# +colour logoSt Margaret’s CE VA Primary School Pupil Premium Strategy Statement 2022/2023

## 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

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| Detail | Data |
| School name | St Margaret’s CE Primary |
| Number of pupils in school | 224 (Sept 2022) |
| Proportion (%) of pupil premium eligible pupils | 10% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2023 |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | J Stackhouse Head |
| Pupil premium lead | J Stackhouse Head |
| Governor / Trustee lead | D Milne |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £27,700 |
| Recovery premium funding allocation this academic year | £2900 |
| 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 | £30,600 |

# 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, Writing 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 |
| Improved Reading attainment | Improved KS1/2 Reading outcomes. Achieve at least EXP or above in KS1/2  Y1 pupils pass Phonics Test |
| Improved Maths attainment | Improved KS1/2 Maths outcomes  Achieve at least EXP or above in KS1/2  Pass Multiplication Test Y4 |
| Improved Writing attainment | Improved KS1/2 Writing outcomes  Achieve at least EXP or above in KS1/2 |
| Improved attendance | Attendance of disadvantaged is 96% |
| Improve pupil resilience and learning attitudes/habits | Monitoring indicates 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: £300

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Recap /Revisit tasks timetables for start of the school day.*  *Set focused session for*  *Maths each week.* | Continued revisiting of learning helps to embed skills and knowledge | 4/5 |
| *Embedding the new Phonics scheme and training of new staff.* | Phonics teaching is appropriately sequenced and engaging learners.  New staff are confident in teaching phonics and quickly identify learning gaps | 4/ 5 |
| *Develop whole school approach to Pupil Feedback*  *Policy*  *Training and guidance for staff* | EEF evidence Pupil Feedback research clearly indicates this is vital to move pupils’ learning on. | 4/5 |

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

Budgeted cost: £ 30,000

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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 /5 |
| *Additional phonics sessions targeted at disadvantaged pupils who require further support. Delivered by LSP three times per week and monitored very closely by English Leader* | Very specific targeted phonics sessions  delivered regularly over a set period of time have shown to be effective.  EEF | 4/5 |
| *Teacher timetabled over two days.*  *Two mornings and 1 lesson in the afternoon each week to work with small groups across school/ or provide support in class.*  Focus on Maths/Reading/Writing  Training /resources provided for teacher | 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.  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  Progress is evident in pupil books.  Pupils make good progress in RWM scores in formal assessments. | 4 / 5 |
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ *300*

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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 | 3/5 |
| *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.  Attendance awards system | 3/5  1 / 2  3 |

**Total budgeted cost: £30,600**

# 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.

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| **OUTCOMES**  **Overall our Disadvantaged pupils have made good progress across Reading Writing and Maths.**  Our internal assessments indicate that across the academic year all disadvantaged pupils made progress in Reading, Writing and Maths. Across Reading and Maths 70%+ made better than expected progress  Pupils made the greatest progress in Writing.  70% of pupils are EXP+ in Reading. Whilst in Maths 75% of pupils are EXP+.  Internal Phonics Test at the end of Year 1 all disadvantaged pupils achieved the expected standard.  **ATTENDANCE**  For the academic year 21/22 58% had 90% attendance and above which is below the previous year.  42% had 95% attendance and above which is the same as the previous year.  Overall attendance for PP children was lower than previous years. It still continues to be an area to focus on. |

# 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.* |