

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

This statement details our school’s use of pupil 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	121
Proportion (%) of pupil premium eligible pupils	6.6%
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)	24/25 – 26/27
Date this statement was published	December 24
Date on which it will be reviewed	November 25
Statement authorised by	Paul Ryan
Pupil premium lead	Paul Ryan, Headteacher
Governor / Trustee lead	Catherine Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 14,430
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 14,430

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 through high quality teaching. Quality First Teaching, Mainstream Core Standards 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.

There are no common identified barriers to learning. 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.

Challenges

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

Challenge number	Detail of challenge
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1	Internal and external assessments across the core subjects indicate that PP children's attainment is in line with their peers however, they require ongoing additional interventions to ensure expected or accelerated progress to attain Expected or Exceeding outcomes.
2	Some PP children are in need of emotional support.
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 core subjects	PP pupils at least in line with their peers and therefore closing gaps.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Children have suitable strategies to support their well-being and consequently can access all learning opportunities.
Pupils and their families to be financially supported with aspects of school life when necessary.	PP pupils have the same opportunities as their peers within school.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 2,232

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Assessment for Foundation Subjects and Retrieval Techniques</u> Training for staff to ensure assessments are purposeful and relevant.	EEF Diagnostic Assessment When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups	1, 2

(Foundation subjects and Boxall)		
<p><u>Reading:</u> Vocabulary (expressive and receptive language) impacting on reading comprehension</p>	<p>EEF Reading Comprehension Strategies (+6 months progress) <i>'Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.'</i> (Reciprocal reading group)</p>	1
<p><u>Writing:</u> Whole school barriers identified as: Spelling in KS2 – set up spelling groups across KS2, 4 sessions per week teaching spelling strategies, building on synthetic phonics in KS1/EY. Training accessed: Bridge to Spelling and Little Wandle Grammar and Punctuation across school – use Grammarsaurus in Term 1 across school, train staff and invest in resources to implement</p>	<p>EEF Synthetic phonics (+5 months progress). <i>'While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach.'</i></p> <p>Grammarsaurus – Place Value and Punctuation and Grammar <i>'It has seen many schools move from poor and average results to 70-90% Expected in Writing'.</i></p>	1
<p><u>Maths:</u> Staff trained in using working walls and use of White Rose TAs trained in use of manipulatives and 'concrete, pictorial, abstract'</p>	<p>EEF Blog: Integrating evidence into mathematics teaching – Making use of manipulatives <i>'Manipulatives can help pupils engage with mathematical ideas, but are just tools – consideration of how they are used is essential.'</i> <i>'Manipulatives can be used to support pupils of all ages – they should be removed in response to knowledge and understanding rather than age.'</i></p>	1

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

Budgeted cost: £ 2,964

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tuition for various interventions including:</p> <ul style="list-style-type: none"> • Phonics • Reciprocal reading • 1st Class at Number • Maths: Ready to Progress (designed to address gaps in prior learning) <p>Annual subscriptions to include:</p> <ul style="list-style-type: none"> • Nessy Reading and Spelling & Number Sense • Purple Mash 	<p>EEF Small Group Tuition (+4 months progress)</p> <p>Nessy is recognised by British Dyslexia Association.</p> <p>1st Class at Number is overseen by Edge Hill University. The TA who delivers this has received appropriate training.</p>	1

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

Budgeted cost: £ 10,312

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School wide</p> <ul style="list-style-type: none"> • SLT training from Nurture UK, actions in school plan, including involving wider community with spiritual garden, or developing understanding of meta cognitive approaches with growth mindset. • Forest School, new initiative last year, continues to develop. 	<p>EEF Social and Emotional Learning (+4 months progress)</p> <p><i>'Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.'</i></p>	2

<p>Additional adult trained and will lead sessions in spring.</p> <p>Small group – Nurture group set up, run by 3 staff, all trained by Nurture UK or Theraplay. Impact to be assessed using Boxall Online.</p> <p>Individuals – private counselling available to pupils as needed.</p>		
<p>Contingency fund for acute issues</p>	<p>Needs may become apparent during the year</p>	<p>1, 2, 3</p>

Total budgeted cost: £ 15,508

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 23 – July 24): All pupils – 96.1%, PP – 95.4%

External Data: % reaching expected or above in KS2 SATS or Phonics, (May 24):

	All pupils	PP pupils	National (all pupils)
KS1 Phonics Test	94	100	80.2
KS2 Reading	108.3	109.5	105
KS2 SPAG	106.3	107.0	105
KS2 Maths	103.9	105.5	104

Internal Data: from PP in all other year groups (June 24):

- Reading: 75% expected+
- Writing: 62.5% expected+
- Maths: 75% expected+

Our school is on target to achieve intended outcomes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/A	

Further information (optional)

Please see below for links to documents and websites referenced:

Education Endowment Foundation (EEF):

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning>

https://educationendowmentfoundation.org.uk/news/eef-blog-integrating-evidence-into-mathematics-teaching-manipulatives?utm_source=/news/eef-blog-integrating-evidence-into-mathematics-teaching-manipulatives&utm_medium=search&utm_campaign=site_search&search_term=manipulatives

[Diagnostic Assessment Tool.pdf](#)

Nessy:

<https://www.nessy.com/en-gb/shop/research>

1st Class at Number

<https://www.edgehill.ac.uk/departments/academic/education/every-child-counts/1st-class-number/>

Grammarsaurus

<https://grammarsaurus.co.uk/portal/>

<https://grammarsaurus.co.uk/portal/wp-content/uploads/2023/07/cpd-about-the-course.png>

Nurture UK

<https://www.nurtureuk.org/impact/#:~:text=Our%20impact,to%20become%20ready%20to%20learn.>