

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	7
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21-24
Date this statement was published	draft
Date on which it will be reviewed	March 22
Statement authorised by	Draft (GB meeting 2.12.21)
Pupil premium lead	Helen Tait
Governor / Trustee lead	Gianna Ulyatt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35'590
Recovery premium funding allocation this academic year	£4'060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£41'450

Part A: Pupil premium strategy plan

Statement of intent

At St. Margaret's CE Primary School our vision for all is to '...let your light shine' - this includes 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.

Challenges

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

Challenge number	Detail of challenge
1	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.
2	Emotional resilience of some 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.
3	Due to low starting points in verbal communication and language, along with disruption to learning as a result of Covid, some Year 1 pupils struggled to meet the phonics standard at the end of the year (76.8% of Y1 pupils met the expected standard in phonics in 2021). This slows their progress in all curriculum areas that demand effective reading strategies.
4	All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.
5	Low attendance rates for some Pupil Premium children impacts on their learning. This means they are constantly having to catch up to their peers.

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
Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.	Pupil Premium children meet a Good Level of Development.
Improve emotional resilience for all pupils through use of TA support, staff training and intervention.	Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours.
Y1 and Y2 phonics resits confirm that increased proportions of pupils meet the standard.	% of pupils meeting the expected standard in phonics improves from 2021.
Provide children with high quality teaching and feedback to ensure progress in lessons.	Increased proportions of pupils will reach ARE in English and Maths across the school.
Increase attendance rates for PP children.	There are increased attendance rates for Pupil Premium children.

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: £34'325

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Nuffield Early Language Intervention with all EYFS children across the year using a teaching assistant to enhance staffing levels.	<p>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. A 2016 randomised controlled trial found a positive impact of four months' additional progress for the Nuffield Early Language Intervention.</p> <p>EEF toolkit: Communication and language approaches - additional 6 months progress NELI - additional 10 months progress</p>	1
Staff to receive training in Mastering Number from the Maths Hub to develop early numeracy approaches.	<p>On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes. There is some variation between approaches, which suggests that the choice of approach and the way in which strategies are introduced are important. Approaches tend to produce larger effects when they are designed to develop a particular mathematical skill (such a counting or estimating), commit a regular amount of time to developing mathematics (between two and three hours per week), designed specifically for the early years setting involved, and include some specific individual interaction.</p> <p>EEF toolkit: Early Numeracy Approaches - additional 6 months progress</p>	1
All staff to receive training to develop understanding of metacognition. Staff will implement strategies which are appropriate to their cohorts, following training.	<p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months additional progress.</p> <p>EEF toolkit: Metacognition and self-regulation- additional 7 months progress</p>	4

<p>New staff to access Bug Club phonics training to ensure consistency in this approach to phonics across the school.</p>	<p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words). Bug Club phonics is a DfE accredited systematic synthetic phonics programme</p> <p>EEF toolkit: Phonics - additional 4 month progress.</p> <p>Bug Club evidence: https://www.pearson.com/uk/educators/schools/making-an-impact/research-summaries/clackmannanshire-report.html</p>	<p>3</p>
<p>New staff to access Mastery Maths training to ensure consistency in this approach to Maths teaching across the school.</p>	<p>Teaching for mastery aims to support all children to achieve deep understanding and competence in a subject. A guidance report from the Education Endowment Foundation Improving Mathematics in Key Stages 2 & 3 was published in November 2017. It endorses many of the components of teaching for mastery. Links between its recommendations and a teaching for mastery approach are made explicit in this blog by Professor Jeremy Hodgen. Professor Hodgen is Chair of Mathematics Education at the UCL Institute of Education, who led the evidence review.</p>	<p>4</p>

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

Budgeted cost: £6'075 (£2'825- school contribution from Pupil Premium grant)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>3 teachers will deliver school-led tutoring after school for 1 hour a week.</p> <p>(School Led Tutoring Grant to pay 75% of costs)</p>	<p>Small group tuition, delivered by class teachers across the school known to the children will ensure that provision is carefully targeted at children's individual needs. Evidence suggests that tuition should be additional to, but explicitly linked with, normal teaching and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p>EEF Teaching and Learning Toolkit: small group tuition- additional 4 months progress.</p>	<p>4</p>

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

Budgeted cost: £ 4'300

Activity	Evidence that supports this approach	Challenge number(s) addressed
An HLTA and teacher trained in Thrive, along with School Councillor to have specific time set aside to support children with emotional needs and to identify class priorities linked to Thrive surveys.	Supporting children with their social and emotional needs has a positive impact on average of 4 months over an academic year. This finding has low security, however it is also important to consider the other benefits of targeted social and emotional learning, beyond English and maths scores. EEF Teaching and Learning toolkit: Social and Emotional Learning	2, 5
5 members of staff trained in Team Teach to support children with challenging behaviour.	Overall it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. Good quality professional development for staff and a consistent approach across the setting are key to ensure effective behaviour intervention. This is based on a number of meta-analyses that review robust studies of interventions in schools. EEF Teaching and Learning toolkit: Behaviour Interventions- additional 4 months progress.	2,5

Total budgeted cost: £ 41'450

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

(red text- Autumn term evaluation, yellow text- Spring term evaluation, green text- Summer term evaluation)

Continued good outcomes for Pupil Premium pupils within Early Years

Presently no children in receipt of pupil premium in Reception- 1 PP child left to attend another school. 58/59 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.

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.

EYFS- 82% achieved GLD (49 pupils)

18% not achieved GLD (11 pupils- 4 of which are SEN; 2 EAL)

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.

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 3rd lockdown.

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.

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.

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

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.

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.

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.

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.

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 Maths. NTP and Catch UP programmes completed. Y6 children in receipt of PP were taught within a small group of 1- 10 children. 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. 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.

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.

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.

All children in receipt of PP were offered a place in school during the most recent lockdown. Attendance up to and including 18th 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%.

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 Primary School Pupil Premium Strategy 2020-2021 year, compared with 2.6% sessions for the whole school.

Children eligible for PP will develop a love of reading and will have increased opportunities to read regularly

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.

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.

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.

