# Pupil premium strategy statement – St Margaret of Scotland Catholic 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

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| Detail | Data |
| Number of pupils in school | 473 |
| Proportion (%) of pupil premium eligible pupils | 24.7% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022/2023 to 2024/2025 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Mr S Chiswell, Headteacher |
| Pupil premium lead | Mrs E Brogan |
| Governor / Trustee lead | TBC, lead for disadvantaged pupils |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £181,875.00 |
| Recovery premium funding allocation this academic year | £24,000.00 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*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.* | £33,650.06 |
| **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* | £ 239,525.06 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.  We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.  High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.  Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the Recovery Premium Funding for pupils whose education has been worst affected, including non-disadvantaged pupils.  Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:   * ensure disadvantaged pupils are challenged in the work that they’re set * act early to intervene at the point need is identified * adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Assessments, observations, and discussions with pupils indicate underdeveloped spoken language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 2 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 3 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing and spelling than their peers in KS2. This negatively impacts their development as writers in the next stage of education. |
| 4 | Internal and external assessments indicate that maths attainment among disadvantaged pupils consistently, in previous years, has been significantly below that of non-disadvantaged pupils. |
| 5 | Our baseline shows our PPG children have very low starting points on entry to EYFS. |
| 6 | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and parents, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils and their families, including their attainment.  Teacher referrals for support have markedly increased, children require additional support with social and emotional needs. |
| 7 | Our attendance data over the last year indicates that attendance among disadvantaged pupils was 2.2% lower than for non-disadvantaged pupils.  28% of disadvantaged pupils have been ‘persistently absent’ compared to 19% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. |

## 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.

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| Intended outcome | Success criteria |
| Improved and maintained spoken language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved and maintained reading attainment among disadvantaged pupils. | KS2 reading outcomes in 2024/25 show that more than 100% of disadvantaged pupils met the expected standard. |
| Improved and maintained writing attainment among disadvantaged pupils. | KS2 writing outcomes in 2024/25 show that more than 100% of disadvantaged pupils met the expected standard |
| Improved and maintained maths attainment for disadvantaged pupils at the end of KS2. | KS2 maths outcomes in 2024/25 show that more than 100% of disadvantaged pupils met the expected standard. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by:   * qualitative data from pupil voice, pupil and parent surveys and teacher observations   a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2024/25 demonstrated by:   * overall absence rate for all pupils being no more than 3.6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. * percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 0.5% lower than their peers. |

## 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: £ 27,520.00

**Actual Spend 2022 - 2023: £15,554.70**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| CPD – HfL: Teaching in the EYFS  Purchase the support of HfL EYFS consultant to continue to improve outcomes in EYFS | Focus of these activities is to strengthen parental engagement and ensure parental engagement impacts children’s progress and outcomes.  The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 6,1 |
| All relevant staff to receive ongoing CPD with RWInc Consultant to ensure strong outcomes for all EYFS and KS1 children in phonics | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2,1 |
| CPD – From HfL: Enabling parents to support primary Mathematics  Purchase resources for PPG children to use at home to help practice their Maths learning  CPD – From HfL: Achieving Maths at ARE Y6 | The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 4,1 |
| Improve the quality of social and emotional (SEL) learning.  Purchase resources to support PPG children with additional SEND need to ensure they make progress in-line with their peers | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  [EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 5,1 |
| CPD: HfL Y4/Y5 writing intervention for ARE to ensure all PPG children meet national target in writing.  Purchase a new Spelling Scheme of Work and run interventions to support PPG children to meet their outcomes in writing. | The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> | 3,1 |

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

Budgeted cost: £ 16,820.00

**Actual Spend 2022 - 2023: £18,616.78**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Organise and run Recovery Premium Funded Sessions to support PPG children who are not on track to meet targets | 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:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 2,4 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |

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

Budgeted cost: £ 113,696.00

**Actual Spend 2022 - 2023: £90,214.46**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Use Family Worker to continue to improve and support families and the attendance, behaviour for learning and outcomes of those children eligible for PPG  Appoint of an additional Family Worker to support the current member of staff to allow a wider programme of support to be available to families. | The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 5,8 |
| Secure the schools place on ‘The Scholars Programme’ to increase aspirations and ambition beyond GCSE. | To further guide their aspirations about careers, university, and further education  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions> | 5,7 |
| All children eligible for PPG funding to attend all curriculum enrichment activities to develop their cultural capital.  Offer a wide range of extra-curricular activities that engage PPG children and broaden their experiences, cultural capital and increase their levels of ambition and aspirations | Evidence suggests that taking part in extra-curricular activities has many benefits; better social, behavioural and academic outcomes as well as improved social inclusion outcomes. Evidence also shows that disadvantaged and vulnerable children face increased barriers accessing extra-curricular activities.  (European Commission (EPIC) June 2021) | 7 |
| Improve the quality of social and emotional (SEL) learning through the use of a learning mentor and qualified Play  Therapist. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  [EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 5 |
| Raising the self-esteem, self-worth and mental wellbeing of PPG children and their families by ensuring that they are able to afford good quality school uniform | To be in-line with a school ethos and continue the improvement of behaviour and discipline.  To support families that may not be able to afford uniform  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform> | 5 |

**Total budgeted cost: £ 158,036.00**

**Total Spend 2022-2023 £ 124,385.94**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| As a school, we have analysed the performance. of our disadvantaged pupils using Key Stage 1 and 2 performance data, phonics check results and internal assessments.  Due to the successes of our Recovery Premium Funded sessions, we will continue with these to support disadvantaged pupils who are not on track for phonics, end of Key Stage 1 and Key Stage 2. The great impact of these sessions is particularly noticeable in KS2 where we achieved higher than the national average in Reading, Writing and Maths. Equally, phonics assessments indicate that disadvantaged pupils exceed their peers at the end of year 2 however, at the end of year 1 there is a marginal gap. At the end of KS1, there is a gap with combined data between our disadvantaged pupils and non-disadvantaged pupils highlighting the need for these extra sessions to continue. Furthermore, we identify the need to close the gap between disadvantaged pupils and non-disadvantaged pupils working at greater depth at the end of Key Stage 2; a focus will be placed on these individuals in these sessions.  The Scholar Programme has continued to be a success with those year 5 children who complete the course, showing an increased level of engagement and evident improved aspirations. We have identified disadvantaged pupils who complete the Scholar Programme in year 5 have increased performance data at the end of Key Stage 2, including working at a greater depth.  The support from our external provided programmes such as Read, Write, Inc and Herts for Learning has been consistent across all relevant year groups and has continued to support the areas outlined in this plan. With the addition of a pre-school this academic year, we have ensured that all staff have attended Early Years CPD to best support the progress of all disadvantaged and non-disadvantaged pupils of all ages in our school. Our strategy identified that disadvantaged pupils have low baseline assessments in EYFS compared to non-disadvantaged pupils. The gap is beginning to close in some areas of the Early Years Framework, with disadvantaged pupils exceeding in physical development and personal, social and emotional development, however literacy and mathematics have a significant gap. The work of our Early Years consultant will aid in closing this gap.  The wider strategies put in place for our disadvantaged pupils continue to be a success; in particular, the work of our Family Worker has ensured our disadvantaged families have a strong connection to the school. With this in mind, we have identified the need to employ another Family Worker to increase the support for our disadvantaged families. Familial engagement is improving year-on-year and with an additional Family Worker, this is expected to continue to improve. The Family Worker’s strong relationships with disadvantaged families continues to identify the specific needs for our families so that we can best support them. Attendance of our disadvantaged pupils continues to be lower than non-disadvantage pupils; this is a focus for the year ahead and is part of the Family Worker remit also. This furthers the evidence that an additional Family Worker will support the needs of our disadvantaged pupils. |

## 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.*

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| Programme | Provider |
| Read, Write, Inc | Ruth Misken |
| Herts for Learning | Herts for Learning |
| The Scholar’s Programme | The Brilliant Club |

# Further information (optional)

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| **Additional activity**  Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:   * embedding more effective practice around feedback. [EEF evidence](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.   **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 triangulated evidence from multiple sources of data including assessments, engagement in class book looks, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.  We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils. |