

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Margaretting C of E Primary School
Number of pupils in school	76
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	Dec 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Maire O'Regan
Pupil premium lead	Máire O'Regan
Governor / Trustee lead	Liz Fajimolu

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 24,210
Recovery premium funding allocation this academic year	£4,635
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	£28,845

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils make good progress and achieve good results in all areas of the curriculum. PPG funding is used to support PPG pupils to achieve that goal.

High quality teaching is at the heart of our approach, and with CPD and curriculum development suitable for our school, we focus on spending as much time as possible supporting PPG children.

Our approach will be responsive to common challenges and the individual needs of the children, rooted in assessment and the good relations we have with the children and their families.

To ensure that our approach is effective we will

- ensure PPG pupils are challenged in the work that they are set
- act early to intervene following meetings with children and their families
- adopt a whole school approach to taking responsibility for PPG pupils' outcome and positive behaviour

Challenges

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

Challenge number	Detail of challenge
1	Informal and formal assessment show that disadvantaged pupils have gaps in their Speaking and Listening
2	Informal and formal assessment show that disadvantaged pupils have gaps in their Phonics knowledge and Maths fluency
3	Informal assessment show that disadvantaged pupils have more social and emotional issues than their peers

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
Improve Oral and language skills	Informal and formal assessment indicate improvements in Speaking and Listening, communicating to peers and adults and more engagement in Collective Worship and class discussions
To complete phonics sessions so as to enable all children to make good progress in phonics	All children pass their phonics screening
To support pupils with Maths fluency	Children will know Maths concepts and be able to recall these facts quickly
To achieve and sustain improved wellbeing for all pupils but especially disadvantaged pupils	Sustained high levels of wellbeing from 2022 to 2025 using pupil voice and parental feedback forms as evidence
To adopt a whole school approach to taking responsibility for disadvantaged pupils' mental health outcome and positive behaviour	CPD for all staff about wellbeing will enable all staff to deal with mental health issues sensitively with all children. Children will feedback positively about their well being in Pupils Voice sessions and in class discussions.

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: £166 and £205

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resources for the classroom, maths practical resources £166	Maths resources allow the children to have concrete equipment available to them	2
CPG revision books £250	These revision books allow the children to improve in fluency and skills already taught in class	2

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

Budgeted cost: £ 15,205 25% of 4 LSAs salary

Activity	Evidence that supports this approach	Challenge number(s) addressed
25% of LSAs salary will be paid for, who will work with PPG children in class or small intervention groups to support language skills	Language interventions have a high impact on developing classroom discussion, confidence in speaking in groups and reading vocabulary	1 and 2

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

Budgeted cost: £6710 for one LSA/Ed visits £500 ASC £1170 and £209 for counselling

Activity	Evidence that supports this approach	Challenge number(s) addressed
100% of LSA salary will be paid to support mental wellbeing for PPG children and support positive behaviour	Good attendance enables children to succeed in school. Support from LSA help child settle into school every morning	3 and 4
Educational visits	PA improves when children are engaged in their learning	4
After School Clubs	ASC enable children to socialise and try new skills. These clubs have been very successful in the past in supporting PPG children to develop a skill which supports their wellbeing	4
Counselling	Paid specialist counsellors have supported children in the past with specific coping strategies	4

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, however Teacher Assessment was carried out in every class. Year 6 children also completed mock SATs past papers. All Year 2 children completed Phonics testing and all the children passed their screening giving the group 100% pass rate. Funding supported LSAs in enabling them to support children to fill the gaps in their learning, in Phonics, Maths, Reading and some Speech and Language. This has supported the children to make progress in class. 100% of PPG children in KS1 achieved at age related in all 3 subjects in Teacher Assessment. 100% of PPG children in KS 2 achieved at age related in all 3 subjects in Teacher Assessment.

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
None	

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA