# +colour logoSt Margaret’s CE VA Primary School Pupil Premium Strategy Statement 2021/2022

## 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

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| Detail | Data |
| School name | St Margaret’s CE Primary |
| Number of pupils in school | 226 (Sept 2021) |
| Proportion (%) of pupil premium eligible pupils | 10% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2022 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | J Stackhouse Head |
| Pupil premium lead | J Stackhouse Head |
| Governor / Trustee lead | I Simms |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £26.900 |
| Recovery premium funding allocation this academic year | £2900 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £10,954 |
| **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 | £40,754 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| When deciding how to best use the Pupil Premium Funding we recognise that it is always important to consider the school context and the challenges or barriers we face.  Research conducted by the Education Endowment Fund clearly indicates the importance of diagnosing pupils’ challenges and needs and then providing high quality teaching and targeted support which is then continually monitored, evaluated and adapted. Alongside this we need to be aware that challenges are varied and ever changing and therefore no “one size fits all.”  Also, sometimes it is important to recognise that approaches to improving pupil’s outcomes whether academic or social need to be flexible if they are to meet pupil’s needs effectively.  Our main objectives are:   * To support our pupil’s well being and mental health so they are able to access learning and have positive outcomes now and in the future. * For all our disadvantaged pupils to make or exceed nationally expected progress rates so they are in line with their peers.   Our strategy for achieving this will be through:  Our pupil premium funding will be allocated according to pupil needs and clear priorities identified for individuals or groups. Pupil needs analysis will be regularly monitored and reviewed to ensure the appropriate strategies and interventions are being delivered.  Acknowledging that not all pupils who are socially disadvantaged are in receipt of free school meals. Therefore, we may also use the funding to support those pupils or families.  Ensuring that pupils receive high quality teaching which meets their needs whilst also challenging their learning.  The provision made for these pupils includes the following:  All teaching is good or better  One to One support provided by a teacher/ HLTA or LSP  Additional Learning and revisiting of learning objectives and skills in Lunchtime Clubs provided by HLTA  Support in the payment of after school clubs, music provision, educational visits and residentials  Teaching in small groups provided by a highly qualified teacher who works closely with the class teacher.  Support /sessions to develop their mental well-being. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Parents lack of support and engagement in home learning especially in Reading and other curriculum projects. |
| 2 | Parents lack of knowledge and skills in how to support their child’s learning in Reading and Maths especially as they move through Key Stage 2 |
| 3 | Erratic Attendance so missing learning resulting in gaps in some core skills and knowledge particularly in Maths. Difficult to achieve that deeper learning in Maths if the basic skills are not imbedded. |
| 4 | Poor learning habits and concentration skills so retention to long term memory  can be difficult. |
| 5 | Pupil self- esteem and resilience to overcoming challenges both academic and social |

## 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.

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| Intended outcome | Success criteria |
| Progress in Reading | Achieve national average progress scores in  In KS2 Reading or better. Achieve At least EXP or above in KS1  Y1 pupils pass Phonics Test |
| Progress in Mathematics | Achieve national average progress scores  In KS2 Maths or better. Achieve At least EXP or above in KS1  Pass Multiplication Test Y4 |
| Progress in Writing | Achieve national average progress scores in KS2 Writing or better  Achieve At least EXP or above in KS1 |
| Improved attendance | Attendance of disadvantaged is 96% |
| Improve pupil resilience and learning attitudes/habits | Pupils demonstrate good learning habits in all lessons and show resilience when faced with challenges. |
| Parents engaged in pupil learning and able to support their child | Parents regularly complete Reading Record  Parents attend learning workshops  Completion of Home Learning Projects |

## 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: £2800

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Teacher timetabled for two days each week to work with small groups across school/ or provide support in class.*  Focus on Maths/Reading/Writing | EEF  As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils  EEF  Tiered approach -teaching is the top priority | 4 |
| *Recap /Revisit tasks timetables for start of the school day.* | Continued revisiting of learning helps to embed skills and knowledge | 4 |
| *Training provided for staff in teaching provision for low attainers. Effective strategies to use including* | EEF guide to Pupil premium – tiered approach -teaching is the top priority, includes CPD. | 4 |
| *Deputy attend Trauma Training from LDB to support emotional needs of pupils. Then provide training for colleagues.* | Improvements in wellbeing, mental health support a positive approach to learning.  Providing training for staff enables them to identify pupils who may need support. The teacher understands the support that may be given in one to one situation but is also able to provide in class support.  EEF  Social and emotional learning -interventions which target social and emotional learning seek to improve pupil’s interaction with others and the self-management of emotions. | 5 |

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

Budgeted cost: £ *31500*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| HLTA to provide one to one support in Maths and Reading  Recalling multiplication facts. Use TTRS and Mathletics.  Lunchtime activity over three days  Based on and informed by class teacher assessments  HLTA support in class in RWM | EEF  Pupils working on Maths games which are fun and provide rewards in a incremental way encourage pupils to increase their recall speed and their knowledge.  Data evidence from TTRS indicates  Increase in knowledge of times tables and speed. | 4 and 5 |
| *National Tutoring Programme*  *Tutor focusing on gaps in Maths for Y6 and Y5 pupils. Two days per week. Targeted support based on teacher assessment.* | EEF  Small group tuition is defined as one professional working with two to five pupils in a group. This kind of focused group work enables the teacher to spend a greater amount of time explaining strategies and checking on pupil understanding and providing immediate and relevant feedback which is known to move learning on.  End of term assessments indicate progress in scores and targeted areas.  Discussions with pupils indicate a positive attitude to maths and pupils are able to communicate how the provision impacted on their learning. | 4 and 5 |
| *Teacher employed for two days working with*  *Small groups of pupils across school providing targeted support in Maths and English* | EEF  Small group tuition is defined as one professional working with two to five pupils in a group. This kind of focused group work enables the teacher to spend a greater amount of time explaining strategies and checking on pupil understanding and providing immediate and relevant feedback which is known to move learning on.  Progress is evident in pupil books.  Pupils make good progress in RWM scores in formal assessments. | 4 and 5 |
| *Recap /Revisit tasks timetables for start of the school day.* | Continued revisiting of learning helps to embed skills and knowledge | 4 |

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

Budgeted cost: £ *6454*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Children able attend sports clubs, residentials, Educational visits, music tuition funded by PP. Otherwise pupils would miss out on wider experiences* | EEF physical activities  Physical activity has important benefits in terms of health, wellbeing and physical developments. These benefits have important value in themselves as well as other potential benefits such as improved attendance.  Monitor the numbers attending the clubs and the feedback | 5 |
| *Emotional and wellbeing coach to work with specific pupils dealing with trauma and building resilience. Deliver specific therapies to pupils to meet the varying social needs of pupils.*  *Each class teacher to deliver Parent Workshops on MRW.*  *Includes Early Years provision.*  *Share expectations of learning outcomes in RWM. Also expected learning habits in the year groups*    *Deputy to monitor attendance and escalate to Welfare Officer*  *Ensure pupils are in school on time to access the learning from 8.45am.* | EEF  Social and emotional learning -interventions which target social and emotional learning seek to improve pupil’s interaction with others and the self-management of emotions.  Use entry and exit data to make judgements on effectiveness.  Parental engagement is the involvement of parents/carers in supporting their child’s academic learning.  Our aim is to provide parents with knowledge, skills and strategies to support their child in their academic learning. This includes demonstrating how to complete calculations, and to sign post them to websites which also provide guidance. Focus parent workshops on SEND provision and Helping children to get to expected and above expected standards  Parent evaluations of the workshops  Pupils need to be in school every day and on time if they are to embed learning and make progress. This is evident from the NFER School Leaders document. | 5  1 and 2  3 |

**Total budgeted cost: £40,754**

# 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.

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| During the Spring Term 2021 Lockdown only 29% of PP children attended school. All were offered a place at school. The other pupils received Remote Learning and were supported by their class teacher.  **OUTCOMES**  Across the year 99% of pupils made progress in Reading, Writing and Maths.  Pupils made the greatest progress in Maths and similar progress was made in Reading and Writing.  60% of the pupils are working at Expected across RWM and 75% are working within Expected across RWM.  Internal Phonics Test at the end of Year 1 3/5 pupils achieved the expected standard  **ATTENDANCE**  For the academic year 20/21 71.4% had 90% attendance and above.  43% had 95% attendance and above.  Overall attendance for PP children was lower than previous years. |

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |