

Pupil premium strategy statement

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

Detail	Data
School name	St. Margaret's CE Primary
Number of pupils in school	396
Proportion (%) of pupil premium eligible pupils	6
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21-24
Date this statement was published	Draft (04.10.23)
Date on which it will be reviewed	July 24
Statement authorised by	Draft (GB meeting 30.11.23)
Pupil premium lead	Helen Tait
Governor / Trustee lead	Gianna Ulyatt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,450
Recovery premium funding allocation this academic year	£3,190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£48,640

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	Some pupils who are eligible for Pupil Premium do not enter early years at age related-expectations in the area of communication and language. This means they need to make more progress than their peers to catch up that gap.
2	Emotional resilience of some pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.
3	Due to low starting points in verbal communication and language, along with disruption to learning as a result of Covid, some pupils struggled to meet age related expectations in phonics. This slows their progress in all curriculum areas that demand effective reading strategies.
4	All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.
5	Low attendance rates for some Pupil Premium children impacts on their learning. This means they are constantly having to catch up to their peers.

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
Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.	Pupil Premium children meet a Good Level of Development.
Improve emotional resilience for all pupils through use of TA support, staff training and intervention.	Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours.
Y1 and Y2 phonics resits confirm that increased proportions of pupils meet the standard.	% of pupils meeting the expected standard in phonics improves from 2023.
Provide children with high quality teaching and feedback to ensure progress in lessons.	Increased proportions of pupils will reach ARE in English and Maths across the school.
Increase attendance rates for PP children.	There are increased attendance rates for Pupil Premium children.

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: £35,067

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement Nuffield Early Language Intervention with all EYFS children across the year using a teaching assistant to enhance staffing levels.</p>	<p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. A 2016 randomised controlled trial found a positive impact of four months' additional progress for the Nuffield Early Language Intervention.</p> <p>EEF toolkit: Communication and language approaches - additional 6 months progress NELI - additional 10 months progress</p>	<p>1</p>
<p>Staff to complete and embed training in Mastering Number from the Maths Hub to develop early numeracy approaches.</p>	<p>On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes. There is some variation between approaches, which suggests that the choice of approach and the way in which strategies are introduced are important. Approaches tend to produce larger effects when they are designed to develop a particular mathematical skill (such a counting or estimating), commit a regular amount of time to developing mathematics (between two and three hours per week), designed specifically for the early years setting involved, and include some specific individual interaction.</p> <p>EEF toolkit: Early Numeracy Approaches - additional 6 months progress</p>	<p>1</p>
<p>All staff to continue to receive training to develop understanding of metacognition. Staff will implement and embed strategies which are appropriate to</p>	<p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months additional progress.</p> <p>EEF toolkit: Metacognition and self-regulation- additional 7 months progress</p>	<p>4</p>

their cohorts, following training.		
New staff to access Bug Club phonics training (EYFS/KS1) and Rapid Phonics training (KS2) 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. Bug Club evidence: https://www.pearson.com/uk/educators/schools/making-an-impact/research-summaries/clackmannanshire-report.html	3
New staff to access Mastery Maths training to ensure consistency in this approach to Maths teaching across the school.	Teaching for mastery aims to support all children to achieve deep understanding and competence in a subject. A guidance report from the Education Endowment Foundation Improving Mathematics in Key Stages 2 & 3 was published in November 2017. It endorses many of the components of teaching for mastery. Links between its recommendations and a teaching for mastery approach are made explicit in this blog by Professor Jeremy Hodgen. Professor Hodgen is Chair of Mathematics Education at the UCL Institute of Education, who led the evidence review.	4

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

Budgeted cost: £3,036 – (including £1'018 school contribution and £1'018 from NTP grant)

Activity	Evidence that supports this approach	Challenge number(s) addressed
3 members of staff will deliver school-led tutoring after school for 1 hour a week. (School Led Tutoring Grant to pay 50% of costs)	Small group tuition, delivered by class teachers across the school known to the children will ensure that provision is carefully targeted at children's individual needs. Evidence suggests that tuition should be additional to, but explicitly linked with, normal teaching and that teachers should monitor progress to ensure the tutoring is beneficial.	4

	EEF Teaching and Learning Toolkit: small group tuition- additional 4 months progress.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
An HLTA and teacher trained in Thrive, along with School Councillor to have specific time set aside to support children with emotional needs and to identify class priorities linked to Thrive surveys.	Supporting children with their social and emotional needs has a positive impact on average of 4 months over an academic year. This finding has low security, however it is also important to consider the other benefits of targeted social and emotional learning, beyond English and maths scores. EEF Teaching and Learning toolkit: Social and Emotional Learning	2, 5
8 further members of staff trained in Team Teach to support children with challenging behaviour.	Overall it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. Good quality professional development for staff and a consistent approach across the setting are key to ensure effective behaviour intervention. This is based on a number of meta-analyses that review robust studies of interventions in schools. EEF Teaching and Learning toolkit: Behaviour Interventions- additional 4 months progress.	2,5

Total budgeted cost: £48,640

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 2022 to 2023 academic year.

Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.

All 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 signed up to 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. A therapeutic practitioner from the EWEL Team has supported in school. 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 85% passing the test in June 23. In Year 2, 98% of children met the phonics standard in June 23. 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 further development of a consistent mastery approach to maths, including the introduction of Mastering Number in EYFS and KS1. Rapid Phonics has been introduced to support children at KS2 who have not yet passed their phonics test. Further training around metacognition, focussing particularly on cognitive load and retrieval has taken place. Across the school 85.4% of children have met or exceeded age related expectations in Maths. 86% have met or exceeded

age related expectations in reading and 76% 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 22/23 was 96.9%. Overall average attendance for PP children was 96.4%. 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.