



Pupil premium strategy statement

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

Detail	Data
School name	St Margaret's CE Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mike Jee, Headteacher
Pupil premium lead	Leila Kemp, Assistant Headteacher for Inclusion
Governor / Trustee lead	Carolynn Lorrimer, responsibility for disadvantaged children

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61110
Recovery premium funding allocation this academic year	£5800

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£66910 N/A

Part A: Pupil premium strategy plan

Statement of intent

Disadvantaged children are a key priority at St Margaret's as we endeavour to ensure that all children regardless of background and challenges to learning, make progress in line with their non-disadvantaged peers.

Our mission is to provide, by any means at our disposal, the resources that allow disadvantaged children to make good progress and flourish across the curriculum.

We recognise that some disadvantaged children are high attainers or *could* be high attainers given the opportunities afforded by a focussed and effective strategy.

Our school will focus on what **most** prevents disadvantaged children from attaining well and apply specific resources to remove challenges based on the **identified needs** of the individuals in the cohort at St Margaret's.

Central to our strategy will be the continued development of high quality teaching for all pupils. There will be a specific focus on ensuring disadvantaged children receive provision that addresses their particular challenges both educational and in terms of wider opportunities. No assumptions will be made of disadvantaged children, all challenges will be identified using rigorous diagnosis using robust assessment. Provision will be tailored to what we **know** about their challenges and what we can **control** in order to have maximum impact on attainment.

We intend to be experts - teachers and support staff - in understanding the challenges of our disadvantaged pupils and rigorous in maximising provision that meets their needs.

All staff are responsible for this strategy and the delivery of a curriculum that maximises attainment and opportunity for those in our school who are most disadvantaged. By 2022/23 we expect to have significantly diminished the difference in outcomes for disadvantaged and non-disadvantaged children.

Challenges

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

Challenge number	Detail of challenge
1	Oral language and Vocabulary - Internal data such as results from BPVS diagnostic assessments tells us that a large majority of disadvantaged pupils are at a low level compared to their chronological age. Parents do not always hold vocabulary-rich conversations with their children and oracy skills are low resulting in children having a reduced word bank and poor grammar. This has been further highlighted by more children in the last year being referred for speech and language assessments through SALT, including those who are entering school in EYFS already with SALT involvement.
2	Gaps in learning for core subjects % on track in reading, writing and maths for all chn against PP. Our data suggests that at the end of 2021 the percentages of children on track to reach ARE who were NOT disadvantaged in reading, writing and maths were 85%, 81% & 83% whereas disadvantaged children were 63%, 61% & 68% on track.
3	Observations show that lack of parental engagement and/or ability to support some pupils learning at home (lack of attendance at parents evening, limited access to technology and quality reading texts at home, interactions between parent/carer and child are not conducive to positive attitudes to learning). Engagement was NOT a significant issue during lockdown due to rigorous daily school contact when disadvantaged children were a priority to ensure all had access to home learning and were actively taking part.
4	Social and Emotional Deficit & Mental health - A sizable number of our disadvantaged children are from families under pressure for a variety of reasons. This has a negative impact on children's SEMH and this is presented as anxiety, school refusal, absence (95.3% disadvantaged vs 97.43% non-disadvantaged in 20/21), behavioural problems and poor relationships in school. A significant proportion of disadvantaged children are flagged as vulnerable on our Vulnerable Children Register. Internal data suggests that more children across the whole school require great support from the Child and Family Pastoral Support Worker. 15% of disadvantaged pupils come from families who have an Early Help Plan and are supported by a Family Support Worker compared to 2% of all other children.
5	Attitudes to Learning - Many disadvantaged pupils demonstrate low self belief and self esteem in relation to their learning. Pupil voice tells us they lack the ability to recognise strategies that will support their learning and are unaware of their metacognitive approaches to tasks and problem solving. This deficit results in some disadvantaged pupils disengaging from learning. This has been reinforced by a pupil questionnaire which was completed by all Key Stage 2 children (October 2021) and the results were analysed in detail by the C&FSW. It particularly showed that some children don't feel that they can say how they feel especially in upper KS2 (Year 6).

6	For teachers and support staff to have a thorough understanding of the challenges that affect each disadvantaged child in <i>their</i> class and disadvantaged children across <i>our</i> school. To be clear on what most prevents disadvantaged pupils from attaining well and identifying what we as a school can control and change for the benefit of identified pupils. 45% of disadvantaged pupils across the whole school have also been identified as having SEND needs.
7	Cultural Capital opportunities are diminished through families being unable to access opportunities or being unaware of opportunities they can access.

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
1. Improved oral language skills and vocabulary among disadvantaged pupils to enable them to speak with confidence and oracy about their learning across the curriculum and beyond	Teacher observation will show significantly developed oral skills among disadvantaged pupils. These children will demonstrate an increased ability to be able to talk about their learning with greater clarity to peers and adults across the whole curriculum. Other sources of evidence will include book scrutiny and ongoing formative assessment
2. Improved outcomes for all disadvantaged pupils in GLD and ARE in Key Stage one and two for reading, writing and maths. The gap in attainment will be diminished between disadvantaged pupils and all other pupils.	Our 3 year average of children (22-24) on track for ARE in reading, writing and maths will be no less than 10% below our non disadvantaged pupils in 2021. This would mean our disadvantaged children would attain in line with all children nationally
3. Improve confidence and self-esteem evident for disadvantaged children as a result of greater parental support, guidance and training given from school. Disadvantaged children will have greater access to the resources needed to enhance their learning at home through the continued support of school. There will be improved engagement of disengaged families.	We will further improve contact and engagement with children from disadvantaged families with targeted and specific support which meets the children at their point of need with practical and PSEH provision.
4. To achieve and sustain improved well being for all children in our school, particularly disadvantaged children. Children will show increased confidence with using the tools in place at school to communicate their feelings and well being more effectively.	Sustained, high levels of wellbeing from 2024/25 demonstrated by: -Children's increased self-esteem and resilience which will result in stronger engagement and attainment in lessons, particularly amongst disadvantaged pupils -Qualitative data from pupil voice and pupil questionnaires and teacher observation

<p>5. We aim to see a marked improvement in disadvantaged children's attitude to learning, confidence in the ability to improve and a better understanding of the tools they can use to enhance their learning (metacognition)</p>	<p>Highly skilled and successful 1:1 pupil conferencing for disadvantaged children held weekly will have developed confidence and metacognition. Pupil voice and surveys will have highlighted improvement in children's in confidence, self-belief and metacognition</p>
<p>6. Staff must have thorough understanding of the needs of disadvantaged children in OUR school and be clear on how to support specific challenges to ensure the attainment gap is diminished</p>	

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: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff training to develop a greater understanding of how a child's previous and current life experiences can:</p> <ul style="list-style-type: none"> -Influence their ability to learn to their full potential -Affect a child's social, emotional and mental health <p>Training to be given to all staff both internally by Inclusion Leader and C&FSW, as well as externally by the virtual school and other relevant agencies. This will include training on the effect of Adverse Childhood Experiences (ACES) on learning and emotional wellbeing.</p> <p>In addition to the above, more specific training will be implemented to specific staff where relevant</p>	<p>https://thenationalcollege.co.uk/news/aces-adverse-childhood-experiences-in-schools</p>	<p>3,4,5,6</p>
<p>Monitoring, observation, work scrutiny and training to be undertaken by Assistant Headteacher for Key Stage 2 and Assistant Headteacher for Inclusion to further develop the quality of teaching and learning across the whole school. This will identify the coaching of individual staff which will take place on a regular basis and the impact of these sessions will be assessed regularly by SLT.</p>	<p>https://www.focus-education.co.uk/blog/impact-of-coaching-in-education/</p>	<p>2,5,6</p>
<p>All teachers in Key Stage 2 to be released out of class each week to carry out 'Pupil Conferencing'</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/</p>	<p>3,5,6</p>

<p>with a carefully selected group of children who are disadvantaged. (Linked to teacher appraisal target). The impact of this will be carefully monitored by SLT in terms of academic progress and attitudes to learning.</p>	<p>n/projects/graduate-coaching-programme</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	
<p>Deputy Headteacher and Assistant Headteacher for Inclusion to hearing a specific sample of children read every week who are disadvantaged (including SEND children who are also disadvantaged). Observations to be recorded and to be shared with the class teacher. As a result, where needed, new strategies to be implemented in class as a result and the impact to be monitored by SLT. Each half term, different children to be a focus.</p>		1,2,3,5,6
<p>Assistant Headteacher for Inclusion to work with teachers to provide training, linked to matching learning tasks to children's specific challenges (academic, SEMH, etc), in order to develop greater independence and progress in attainment. AHT to review/monitor planning, lessons, books and internal data and to work with identified staff to further improve practice (eg- supporting in planning meetings, team teaching)</p> <p>AHT to lead regular training with all support staff with reference to them gaining a greater understanding of the above focus, specifically in relation to their own role and how to give effective feedback/support to individual children</p>		1,2,3,5,6
<p>AHT for Inclusion and C&FSW to continue to lead on whole school initiatives, which will focus on all teachers and support staff to more actively understand the 'challenges to learning' for identified children, including those who are disadvantaged. These</p>	<p>https://educationendowmentfoundation.org.uk/news/eef-blog-getting-transition-right-part-1-of-2</p> <p>https://www.nasbtt.org.uk/eef-assessing-learning-key-questions-for-the-new-school-year-plus-getting-transition-right/</p>	3,5,6

challenges may be based on SEMH needs, external factors outside of school or a specific learning need. This will include more regular review and implementation of 'Pupil Profiles', further work on enhanced transition activities as children move from one year group to the next (July/September) and greater liaison between class teacher and parents/carers to develop communication.		
--	--	--

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

Budgeted cost: £ 48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve vocabulary and language skills particularly for all children in EYFS and identified disadvantaged pupils across the whole school who have relatively low spoken language skills.	Specific, oral language interventions which have recognised proven results can have a positive impact on pupils language and oracy skills. Approaches that focus on speaking as well as listening with equal emphasis, show positive impacts on attainment https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1, 2, 3, 6
Inclusion Leader to research the range of evidence based interventions available which have proven success results in reading, writing and maths, to effectively improve outcomes when	Evidence indicates that small group and 1:1 interventions can be a powerful tool for supporting pupils when used carefully. These interventions should be targeted at specific pupils and their effectiveness should be continually monitored. https://www.evidence4impact.org.uk/#	2, 6

<p>implemented, particularly for children who are disadvantaged.</p> <p>Selected interventions to be purchased, training to be delivered to all staff by Inclusion Leader. Staff will lead targeted interventions using the 'Graduated Approach' (SEND Code of Practice, 2014) and the impact will be monitored by Inclusion Leader</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p>	
<p>'Lexia' reading intervention to continue in all Key Stage 2 classes for children who are disadvantaged and/or who are on the SEND register.(3 times per week in school). As from January 2021, this will be implemented by a LSA. The impact of this intervention will be closely monitored by SLT (English leader). Where relevant, school to raise the profile of this intervention with parents/carers especially where Lexia is not being practiced at home.</p>	<p>https://www.lexialearning.com/why-lexia/our-approach/evidence-for-essa</p>	<p>2,3,5,6</p>

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

Budgeted cost: £7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Whole staff training on de escalation skills to be delivered through 'Team Teach' with the aim of developing the skills of all staff to improve children's attitudes and</i></p>		

<i>where needed, behaviour to learning across the school.</i>		
<i>Zones of regulation- whole school implementation of this metacognitive approach to develop all children's social emotional learning which may particularly benefit children who are disadvantaged</i>	https://www.zonesofregulation.com/research--evidence-base.html https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	4,5,6
<i>C&FSW to work with families- parent skills</i>		1,2,3,
<i>Cultural capital</i>	<i>Disadvantaged children's pupil survey of access to opportunities compared to similar sized/age group of non-disadvantaged children</i>	7

Total budgeted cost: £66,000

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Targeted intervention from C&FSW and a nominated LSA, to support emotional wellbeing and academic achievement. This consisted of the implementation of a 'Proud Book', self regulation check-in sheets and a range of familiar adults to check in with/be listened to across a week.
What was the impact of that spending on service pupil premium eligible pupils?	-Greater improvement in self-esteem and confidence. This has been more evident in school and when at home

	<p>through the use of specific strategies which were implemented.</p> <ul style="list-style-type: none">-Greater independence noted with self regulation of feelings and a greater awareness of emotional cause and effect-Play with peers has become more reciprocal and interaction has been observed to be less dependent on adult support.-Assessments demonstrated progress in core subject areas due to extra support in class being provided.
--	--

Further information (optional)

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.