

Pupil premium strategy statement – St. Margaret’s Collier Street CE Primary

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	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 22
Date on which it will be reviewed	November 23
Statement authorised by	Paul Ryan, Headteacher
Pupil premium lead	Paul Ryan
Governor lead	Catherine Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6117
Recovery premium funding allocation this academic year	£2000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£8117

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.

With so few children, during the academic year 2021-2022, the main identified barriers to learning for pupils in receipt of the PPG and PPPG are varied. We aim to support individually, meeting the needs of each of the pupils. However, alongside a whole school focus, writing in our school is relatively weaker than reading and maths for children who are PPG/PPPG. 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	Internal and external assessments across the core subjects indicate that PP children's attainment is above their peers in reading and maths but marginally lower in writing.
2	With a strong record in attainment in maths and reading, there will be a focus on PP pupils achieving greater depth.
3	Some families do not have access to the financial resources and subsequent opportunities that the majority of families at our school 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
Improve progress and attainment in writing	PP pupils at least in line with their peers and therefore closing gaps.
With a strong record in attainment in maths and reading, there will be a focus on PP pupils achieving greater depth	School to achieve above Kent and national comparative data for percentage of PP pupils achieving exceeding/greater depth.
Some families do not have access to the financial resources and subsequent opportunities that the majority of families do	Pupils and their families to be financially supported with aspects of school life when necessary.

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: £1440

Activity	Evidence that supports this approach	Challenge number(s) addressed
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To secure high quality teaching using the 'Five-a-Day' approach (EEF)	EEF research	1 and 2
To ensure all staff are confident adapting the curriculum to children's needs. STLS to deliver adapting the curriculum one-day training to all staff.	Following OFSTED and specialist teachers recommendation	1 and 2
<p>Writing:</p> <p>Continue to promote the use of ambitious vocabulary in both speaking and listening as well as lessons focused on writing.</p> <p>Children to evaluate their own writing and explain their reasoning for choices of structure and vocabulary.</p> <p>Staff to implement and review frequently new strategies and activities to promote the love of writing</p> <p>Use 'wow' examples to increase expectations.</p>	EEF - Oral Literacy Intervention - +7months in Early Years, +6 months in primary additional progress	1

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

Budgeted cost: £6177

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide tuition on a weekly basis to 1:1 and small groups focusing on writing including 3 interventions groups for 1 hour for 15 weeks from November 22 – May 23	EEF – 1:1 Tuition/small groups tuition	1 and 2
<p>Small group tuition for various interventions including:</p> <ul style="list-style-type: none"> • Phonics • First Class at Number <p>Annual subscriptions to include:</p> <ul style="list-style-type: none"> • Dynamo Maths • Nessy • Purple Mash 	EEF – Small group tuition + 4 months progress	1 and 2

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

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contingency fund for acute issues	Needs may become apparent during the year	1,2 and 3

Total budgeted cost: £8117.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for disadvantaged pupils have been analysed and they are strong:

Attendance Sep 21 – July 22: All pupils – 93.63%, PP – 95.86%

% reaching expected or above across KS1 and KS2 SATS and end of year internal assessments:

Reading – 100%, Writing – 50% and Maths – 100%.

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
Little Wandle online resources and training	Little Wandle