

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 Collier Street CE Primary
Number of pupils in school	123
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2024/25
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Paul Ryan, Headteacher
Pupil premium lead	Paul Ryan, Headteacher
Governor lead	Catherine Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6949
Recovery premium funding allocation this academic year	£2000
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	£8949

Part A: Pupil premium strategy plan

Statement of intent

At St. Margaret's Collier Street, the leadership and staff want every pupil to leave primary school as responsible and assured individuals who are well prepared for the next stage of their education and who will make a valuable contribution to society.

All staff ensure that teaching and learning opportunities meet the needs of all pupils. Quality First Teaching is embedded into a school where staff mobility is low. We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In making provision for socially disadvantaged pupils, as defined by the government, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding is allocated following a needs analysis which identifies priorities for groups and individuals. With few pupils entitled to PP, the needs of each pupil are considered individually, allowing us to target support appropriately. These needs, and the effectiveness of the interventions the pupils have received, are reviewed formally three times a year as part of our Progress Review Meetings where the class teacher(s), Headteacher and SENCo meet and discuss each pupil in the class in turn.

During the academic year 2020-2021, the main identified barriers to learning for pupils in receipt of the PPG and PPPG in our school are related to lateness, the 3 core areas of learning including reading/ phonics and writing although these obviously vary for individual pupils and access to additional curriculum enrichment and opportunities to develop cultural capital. We are also mindful of the impact of the COVID-19 pandemic on all pupils, but especially those in receipt of PP funding. All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations. Initially this will be in English and Maths. Pupil premium resources may also be used to target able disadvantaged pupils to gain 'exceeding' at the end of each academic year.

Diagnostic assessment can be highly effective in this small school where staff know their pupils exceptionally well having spent 2 consecutive years with them. Staffing and pupil stability is also very good. Reading ages and fluency checks are undertaken at least once per year by the same member of staff ensuring consistency of data. Pupils also undertake assessments at the beginning of each unit across all foundation subjects so that lesson time can be used to maximum effect.

Challenges

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

Challenge number	Detail of challenge
1	Registers indicate that lateness can be an issue currently for 1 PP pupil and consequently they can be missing early morning tasks
2	Internal assessments across the core subjects indicate that PP attainment is currently slightly lower than their peers especially in writing and especially as a result of school closures
3	Following school closures, vocabulary choices in the children's written work have become more limited
4	Some families do not have access to the financial resources and subsequent opportunities that the majority of families do

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
Reduce levels of lateness	Having attended Breakfast Club, pupil will be in school and ready to learn from 8.45am
Improve progress and attainment for reading/phonics	Ensure that PP pupils pass the phonics test in Year 1 and subsequently meet age related age expectations for reading as well as having a reading age equal or above their chronological age through to Year 6
Improve progress and attainment for writing	PP pupils at least in line with their peers and therefore closing gaps, especially gaps in the use of effective language which has been accentuated from school closures.
Improve progress and attainment for maths	Ensure that PP pupils pass the Year 4 times table test. Ensure that PP pupils are meeting age appropriate expectations through to Year 6

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: £1,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading/phonics: All Key-Stage 1 teaching and support staff trained for Little Wandle in order to improve progress in phonics and build on Letters and Sounds.</p> <p>Purchase resources</p> <p>Deliver additional phonics sessions targeted at pupils who are below expectations including if applicable, PP.</p>	<p>EEF – Phonics - +5 months additional progress</p> <p>Positive impact on the accuracy of word reading.</p> <p>School is mindful of the need to ensure spelling knowledge is maintained.</p>	2/3
<p>Writing: Continue to promote the use of ambitious vocabulary in both speaking and listening as well as lessons focused on writing. Children to evaluate their own writing and explain their reasoning for choices of structure and vocabulary. Use ‘wow’ examples to increase expectations.</p>	<p>EEF - Oral Literacy Intervention - +7months in Early Years, +6 months in primary additional progress</p>	2/3
<p>All support staff have frequent CPD ensuring they are highly effective including EEF First Class at Number intervention and whole staff training for dyslexia in 21/11</p>	<p>EEF – Effective TAs - +4 months additional progress.</p>	2/3

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

Budgeted cost: £ 5,919

Activity	Evidence that supports	Challenge number(s) addressed
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	this approach	
<p>Small group tuition for various interventions including:</p> <ul style="list-style-type: none"> • Speech and Language (including NELI for Year R) • Phonics • Guided reading (new materials for KS1 purchased 21/22) • Writing (including 3 x intervention groups for 1 hr x 15 weeks from November 21 – April 22. Particular focus on vocabulary) • First Class at Number <p>At a cost of £1522, purchasing annual subscriptions of:</p> <p>Dynamo Maths Times Table Rock Stars Numbots MyMaths Dyslexia Gold Big Cat letters & sounds ebooks</p>	<p>EEF – Small group tuition- +4 months progress and</p> <p>EEF - Oral Literacy Intervention - +7months in Early Years.</p>	2/3
1:1 Tuition (As above but offered as 1:1 if necessary)	EEF – 1:1 Tuition	2

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

Budgeted cost: £1,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve lateness. Pay for Breakfast Club.	EEF Magic Breakfast Club: The EEF found that the breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of 2 months progress per year.	1
Contingency fund for any issues which arise with individual PP pupils	As our approach is one based in individual pupil need, we feel that a small amount of funding set aside for issues which may arise as they move up through the school is advantageous.	All especially 4

Total budgeted cost: £ 8,949

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.

Although the intended outcomes in section 4 A-D were achieved (PP review, Oct 20), with disruption to learning and with such small numbers, trends in data are hard to quantify. Internal assessments show that the impact of school closures was more pronounced for some individual PP pupils than others. This was despite the fact that a broad and engaging curriculum of at least 3 hours per day was offered via Google Classroom where staff provided immediate feedback each day. Some lessons and resources were used from national providers e.g. Oak National Academy but the majority of lessons were planned and tailored taking into account our pupils and their individual needs.

As soon as Covid restrictions were lifted, a weekly individual music lesson was reintroduced to one PP child in order to boost his confidence and sense of success in readiness for secondary school.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Further information

We have used the EEF's implementation guidance to support the compilation of our strategy. As a small school with a very low number of Pupil Premium, we will review this plan so that any additional pupils and their particular needs can be met.

Additional Activity:

Our PP strategy will be enhanced with some whole school initiatives including:

Zones of Regulation. Following training, this will be introduced to pupils at the end of term 2 and then reviewed by the end of term 4 (21/22). This is based on the EEF metacognition and self-regulation research suggesting a substantial impact for pupils.

Increased levels of physical activity. We recognise the positive benefits of increasing children's activity levels. The 21/22 School Plan has further details including:

- To continue to support children's mental wellbeing with an emphasis on friendship
- To engage children in regular physical exercise through the pedometer challenge
- To raise profile of inter-school sporting competitions across KS1 and KS2. Host inter-school competition.

Feedback. Although this has been a focus for teaching and support staff CPD for several years, we will continue to review the effectiveness of the verbal and written feedback. This has considerable benefits for all pupils.

As a small school we are proud of the extra-curricular opportunities we offer and these will continue to boost activity levels, well-being and develop individual skills and talents. Disadvantaged pupils will be encouraged and supported to participate.