

Pupil premium strategy statement

St Margaret Mary RC Primary Catholic School

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|-------------------------|
| School name | St Margaret Mary School |
| Number of pupils in school | 365 |
| Proportion (%) of pupil premium eligible pupils | 44% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 3 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Mrs J Logue |
| Pupil premium lead | Mrs J Logue |
| Governor / Trustee lead | Fr Simon Ellis |

Funding overview

| Detail | Amount |
|---|-------------|
| Pupil premium funding allocation this academic year | £245,895.00 |
| Recovery premium funding allocation this academic year | £24,505.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £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 | £270,400.00 |

Part A: Pupil premium strategy plan

Statement of intent

This statement details our school's use of Pupil Premium and Recovery Premium for 2023-2024. 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. We want all pupils to go forth and achieve to the best of their abilities. Aspiration and vocation are important to **all** our pupils.

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. Following guidance from EEF we will seek to constantly diagnose, plan, do and review all learning gaps identified.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted will help pupils to excel. To ensure that this is effective we will:

- Ensure gaps are identified
- Ensure that disadvantaged pupils are challenged in the work they are set
- Act early to intervene and identify gaps
- Support children in the use of technology at school and home
- Ensure all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve and link this to performance management for all stakeholders.

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 EYFS | A high number of pupils enter St Margaret Mary School below age related standards. |

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| | Pupils working at ARE on entry - 40% Nursery 35 % Reception in September 2022. Prime areas of learning are a focus along with Literacy and Numeracy for our youngest pupils. |
| 2 SEND | <p>SLCN is a high need for our school. Nursery have 50% EAL, REC 50% EAL and Whole School EAL is 45%</p> <p>There is paucity of language.</p> <p>SEND and disadvantaged pupils require structured and consistent interventions in phonics, reading, writing, Speaking and Listening and maths.</p> <p>Cohorts in school - 10% SEND</p> |
| 3 WELLCOMM | <p>Speaking and listening is a priority for all our pupils. This is an initiative that EYFS/SEND Co leads have undertaken training for and based lined all pupils in EYFS. Interventions are tracked with the intended outcome to raise standards in speaking and listening.</p> <p>Our Wellcomm baseline indicated in Nursery 45% of pupils at ARE and 68% in REC. The latter highlights the impact of our Welcomm intervention in the previous Nursery year.</p> |
| 4 Reading/Phonics | <p>Assessments, observations and screenings show disadvantaged pupils have greater difficulty with phonics compared to peers in Y1. Without rigorous targeted interventions (1:1 and small groups) daily/weekly this would result in a negative effect on reading. Phonics in 2023 for PP Y1 pupils was 88% higher than the previous academic year by 12%. Gaps between PP and Non-PP were targeted and successfully narrowed.</p> <p>New phonic scheme introduced last academic year to ensure standards improved for all. Interventions for Y2 Phonic retakes 2023 in place for current Y3 pupils.</p> |
| 5 Writing | <p>Assessments and pupil interviews show that confidence in ability in writing has been affected for disadvantaged pupils by school closures and widened gaps for disadvantaged and non-disadvantaged pupils. Presentation/letter formation in early years, phonic knowledge across key stage one and spelling knowledge across key stage two contribute to the widening gaps in attainment. Interventions and opportunities for writing across the curriculum aim to target and narrow the gaps. In 2023 KS1 Writing outcomes were above National and PP pupils in KS1 were also above. Gaps between PP and non-PP remained at KS1 with a gap of 17%.</p> <p>In KS2 Writing outcomes for all were in line with national . Gaps between PP and Non-PP writers at KS2 widened by 17%.</p> |
| 6 Maths | <p>Skills in calculation strategies and mental recall require development to ensure pupils are confident, capable mathematicians able to apply their skills in their daily lives.</p> <p>Outcomes in KS1 2023 were in line with national for all pupils. Gaps between PP and Non-PP were narrowed to 2%. Outcomes in KS2 Maths show pupils are above national figures for all pupils and gaps between PP pupils and Non-PP pupils was narrowed to 2% .</p> |
| 7.Access to technology | Access to home learning and technology daily at school. Using Google Classroom ensure standards in Core subjects and ICT is supported and that our disadvantaged pupils from EYFS to end of Key Stage Two have appropriate skills in use of technology in our IT suites. |

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 |
|---|--|
| The children in EYFS will make significant progress across all curriculum areas. | <p>Nursery and Reception Will Focus on Prime Areas to improve outcomes for all pupils. Wellcomm baselines will continue in EYFS with targeted interventions planned and monitored half termly.</p> <p>Assessments, pupil progress meetings, pupil conferencing and observations will demonstrate progress is rapid and sustained.</p> <p>Quality first teaching will take place.</p> <p>Assess, plan, do, and review cycles.</p> <p>Parent workshops to help support parents in their understanding of new phonics scheme SSP, Maths workshops and regular parent meetings for pupils with SEND.</p> <p>Interventions 1:1 and small groups.</p> <p>Consistent CPD for staff in EYFS and for those leading core and other subjects to ensure monitoring is rigorous and standards are raised.</p> |
| SEND pupils are supported to made good progress and relevant services are utilised to support this and raise standards for all. | <p>Use of Wellcomm resources to be across all EYFS to raise standards in SLCN. Purchase of SALT for EYFS to ensure early identification of needs are targeted.</p> <p>Language rich environments to be created with continuous provision for all areas of need.</p> <p>Expectation of vocabulary for topics from EYFS to end of KS2.</p> <p>Effective questioning. CPD for effective questioning skills.</p> <p>Training to support staff at all levels to raise standards in EYFS.</p> <p>Parent workshops and participation.</p> <p>Use of Google classroom to support learning at home.</p> |
| SEMH needs of pupils identified, supported and monitored across all Key Stages. | <p>Mental Health Training to be undertaken by a member of the SLT.</p> <p>Wellbeing/Jigsaw training for staff and pupils.</p> <p>SENDSCO to ensure early identification and timely interventions for all pupils.</p> <p>School Support/Management plans to be put in place as and when appropriate.</p> |

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| | <p>Provide Nurture clubs and opportunities to talk. Encourage that we are a 'telling' school</p> <p>Working with EP and local SEMH agencies to support children with SEMH needs.</p> <p>Use charity Tappy Twins to offer Resilience Coaching to pupils and families in need.</p> <p>Appropriate signposting for parents supporting pupils or their own needs.</p> <p>Increased enrichment activities.</p> |
| To improve attainment in reading and writing for all disadvantaged pupils. | <p>Gaps between PP and non-PP pupils are recognised and targeted to be narrowed or closed.</p> <p>Cycle of plan, do and review to take place regularly.</p> <p>Training for staff to identify needs and how to implement quality interventions following pupil progress meetings.</p> <p>Use of diagnostic tests to support early identification of gaps in learning. (NTS)</p> <p>Opportunities for reading, writing and maths to be widened through extracurricular clubs, homework opportunities and project-based clubs.</p> <p>Opportunities to read every day in class/library as part of our 'reading diet'. Use of new library to encourage further a love of reading.</p> <p>Opportunities to visit the school library for PP families to be offered to raise standards in reading.</p> <p>Peer tutoring programmes to take place overseen by SENDCO.</p> <p>Ensure parents understand their children's next steps and help to support parents support learning at home. Communicate this half termly via reports and parent's evenings.</p> <p>Create games libraries for school and home in literacy and maths.</p> |
| To improve attainment in maths for disadvantaged pupils by the end of each key stage. | <p>Gaps between PP and non-PP pupils are recognised.</p> <p>Cycle of plan, do and review to take place regularly.</p> <p>Training for staff to identify needs and how to implement quality interventions following pupil progress meetings.</p> <p>Mastery curriculum CPD in maths.</p> <p>Use of diagnostic tests to support early identification of gaps in learning. (NTS)</p> |

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| | <p>Opportunities for maths to be widened through extracurricular clubs, homework opportunities and project-based clubs.</p> <p>Opportunities to practise skills every day in class computers (times table rock stars/Numbtos/ Maths World Cup Competitions).</p> <p>Peer tutoring programmes to take place and be monitored by SENDCo.</p> <p>Ensure parents understand their children's next steps and help to support parents support learning at home. Communicate this half termly via reports and parent's evenings.</p> <p>Create games libraries for school and home.</p> |
| Improve and sustain attitudes to home learning. | <p>Use of online resources.</p> <p>Support in providing ICT equipment in the home and relevant programmes to promote learning and acquisition of skills in maths and phonics.</p> <p>Use of google classroom in school and at home.</p> <p>Parent workshops/drop in to upskill on IT skills and programmes used by pupils.</p> <p>Celebrate success with apps such as marvellous me.</p> <p>Regular communications between school and home sharing strengths and developments (next steps) for pupils to work on at home.</p> <p>Facilitate new ICT suite to ensure quality lessons are delivered and each pupil works on a device singularly.</p> <p>Develop CPD for staff and all stakeholders in use of new ICT suite.</p> <p>Half termly newsletters from classes to parents to share learning and next steps. Even more frequent letters from EYFS to parents.</p> <p>Half termly newsletter from IT lead about E-safety for parents.</p> |
| Embed Retrieval Practices across curriculum | <p>Audit staff knowledge in relation to retrieval practices.</p> <p>Deliver CPD to staff in relation to retrieval practices and activities that can be used within the classroom setting.</p> <p>Establish retrieval journals across the school, which will be monitored half-termly.</p> <p>Introduce and use Curriculum Retrieval activities – these are to be used every two weeks.</p> |

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| | <p>Undertake learning walks, book looks and pupil voice in relation retrieval and 'Knowing More, Remembering More'.</p> <p>Enable all pupils' opportunities to retain more knowledge thus improving standards across all subjects.</p> |
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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: £ 246,556.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| High quality CPD and teaching of phonics | EEF Toolkit EEF EYFS toolkit EEF Effective Professional Developments EEF – preparing for Literacy EEF Literacy at KS1 Training Hubs Support for ECT teachers Support to all teachers to ensure quality first teaching | 1,3,4,5,6 |
| High quality CPD for phonics, reading, writing, vocabulary, Speaking and listening | EEF Effective Professional Development. EEF Literacy KS1 and KS2 | 4,5 |
| High quality CPD for Maths Mastery curriculum | EEF toolkit Maths Hubs NCETM – National Centre for the Excellence of in the Teaching of Mathematics. | 6 |
| Diagnostic Testing | Data used to identify gaps of each pupil to target interventions effectively and raise standards in English and Maths ensuring disadvantaged pupils meet the expected standard. | 4,5,6 |
| Investment in subject lead CPD and support groups | EEF – Effective Professional Development NASEN – National Association for Special Education Needs Wellcomm SSP Phonics Using Technology in School - DFE | 1,2,3,4,5,6,7 |
| Wellcomm Training for EYFS | Developing Local Provision Projects – Birmingham | 1,2,3,4,5 |

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| | Training to ensure staff confident in using assessment tool and improve SLCN for all disadvantaged pupils. KS1/2 Reading Framework. | |
| Continued CPD Google Classroom (remote learning tool) | Using technology in school - DFE | 4,5,6,7 |
| Teaching Assistant Development | EEF Effective professional developments. EEF toolkit – phonics EEF toolkit – teaching assistant interventions EEF – toolkit –small group interventions. | 1,2,3,4,5,6,7 |
| After school club enrichment activities | EEF – toolkit - Life skills and enrichment | 3 |
| Additional time for DHT/AHT to support intervention across key stages | Retention Workload for staff | 4,5,6,7 |
| Additional time for Middle Leaders to lead on Library/Computer skills in EYFS to Key Stage 2 | Workload - DFE | 4,5,6,7 |

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

Budgeted cost: £ 13,844.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| 1:1 Maths and English tutoring | National Tutoring programme | 4,5,6 |
| Small group booster groups | School Led Tutoring | 4,5,6 |
| Structured Interventions: <ul style="list-style-type: none"> • Toe by Toe • Wellcomm • Outreach Services • Tappy Twins Support • Word Wasp/Hornet | EEF – toolkit phonics EEF – toolkit teaching assistant interventions EEF – small group interventions | 1,2,3,4,5,6,7 |

| | | |
|---|--|---------|
| <ul style="list-style-type: none"> Google Classroom | | |
| Use of SLT and PPA teachers to assist in 1:1 small group intervention | EEF effective professional development | 1,4,5,6 |

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

Budgeted cost: £ 10,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------------------|---|--------------------------------------|
| Nurture Groups | Therapeutic approach and mental health counselling for pupils with attachment issues. | 3 |
| Parental courses CAT PAC | AET – Autism Education Trust EEF – Parental engagement | 2 |
| | | |

Total budgeted cost: £ 270,400.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2021 academic year.

Our internal assessments during 2022/2023 suggested that the performance of disadvantaged pupils was improved and in line or exceeding national figures for EXS standards.

Impact of provision last academic year show that in EYFS outcomes for all pupils in R/W/M was at or above national figures. The gaps between PP and Non-PP pupils in EYFS remained at 2% gap in Literacy and 6% gap on Maths where PP children performed better than non-PP pupils.

KS1 phonic outcomes for Y1 resulted in higher outcomes for all and PP pupils compared to national figures. Gaps between PP and Non-PP pupils were less than the national groups gap . Pupils in Y2 however attained significantly national figures for al and PP pupils. Direct Phonics intervention programme is taking place in Y3 to close gaps for all Y2 retakers who were not successful.

KS1 outcomes for all pupils in R/W/M were 62%. The gaps between PP and non-PP in reading stand at 13% and 9% in Maths and 17% Writing.

KS2 outcomes for all pupils in R/W/M were 61%. The gaps between PP and non-PP in reading stand at 15% and 2% in Maths and 17% Writing.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|----------------------|--------------------------|
| Phonics | Direct Phonics Recover |
| Wellcomm EYFS | GL Assessment |
| SSP Phonics | Alex Finn Phonics Scheme |
| Third Space Learning | Online 1:1 Maths Tuition |
| Reading Recovery | Online reading recovery |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | n/a |
| What was the impact of that spending on service pupil premium eligible pupils? | n/a |