# 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 | 410 |
| Proportion (%) of pupil premium eligible pupils | 32% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022 to 2023/2024 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Mr S Chiswell, Headteacher |
| Pupil premium lead | Mrs E Brogan |
| Governor / Trustee lead | Debbie Main, lead for disadvantaged pupils |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £141,216.00 |
| Recovery premium funding allocation this academic year | £16,820.00 |
| 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.* | £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* | £ 158,036.00 |

# 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 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 2 years indicates that attendance among disadvantaged pupils has been between 1 – 1.5% lower than for non-disadvantaged pupils.  31% of disadvantaged pupils have been ‘persistently absent’ compared to 20% 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 75% 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 75% 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 80% 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

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| CPD – HfL: Making the difference 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 HfL Essential Spelling intervention 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

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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

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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 | 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**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| As a school, the CPD is planned and attended by all relevant staff and it considered the needs and priorities of both the staff and children. Herts for Learning consultant support was consistent across the school year and supported the areas outlined in this plan. Subject leadership is effective and teaching was graded as Good in Ofsted inspection February 2022. RWI is effectively embedded in school practice, with relevant CPD being carried out where needed (end of y1 85% achieved & end of y2 94% achieved). The impact of our effective CPD and teaching is evident as progress in Reading, Writing and Maths is significantly above national average.  Recovery Premium Funded sessions have worked well, which is clear from our higher than national average progress in Reading, Writing and Maths. These sessions will continue this academic year  We have secured a place on the Scholar Programme for this academic year. Children in year 5 who completed the Scholar’s Programme last year have started year 6 in a stronger position and are able to retain information and knowledge of studied subject area. It has also had a noticeable impact on their aspirations for their future.  The wider strategies put in place are having a positive impact for our pupil premium children. Our Family Worker is a strength of the school, she has worked closely with PPG families to support better attendance and has developed strong relationships between school and families. Needs are identified through meetings; these are generally less obvious and can only be discovered by holding these meetings where effective relationships are established and maintained. Furthermore, personal development was graded as Outstanding by Ofsted in Feb 2022 and Behaviour and Attitudes was graded as Good.  Familial engagement is beginning to improve, in particular, the family worker has strong relationships with hard-to-reach families and parents and they are becoming more willing to work alongside the school to benefit their children. In addition, home visits are carried out where necessary to support these relationships and improve attendance. Absence among disadvantaged pupils was 1-1.5% higher than their peers in 2021/22 and persistent absence 11% higher. We aim to reduce this gap and therefore raising attendance is still a focus. All pupil premium children are provided with a new school uniform on entry to school and each year after. This has meant children feel a sense of belonging and brings the school a sense of community. We offer a wide range of after school and lunchtime clubs which develop the cultural capital of the children. Also, each year group have well-established Curriculum Enrichment Maps that are linked to the curriculum and provide deeper learning outside of the classroom.  With all of this in mind we are sure the amendments we have made to our 3 year PPG plan this year will continue to support our pupils and families entitled to the grant. |

## 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 |
| Let’s Think in English (Cognitive Acceleration programme) | Let’s think in English |
| 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. |