

# Pupil premium strategy statement – St Margaret’s C of E Primary School

This statement details our school’s use of pupil 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	401
Proportion (%) of pupil premium eligible pupils	4.5%
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> )	24-27
Date this statement was published	December 2024
Date on which it will be reviewed	July 25
Statement authorised by	Gianna Ulyatt
Pupil premium lead	Alice Hassall
Governor lead	Gianna Ulyatt

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,180
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<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>	£33,180

# Part A: Pupil premium strategy plan

## Statement of intent

At St. Margaret's CE Primary School our vision for all is to '...let your light shine' - this includes our most vulnerable pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. All our work through the Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and non – Pupil Premium both within school and nationally. It is our desire that no pupil is left behind and we use our pupil premium funding effectively to achieve this.

## Challenges

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

Challenge number	Detail of challenge
1	The emotional resilience of pupils eligible for pupil premium is on average lower in comparison with their peers. As a result, this can affect their ability to engage with their learning and as a consequence impact on the progress they make across the curriculum.
2	On entry to reception the majority of children who are eligible for Pupil Premium are not school ready.
3	Internal formative and summative assessments have identified that writing, reading and maths attainment among disadvantaged children is below that of non-disadvantaged pupils.

## 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. Children can access their learning and as a result make more rapid progress because of improved emotional resilience.	Children have a positive approach to their learning which will impact on their attainment. This will be evident in their work and through lesson walks and other observations.

2. Children eligible for Pupil Premium in Early Years make rapid progress in all areas.	A higher proportion of Pupil Premium children are at the expected standard in all areas in comparison with entry.
3. To further raise standards in reading, writing and maths, and close the gap between those in receipt of Pupil Premium and those who are not.	Children in receipt of Pupil Premium on average make positive progress relative to their starting points. Including children working higher within the standard.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,176

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified CPD opportunities linked to the teaching of writing and the embedding of the 'Write Stuff' approach.	The EEF guidance is based on a range of evidence – separate guidance is available for <a href="#">Early years and KS1</a> and <a href="#">KS2</a> .	3
New staff to access Bug Club phonics training and Rapid Phonics training to ensure consistency in this approach to phonics across the school.	Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words). Bug Club phonics is a DfE accredited systematic synthetic phonics programme EEF toolkit: Phonics - additional 4-month progress.	3

	<b>Bug Club evidence:</b> <a href="https://www.pearson.com/uk/educators/schools/making-an-impact/research-summaries/clackmannanshire-report.html">https://www.pearson.com/uk/educators/schools/making-an-impact/research-summaries/clackmannanshire-report.html</a>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £13,304

Activity	Evidence that supports this approach	Challenge number(s) addressed
Group support and in class support to overcome identified barriers delivered by a teaching assistant/teacher.	EEF Teaching and Learning toolkit: small group tuition 4+ months progress	2, 3
Times Tables Rockstars – for home and in school use.	Different aspects of Times tables Rockstars acts as a resource to support the school to follow the recommendation of the EEF Guidance reports e.g. strand 2 of the 'improving Mathematics in the Early Years and Key Stage ' it also acts as a diagnostic tool for strand 4.	3
Reading strategies to increase reading fluency and comprehension including Lexia	EEF states 'A number of previous studies of Lexia have found promising results and the balanced approach, combined with the initial diagnostic assessment, is well aligned to the evidence summarised in the EEF's guidance report Improving Literacy in Key Stage One.	3

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

Budgeted cost: £16,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of the STAR (Support Targeted for Anxiety and Resilience) to support pupils through the early identification of support required.	There is a secure evidence base to indicate that a child's social and emotional skills lead to improved outcomes later in life. <a href="#">EEF Social and Emotional Learning</a>	1
Targeted support for children to either work 1:1 or in small groups to support children to be steady and ready to learn with a trained Thrive practitioner.	There is a secure evidence base to indicate that a child's social and emotional skills lead to improved outcomes later in life. <a href="#">EEF Social and Emotional Learning</a>  EEF Teaching and Learning Toolkit: Building social and emotional learning in to the classroom (+4 months) Review by DFE into mental health approaches included THRIVE as an initiative that supports and promotes positive mental health (DFE 2018)	1
Thrive re-accreditation.	There is a secure evidence base to indicate that a child's social and emotional skills lead to improved outcomes later in life. <a href="#">EEF Social and Emotional Learning</a>	1
1:1 support is provided by the School Councillor to support children with identified emotional/well-being needs.	Supporting children with their social and emotional needs has a positive impact on average of 4 months over an academic year.	1
Contingency Fund	We have identified a small amount of money to respond quickly to emerging issues.	

**Total budgeted cost: £ 33,203**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils – previous strategy

*Children eligible for pupil premium in EYFS made rapid progress from their baseline starting points in EYFS.*

**Improve emotional resilience for all pupils through use of TA support, staff training and intervention.**

*Two members of staff have completed the bereavement training and the youth mental health first aid training. A teacher has been assigned the role of Mental Health Lead in school and attends regular network meetings. She leads staff training, which has included Anxious about School training. We have completed the Durham Resilience Programme. Along with further training for our two Thrive practitioners and continuing to fund the school counsellor for a full day each week, there has been increasing support for our children struggling with their emotional resilience. The Educational Health Needs Team has supported in school, alongside a student play therapist. Pupil voice at the end of the year showed us that the vast majority of children continue to feel safe and happy in school and have somebody that they feel happy to talk to if they need to.*

**Y1 and Y2 phonics resits confirm that increased proportions of pupils meet the standard.**

*Attainment in Y1 phonics was once again above the national average, with 88% passing the test in June 24. In Year 2, 90% of children (9/10) met the phonics standard in June 24. Almost all children in receipt of pupil premium passed their phonics test.*

**Provide children with high quality teaching and feedback to ensure progress in lessons.**

*Whole staff CPD has focussed on questioning across the curriculum and writing. Across the school 87% of children have met or exceeded age related expectations in Maths. 86% have met or exceeded age related expectations in reading and 79% have met or exceeded age related expectations in writing.*

*In statutory assessments, progress was excellent at the end of KS2 in reading and maths and was good in writing. School led tutoring and a Year 6 booster group teacher supported our most vulnerable pupils in English and Maths.*

**Increase attendance rates for PP children.**

*Overall average attendance for the whole school in 23/24 was 96.1%. Overall average attendance for PP children was 93.7%. Illness was the main contributor to absence.*

*Regular monitoring and working together with parents to support attendance is helping to secure improving attendance rates. This remains an area for development.*

## **Externally provided programmes**

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

<b>Programme</b>	<b>Provider</b>
Nuffield Early Language Intervention	Nuffield
Bug Club phonics training	Pearson
Rapid Phonics training	Pearson
Thrive	Thrive