

Pupil premium strategy statement – St Margaret of Scotland Catholic Primary & Pre School – 2024/25

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	445
Proportion (%) of pupil premium eligible pupils	25
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)	2024-2025 (year 1 of 3)
Date this statement was published	31.12.24
Date on which it will be reviewed	July 2025
Statement authorised by	Steve Chiswell
Pupil premium lead	Emily Brogan
Governor / Trustee lead	Jenny Dowsett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170,841.33
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>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£170,841.33

Part A: Pupil premium strategy plan

Statement of intent

At St Margaret's, our teachers and students are guided by our mission statement of learning with Jesus in faith, hope and love. With these Catholic virtues at our core, we aim to provide all students with high quality teaching which fosters a love of learning and leads to high attainment across all subjects. Our intentions is that all pupils, irrespective of their background or the challenges they face, and with a clear focus on diversity and inclusion, make good progress and achieve high attainment across the curriculum. We consider the challenges faced by our disadvantaged pupils as a whole, as well as on an individual basis, so that we can effectively support them.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To provide enrichment opportunities for all our pupils
- To support our children's health and wellbeing.
- To support our families to ensure all children have good attendance.

We aim to do this through:

- Delivering high quality teaching and learning opportunities that meets the needs of all our pupils.
- Using monitoring and observations and analysing data to identify when learning needs are not being met with our disadvantaged pupils in order to take the appropriate action to close the attainment gap between disadvantaged pupils and their peers.
- Providing a wide range of enrichment experiences for all of our pupils and facilitating the involvement of our disadvantaged pupils.
- Building and maintaining close links with our families so that we can provide appropriate pastoral support to support our pupils' wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Monitoring of Reading indicates the love of reading is not widespread.
2	A significant number of children at the end of Year 1 are not passing the PSC.
3	The uptake of PPG children that attend after school clubs is low compared to that of their peers. There is a need to provide wider opportunities for PPG children.
4	PPG children do not consistently achieve the same standards in English and Maths as their peers.
5	The attendance of PPG children is slightly below that of their peers.
6	The SEMH of PPG children requires additional support.

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
To foster a love of reading among our pupils	Observations show a love of reading is part of the culture of our school. Teacher reading assessments shows that attainment for disadvantaged pupils is equal to their peers in all year groups. KS2 reading outcomes in 2024/25 shows that 100% of disadvantaged pupils meet the expected standard in reading.
Improved phonics assessment data at the end of Year 1.	Year 1 PSC outcomes in 2024/25 shows that 100% of disadvantaged pupils meet the expected standard.
Provide enrichment opportunities for our disadvantaged pupils.	The number of disadvantaged children accessing after school clubs increases throughout this academic year.
Improved and maintained English and maths attainment for disadvantaged pupils.	KS2 English and maths outcomes in 2024/25 show that 100% of disadvantaged pupils meet the expected standard.
To achieve and sustain improved wellbeing for our pupils	A significant increase in participation in enrichment activities for disadvantaged pupils. Qualitative data from pupil voice, teacher observations and parental engagement indicate high levels of wellbeing.

To achieve and sustain attendance for pupils	For our disadvantaged and non-disadvantaged pupils attendance rate to be in line or above national average, aiming for all to be at 96%.
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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: £37,985.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve reading and comprehension for all pupils through the Accelerated Reader Programme	EEF identifies reading comprehension programmes as high impact, low-cost initiative. EEF also identifies that there are indications that approaches involving technology, like Accelerated Reader, can be successful in improving reading comprehension Reading Comprehension Strategies EEF	1, 4
To reinvigorate RWI in EYFS and KS1 including CPD	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	2
Continue to use HfL English and Maths to provide CPD, monitoring and support to ensure teachers deliver high quality teaching	Ensuring every teacher is able to deliver high quality teaching will enable all children to achieve high attainment Support for Schools High Quality Teaching Education Endowment Fund EEF	4
To embed oracy into everyday school life through the Voice 21 programme to support all in engaging in	EEF identifies that oral language interventions with frequent sessions over a sustained period may have a larger impact, overall. Using this evidence, we believe embedding oracy	4,

learning and in turn achieving high attainment.	as a whole school focus will support all in achieving high attainment across the curriculum. Oral Language Interventions Toolkit Strand Education Endowment Fun EEF	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 16,452.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support pupils phonics by having booster sessions, small groups and one to one interventions	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	2
Interventions to support disadvantaged pupils who are not on track to meet targets. Y2&Y6 Booster	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4
To use the HfL Reading Fluency Project as an intervention for all pupils who are achieving below ARE	EEF identifies that Oral language interventions with frequent sessions (3 times a week or more) over a sustained period appear to be most successful. Oral Language Interventions Toolkit Strand Education Endowment Fun EEF	1, 4
Targeted Interventions run by HLTA / Teachers to best suit the needs of disadvantaged pupils.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 4,

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

Budgeted cost: £124,358.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use Family Worker/ Attendance Administrator 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, 6
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	3, 6
Disadvantaged pupils to attend curriculum enrichment activities to develop their cultural capital.	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)	3, 4, 6
To improve the quality of social and emotional learning through the use of a 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):	6

	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
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	<p>To be in-line with a school ethos and continue the improvement of behaviour and discipline.</p> <p>To support families that may not be able to afford uniform</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	5,6
Hardship fund	In the current financial climate, we need to have funds to best support our disadvantaged pupils when further hardship arises.	6

Total budgeted cost: £ 178,795.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS2	St Margaret of Scotland Pupil Premium	St Margaret of Scotland All Pupils	National Average
% achieving expected standard in KS2 reading, writing and maths (combined)	70%	78%	61%
% achieving expected standard in KS2 reading	83%	85%	74%
% achieving expected standard in KS2 in writing	83%	85%	72%
% achieving expected standard in KS2 maths	70%	78%	73%
KS1	St Margaret of Scotland Pupil Premium	St Margaret of Scotland All Pupils	National Average
% achieving expected standard in KS1 reading, writing and maths (combined)	53%	62%	
% achieving expected standard in KS1 reading	53%	71.7%	
% achieving expected standard in KS1 in writing	53%	62%	
% achieving expected standard in KS1 maths	53%	72%	

Phonics	St Margaret of Scotland Pupil Premium	St Margaret of Scotland All Pupils	National Average
% achieving the standard in year 1	19%	52%	80%
% achieving standard end of year 2	71%	91%	89%

Our KS2 data show that, despite in most subjects pupil premium children exceeding national average, there is still a gap between pupil premium and non-pupil premium children in the school. KS1 Data shows that there is also still a gap between pupil premium and non-pupil premium. Phonics data shows there is a gap between pupil premium and non-pupil premium.

Attendance data shows that disadvantaged pupils average attendance is 91.8% whereas overall attendance of 94.3%. This is in line with national data.

Wider strategies put in place to support our disadvantage pupils continue to be a success. FW, Play therapist, etc.

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
Read, Write, Inc	Ruth Miskin
Herts for Learning	Herts for Learning
The Scholar's Programme	The Brilliant Club