

# Pupil premium strategy statement - St Margaret's C of E Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	193 (Reception – Year 6)
Proportion (%) of pupil premium eligible pupils	19.7% (38 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2022 – 2024
Date this statement was published	30 December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Dr Deola Emmanuel Headteacher
Pupil premium lead	Dr Deola Emmanuel
Governor / Trustee lead	Mrs Charlotte Little

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,835
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£5,365
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£1,778
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£60,978

# 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 at least good progress and achieve high attainment across the curriculum, and that this is reflected in objective measures of impact in these areas.

At the heart of our curriculum design lies the ambition to enthuse and excite children, engaging 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.

The focus of our Pupil Premium Strategy is to support Disadvantaged pupils to achieve at least in line with Pupil Premium pupils nationally and to close the gap between them and their non-Pupil-Premium peers in school, including progress for those who are already high attainers.

A significant proportion of pupils enter our setting with lower than expected speaking and listening skills. Language acquisition, vocabulary and spelling have also been noted to be underdeveloped for pupils over the last three years in other phases, with a significant impact seen in GLD and writing attainment. Our phonics check score for 2022/23 was above national at 87%, but for PPG pupils, the pass rate was 50% and 40% of the pupils who did not pass the check when repeated in Year 2 were PPG pupils.

We are therefore investing in high quality phonics training and resources as well as a whole school approach to teaching reading fluency, comprehension, spelling and fostering a love of reading.

We recognise that quality first teaching is at the heart of securing the best outcomes for Disadvantaged pupils, as well as all other learners. We have therefore invested in approaches to secure high quality teaching and support ongoing improvements in this area.

We are investing in quality CPD to address areas identified in our school improvement plan, including mathematical reasoning to target attainment of more able PPG pupils in this area. Our training and support for our ECT also addressed this area. Our recruitment has sought to secure experienced and skilled teachers who can effectively raise standards and share expertise in order to secure the best outcomes for PPG pupils.

Attendance has presented a significant challenge, with attendance rates currently at 93%, representing a slight improvement this academic year. Though the fluctuating

attendance rates are largely impacted by our Traveller population, there is also a significant proportion of this figure made up by pupils from disadvantaged groups.

We started attendance meeting in the autumn term, prioritising pupils from Disadvantaged groups.

We are also seeing a growing number of needs related to SEMH, from our very youngest in our Nursery setting, through to our oldest children in Year 6.

We are adapting our staffing structures to better facilitate targeted academic support through use of HLTAs, LSAs and skilled volunteers.

We aim to promote high aspirations for Disadvantaged pupils, as well as all other learners.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic 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 a need is identified
- further develop a whole school approach in which all staff take responsibility for Disadvantaged pupils' outcomes and raise expectations of what they can achieve, sharing effective strategies across our school

Our School Development Plan outlines a range of aims which are intended to benefit all groups of pupils, including Disadvantaged pupils and those with SEND.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance of our Disadvantaged groups is lower than non-disadvantaged groups. A significant proportion of this is due to attendance of our Traveller population and 31% of our Disadvantaged pupils are also part of our Traveller population.
2	Our overall GLD of 50% for 2023 was significantly impacted by speech and language needs in our EYFS phase. PPG pupils (40% GLD) performed less well than non-PPG pupils (53% GLD) and this gap persists through to KS2, particularly in reading, writing and spelling. Non-PPG pupils performed twice as

	well as their PPG peers in reading and only one PPG pupil attained at greater depth at KS2 in any subject. (see below)
3	Monitoring of our behaviour and Safeguarding logs show an increasing occurrence of SEMH needs and limited parenting capacity to address or support this effectively. We maintain a Vulnerable Pupils list and actively build relationships with the most vulnerable families to improve the impact of pastoral support for pupils. We are also developing a whole school approach to understanding behaviour and the significance of trauma, through Trauma Perceptive Practice.
4	Parental engagement for our PPG pupils and support for activities to consolidate and enhance pupil learning is low for PPG families in our setting. We are introducing a programme of parental workshops and exploring ways of effectively engaging parents and carers of Disadvantaged groups.

## 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 attendance for all pupils, including our Disadvantaged pupils.	<p>Improved attendance rates for Disadvantaged pupils:</p> <ul style="list-style-type: none"> <li>• Overall attendance of at least 96%</li> <li>• Disadvantaged pupils' attendance of at least 96%</li> <li>• The attendance gap between Disadvantaged pupils and their peers reducing</li> <li>• Reduced persistent absence for all pupils</li> </ul>
To achieve and sustain improved wellbeing for all pupils, including those who are Disadvantaged.	<p>High levels of pupil well-being to be evidenced in:</p> <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, pupil and parent/carer surveys and teacher observations.</li> <li>• PPG engagement in a wide range of enrichment activities, particularly among Disadvantaged pupils.</li> <li>• Subsidising educational visits and other resources such as breakfast club attendance.</li> </ul>
Improved spelling for all pupils and attainment at greater depth for our Disadvantaged pupils in reading, writing and maths.	<ul style="list-style-type: none"> <li>• Improved weekly spelling test scores and accuracy of application in independent speech and writing.</li> <li>• Improved attainment and progress in KS1 and KS2 Reading and Writing assessments.</li> </ul>

	<ul style="list-style-type: none"> <li>Improved GLD and specifically speaking and listening elements.</li> </ul>
Improved parental engagement and effective support for pupil learning outside of school.	Parental workshops are well attended and parents/carers report feeling supported to support their children effectively.

## 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: £18,815

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD for mathematical reasoning (Ark)	To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)	2
High quality CPD and ongoing support for the teaching of speaking and listening, spelling, reading and writing.	<a href="https://www.educationendowmentfoundation.org.uk/teaching-learning/teaching-literacy-in-key-stage-2">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a>  Purposeful speaking and listening activities support pupils' language development. Purposeful activities include: collaborative learning activities where pupils can share their thought processes; reading books aloud and discussing them, including use of structured questioning; and pupils articulating their ideas verbally before writing. Promote high quality dialogue in the classroom, between the teacher and the	2

	<p>pupils and between pupils, to support pupils to develop their thinking and use of language.</p> <p>Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £26,635

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing support for classes with the highest rates of PPG pupils (Year 5) and targeted interventions across the school.	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/Pupil-Premium-resource-evidence-brief.pdf">Pupil-Premium-resource-evidence-brief.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>Teaching assistants effectively used have a significant impact on pupil progress.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/EEF/Making-Best-Use-of-Teaching-Assistants">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p>	2,3
Home learning resources to support independently accessible approaches for Pupil Premium pupils.	<p>Support pupils to reflect n their learning and the progress they are making in order to develop independence and self-regulation in learning successfully.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/EEF/Metacognition-and-Self-regulated-Learning">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	4

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

Budgeted cost: £ 12,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school training in Trauma perceptive	<p>DfE guidance <a href="https://www.gov.uk/guidance/mentalhealth-">https://www.gov.uk/guidance/mentalhealth-</a></p>	3,4

<p>practice, including releasing staff to attend necessary training.</p>	<p><a href="#">and-wellbeing-support-inschools-and-colleges</a> The Wellbeing for Education Return programme was launched in August 2020 to offer additional training and support to staff working in schools and colleges to respond to the additional mental health and wellbeing challenges as a direct result of the pandemic.</p> <p>The national training resources for local area experts can be found at Wellbeing for Education Return and a ready-to-use webinar for schools and colleges is available at Every interaction matters.</p> <p>The DfE guidance refers to Senior mental health lead training as supporting Education Recovery.</p> <p>Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	
<p>Breakfast club provision and subsidies for PPG pupils.</p>	<p><a href="#">Breakfast clubs have positive impact on pupil attainment   Education Business</a> (<a href="http://educationbusinessuk.net">educationbusinessuk.net</a>)</p> <p>Family Action and Magic Breakfast report: 95% found that pupils attending benefitted from better eating habits, and 94% felt better supported with educational attainment.</p> <p>94% felt better supported with nutrition; and 79% found better engagement with parents due to the programme's support.</p>	<p>1,3</p>
<p>Parent/carer workshops offering practical support as well as ways of supporting their pupils academically.</p>	<p>Parents/carers play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.</p> <p>It can be difficult to involve all parents in ways that support children's learning, especially if parents' own experiences of school weren't positive. <a href="#">Working with Parents to Support Children's Learning   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>1, 3,4</p>

**Total budgeted cost: £57,910**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The gap between attainment of Pupil Premium and non-Pupil Premium pupils persist.

The attendance rate fluctuates but has recently increased from 91% to over 93%. There is a more coordinated response to absenteeism with processes included as part of the school development plan.

Parent/carer workshops have begun and incentives to encourage regular reading at home have been introduced alongside a new school curriculum for the teaching of reading.

The newly appointed SENCO's leads implementation of an action plan which ensures that SEND is promptly identified with relevant needs supported, usually through enhancing quality first teaching in the first instance and working effectively with parents, carers and other agencies.

A much wider range of extra-curricular opportunities have been made available with subsidised places for PPG pupils.

2022-23								
	National		PPG %/N°		Non-PPG%/N°		All pupils %/N°	
	ARE+	GD	ARE+	GD	ARE+	GD	ARE+	GD
KS2 R	73		42 /5	8 /1	82 /14	41 /7	66	24
KS2 W	71		25 /3	8 /1	100 /17	35 /6	69	24
KS2 M	73		58 /7	8 /1	100 /17	41 /7	83	28
KS2 GPS			58 /7	8 /1	82 /14	47 /8	72	28
KS2 Science			50 /6	-	100 /17	-	79	-
KS2 RWM Combined	59		17 /2	8 /1	82 /14	24 /4	59	8

Y1 Phonics	75		50 /3		96 /23		87 /26	
EYFS GLD	65		40 /2		53 /10		50 /12	

With the additional details for target areas within our School Development Plan, we expect to make progress in closing the attainment gap between Pupil Premium and non-Pupil Premium pupils.