outcomes can be discussed in detail.
<b>Section C</b>	<b>Who is teaching phonics and reading and are they sufficiently trained?</b> Teachers have all had recent and relevant phonics and reading training, including tutors for the National Tutor Programme. In addition, there is strong collegiate support and expertise within school. Teaching is whole class based with additional support offered. During lockdown, phonics/ reading teaching remained a priority both in school and remotely.
<b>Section D</b>	<b>Who is teaching mathematics and are they sufficiently trained?</b> The mathematics coordinator is a hub leader and she makes sure staff are well trained in teaching this subject to children of all abilities. She offers strong support when needed.
<b>Section F</b>	<b>Is the difference in attendance figures acceptable?</b> Yes it is, however we are working hard to improve it further. The school is vigilant, keeps track of any unexplained absences and puts measures in place to address them.
<b>Section G</b>	<b>Are they encouraged to use the library?</b> All children have good access to books. Following book fairs, the school may consider supporting parents of children in receipt of free school meals in the purchase of books that their child has specifically chosen. This will help towards engendering a love of books.
<b>General Information</b>	A new PP child of Year 1 will be joining the school and there is financial support available. One teacher who is working from home is supporting Catch-up via the internet and is also listening to individuals reading this way.

## Spring Summary

<b>Data</b>	<p><b>Are teachers in all years groups keeping track of progress and outcomes for PP children?</b> Yes they are. PP children are highlighted in class data, so their outcomes can be discussed in detail. PP children were encouraged to come into school during the lockdown. Engagement with remote learning was carefully monitored by class teachers and any disengagement was rigorously followed up. The vast majority of our PP children engaged well with remote learning if they were not in school and good progress was made.</p>
<b>Section C</b>	<p><b>Who is teaching phonics and reading and are they sufficiently trained?</b></p> <p>Teachers have all had recent and relevant phonics and reading training, including tutors for the National Tutor Programme. In addition, there is strong collegiate support and expertise within school. Teaching is whole class based with additional support offered. Phonics teaching remained a priority in EYFS and KS1 over the lockdown.</p>
<b>Section D</b>	<p><b>Who is teaching mathematics and are they sufficiently trained?</b> The mathematics coordinator is a hub leader and she makes sure staff are well trained in teaching this subject to children of all abilities. She offers strong support when needed. Remote learning plan provided continuity for pupils during the Spring term lockdown, ensuring learning built systematically and sequentially upon work taught within school. A high level of engagement and lots of positive feedback from remote learning during Spring term. In particular, parents welcomed the introduction of 'Class kick' as a way of providing more flexibility for completing work and accessing support and feedback. from class teacher specific staff training in fluency was delivered by the co-ordinator and EYFS staff were</p>
<b>Section F</b>	<p><b>Is the difference in attendance figures acceptable?</b></p> <p>Yes it is, however we are working hard to improve it further. The school is vigilant, keeps track of any unexplained absences and puts measures in place to address them. Lockdown and isolation have affected attendance figures, however the majority of PP children attended school throughout.</p>
<b>Section G</b>	<p><b>Are they encouraged to use the library?</b></p> <p>Use of a published author and the opportunity to be part of a world record breaking opportunity for the longest on-line reading relay all helped to ensure reading remained a focus within school during lockdown.</p>
<b>General Information</b>	<p>One teacher who is working from home is supporting Catch-up via the internet and is also listening to individuals reading this way.</p>

Summer Summary:

<b>Data</b>	<p><b>Are teachers in all years groups keeping track of progress and outcomes for PP children?</b></p> <p>Teachers continue to keep a careful track of data relating to PP children. Effective use was made of Ready to Progress Criteria. The vast majority of children made good progress from their starting points in Reading Writing and Maths. A detailed hand over has taken place between present and new teachers, highlighting the specific needs of all children but with a particular focus on vulnerable and disadvantaged children.</p>
<b>Section C</b>	<p><b>Who is teaching phonics and reading and are they sufficiently trained?</b></p> <p>Phonics resources were reviewed in the light of Government Guidance, with Phonics Bug replacing Letters and Sounds. Teachers have received training in the new scheme and new reading books have been purchased to support it.</p>
<b>Section D</b>	<p><b>Who is teaching mathematics and are they sufficiently trained?</b></p> <p>Meetings have been a useful way of supporting class teachers with planning and curriculum prioritisation across the year. Maths lead met with each year group to identify priority areas for catch up based on long term planning, and progress data.</p>
<b>Section F</b>	<p><b>Is the difference in attendance figures acceptable?</b></p> <p>Yes it is, however we are working hard to improve it further. The school is vigilant, keeps track of any unexplained absences and puts measures in place to address them. Lockdown and isolation have affected attendance figures, however the majority of PP children attended school throughout.</p>
<b>Section G</b>	<p><b>Are they encouraged to use the library?</b></p> <p>All children continue to have good access to books on return to school following the lockdown.</p>
<b>General Information</b>	<p>One teacher who is working from home continues to support with Catch-up via the internet and is also listening to individuals reading this way. Effective induction carried out for children new to the school this term.</p>

**Review Date**

July 2021.