

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 C of E Academy
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	16.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	S Finch
Pupil premium lead	S Finch
Governor / Trustee lead	C Little

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,385
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	£49,170

Part A: Pupil premium strategy plan

Statement of intent

At St Margaret's C of E Academy, we celebrate the uniqueness of every child of God in our Christian community and encourage them to flourish and shine in all they do preparing them for life's journey.

"God's word is a lamp to guide our feet and a light for our path." (Inspired by Psalm 119:105)

At St Margaret's C of E Academy, it is our intention for all pupils, irrespective of their background or any external barrier, to make good progress from their respective starting points.

At the heart of our curriculum design lies the ambition to enthuse and excite children exploiting their natural curiosity for learning across all subjects. Our aim is to create learning experiences which are designed to enable children to develop learning skills and attitudes which build resilience and independence.

Increasingly some children are entering our school with limited vocabulary and under developed speech and language skills. Because of this we place an emphasis on early reading skills through the high-quality teaching of phonics and fostering a love of reading. At St Margaret's we aim to address the vocabulary gap for some of our pupils and develop their speaking and listening skills from the moment that they start school in Reception and throughout their time with us. We aim to develop children's language and speaking and listening skills through a focus on high quality reading materials, direct teaching of vocabulary, direct teaching of speaking and listening skills and the provision of many opportunities to develop these skills across the curriculum. We believe that this will enable us to address some of the children's barriers in reading and English. However, in addition to this, we will also provide high quality lessons in reading and writing for all pupils, supplementing this with evidence-based interventions and additional support where required.

Some pupils at St Margaret's C of E Academy experience social and emotional difficulties which impact upon their learning. We will provide pastoral support for pupils and where necessary parents, identified by school as vulnerable or in need. We aim for disadvantaged pupils to increase their confidence and self-esteem in school meaning they attend well which therefore closes the gap between themselves and non-disadvantaged pupils, thus enabling them to experience the full learning experience. We aim to provide them with the appropriate support to enable them to learn more effectively and make good progress from their starting points.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

Challenges

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

Challenge number	Detail of challenge
1	The percentage of disadvantaged pupils reaching a GLD in EYFS is lower when compared to others. This is particularly focused around Reading and Writing where disadvantaged children perform less well than non-disadvantaged.
2	Attainment in English and maths at KS1 and KS2 for disadvantaged pupils at Expected level is lower than that of others.
3	Attainment in English and maths at KS1 and KS2 for disadvantaged pupils at Greater Depth is lower than that of others.
4	Low attendance especially PPG and SEN (PA)
5	Parental support particularly for reading and encouraging their child in academic work in school. This leads to lack of aspiration in some children. A small number of pupils especially those with SEN and GRT have low attendance.

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
To raise the % of disadvantaged children reaching a GLD at the end of EYFS.	The number of pupils reaching a GLD overall is in line with non-disadvantaged.
To raise attainment for disadvantaged pupils in English in KS1 so that these children achieve more in line with their peers.	At the end of KS1 attainment figures for reading, writing show that the number of disadvantaged children reaching ARE is close to others in the school.
Early intervention for pupils with weak speech and language in EYFS or on transferring to the school in other year groups. Provide additional activities to support identified pupils.	Regular monitoring shows that children are making good progress in speaking and listening, reading and phonics. The % of disadvantaged pupils meeting the required standard in phonics is in-line with all pupils (discounting those with SEN)
To raise attainment for disadvantaged pupils particularly in English in KS2 so that these children achieve more in line with their peers.	At the end of KS2 attainment figures for English show that the number of disadvantaged children reaching the expected standard has risen from previous year and is in line with non-disadvantaged (discounting those with SEN)

For the attendance and punctuality of disadvantaged pupils to improve	The attendance rates for disadvantaged children, particularly those spanning other vulnerable groups such as SEN and GRT have improved and are close to others in the school.
Equal access to all areas of the curriculum and activities.	All children in receipt of pupil premium will take part in school visits and will attend at least one afterschool club or have music lessons.

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: £ 33,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA support in reception class 5 mornings a week. Focus on NELI and early reading skills to support communication and language.	HLTA to provide targeted support for disadvantaged pupils including interventions such as 'NELI to close gaps and aid progress of disadvantaged pupils. HLTA to support early reading skills and phonic teaching through setting in Reception	1 and 3
HLTAs to provide Intervention and cover for teachers to provide Intervention in Upper KS2 and KS1	Targeted intervention for is planned by the class teachers. HLTA and teachers are organised to support small groups throughout Mornings to provide Intervention. Disadvantaged children therefore make more progress	2 and 4
Additional sessions will be run by teaching assistants and phonics lead.	Additional support is needed for pupils who begin school with weak speech and language.	3

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

Budgeted cost: £6508

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA support daily for targeted group in basic letter and number skills for KS1 children.	LSA to provide phonic intervention for targeted pupils in Year 1/2 particularly for disadvantaged pupils who need to undertake/re-sit phonic screening through setting of pupils into smaller groups	2
Targeted Intervention for disadvantaged pupils in Reading, writing and Maths in KS1	Targeted pupils are planned intense and specific 6-week interventions which cover key skills that children may be missing and may be barriers to learning. By addressing these through intervention children can continue to make progress in all core areas	2
Targeted Intervention for disadvantaged pupils in English in KS2	Targeted pupils are planned intense and specific 6-week interventions which cover key skills that children may be missing and may be barriers to learning. By addressing these through intervention children can continue to make progress in all core areas.	. 4
1:1 sessions provided for specific named disadvantaged children in English by teachers	Through 1:1 sessions disadvantaged children can make further progress through intense targeted support once a week	4

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

Budgeted cost: £9107

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	Children are rested and fed ready to learn, they are supported emotionally so that they can make good progress in their learning.	All
Support for Vulnerable disadvantaged pupils in pm socially and emotionally	Barriers to learning can be addressed so children feel confident and are able to learn in mornings. Address self esteem issues	All
Tracking of attendance by attendance officer	Attendance of PPG children and those with SEND is below target of 95%. If this rises the children will be accessing quality	5..

	first teaching which will enable better progress and attainment.	
Disadvantaged pupils have the same access to the curriculum and opportunities as others and benefit from the educational benefits of these	Support costs to curriculum areas and educational visits which may include transport costs such as swimming, residential activities and visits for disadvantaged pupils	6
High quality reading resources/prizes for incentives	Disadvantaged children have access to high quality resources such as Bug Club/vouchers for reading raffle meaning their engagement with reading is higher and they can make further progress	1-4

Total budgeted cost: £ 49,170

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.

Covid from March 2020 – Feb 2021 led to National tests being cancelled in July 2020 – there is therefore no national data. Detailed internal assessments show pupil progress for all students including those eligible for PP. The below table shows a comparison between PP and non-PP children.

		% at ARE	% at Higher Standard	% expected progress from previous KS	% better than expected progress from previous KS	% of PPG at ARE	% of PPG at Higher Standard	PPG % expected progress	PPG % better than expected progress
Rec PPG	GLD	72							
Year 1 29	Reading	87	31	90	55	33	0	100	33
PPG 3	Writing	90	28	90	41	33	0	67	33
	Maths	90	21	90	55	67	0	100	33
Year 2 30	Reading	80	33	97	50	67	22	89	44
PPG 9	Writing	73	33	97	47	56	22	89	33
	Maths	80	27	93	47	67	22	89	44
Year 3 26	Reading	80	32	76	4	67	33	67	33
PPG 3	Writing	76	28	72	0	67	33	67	33
	Maths	84	24	88	16	67	33	100	33
Year 4 31	Reading	82	29	89	32	67	11	89	33
PPG 9	Writing	78	18	79	29	44	0	78	33
	Maths	79	29	82	39	44	0	78	33
Year 5 29	Reading	79	31	83	38	25	0	25	0
PPG 4	Writing	79	21	79	41	25	0	25	0
	Maths	79	24	76	34	25	0	0	0
Year 6 28	Reading	96	46	96	29	80	0	83	17
PPG 6	Writing	86	36	96	14	40	0	83	17
	Maths	93	46	86	39	80	0	83	17

Externally provided programmes

Programme	Provider

Further information (optional)

Although our initial focus will be identifying and closing gaps in children's' learning following the school closure periods, moving forward there will be a greater focus on improving our children's' metacognition through a variety of approaches in order to challenge our PP children into high order thinkers. Our aim is for the development of these important skills to make our children more successful as learners which will lead to improved attainment and progress across the curriculum including at Greater depth.