

# 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 2022 to 2023 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	382
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
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	£226,107.92
Recovery premium funding allocation this academic year	£16,801.67
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£242,909.59

# Part A: Pupil premium strategy plan

## Statement of intent

This statement details our school's use of Pupil Premium and Recovery Premium for 2022-2023. 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 is 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
1 EYFS	A high number of pupils enter St Margaret Mary School below age related standards.

	Pupils working at ARE on entry - 0% Nursery 31 % 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 60% EAL, REC 38% 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 - 9%SEND</p>
3 WELLCOMM	<p>Speaking and listening is a priority for all our pupils. This is an initiative that EYFS/SENDCo 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 10% of pupils at ARE and 58 in REC.</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 2022 for PP Y1 pupils was 74% higher than the previous academic year by 24%. Gaps between PP and Non PP were targeted and successfully narrowed.</p> <p>New phonic scheme introduced this academic year to ensure standards improved for all. Interventions for Y2 Phonic retakes 2022 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 2022 KS1 Writing outcomes were above National and PP pupils in KS1 were significantly above. Gaps between PP and non PP remained at KS1 with a gap of 7%.</p> <p>In KS2 Writing outcomes for all were in line with national but above for PP pupils by 4%. Gaps between PP and Non PP writers at KS2 narrowed by 3%.</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 2022 were above national for all pupils and significantly above for PP pupils. Gaps between PP and Non PP are in line with national figure of 23%. Outcomes in KS2 Maths show pupils are above national figures for all pupils and PP pupils were significantly above EXS but below GD. SMM gap between PP and non PP pupils is smaller by 3% compared to national gaps.</p>
7. Access to technology	<p>Access to home learning and technology daily at school. Using laptops/iPad at home and at school to 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.</p>

## 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
<p>The children in EYFS will make significant progress across all curriculum areas.</p>	<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>
<p>SEND pupils are supported to made good progress and relevant services are utilised to support this and raise standards for all.</p>	<p>Use of Wellcomm resources to be across all EYFS to raise standards in SLCN.</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>
<p>SEMH needs of pupils identified, supported and monitored across all Key Stages.</p>	<p>Mental Health Training to be undertaken by a member of the SLT.</p> <p>Wellbeing/Jigsaw training for staff and pupils.</p> <p>New SENDCO 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> <p>Provide Nurture clubs and opportunities to talk.</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>
<p>To improve attainment in reading and writing for all disadvantaged pupils.</p>	<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. 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>
<p>To improve attainment in maths for disadvantaged pupils by the end of each key stage.</p>	<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> <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</p>

	<p>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>
<p>Improve and sustain attitudes to home learning.</p>	<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 pupils works on a device singularly.</p> <p>Develop CPD for staff and all stakeholders in use of new ICT suite.</p>
<p>Embed Retrieval Practices across curriculum</p>	<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> <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>

## 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: £ 207,909.59

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

	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: £ 25,000

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"> <li>• Toe by Toe</li> <li>• Wellcomm</li> <li>• Outreach Services</li> <li>• Tappy Twins Support</li> <li>• Word Wasp/Hornet</li> </ul>	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"> <li>• Google Classroom</li> </ul>		
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

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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: £242,909.59**

## 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 2021/22 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 3% gap in Literacy and 6% gap on Maths.

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 by half. Pupils in Y2 however attained below national figures for all and PP pupils. A proportion of this groups were SEND; however 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 above national figures. PP pupils in R/W/M were also above national figures. The gaps between PP and non PP in reading remain narrow at 7% with much wider gaps between PP and Non PP pupils in Maths and Writing.

KS2 outcomes for all pupils in R/W/M were inline or above national figures. Figures in R/W/M for PP pupils indicated standards were higher than PP pupils nationally. The gaps between PP and Non PP pupils are similar to the national gaps.

## 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*

<b>Programme</b>	<b>Provider</b>
Phonics	Toe by Toe
Wellcomm EYFS	GL Assessment
SSP Phonics	Alex Finn Phonics Scheme

## Service pupil premium funding (optional)

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

<b>Measure</b>	<b>Details</b>
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