

PUPIL PREMIUM STRATGY STATEMENT FOR ST. MARGARET'S CofE PRIMARY SCHOOL



At St. Margaret's Church of England Primary School we seek to develop wisdom, encourage aspiration and promote dignity and acceptance enabling our respectful children to live a life giving back to the community.

John 10:10: 'Live life in all its fullness.'

Aspiration

Wisdom

Endurance

Approved by the governing body on:	Autumn 2023
Shared with stakeholders on:	Autumn 2023
Next review:	Autumn 2024

Pupil premium strategy statement

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	71
Proportion (%) of pupil premium eligible pupils	13% are eligible for FSM6 PPG 4% are eligible for service6 PPG 1% are eligible for LAC PPG+
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	Autumn 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Stephanie Newland
Pupil premium lead	Stephanie Newland
Governor / Trustee lead	Steve Parker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13 340
Total budget for this academic year <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>	£13 340

Part A: Pupil premium strategy plan

Statement of intent

Introduction

When making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced. Research conducted by EEF is used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can include:

- Less support at home.
- Weak language and communication skills.
- Lack of confidence.
- More frequent behaviour difficulties.
- Attendance and punctuality issues.

The challenges are varied and there is no 'one size fits all' solution.

Objectives

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups which includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children in receipt of free school meals will be in receipt of pupil premium interventions at any one time.

Achieving these objectives

The range of provision the Governors consider making for this group may include, but is not limited to, the following:

- Ensuring all teaching is good or better thus ensuring that the quality of learning for all pupils is good or better.
 - Reducing class sizes thus improving opportunities for effective teaching and accelerated progress.
 - To allocate intervention teaching assistants to provide small group work focused on overcoming barriers in learning.
 - 1:1 support.
 - Additional teaching and learning opportunities provided through trained teaching assistants or external agencies.
 - Additional learning support.
 - Subsidised costs for educational visits and residential trips.
 - Behaviour support.
- Attendance support.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among our disadvantaged children. These are evident from Reception and in general, is more prevalent among our disadvantaged pupils than their peers.
2	Assessments and observations suggest that a number of our disadvantaged children have some challenges with phonics , which negatively impacts their development as readers and confident writers.
3	Assessments and observations indicate that a number of our disadvantaged children and their families are vulnerable in terms of their social and emotional wellbeing and self-esteem , which impacts on their readiness to engage in their learning. They often struggle with friendships and social communication and have low self-esteem.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged children have been impacted by partial school closures to a greater extent than for other children. These findings are supported by national studies. This has resulted in knowledge gaps in the core subjects leading to pupils falling further behind age-related expectation.
5	Data suggests that persistent absenteeism is rising currently, and a significant proportion of these are disadvantaged pupils. Significant absence impacts on both social and emotional development and academic attainment.

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 oral language skills and a richer, wider vocabulary base for our disadvantaged children.	Assessments and observations indicate significantly improved oral language and knowledge among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, children talking about their learning and ongoing formative assessment. Books and talking to children evidence a developing wider and richer knowledge and use of vocabulary.
Improved phonics knowledge among disadvantaged pupils, to support progress and attainment in reading and writing.	Children demonstrate increasingly secure phonics knowledge which they apply with confidence in reading and writing
Improved wellbeing and self-esteem to support social communication skills and positive learning behaviours for all children, but particularly for our disadvantaged children.	Our children - and particularly our disadvantaged children demonstrate growing confidence and sense of self-worth. They have increasingly robust learning behaviours demonstrating a resilience underpinned by growth mindset.
Improved core skills bring attainment of the disadvantaged pupils in line with that of non-disadvantaged pupils.	Assessment data will evidence attainment for all pupils which is broadly equivalent, with school data being at least in line with national data.
Improved attendance of persistent absentees	Analysis of attendance data will show a reduction in persistent absentees. In turn, this will improve attainment of this group of pupils.

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: £ 0

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT to provide CPD for school adults to further support whole school awareness and commitment to developing strong communication skills and rich vocabulary	Inclusive classroom approach incorporating Word Aware to developing oral language skills can have a positive impact on children's language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Whole staff training and resourcing on trauma and attachment and impact on wellbeing and readiness for learning, to ensure all staff develop strong understanding of the link between trauma/low self-esteem and behaviours	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3

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

Budgeted cost: £ 7955

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of Talkboost programme to improve speaking and listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Improved sentence structure in speaking – raised self-esteem</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) 1.6 and stamina for engaging with learning</p>	1
<p>Additional phonics sessions targeted at disadvantaged pupils and others who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>School-led tutoring for children whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Emotional first aider delivers early intervention support around anxiety, low self esteem, attendance and social communication to children. A significant proportion of these are our disadvantaged children.</p>	<p>School case studies show that bespoke emotional support leads to an increase in engagement in learning and more positive relationships. Social/Emotional Learning Toolkit Strand Education Endowment Foundation EEF</p>	3

Delivery of Core skills sessions linked to pre-teaching and learning consolidation to improve core skills for disadvantaged pupils and others.	Interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5385

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to cost of Forest School provision- which provides a rich learning environment for our all, including our disadvantaged children who particularly benefit from the collaborative learning opportunities and need to work with stamina and resilience.	Various studies suggest that Forest School supports the development of metacognition and self-regulation and collaborative learning skills and language and communication, in an environment where it is safe to take risks and to build stamina. There is evidence of transference of these skills into the classroom. Loughborough University Benefits of forest school	1, 2, 3, 4
Employment of attendance officer to analyse attendance, liaise with families and headteacher, send letters and be a support.	Evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. Attendance interventions EEF (educationendowmentfoundation.org.uk)	5

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Overall, children eligible for the Pupil Premium Grant have achieved equally as well as their peers in all subjects and are making the expected levels of progress.

All staff have been trained in TPP up to and including element 7 which supports our positive behaviour policy and gives staff the language and understanding to support pupils appropriately.

The phonics programme is well-embedded into key stage 1. This is reflected in the data.

As a result of work by the EFA and the use of appropriate interventions, the number of behaviour incidents in the school have significantly reduced.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Times Tables Rock Stars	Maths Circle
Accelerated Reader	Renaissance Learning
Spelling Shed	EdShed
Maths Shed	EdShed
Phonics Bug Club	Pearson

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Our fundamental belief that all children - but particularly disadvantaged children - benefit from trusting that they are 'kept in mind' by all. A whole school approach to recognising the needs and challenges that a child may face – as well as the things that make them happy, calm and engaged – supports that child to feel safe and to be ready to learn. We provide bespoke support, encouragement, recognition and incentive based on what we know about our children. This is invaluable and vital to the success of all other interventions and support.
- Quality first teaching and inclusive classrooms support us to embed effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- The whole school staff will become trained in trauma perceptive practice in the 21-22 academic year, which will support our priorities for disadvantaged children.

Planning, implementation, and evaluation

In planning our pupil premium strategy, we evaluated the barriers that led to activity undertaken in previous years not having the degree of impact that we had expected. We triangulated evidence from multiple sources – talking to children, assessment data, book drops, talking to parents in order to identify the challenges faced by our disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance and other research to help us develop our strategy.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.