

# Pupil premium strategy statement – St Margaret’s CEVA Primary School

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	420
Proportion (%) of pupil premium eligible pupils	20.2%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2025/2026
Date this statement was published	November 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Canon Jo Gunn, Headteacher
Pupil premium lead	Mrs Debbie Richards, Inclusion Manager
Governor / Trustee lead	Mrs Gill Jackson, chair of Learning and Standards Committee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,530
Recovery premium funding allocation this academic year	£3797
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£127,327</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim at St Margaret's is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Opportunities for progression to independent schools
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality life skills, high aspirations and opportunities are available to all.

Our strategy is integral to wider school plans for education recovery following the COVID-19 pandemic, notably through engagement with additional tutoring for pupils that have been worst affected, including non-disadvantaged pupils.

Our strategy is be driven by the needs and strengths of each child, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

## Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments show that disadvantaged pupils generally make less progress from their starting points when entering the school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. This trend is most recognisable in maths progress.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties than non-disadvantaged pupils in our school.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel, resolution to conflict
6	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are backed up by several national studies.

## 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 attainment for disadvantaged pupils in all subjects, notably maths, relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25.

	<p>An increase in the progress scores of disadvantaged pupils, to be more in line with their peers (disadvantaged 101.3 compared to 106.1 2019)</p> <p>SAT's results show a reduction in the attainment gap between disadvantaged pupils (83%) and their peers (90%) from 7% to no more than 2%.</p>
Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology.	Assessment of pupils' language comprehension shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers from 20% to no more than 5% by the end of our strategy in 2024/25.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan termly outcomes.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for Key Stage 3 and 4.	Through observations and discussions with pupils and their families.
Disadvantaged pupils feel better prepared for high school challenges.	<p>All disadvantaged pupils are able to access high quality life skills, cultural capital opportunities and develop resilience.</p> <p>By the end of 2024/25, disadvantaged pupils are as prepared and confident in the same proportions as their peers.</p>

## 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: **£44,680**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of a maths Teaching and Learning Responsibility lead, to	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of	1

<p>develop and improve maths teaching across the school in line with DfE guidance.</p> <p>The lead will engage with our local research school and maths hub to develop the quality of maths teaching through CPD.</p>	<p>Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p><a href="#">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p> <p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:</p> <p><a href="#">What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</a></p>	
<p>CPD for teaching staff on developing pupils' mental models.</p>	<p>Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge:</p> <p><a href="#">Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)</a></p>	1
<p>Purchase of an additional day per week of Speech and Language Therapist (SALT) time, and two further hours of Higher Level Teaching Assistant time.</p>	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication.</p> <p><a href="#">What works database (ican.org.uk)</a></p> <p>This is endorsed by the Royal College of Speech and Language Therapists.</p>	2, 3

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

Budgeted cost: **£42,900**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional hours for ICT technician to help some of our disadvantaged cohort who need further support in using technology.</p>	<p>For pupils with SEND, technology can be a useful tool to support teaching. This training will also support pupils' literacy skills, and help to deliver the curriculum:</p> <p><a href="#">Using Digital Technology to Improve Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3
<p>20 minute language comprehension sessions</p>	<p>Understanding the meaning of a text requires a combination of word recognition and language</p>	2

from a lead practitioner, for disadvantaged pupils that require further support. Each pupil to receive two sessions per week for one term.	comprehension: <a href="#">Learning to Read: “The Simple View of Reading”   National Center on Improving Literacy</a>	
Engaging with the National Tutoring Programme (School led tutoring route) to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of whom will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	6

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

Budgeted cost: **£39,747**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced sensory regulation equipment for PP learners with enhanced sensory needs, including autism. We will also fund staff training.	We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	3
Programme working with parents and carers to develop effective home learning environments and increased self-expression.	The NSPCC recommends parents and carers work with children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: <a href="#">Supporting children with special educational needs and disabilities   NSPCC</a>	3, 4

**Total budgeted cost: £127,327**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Education outcomes for primary pupils:

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics screening results and our own internal assessments from the 2019 data set.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. However, the data on IDSR for 2022 is not yet accurate and should be made available from December 2022, which may result in an earlier review of this policy. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

Our assessments and observations during 2021/22 suggested that wider development outcomes for our disadvantaged pupils varied significantly. Our analysis of the reasons for this pointed primarily to the ongoing impact from COVID-19.

Most pupils demonstrated an improvement in communication skills, and life skills as we were able to provide more opportunities to support them with activities in 2022. However, the impact of COVID-19 on behaviour, wellbeing and mental health continued to affect pupils to varying degrees, specifically in lower Key Stage 2. As with education outcomes, the impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country.

### Externally provided programmes

Programme	Provider
Play therapist	Renate Ruddock

## Service pupil premium funding (optional)

<b>How our service pupil premium allocation was spent last academic year</b>
The social and emotional needs of our service children's families were such that we initiated a monthly coffee morning for their parents with our school inclusion manager.
<b>The impact of that spending on service pupil premium eligible pupils</b>
This provided support for managing the emotional needs of the children and, over time during the year, the pupils became more settled in class and more focused on learning.

## Further information

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Working in partnership with the University of Suffolk to familiarise pupils with the option of attending university and highering aspirations.

### **Planning, implementation and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We used the EEF's families of schools database to look at the performance of disadvantaged pupils in school like ours. We researched schools with particularly positive outcomes for disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium and the intersection between socio-economic disadvantage and SEND. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/carers as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time.