

Pupil premium strategy statement – St. Margaret’s, Collier Street CE 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	122
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	21/22 – 24/25
Date this statement was published	December 23
Date on which it will be reviewed	November 24
Statement authorised by	Paul Ryan
Pupil premium lead	Paul Ryan, Headteacher
Governor lead	Catherine Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,912
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2,000
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£12,912

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 and strategies to adapt the curriculum are 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 Pupil Premium, 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.

Compared to the Kent and national average with so few children during the academic year 2023-2024, the main identified barriers to learning for pupils in receipt of the PPG and PPPG (Previous Pupil Premium Grant) 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.

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 in line with their peers in reading and maths but lower in writing.
2	A higher proportion of PP children are in need of emotional support than the school average.
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.
Counselling to be available	Children have suitable strategies to support their well-being and consequently can access all learning opportunities.
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: £ 2,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Writing: Whole school barriers identified as:	EEF - Oral Literacy Intervention - +7months in Early	1

<p>Early Years Speech and Language – NELI and Speech Link and Language Link.</p> <p>SPAG – CPD for Subject Leader, teachers and support staff</p> <p>Handwriting – new scheme</p> <p>Stamina - Pupils offered more opportunities for 'Free Write'</p> <p>Greater use of writing interventions/small groups</p>	<p>Years, +6 months in primary additional progress</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 3,606

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide tuition on a weekly basis to small groups focusing on writing including intervention groups for 1 hour for 15 weeks from January 24 – May 24</p>	<p>EEF – Tuition/small groups tuition</p>	<p>1</p>
<p>Small group tuition for various interventions including:</p> <ul style="list-style-type: none"> • Phonics • NELI • First Class at Number <p>Annual subscriptions to include:</p> <ul style="list-style-type: none"> • Speech Link and Language Link • Nesy • Purple Mash 	<p>EEF – Small group tuition + 4 months progress</p>	<p>1</p>

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

Budgeted cost: £ 7,186

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

<p>In school counselling to be available delivered by an external provider each week.</p> <p>NurtureUK training attended by SENCo and SLT. Embed strategies as appropriate.</p> <p>Following a successful pilot in 22/23, Forest School embedded for all year groups</p>	<p>EEF - SEL interventions - +4 months impact</p>	<p>2</p>
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Total budgeted cost: £ 12,912

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for disadvantaged pupils have been analysed and they continue to be strong:

Attendance Sep 22 – July 23: All pupils – 95.3%, PP – 96.5%

% reaching expected or above across KS1 and KS2 SATS, May 23:

KS1 – No pupils in Year 2

KS2 – Average Standardised Score in Year 6 SATS (Reading, SPAG and Maths) of 108.7, achieving expected in all areas.

Internal Data from PP in all other year groups:

Reading: 89% expected+, Writing: 44% expected+ and Maths: 78% expected+ (June 23)

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
N/A	