

Pupil premium strategy statement – St Margaret’s Academy

This statement details our school’s use of pupil premium (and recovery 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	393 (Oct 2024)
Proportion (%) of pupil premium eligible pupils	27.5% (Oct 2024)
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was published	11.12.24
Date on which it will be reviewed	July 2025
Statement authorised by	Trustees
Pupil premium lead	Sophie Essam / Tim Hughes
Governor / Trustee lead	Educational Standards Committee (reviewed 25.10.24)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170,200
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£170,200

Part A: Pupil premium strategy plan

Statement of intent

We want our disadvantaged pupils to be motivated and fully engaged in their 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 and beyond.

We will ensure a highly skilled practitioner is in every classroom and 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. We will address these barriers in the current strategy by allocating resources to developing key skills in these areas and providing catch up sessions for pupils in key year groups.

We prioritise improving the quality of teaching and curriculum 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 what their needs are so they can plan learning effectively. Where feasible, teaching staff will prioritise these pupils for feedback.

Key principles:

1. Provide high quality teaching, especially around speech and language
2. Maintain our focus on having a high quality offer for reading
3. Provide intervention / enhanced provision where needed
4. Planning learning opportunities that engage pupils to attend school and motivate them to take part in learning e.g. with creative early morning lessons to act as a pull from home to school

Challenges

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

Challenge number	Detail of challenge
1	Over 50% of primary aged school children in Torbay schools have language difficulties (Torbay Council, 2024). This level is likely much higher in our school e.g. in 2023, only 5% of the new Reception intake were working at the expected level in 'Comprehension'.
2	Attendance, learning behaviours and conversations with pupils/parents suggest disadvantaged pupils have lower levels of motivation to attend school and engage in learning. Overall attendance for disadvantaged pupils

	in the autumn and spring term 2023-24 was 91.8% compared to non-disadvantaged pupils which was 94.9%
3	Our data shows that disadvantaged pupils consistently find it harder to achieve well in writing compared to maths and reading. This starts from when they enter school (e.g. in 2023, 0% of pupils were working at the expected level in writing when they started school) and the gap continues (e.g. in the 2024 leavers, 50% of disadvantaged pupils achieved the expected standard in writing compared to 63% in reading).
4	Disadvantaged pupils are less likely to engage with extracurricular activities. For example, despite places in after school clubs being ring-fenced for disadvantaged pupils, over the course of last academic year, there was a steady decline in these children taking up places.
5	Given the key importance of learning to read (e.g. according to the OECD 2019, those young people who have developed the habit of reading in childhood are more likely to have future academic achievement and wellbeing), it is important we don't lose our focus and momentum in this area. For example, outcomes for disadvantaged pupils fell slightly in phonics in Year 1 and Year 2 in 2024.

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
Improved achievement in writing.	Assessments at the end of each year show pupils achieving as well in writing as they do in maths and reading.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Overall school attendance has returned to pre-pandemic (2019): 96% for all pupils and 94.4% for disadvantaged pupils.
Improved foundations of learning in the prime and specific areas by the time children leave Reception, showing an increased readiness for transition to Year 1.	The percentage of pupils achieving GLD has shown an increased trend over 3 years from a starting point in 2024 of 60% (all pupils) and 10% (disadvantaged pupils) so that outcomes are at least in-line with national and Torbay.
Reading continues to be a real strength of our educational offer at St Margaret's.	Outcomes in the Year 1 and Year 2 phonic tests, and in Year 6 (at expected and in greater depth) have consistently been well above national levels for all pupils and disadvantaged ones.

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: £14,224

Activity	Evidence that supports this approach	Challenge number(s) addressed
Our Assistant Head will have release time to work alongside teachers to help improve the quality of teaching.	First quality teaching is what we aspire to all the time. Evidence shows that effective feedback, creating motivated learners and the ability to teach quality reading comprehension is very effective. Feedback EEF , Metacognition and self-regulation EEF , Reading comprehension strategies EEF	2, 3, 5
Continue to ensure Reading for Pleasure is an active part of teaching across the school, building on our 2024 award from the Open University and the Literacy Association.	'Reading for pleasure is the single most important indicator of a child's future success' OECD 2002	1, 2, 5
Teaching of phonics in Reception, Year 1, Year 2 and catch-up for older pupils	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics EEF	2, 5
Teaching of reading comprehension to build on phonic decoding	'Reading is the gateway to learning. Pupils who struggle with the basic mechanics can quickly fall behind. Being able to read accurately by age 6 has a strong correlation with future academic success' Getting All Pupils Reading: OFSTED Reading comprehension strategies EEF	1, 5
SEN Surgery with SENDCO for teachers and an additional SEN surgery for teaching assistants to ensure they have the best practice in place for the bottom 20% and SENCOs supporting in class	Getting it right for SEND pupils is not only effective for them but also their peers. EEF Blog: Five evidence-based strategies to support... EEF	1, 2, 3, 5
The Foundation Stage curriculum is structured	There is strong evidence that oral language interventions are highly effective e.g. Oral language interventions EEF	1, 2, 5

around talk and relationships.		
A re-designed curriculum prioritises creative learning in early morning timetables slots and has a purposeful outcome to work towards to share with families.	Getting parents to work in partnership is very effective. Parental engagement EEF	1, 2, 4
After a 2 year programme of teaching pupils strategies for being independent learners, the 3 key elements (motivation, resilience and active thinking) are now being embedded into all aspects of learning and recognised as part of weekly star assemblies	Self-regulated learning is essential to helping children learn and make progress Metacognition and self-regulation EEF	2, 3, 4, 5

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

Budgeted cost: £20,076

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bucket time interventions built into the Foundation Stage provision.	There is strong evidence that oral language interventions are highly effective e.g. Oral language interventions EEF	1, 2
Teaching assistants in Foundation Stage have allocated disadvantaged pupils for prioritising for feedback and support.	There is strong evidence that working closely with children to provide feedback is highly effective Feedback EEF	1, 2, 3, 5
Staffing deployed to provide intervention catch up groups for writer	Evidence shows that small group interventions can be very effective Peer tutoring EEF	3
Phase Leader in KS1 is deployed to oversee effective groupings, assessment and teaching of the phonics	Strong evidence for a systematic phonic programme being highly effective Phonics EEF	5

There is a dedicated small team of two S&L specialists to provide intervention catch up.	Speech, language, communication and literacy is an underlying high need across Torbay (statistics from 2023 show that over 50% of primary aged pupils have needs in this area Oral language interventions EEF)	1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £135,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Have a designated attendance officer for one day / week, closely monitoring attendance, engaging with families and problem solving with a designated attendance lead from the local authority.	The DfE guidance shows the necessity of this Working together to improve school attendance - GOV.UK	2, 4
Monday morning's first lesson is a creative learning with purposeful outcome involving families that aims to act as a pull for children to come into school.	The DfE guidance shows the necessity of this Working together to improve school attendance - GOV.UK	1, 2, 4
There is a weekly Forest School aimed at helping specific pupils develop team building, social skills and purposeful activity.	'Young children construct their knowledge best through active, engaged, meaningful experiences that provide interaction with their environments and others' Harris Helm et al. (2005)	1, 2, 4
A strong pastoral team to work closely with families includes a f/t pastoral specialist, a 2-day Family Support Worker, led by a f/t SENDO	Getting parents to work in partnership is very effective. Parental engagement EEF	1, 2

Total budgeted cost: £ 170,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

What worked well:

- From entry to the school aged 4, these pupils made significant progress in early reading skills over 2 years. When they joined school, 0% were working at the expected standard and by the end of Year 1, 67% had passed the phonics test
- Outcomes in the Year 4 Multiplication Tables Check were in-line with national.
- Outcomes in Year 6 have improved in all subjects compared to last year.
- Conversations with pupils over the year evidenced them enjoying learning (especially in History and Design Technology) and having a greater engagement with writing
- Attendance was 2.2% higher than national

What didn't work so well:

- A high level of complex needs over 2 years contributed to a drop in the number of pupils achieving a Good Level of Development by the end of Foundation Stage.
- Outcomes in the Year 2 phonics test dropped.
- At the end of Year 6, outcomes in writing and maths was less than national

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.