

Pupil premium strategy statement

This statement details our school's use of pupil premium funding, which includes the recovery premium, 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	2021-2022 = 396 2022-2023 = 398 2023-2024 = 408
Proportion (%) of pupil premium eligible pupils	2021-2022 = 33% 2022-2023 = 29.9% 2023-2024 = 30.64%
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 first published	12.1.22
Date on which it will be reviewed	July 2024
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	2021-2022 - £178,885 2022-2023 - £181,435 2023-2024 - £171,690
Recovery premium funding allocation this academic year	2021-2022 - £19,660 2022-2023 - £21,252 2023-2024 - £19,292
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 attainment since 2019
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, in YR.	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

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: £81,047

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 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 Work with Challenge partners, visiting other schools in the hub to observe best practice for SEND	Inclusive practice in class (e.g. scaffolding to support independence, increased understanding of children's needs) noted in lessons, book looks and conversations with pupils	1, 2, 3, 5
Embedding the writing scheme, <i>The Write Stuff</i>	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
Embedding the <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	1, 2, 3, 4, 5

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	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	
Teaching of phonics in Reception, Year 1, Year 2 and catch-up for older pupils	EEF – very extensive evidence of impact	1, 5
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: £ 38,421

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 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 formative assessment for learning – i.e. feedback being a highly effective, low cost intervention (EEF)	1, 5
Fresh Start catch up in Y5/6	Internal reviews show this intervention has been highly effective.	1
Specialist dyslexia programme before school for UKS2	Programme recommended by specialist dyslexia teacher and with a good success rate	1

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children diagnosed with dyslexia		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £84,219

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
The pastoral team has been increased this year with an additional SENCO. The team now comprises a Nurture-trained lead, 1.0 Pastoral Specialist (job share), a 0.4 Family support worker and 2 part-time SENCOs (overseen by deputy head teacher). Peripatetic music teacher teaching music through sensory exploration, and specific instrument tuition in whole class, small group and 1:1 sessions.	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
Embedding a change in the hours of work for teaching assistants, and their practice, to increase direct teaching of play over lunchtime Restructure lunchtime so that fewer areas are available, lining up is smoother and more staff are in each area.	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. Staff feel supported by each other and SLT at lunchtime. Calm end to lunch play	3, 4, 5

Total budgeted cost: £203,687

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 2022-2023 academic year.

Reception

- Disadvantaged pupils achieving 'Good Level of Development' (GLD) at the end of Reception was below national data for disadvantaged pupils but represented good progress from starting points

KS1

- Year 1 phonics screening check attainment for disadvantaged pupils is well above national data for disadvantaged pupils (academic year 2022-2023)
- Year 2 phonics screening check attainment for disadvantaged pupils is in line with national data for disadvantaged pupils (academic year 2022-2023)
- Year 2 attainment is better than national at expected in maths for disadvantaged pupils
- Year 2 disadvantaged pupils attaining Greater Depth in writing is better than national data for disadvantaged pupils attaining Greater Depth
- Year 2 Reading attainment for disadvantaged pupils is slightly below national data for disadvantaged pupils
- Attainment in writing in KS1 for disadvantaged pupils is an area for development

KS2

- The number of disadvantaged pupils in Year 4 achieving the expected standard in the Year 4 Multiplication Check was above the national number of disadvantaged pupils achieving it. This is a significant improvement since last year data for St Margaret's Academy
- KS2 Greater Depth attainment in reading and maths is better for disadvantaged pupils than nationally disadvantaged pupils
- Progress made in writing for disadvantaged pupils in KS2 is an area for development. This will be a focus 'challenge' on our next strategy.
- Attainment in writing in KS2 for disadvantaged pupils is an area for development
- KS2 progress in reading and maths is only slightly below national data

Whole School

- Overall, the number of 'slow moving' pupils reduced across the school for disadvantaged pupils in autumn '23.
- There has been an increase in the number of disadvantaged pupils attending after school clubs.
- We have more disadvantaged pupils joining the weekly explorative music sessions, led by a specialist music teacher

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- St Margaret's Academy's use of the learning platform, Seesaw, has engaged disadvantaged children and created a more accessible and enjoyable curriculum/learning experience for them.
- The Speech and Language specialist TA has been re-deployed 4 x days a week due to staffing requirements.
- The Dyslexia Specialist and Precision Teach interventions were in place in the autumn term. In spring term, these adults have been re-deployed due to staffing requirements.
- There will be no recovery funding available for 24/25. This needs to be factored into our new Strategy

Attendance for disadvantaged pupils

- Free School Meal (FSM) attendance is 91.2% , this ranks St Margaret's Academy in the middle of local school FSM data.
- For attendance of pupils with SEND, who also qualify for FSM, St Margaret's academy ranks 8 th out of 31 local schools.
- St Margaret's Academy currently has 0% in the category of 'severely absent pupils' who have SEND and qualify for FSM children

Children's social and emotional development and their wellbeing remained a strong focus through 2022-2023 as evidenced by the Leuven Scales data collected that suggests both wellbeing and involvement improved across the school.

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

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.

This academic year we made some adaptations to our curriculum so that some subjects are blocked together over a period of weeks to better help children immerse themselves in the subject. This is not only to help them build their knowledge and skills in that subject but also to help make more meaningful connections to other subjects. For example, if after studying the Great Fire of London, they have to write a diary account of the fire, they will better be able to focus on the writing skills while their history knowledge will greatly enhance the realism of their writing, and help embed their historical knowledge.

Sophie Essam is our Pupil Premium Champion and her role raises awareness of disadvantaged pupils and their needs, monitors provision and measures the impact of this strategy. She works closely with the senior leaders in each key stage as well as the HT and DHT.