

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 Academy
Number of pupils in school	396
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	12.1.22
Date on which it will be reviewed	July 2022
Statement authorised by	Full Governing Board on 12.1.22
Pupil premium leads	Sophie Essam / Sara Pike
Pupil premium champion for individuals	Sophie Essam
Trustee oversight	Educational Standards Committee members

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£178,885
Recovery premium funding allocation this academic year	£19,660
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	£ N/A

Part A: Pupil premium strategy plan

Statement of intent

We want our disadvantaged pupils to be fully engaged in learning which will be evidenced by high school attendance, wide scale participation in learning and extra-curricular activities, curiosity and enthusiastic talk about their learning. We want to close the attainment gap for the disadvantaged so that they leave primary school fully equipped for the next phase of their education.

We will ensure a highly skilled practitioner is in every classroom and our key stage leaders will be supporting their colleagues to ensure the highest quality inclusive practice is available to all children at St Margaret's Academy.

We have identified speech and language and social and emotional skills as specific barriers to learning along with missed education due to the COVID-19 pandemic. We will address these barriers in the current strategy by allocating resources to developing key skills in these areas and providing booster / catch up sessions for pupils in key year groups.

We prioritise improving the quality of teaching for all pupils by investing in time for experienced teachers to work alongside others. In addition, teachers understand who their most disadvantaged pupils are and plan bespoke actions for them.

Challenges

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

Challenge number	Detail of challenge
1	Drop in PP attainment since the last statutory assessments in 2018-19.
2	Engagement and resilience in learning
3	Speech, language and communication needs
4	Social and emotional needs
5	Impact of COVID19 and partial school closures on the above and academic achievement

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	Evidence
Increased attainment	The gap to all pupils has narrowed year on year in all subjects	Whole school termly assessment tracking data provided by HT to show comparison of PP and all others
Increased engagement in learning	Pupils express an interest in learning and can talk about themselves as a learner Class involvement scores on Leuven Scales have increased	Trustee and staff conversations with randomly chosen pupils Leuven data from DHT
Improved speech, language and communication in our pupils	Gap in writing and reading has narrowed year on year Communication skills, social skills, learning and teamwork are more successful as noted by fewer incidents of negative behaviour New practice / strategies are embedded e.g. Nuffield Early Language Intervention is embedded in teaching and learning, more specifically in YR, Y1 and Y2	As above plus: Termly behaviour logs provided by HT / DHT Termly SEN report from DHT Regular trustee visits
Improved social emotional and mental health across the school	Reduction in negative behaviour instances, suspensions and exclusions High levels of attendance Children are well supported in their social and emotional needs Positive lunchtimes Class Leavens' Scales show improved well-being scores	As above plus: Attendance data report from DHT Visits and safeguarding reports Trustee visits to cover play and lunch
Academic attainment and progress will return to pre-pandemic levels	Attainment and progress will improve year on year	Whole school termly assessment tracking data provided by HT to show comparison of PP and all others

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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: £79,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
Our Assistant head teachers for EYFS/KS1 and KS2 will have release time to support and quality assure teaching and learning in their relevant key stages.	Academic data on attainment and progress teacher feedback on pupils' levels of participation <i>Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school'</i> EEF Pupil Premium update Autumn 2021	1, 2
SEN Surgery with SENCOs for teachers to ensure they have the best practice in place for the bottom 20% and SENCOs supporting in class	Inclusive practice in class (e.g. scaffolding to support independence) noted in lessons, book looks and conversations with pupils	1, 2, 3, 5
Introduction of a new writing scheme, <i>The Write Stuff</i> £2000	This is a proven scheme, with successes noted in other schools that supports inclusive active pupil engagement and progress. Progress in books Enthusiasm of pupils Pupils articulating themselves as writers	1, 2, 3, 5
Introduction of <i>Reading for Pleasure</i> project with the Open University	<i>'Reading for pleasure is the single most important indicator of a child's future success'</i> OECD 2002 Consistency of practice round the school showing it is learner-led, informal, social and supported by texts that prompt Pupils enthusiasm for talking and engaging with books	1, 2, 3, 4, 5
Teaching of phonics in Reception, Year 1, Year	EEF – very extensive evidence of impact	1, 5

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2 and catch-up for older pupils		
Teaching of reading comprehension to build on phonic decoding	EEF –extensive evidence of impact	1, 5

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

Budgeted cost: £ 37,544

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated SALT TAs, engagement with Nuffield Early Language Intervention Dedicated SALT spaces to carry out interventions	Our baseline assessments show pupils join the school with speech, language and communication skills well below age related standards. We have a high number of speech and language referrals. National research indicates that younger children's communication skills have been disproportionately impacted by the COVID-19 pandemic.	1, 2, 3
Booster programme for Year 2 and Year 6 to prepare them for the next key stage £3500	Gaps due to Covid identified that need filling	1, 5
Teachers maintain a slow mover provision map to track and implement additional measures based on identified need	Good practice in assessment for learning	1, 5
Fresh Start catch up in Y5/6	Academic data for reading and writing in our Y5/6 cohorts shows progress slowed in Y5 (previous Y4 cohort)	1

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

Budgeted cost: £83,066

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Attendance officer 1 day a week Close monitoring of attendance Engaging families with poor attendance	Attendance data and levels of persistent absence show this is an area where our families need support	1, 4
Pastoral team comprising Nurture teacher, and TA, Family support worker and Pastoral TA overseen by deputy head	Behaviour instances and data on exclusions suggest our pupils need support for their wellbeing and social and emotional development Information on safeguarding and mental health needs show a need for family support	1, 3
Consistent approach to behaviour by all adults	Paul Dix, 'When the Adults Change, Everything Changes'	2, 3, 4
Increase the support for specialised nurture intervention to 'lend an adult brain' at times of need £7614	Proven experience by specialised training nurture and attachment aware staff Fewer incidents of negative behaviour and smoother transition to learning.	3, 4, 5
Changing the hours of work for teaching assistants to increase direct teaching of play over lunchtime	EEF highlights the evidence of effective TAS The more vulnerable pupils are struggling to interact and manage relationships, largely as a result of the pandemic. Lunchtime is the time of day traditionally with less structure so we need to support pupils with staff leading play. Less incidents of negative behaviour and smoother transition to learning.	3, 4, 5

Total budgeted cost: £200,085

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.

- Disadvantaged pupils generally made excellent progress from very low starting points across the school. For example, KS1 outcomes remained similar to pre-pandemic outcomes in Reading and Maths and improved for PP children in writing and greater depth reading
- Despite 2 national lockdowns and the impact of this on early reading skills, 78% of our Y1 PP children achieved 32 marks or above in their phonics which was only 4% less than the last pre-pandemic national result of 82% in 2019.
- There was a slight drop in the percentage of PP children in EYFS achieving the expected standard compared to pre-pandemic levels. However, this group made excellent progress from very low starting points to almost come in line with local schools.
- Attendance levels for PP children in 2020-21 were higher than national average
- Families were well supported by our family support worker
- Children and families were well supported by the pastoral team during the period of partial school closure and when they returned to school
- Children's social and emotional development and their wellbeing remained a strong focus through 2020-21 as evidenced by high attendance levels. The end of the year showed improved scores on the Leavens Scales for all classes

Externally provided programmes

Programme	Provider
Read Write Inc	Local English Hub

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?	n/a for 2021-2022

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What was the impact of that spending on service pupil premium eligible pupils?	n/a for 2021-2022
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Further information (optional)

We use a cross-school enquiry approach to learning designed to make it engaging and active for pupils. Our school curriculum uses unique 'collectables' that are creatively designed to help parents at home and pupils in school to understand and remember key learning. See the 'Curriculum Information' section of our website for further information.

Sophie Essam is our new Pupil Premium Champion this academic year and her role will involve raising awareness of disadvantaged pupils and their needs, monitoring provision and the impact of this strategy. She will work closely with the senior leaders in each key stage as well as the HT and DHT.