



St Margaret's C of E Academy

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 C of E Academy
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	21.4% (44 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
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	£49,860
Recovery premium funding allocation this academic year	£4,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,278
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	£59,488

Part A: Pupil premium strategy plan

Statement of intent

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

We are fortunate to have a range of cultures that make up our family at St Margaret's. Our curriculum is designed to ensure that the needs of our diverse community are met with topics and experiences linked to children's interests, preparing them for life in Modern Britain. Our use of outdoor learning is designed to enable groups of children to access learning styles more suited to their needs and builds resilience in groups of children.

At the heart of our curriculum design lies the ambition to enthuse and excite children exploiting their natural curiosity for learning across the full breadth of the curriculum. Our curriculum enables every child to flourish and shine and in doing so discover their unique potential given to them by God.

Increasingly, some children enter 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 with our very youngest children. Developing language and vocabulary in all areas of the curriculum as well as making reading links across the curriculum is a key part of our curriculum design and ensures that children are prepared for the next stage in their learning.

Some pupils at St Margaret's 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 wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health issues in both children and their families for some children leading to reduced focus, concentration and readiness to learn (learning behaviours)
2	Low engagement and support from parents particularly in reading.
3	Narrowing the attainment gap across Reading, Writing (specifically spelling) and Maths
4	Lower levels of positive learning experiences outside of school, aspirations, confidence and resilience for some children when compared to their non-PPG 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 make at least expected progress in reading, writing and maths.	Gap will close in progress made between PP and non PP PP children make expected or better progress from their starting points in R,W and M
Increase the attendance / punctuality rate for PPG persistent absentees / lateness	Increased attendance and punctuality rates for PPG children
Increase engagement and reinforcement of reading at home and school.	Increase in number of PPG children read widely and often
Some pupils access range of interventions to meet any SEND needs, including social/emotional and speech and language.	As their SEND needs are being addressed, PP pupils make expected progress or exceed their targets set in R,W,M.

Increase the percentage of PPG children attaining ARE+ at the end of each Key Stage, as a result of effective class teaching.	Percentage of children attaining ARE+ increases, for each cohort, compared to their respective starting points.
Social and emotional difficulties are well supported, enabling children to participate fully in lessons and therefore make good progress	Increase in percentage of pupils making expected progress from their starting points and achieving ARE/GD across the curriculum.

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: £15,229

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff and LSA's where appropriate to attend specific training from the Trust to develop subject leadership, teaching and learning and to be able to network with other colleagues to share good practise	Working collaboratively and sharing good practise enables staff to build on their current practise. This has had a positive impact in the past and teachers have benefitted from the advice of the Trust school improvement Team	All

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

Budgeted cost: £ 30,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher recruited one day a week to deliver additional support / catch up / interventions for Year 6	High quality small group interventions to support progress / attainment	1,3
Deliver quality first teaching for all pupils by ensuring that:	<ul style="list-style-type: none"> EEF guide to pupil premium – documents a tiered approach in which teaching is the top 	All

<ul style="list-style-type: none"> • Effective teaching and learning in all subjects are high priority in school development plan and Termly Operational Plan including focus on pitch and differentiation. • Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place. 	<p>priority, including CPD. Guidance reports for leadership for the EEF state that having a robust plan based on teachers' individual needs will improve outcomes for PP children •</p> <ul style="list-style-type: none"> • Sutton Trust – quality first teaching has direct impact on student outcomes. • Training and supporting highly qualified teachers to deliver targeted support improves outcomes for all pupils. Monitoring will ensure this is a bespoke approach which identifies each individual teacher's needs. 	
<p>LSA support to carry out interventions for pupils– particularly those with SEN including: 5 minute boxes NELI Precision teaching, Colourful Semantics Bespoke interventions based on individual needs</p>	<p>Provide extra support to accelerate progress and improve attainment. Small group or 1:1 boosters have been shown to have positive effects as discussed in reliable evidence sources such as the EEF Toolkit. The EEF toolkit evidence indicates that:</p> <ul style="list-style-type: none"> • One to one tuition can be effective, on average accelerating learning by approximately five additional months' progress • Small group intervention by an experienced member of staff that is precisely targeted accelerates learning 	<p>1,2,3</p>
<p>Purchase web-based programs to be used in school at home. Bug Club Literacy shed Purple Mash Doodle Maths Marvellous Me TTRS</p>	<p>EEF toolkit – parental engagement EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.</p>	<p>1,2,3</p>

Delivery of NELI intervention and other bespoke interventions in small groups to improve the speech and language skills of targeted children	EEF – oral language interventions consistently show positive impact on learning. • High quality small group interventions Speech and language can be one of the main barriers to pupils progressing in reading, writing, maths and the wider curriculum	2,3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of a pastoral support in the afternoons for specific children	High quality small group interventions promoting, confidence, social skills and communication	1, 3
Support with residential trips and educational visits In order to ensure accessibility for all pupils, payment for trips will be covered / supported by school for pupils identified in need of support.	Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.	1,2,4

Total budgeted cost: £58,949

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.

St Ms – 2021 2022		
Year 1 -6 total PPG pupils = 31		
PPG = children		
	No. of pupils ARE+	Percentage ARE+
Reading	18	58%
Writing	14	45%
Maths	19	61%