



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 | St Margaret Mary's RC Primary School |
| Number of pupils in school | 350 pupils |
| Proportion (%) of pupil premium eligible pupils | 29% [98 pupils eligible] |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | Dec 2021 to Dec 2022 with review of impact, to continue with set plans 2022-2023 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | Interim July 2022 |
| Statement authorised by | Matt Sutton, Headteacher |
| Pupil Premium lead | Mairead Handrick Deputy Headteacher |
| Governor / Trustee lead | Governing Body |

Funding overview

| Detail | Amount |
|--|-----------------|
| Pupil premium funding allocation this academic year | £114,767 |
| Recovery premium funding allocation this academic year | £13,485 |
| 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 | £128,252 |
|---|-----------------|

Overview and Evidence

Pupil Premium

Our Pupil Premium and learning intention remains the same and is underpinned by quality EEF and other evidence-based research. This being that 'high quality teaching is the most important lever that schools have to improve outcomes for disadvantaged children.' Education Endowment Foundation 2020.

The high priority for pastoral support and nurture interventions is founded upon the understanding that for children to be successful in their learning they need to be emotionally stable and settled. To narrow the academic, achievement gap their social, emotional and physical needs are to be met. See DfE report 2018 'Supporting Mental Health and Well-Being in schools 2018-2019.' 'Targeted intervention groups such as nurture provision have positive outcomes for children.'

As such we will continue to release our high-quality classteachers and senior staff to target the children who need additional support, as they are best placed to know their specific academic, emotional and nurturing needs.

Evidence provided by the EEF continues to place high emphasis and impact upon excellent levels of communication, language and oracy. This is a whole school focus following the disruption of the last two years and will also make up specific intervention programmes for pupils eligible for PP Funding, particularly in EYFS and KS1.

Intervention Programmes/Support

In order to provide the support for pupils who have fallen behind furthest, we have organised appropriate pastoral support and a series of structured interventions. These are delivered either one to one or in small groups. The main focus for these interventions is likely to be on literacy and numeracy, alongside the above mentioned nurture and sessions. Educational research provides us with extensive evidence that highlights the long-term negative impact of beginning secondary school without secure reading and literacy skills. Therefore, the acquisition of literacy skills is a high priority for our school. Evidence shows that programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills, vocabulary or aspects of reading, including regular sessions maintained over a sustained, planned period. These interventions are carefully planned and timetabled to enable consistent delivery. Our interventions also focus on other aspects of learning, such as behaviour or pupils' social and emotional needs. This has been identified as being crucial to academic attainment both through academic research and our own school-based reflections. Effective intervention always follows assessment as a baseline; this ensures that support is well targeted and enables accurate monitoring of pupil progress from this. Additional information utilised regarding high-quality programmes that have undergone rigorous evaluation is available on the EEF's Promising Projects list.

Our main intervention programmes include

ELKLAN: Blank Levels

Soundwrite

Maths – White Rose Recovery

Precision Monitoring

Comprehension/Reading Programme

Recovery Premium

First Quality Teaching and Extending the School Day: Research to support our approach

There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. This points to being most effective, creating a three-way relationship between the identified intervention tutor, the teacher and the pupils. Ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. As a rule of thumb evidence suggests, the smaller the group the better. However, both small group and one to one tuition can be effective catch-up approaches. Tuition delivered by qualified teachers is identified as being likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial.

Extended school time: In some cases, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school. There is some evidence that extending school time can have a small positive impact on learning as well as improving other outcomes, such as attendance and behaviour. However, to be successful, any increases in school time should be supported by both parents and staff.

Targeted after-school tuition ensures that our pupils at St Margaret Mary's are not denied access to a broad and balanced curriculum and therefore they do not miss out on crucial learning in other areas.

As such we will continue to release high-quality teaching staff including the SENDCO/ DHT, AHT and other experienced teachers to work with our children who need this most. We are committed that all pupils regardless of their background or the challenges that they face will make good progress and achieve high attainment across all subjects. All pupils, irrespective of their background or the challenges they face, will 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, are in care and or are 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 National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. As a school we will use the School Led Tutoring Programme, utilising staff knowledge and expertise to target and support our children.

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
- use quality first teaching delivered by key school staff, best placed to know the individual and collective needs of those pupils.

Part A: Pupil premium strategy plan

Statement of Intent

At the heart of our St Margaret Mary's Mission Statement is the recognition that each child is special and unique. The ethos of our school is to proclaim the Good News of the Gospel and be witnesses to this through our relationships with one-another and the wider community. In doing so we recognise the unique gifts and talents that God has given us and work to ensure that each child experiences a rich and exciting curriculum, fulfilling their true spiritual, moral and academic potential. At St Margaret Mary's we strive to remove the barriers to learning that many of our disadvantaged children face, to enable them to fulfil this potential.

A significant number of our pupils are arriving at school from communities that increasingly lack ambition and clear pathways to the best employment opportunities. Therefore, we know we must challenge and overcome this by adopting a three-pronged approach. At St Margaret Mary's we recognise the importance of a well-planned, coherent and ambitious curriculum that addresses the many gaps in pupil's basic skill and knowledge. Secondly, we want all of our children to have the entitlement of a full and rich curriculum. Finally, we must ensure that all of our children achieve well and attain good standards as a result of the curriculum.

Over time the school has developed and continues to develop a meaningful curriculum that enables all pupils to develop their knowledge and skills in a variety of subjects. Our school virtues are carefully aligned to the curriculum intentions and are designed to support our children's growth in a range of ways; being curious and active, learned and wise, eloquent and truthful, intentional and prophetic, attentive and discerning, faith-filled and hopeful, grateful and generous.

At St Margaret Mary's we recognise that reading is rooted at the centre of our whole curriculum and the gateway to achievement in other curriculum subjects. It is essential to quality future work opportunities, economic and financial well-being and wider life-chances that we aspire for all of our pupils.

In the context of informing our decisions regarding Pupil Premium Funding and the Recovery Funding we start with our school and our context. St Margaret Mary's is located in New Moston, North Manchester, serving very mixed social and economic communities within Manchester and Oldham local authorities.

We recognise that our community in North Manchester, like many others is an area of high social deprivation and the pupil premium eligibility and grant masks the true extent of social disadvantage that many of our families face on minimum wages and flexible/zero hour contracts.

60% of our pupils live in the bottom 30% of Super Output Areas (SOA) as ranked by the Income Deprivation Affecting Children Index (IDACI). The IDACI score for the school is significantly below the Manchester and national one. 35% of pupils live in the bottom 10% of most deprived areas. The school is in the 5th quintile of most deprived areas. This means the school is in the bottom 20% of schools nationally. This picture is further reinforced when one

refers to the ACORN categorisation of home backgrounds where over 60% of children live in ACORN categories 4 or 5 which are described as financially stretched or urban adversity. The number of pupils living in areas of deprivation are significantly higher than the national average. 38% of pupils are currently on the Ever 6 register (Jan 2021 census) above national. 28% of Pupils were on the register from the Autumn 2020 census and funding is allocated on this figure. 13 additional pupils were added to this list during the pandemic including a LAC and no funding is allocated. FSM entitlement is 29% (January 2021 census) which is again above the national figure 22%

Early Years Social Mobility performance of Manchester being ranked 29th worst in the country

A significant percentage of families live within the Oldham authority, again a LA that has high levels of socio-economic challenges.

Social deprivation is further reinforced through the Index Multiple Deprivation data highlighting that the wards in which over 50% of our children reside in are ranked in the most deprived/lowest 12% nationally.

Common barriers to learning for disadvantaged children can be: poor spoken and receptive language and communication skills, lack of confidence, more frequent behaviour difficulties. We also recognise that there may also be complex family situations that prevent children from flourishing.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils at St Margaret Mary's.
- We ensure that appropriate provision is made for pupils who belong to all vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed swiftly.
- We allocate the Pupil Premium funding to support any pupil or groups of pupils the school has identified as being socially disadvantaged but may not access Pupil Premium.
- Pupil premium funding will be allocated following a needs analysis which will identify priority groups or individuals.

Summary

We will consider the challenges faced by all of our 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 National/School-led Tutoring Programme 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.

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | The significant impact of COVID-19 on mental and physical health and well-being for pupils |
| 2 | <i>Lost learning in English and Mathematics with growing gap between disadvantaged and non-disadvantaged pupils. School to narrow the gap.</i> Internal assessments, teacher observations, class-based work, national research all evidence this. |
| 3 | Internal assessments indicate that phonic development, reading and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. 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. |
| 4 | <i>On entry into EYFS and within KS1, due to lost learning through COVID-19 social and emotional regulation and skills are poor for groups of children, particularly those most disadvantaged.</i> Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by COVID-19, partial school closures to a greater extent than for other pupils. These findings are supported by school-based reflections along with national studies. |

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| | This has resulted in significant impact upon the emotional and social development of our younger and most vulnerable pupils. |
| 5 | <p>Poor speech, language and communication upon entry into school and in other cohorts, due to COVID-19 Pandemic and lost-learning, particularly for our disadvantaged pupils.</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.</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. NB We anticipate and plan that these priorities will also be relevant for the coming academic year 2022-2023 as part of our longer-term plans. These will be robustly reviewed in July 2022.

| Intended outcome | Success criteria |
|--|--|
| Improved speech, language and communication within our younger children with an increasing number working within the expected standard at the end of Reception and as part of the transition progress model as they move into KS1. | <p>Speech and language, vocabulary assessments demonstrate ongoing progress in verbal reasoning and language acquisition [see assessments TALC/School-based]</p> <p>Baseline scores from September/Autumn 1 to re-tests in June 2022 show improvements</p> <p>In other year groups significantly improved oral language and understanding of key vocabulary, among our more disadvantaged pupils. [This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessments].</p> |
| Identify pupils and provide Quality First Intervention so that they can accelerate progress and catch-up appropriately Improved reading and writing attainment among disadvantaged pupils. | <p>Assessments in reading and writing identify targeted children make progress from their starting points.</p> <p>Long-term progress across the key-stage to 2024/25 show that more than 85% of disadvantaged pupils will meet the expected standard.</p> |
| Improved reading and maths attainment for disadvantaged pupils at the end of KS2. | KS2 maths outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard. |

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| <p>Our children are emotionally ready to learn and meet the demands of school and the curriculum.</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> | <p>Increasing high levels of wellbeing will be evident from July 2022 and onwards through to the next academic year. Demonstrated by:</p> <ul style="list-style-type: none"> • Children being able to regulate their behaviour and access the curriculum as they transition through the school, particularly entering KS2. • Confirmation evidence from pupil voice, parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. |
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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 Assistants/Specialist Provision/Programmes (for example, CPD)

Budgeted cost: **£48,300**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Specialist Speech and Language Teaching Assistant to work across EYFS/KS1 two days a week.</p> <p>SENDSCO ELKLAN trained to oversee training/teaching needs and the progress of children.</p> <p>SENDSCO release time to work with children needing language support</p> <p>Screen children on entry and at key times in the year, to identify needs and plan programmes of work.</p> | <p>Weak language and communication skills amongst pupils upon entry into EYFS & transitioning into Y1/KS1, due to lost learning/ COVID lockdown.</p> <p>High number of pupils working in 22-36-month age band.</p> <p>Increasing evidence of poor spoken language, positional and command language.</p> <p>Increasing SaLT involvement and speech and language referrals being made with pupils requiring key 1:1/group support.</p> <p>TALC Assessments to be completed...providing the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>TAKE OUT Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> | <p>4 and 5</p> |
| <p>Revised spelling and vocabulary programme devised and</p> | <p>EEF evidence supports 'language gap and poverty' amongst disadvantaged pupils.</p> | <p>2 & 3</p> |

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| <p>implemented across the whole school and curriculum areas.</p> <p>English leads adapt/revise key vocabulary and language progression across all year groups to ensure consistent language acquisition across the school curriculum.</p> <p>Release time for English Leads/DH to review and plan.</p> <p>Training provided for all staff.</p> | <p>Standardised reading assessments and teacher assessments identify language/knowledge gap amongst pupils and impact this has upon spoken language, comprehension and writing.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> | |
| <p>Purchase of Little Wandle DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Release time for English Leads/DHT/EYFS Lead/SENCO to review</p> <p>Training provided for all staff across the school, with clear implementation timeframe.</p> <p>Parent workshops held to support phonics teaching and changes.</p> | <p>Build upon quality phonics teaching that exists by transitioning to Little Wandle.</p> <p>Phonics acquisition/development of all pupils requires further securing within the school, particularly for our disadvantaged pupils and those who lack parental support from home.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 3 |
| <p>School to provide identified pastoral support and nurture provision for children with barriers to learning, including Social, Emotional and Mental Health</p> <p>Caritas Social Worker/SENDSCO to coordinate provision alongside key T/TA support</p> | <p>Increased number of children with social, emotional and mental health needs identified in the school.</p> <p>Pupils require intervention and targeted provision/support.</p> <p>Children who receive identified support and provision are now able to access the classroom and curriculum learning.</p> <p>Evidence to support that children are able to regulate their behaviours and identify, articulate emotions.</p> <p>Emotional vocabulary and regulation to improve resulting in improved relationships and friendships with their peers.</p> <p>Data highlights children are then able to make increased progress in their learning and through the curriculum.</p> <p>See EEF Moderate impact +4</p> | 1 & 4 |
| <p>Improve the quality of social and emotional (SEL) learning.</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,</p> | 1 & 4 |

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| SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. | attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions, recruitment and retention)

Budgeted cost: Confirm No. Tutoring Teacher Catch up programme **£79,300**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Targeted tutoring activity for children from Y1-Y6, in maths, reading and writing delivered by quality school teachers | EEF evidence suggests that small group, 1:1 tuition with a qualified teacher is high impact/effective. This will be additional tutoring beyond the school day so that children do not miss any more time and receive a broad/balanced curriculum Identify 6-8 children in each year group, targeting disadvantaged/PP Effective, high quality teaching: small group/1:1 with specific, effective feedback | 2 & 3 |
| Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) | 1, 4 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. | 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 & 3 |
| To provide a range of catch-up interventions focusing upon maths, reading and writing including: Phonics pre-teach/catch-up, spelling programme, maths recovery, school SPaG | EEF Guidance Quality First teaching from a specialist TA interventions Moderate impact +4 Tuition targeted at specific needs and knowledge gaps an effective method to support low attaining pupils or those falling behind, both 1:1/small group: | 2 & 3 |

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| <p>curriculum delivered by teachers, trained TAs</p> <p>[Quality First Teaching]</p> <p>Provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> | <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | |
|---|--|--|

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

Budgeted cost: **£18,200 School Counsellor Support**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>To provide access to a school counsellor</p> <p>Key staff including PSHE lead/DHT to receive mental health first aid training to provide targeted and strategic support</p> <p>School to access wellcom package/resource</p> | <p>Key social and emotional intervention can have positive overall effects:</p> <p>Children overcome barriers to learning allowing them to achieve their own potential, using a mixture of bought-in professionals and in-house qualified staff</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> | <p>1, 4 & 5</p> |

Total budgeted cost: £151,200 [+£5,400]

Costings 2021-2022

| | |
|--|----------|
| <p>Teacher led tutoring</p> <p>T School led tutoring £</p> <p>Top-up Pupil Premium £</p> <p>See recovery premium</p> | <p>£</p> |
|--|----------|

| | |
|--|---------|
| Teacher and TA salaries to support catch-up interventions | £79,300 |
| Afternoon tuition x2 2.5 hour sessions | £5400 |
| Caritas Counsellor/Social Worker Salary | £18,200 |
| Teaching Assistant Salaries to support intervention programmes | £45,565 |
| Mental Health Training | £2735 |

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.

The COVID-19 global pandemic caused significant disruptions throughout society, including in school settings. This resulted in a further lockdown to the previous one for all schools from January to end of March 2021. A change in the identified school priorities and the DfE abandonment to end of year and key stage statutory tests has resulted in an inability to measure accurately some of the impact of the funding as originally intended.

Nevertheless, we are able to provide a clear indication of the positive impact that the funding has had in supporting the school in overcoming the challenges and barriers to quality of education and achievement for those pupils eligible for Pupil Premium 2020-2021 [See Strategy Statement]

Challenges:

A] Lower Attainment of groups of our PP children in some year groups in English and Maths compared to non-pupil premium peers.

B] Poor emotional and social development for children upon entry into EYFS/Reception following pandemic/school lockdown.

A] Lower Attainment of groups of our PP children in some year groups in English and Maths compared to non-pupil premium peers.

- Catch-up and acceleration of progress in key areas of English and Mathematics
- Teaching assistants carefully deployed to support targeted intervention
- Additional teacher to be brought into school two afternoons a week to accelerate progress of PP children in Y5 and Y6.
- AHT/DHT to provide targeted teaching support to identified PP children
- SENDCO released to support provision mapping for SEN PP children and support Teachers/TAs.
- Provide key supply cover internal/external for classteachers from Y3-Y6 to deliver PP teaching support.

Progress measured from Sept 2020-2021

Whole School Attainment: See Internal Assessment Data

Reading – 43/70 61% of Pupil Premium children achieved Age-Related-Expectations

Writing – 39/70 55% of Pupil Premium children achieved Age-Related-Expectations

SPaG – 48/70 69% of Pupil Premium children achieved Age-Related-Expectations

Mathematics – 41/70 59% of Pupil Premium children achieved Age-Related-Expectations

Whole School Progress Measure:

80% of Pupil Premium children made the expected progress or greater in reading, writing and mathematics.

Lockdown and Remote Learning:

Over 50% of pupils attended school during the third lockdown. Of these disadvantaged, vulnerable and key workers were prioritised. Although unfortunately did not always attend. [Jan-March 2021].

Over 80% of Pupil Premium children experienced 2 or more class bubble closures, during the academic year.

All pupils who did not attend school were offered a laptop/tablet to support home learning.

Reading and Phonics Programmes/Intervention:

KS1

- 20 ch are PP - 70% achieved ARE or better in reading [14ch]
- 90% made the expected progress from their Sept baseline targets. The two ch who did not [PA and significant absence].
- 100% made the expected progress from their Autumn baseline 7/10 passed the Y2 Phonics check in Y2 Check

KS2 CHECK

- 50 ch in receipt of PP 62% achieved ARE or better in reading
- 76% made expected or better progress
- 28 PP ch received targeted intervention from tutor [guided reading/comprehension/interventions]
- 90% made the expected progress from their baseline in Sept 2021

Maths

- 70 ch in receipt of PP across Y1-Y6
- 56% of pupils achieved ARE or better
- 85% of pupils made expected or better progress

School used Maths Recovery Programme and a range of interventions. All ch accessing this made progress from their baseline scores. All of the PP children made progress from their baseline scores.

All children working at SEND Level/Register, EHCPs and or in receipt of PP prioritised to attend school during Jan-Mar 2021 lockdown. Key interventions provided by classteacher and

coordinated by SENDCO. Interventions completed by teacher/Targeting phonics, reading, spelling, arithmetic and fluency. This resulted in increased confidence, retrieval and independence. Reviews of all SEN Individual Provision Maps demonstrated that the vast majority of pupils made progress towards their targets.

Reading and Writing:

To improve the CLLD of pupils in EYFS

- See Baseline progress made by all pupils in receipt of PP from level entry Sept 2020 to Summer 2021
- Listening and Attention 75%
- Understanding 75%
- Speaking 75%

On entry into EYFS for Listening and Attention only 31% of pupils at the 40-60 [National Expectations for on-entry] compared to 75% into achieving the ELG at the end of the year [National Expectations]

On entry into EYFS for Speaking only 31% of pupils at the 40-60 [National Expectations for on-entry] compared to 75% into achieving the ELG at the end of the year [National Expectations]

On entry into EYFS for Understanding only 31% of pupils at the 40-60 [National Expectations for on-entry] compared to 84% into achieving the ELG at the end of the year [National Expectations]

To support language and vocabulary development in KS1 pupils completed:

- focused guided reading sessions using VIPERS and key question stems
- Speech and language, role-play activities that focused upon communication, language and accurate explicit teaching and development of key vocabulary for ARE.

Despite excellent progress being made towards targets set we are aware that due to lockdown, pupil absences due to bubble closures/COVID-19 during 2020/21, the performance of some of our disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. Therefore, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to fully benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we had intended, despite all that has been highlighted above. We can clearly demonstrate that this impact was mitigated by our commitment to maintain a high qual-

ity curriculum, including during periods of partial closure. This was skilfully planned by all teaching staff to realistically target the needs of all pupils, in particular the most disadvantaged, using a range of supplementary resources that included White Rose, Literacy Planet and Oak National Academy.

Although overall attendance in 2020/21 was lower than in the preceding 3 years at, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was approximately 25% higher than their peers and persistent absence 30% higher. The SLT and School Attendance Officer worked tirelessly with parents to promote excellent attendance, particularly amongst our most vulnerable, disadvantaged pupils, but this remained.

B] Poor emotional and social development for children upon entry into EYFS/Reception following pandemic/school lockdown.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for our most disadvantaged pupils. We used pupil premium funding to provide wellbeing and nurture support for all of our pupils, and targeted interventions where required.

Our PP children were prioritised for receiving 1:1 and small group support with our Caritas Social Worker/Counsellor.

This was often on a month/half-termly cycle targeting their identified needs. The programmes included a baseline identification of need and measure of work completed and follow-up sessions, to be supported by school staff. [See records of referral/interventions/support]

We recognise the on-going need for this focus and are continuing to build on that approach with the activities detailed in this plan for 2021-2022.

Externally provided programmes ADD TO

| Programme | Provider |
|-------------------------|----------|
| Times Tables Rock Stars | |
| Spelling Shed | |
| SEND Programme | |
| Little Wandle | |
| SaLT | |

Service pupil Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation In planning our new pupil premium strategy we used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school, given our context, needs and the impact of the past 12-18 months. We will continue to use it through the implementation of activities.

We reflected upon the positive impact of previous areas of focus and why some aspects of these had not had the degree of impact that we had expected. Evidence was used from multiple sources of data including formal, informal observations, assessments, pupil engagement in the classroom, book scrutinies, conversations with parents and professional conversations with staff in order to identify and prioritise the challenges faced by disadvantaged pupils at St Margaret Mary's. We also used the EEF's families of schools database, to view the performance of disadvantaged pupils in schools similar to ours and looked at the case-studies of schools with high-performing disadvantaged pupils, to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

As a result, we have a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan both short-term and long-term, over time to secure better outcomes for all pupils, particularly our most disadvantaged and those eligible for Pupil Premium funding.