



# St Margaret's CE VA Junior, Infant and Nursery School 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.

## School overview

Detail	
School name	St Margaret's CE VA Junior, Infant and Nursery School
Number of pupils in school	307 (not incl. Nursery)
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers	2022-2024
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Fr Tom Davis
Pupil premium lead	D Whittle
Governor / Trustee lead	E Horridge

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£203,900
Recovery premium funding allocation this academic year	£30,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£233,900



## Part A: Pupil premium strategy plan

### Statement of intent

1. Our aim is for disadvantaged pupils to make at least the same progress as non-disadvantaged pupils at the school and to reach at least the same levels of attainment
2. The strategies used aim to mitigate against the challenges to achievement we have identified among our disadvantaged pupils.
3. The plan is founded on the following key principles and practices:

School leaders focus on a small number of priorities each year in areas that are likely to make the biggest difference, with a focus on effective implementation.

The approaches adopted are selected on the basis of strong educational evidence.

The pupil premium strategy is embedded within a broader strategic implementation cycle of trying new approaches, learning what works best for our children and adopting and embedding the practices which are most effective in improving teaching and learning and improving outcomes for all the children in our charge.



## Challenges

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

Challenge number	Detail of challenge
1	High levels of socio economic disadvantage and associated low levels of aspiration, Cultural Capital/knowledge and understanding of the world- The school location deprivation indicator is in quintile 5 (most deprived) of all schools. The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.
2	Low level communication and language skills when children enter school 20% of pupils assessed at 0-3 years C+L at Baseline September 2021
3	Low levels of attainment in core subjects in KS1-The proportion of pupils meeting the phonics expected standard (32+) in Year 1 (69%) was significantly below national and in the lowest 20% of all schools in 2019. Key stage 1 attainment of the expected standard in writing (56%) was significantly below national and in the lowest 20% of all schools in 2019, as well as in 2018 and 2017.
4	Low levels of access to technology/educational resources in the home
5	High level of persistent absence for some disadvantaged pupils Overall absence in autumn 2020 (5.5%) was in the highest 20% of all schools. Persistent absence in autumn 2020 (17.4%) was in the highest 20% of all schools.
6	High levels of need for social and emotional support (SEND) The school is in Quintile 1 for % of SEND support and SEND EHC 22% of Reception pupils assessed at 0-3 years PSED at Baseline September 2021. 4% in 4-5 years bracket.
7	High level of mobility (Quintile 3 but considerably higher amongst high prior attainment 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
Disadvantaged pupils gain a wide range of experiences which increase their knowledge of the world/ Cultural Capital	Pupil voice shows improvement over time in knowledge and understanding. Long term planning evidences a broad programme of enrichment opportunities in place across school including a resident artist and resident poet.
Disadvantaged pupils' level of attainment improves	Assessment data shows attainment gap narrowed at KS1 and KS2
Disadvantaged pupils make accelerated progress with their communication and language in the Early Years and KS1	Assessment data shows attainment gap narrowed
Disadvantaged pupils receive the social and emotional support necessary for them to succeed academically	Case studies document the social and emotional support provided to pupils.
Improved attendance of persistent absentees	Persistent absence reduces
Disadvantaged pupils have access to high quality digital learning	Pupils' portfolio of work on Google Drive demonstrates a proficiency in a range of collaboration-friendly tools to communicate and present work, document their learning journey and store and share information.



## 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.

This plan is to be implemented in conjunction with the 'Catch Up' plan below:

[Catch up Funding plan](#)

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

Budgeted cost: £ 163,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher Professional Development</p> <p>Quality First Teaching - all pupils will have access to high quality teaching across all subjects</p>	<p>Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment, including the EEF publication 'Using your Pupil Premium Effectively'. Specific areas of CPD to include:</p> <ul style="list-style-type: none"> <li>• Structured approach to collaborative learning (whole school priority) - increased opportunities for structured talk and interaction.</li> <li>• Introduction to cognitive science in the classroom: retrieval practice CPD to enhance and boost learning</li> <li>• Teaching reading fluency</li> <li>• NCETM Mastering Number</li> <li>• Further refining feedback practise across school - live modelling and feedback tasks to address gaps in learning</li> </ul> <p><a href="#">Curriculum overview including professional development</a></p> <p>EEF - Phonics +5 months; Feedback +6; Collaborative Learning +5; Metacognition +7; Reading comprehension +6</p>	1,2,3,4,6
Incremental Coaching for teachers	To maintain high quality teaching, continued professional development must be embedded. Cycles of incremental coaching (form of teacher development based on an approach to observation and follow-up CPD) - involving fortnightly observation-feedback loops, continuously improve the effectiveness of teaching and learning.	1,2,3
Personal CPD allowance for all staff	All staff are provided with an allowance to spend on supporting their own professional development	1,2,3,6



<p>Use of digital technologies to further improve learning</p>	<p>Providing each child from year two upwards with their own Chromebook has allowed far greater use of digital technologies: digital technology is integrated into normal classroom instruction as well as used to provide supplemental opportunities for learning. <a href="#">EEF recommendations</a> for using digital technology are followed: technology is used to increase the quality and quantity of practice children undertake both within and outside the classroom and to improve assessment and feedback - allowing children to progress independently.</p> <p><a href="#">EEF:Using_Digital_Technology_to_Improve_learning_Evidence_Review.pdf</a></p>	<p>4</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to ensure stronger phonics teaching for all pupils/</p>	<p>Phonics approaches have a strong evidence base that indicate a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>EEF Phonics + 5 months</p>	<p>2,6</p>
<p>Arts participation - school has an artist, poet and actor in residence</p>	<p>The EEF reports that arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum as well as wider benefits including more positive attitudes to learning and increased well-being. This is in addition to the intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts curriculum.</p>	<p>1,2,3,6</p>
<p>Specialist Music Tuition Year 2,3,4</p>	<p>As above</p>	<p>1,2,3,6</p>
<p>School vision 'A Place to BECOME' focuses on teaching children about the learning process.</p> <p>LAB CPD Year5 Global Citizens project Roy Leighton@undiscoveredcountry(Google Classroom resources)</p>	<p>EEF reports that the potential impact of metacognitive and self-regulation approaches is high. School's vision of 'A Place to BECOME' has been developing over several years. It supports the development of personal attributes which can impact positively on learning and character. Work has continued to develop in this area by providing all staff with access to LAB CPD website (weekly resources) facilitated by Roy Leighton @undiscoveredcountry and Mark Allen @edintheclouds focussing on metacognitive strategies and the use of digital technology in enhancing collaboration.</p> <p>EEF Metacognition/self regulation+7</p>	<p>2,4,6</p>



Additional adults in EYFS ensuring there is a sharp focus on children acquiring a wide vocabulary and communicating effectively	The 'Closing the Attainment Gap' report produced by the EEF shows that targeted small group and 1:1 intervention has been shown to have the largest potential for immediate impact on attainment. 'Preparing for Literacy' (EEF) recommends that high quality adult-child interactions are important and sometimes described as talking with children rather than talking to children.	2, 6
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 70, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 support and small group tuition Non class based SENDCO, Reading Recovery Teacher, full time specialist Teaching Assistant	In the EEF, there is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch up strategy. Tuition is guided by class teachers, linked to the curriculum and focussed on the areas where pupils would most benefit from additional practice or feedback. EEF Small group tuition +4; 1:1 tuition +5; Phonics +5; Feedback +6	1,2, 3,6
Full Time TA support 1:1 support and small group tuition Structured SHINE intervention	As above	1,2, 3,6
Digital learning platforms Lexia/LBQ/Times Table Rock Stars	Digital technology is used to provide supplemental opportunities for learning. <a href="#">EEF recommendations</a> for using digital technology are followed: technology is used to increase the quality and quantity of practice children undertake both within and	1,2,3,4



	<p>outside the classroom and to improve assessment and feedback - allowing children to progress independently.</p> <p>EEF:<a href="#">Using_Digital_Technology_to_Improve_learning_Evidence_Review.pdf</a></p> <p>EEF Feedback +6</p> <p>Research on Rosenshine's Principles of Instruction and Willingham's fluency and drilling show that students' confidence and fluency will improve through independent practice. Renewed focus on TT Rockstars this year offers children retrieval opportunities to recall number facts.</p>	
<p>EY intervention C+L</p> <ul style="list-style-type: none"><li>• Nufield Early Language Intervention</li><li>• WellComm</li><li>• REAL</li></ul>	<p>Early intervention is known to close the attainment gap between disadvantaged children and their peers. Interventions adopted have been robustly evaluated - for example a randomised controlled trial provides strong evidence for the effectiveness of the NELI programme. Children made on average an additional three months progress in language and the result had a very high security rating - 5 out of 5 on the EEF padlock scale.</p> <p>EEF Oral Language Interventions +5; Phonics +5</p>	2,3



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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support (additional) S+E learning	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social Emotional Learning can lead to learning gains of +4 months over the course of a year. Full time pastoral support as well as 0.4 counselling sessions are provided. When behaviour needs cannot be met at an universal or targeted level and the school has followed the graduated approach, specialist advice and services are sought.	6
Enriching the curriculum through visits and visitors/Extra curricular activities (fully funded)	The EEF reports that arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum as well as wider benefits including more positive attitudes to learning and increased well-being. This is in addition to the intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating curriculum.	1,2,3
School vision 'A Place to BECOME' - provides children with curriculum enhancement and extra-curricular activities .	EEF reports that the potential impact of metacognitive and self-regulation approaches is high. One of the key issues learned in the Closing the Attainment Gap report produced by the EEF, is that essential life skills (character) are important in determining life chances. In 2019, disadvantaged pupils made more progress than non-disadvantaged pupils in reading, writing and maths, but to build cultural capital, pupils not only need knowledge, they also need attitudes, values and language. Pupils at St Margaret's need curriculum enhancement to enable them to accumulate these skills.  EEF Metacognition/self regulation+7	2,4,6



<p>Attendance Education Welfare Service buy in</p>	<p>Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance over 95%. Both the Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of the year.</p> <p><a href="#">DfE Framework for securing full attendance</a></p>	<p>5</p>
<p>Provide Breakfast for all pupils - National School Breakfast Programme</p>	<p>Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.</p>	<p>1,5</p>

**Total budgeted cost: £ 273,000**



## 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 2021 to 2022 academic year.

During periods of school closure and additional times when pupils had to learn at home, thanks to significant investment in technological devices **all** pupils were able to access a high quality curriculum remotely. The loaning of devices meant that a lack of access to devices in the home was not a barrier for any pupils in accessing online learning.

Early identification of communication and language challenges in The Early Years and the effective implementation of programmes such as WellComm and REAL has meant that disadvantaged pupils' progress and attainment in phonics and reading has continued to be above that of non-disadvantaged pupils.

In the academic year 2021/22 significant investment was made in individual 1:1 tutoring- disadvantaged pupils were targeted for this support.

The progress made by disadvantaged pupils by the end of KS2 is above that of non-disadvantaged pupils. The attainment gap between disadvantaged and non-disadvantaged pupils has narrowed in all subjects and phases over the last 4 years.

 School Performance Summary (disadvantaged pupils )2016-22

### Externally provided programmes

Programme	Provider
Learning By Questions	LEB Partnership
TT Rockstars	TT Rockstars
Lexia Core 5 Reading	Lexia UK

