

# Pupil Premium Strategy Statement – St. Margaret's CVA

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   | 37               |
| Proportion (%) of pupil premium eligible pupils  | 48.6%            |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2023-2026        |
| Date this statement was published  | December 2023    |
| Date on which it will be reviewed  | September 2024   |
| Statement authorised by  |                  |
| Pupil premium lead   | Grainne Beaumont |
| Governor / Trustee lead  | Reg Tabb         |

## Funding overview

| Detail   | Amount    |
|--|-----------|
| Pupil premium funding allocation this academic year  | £ 30,555  |
| Recovery premium funding allocation this academic year<br><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        |
| <b>Total budget for this academic year</b><br><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> | £ 424,000 |

## Part A: Pupil premium strategy plan

### Statement of intent

*St Margaret's Catholic Voluntary Academy is an inclusive school. We are committed to all students developing their true potential and making good progress from their starting point in school. Our pupil premium strategy is centred around the children in our school at the moment and their needs and barriers. This is forever changing.*

*The school uses evidence from the Education Endowment Foundation to find strategies which will impact our pupils.*

### Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Social, emotional and mental health needs of children.  |
| 2                | A majority of pupil premium pupils have additional SEND needs and this creates a barrier.                   |
| 3                | The attainment made by pupil premium pupils is not as good as that made by non PP pupils at the end of KS2. |
| 4                | Poor attendance and punctuality.  |
| 5                | Parental involvement with homework and reading.   |

## 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 social, emotional and mental health of pupils to have been improved and thus improving behaviour.                          | Children are using taught skills to manage anxiety and stresses in school and everyday life. Good self-esteem leads to improved behaviour.         |
| SEND pupils needs met through targeted support and involvement of external agencies where appropriate.                         | Smart target in place and being met for all SEND pupils and appropriate support put in place. This monitored and reviewed regularly.               |
| Good and Outstanding learning for all year groups and pupils.  | 100% of teaching and learning to be Good with outstanding features.  |
| Pupil premium children's attendance to all be above 95% and all on time for school.  | Attendance monitored weekly. Attendance meetings held quickly with parents whose attendance drops. Parents praised for all improvements.           |
| Good communication with parents and meetings to engage parents. Support given to pupils not receiving regular support at home. | PP pupils enjoy reading and are receiving reward badges for the amount they have read. Parents are supportive and the pupils making good progress. |

## 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:£5,200

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Quality First Teaching for all pupils in English</p> <p>HT to monitor, coach and support Teaching and learning. English lead GR.</p> <p>INSET/twilight training is aligned to school's improvement plan.</p> <p>New reading texts for all to use and take home.</p> <p>Phonics to be taught daily by trained staff in small groups. Embedding the school's approach to teaching Phonics through Read, Write, INC.</p> <p>Staff to be trained in using Phonics tracker. Identified PP pupils will receive 'pre learning' and precision teaching one-to-one or small group interventions, which will be delivered by TA's.</p> | <p>The Endowment Trust states this approach is well researched and evidence indicates this approach to teaching Phonics and reading has a strong impact on progress. 75% of all primary schools have chosen this approach. Research has shown instant feedback and same day interventions maximise outcomes for pupils.</p> <p>Ofsted Report December 2022 validated the school's approach to teaching early reading and stated it was effective.</p> <p>Research shows that pupils need positive role models for reading and are given the opportunity to hear stories being read to them, Pupils need repeated and over exposure to quality text, vocabulary, and a variety of reading strategies to embed, word recognition, fluency and comprehension. (This approach will continue to be embedded as part of the 3 Year Pupil Premium Strategy)</p> <p>This judgement was validated by Ofsted November 2022 and will continue to become embedded.</p> | <p>1, 2 and 3</p>             |
| <p>Quality First Teaching for all pupils in Maths.</p> <p>HT to monitor, coach and support Teaching and learning. Maths lead GB.</p> <p>To further imbed mastery maths.</p> <p>Increase efficient recall of key facts across all year groups.</p> <p>This included utilising TTRS in preparation for Year 4</p> <p>Multiplication check and KS2 SATS</p>  | <p>EEF targeted intervention for all disadvantaged pupils will improve progress.</p> <p>All pupils will develop their fluency, reasoning and problem solving across the school.</p>  | <p>1,2 and 3</p>              |

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| Use of white Rose pre maths tasks.   |   |         |
| Curriculum design maximises learning outcomes for pupils.<br>Curriculum planned in detail with focus on starters and a wider curriculum which is appropriate for the pupil's needs.<br>Progression of knowledge planned across all subjects and year groups.<br>Curriculum designs includes the development the Cultural Capital and the Character Curriculum. | Endowment Trust- well researched and evidence indicates this approach to teaching writing has a strong impact on progress. Strong curriculum design ensures long term memory changes and learning is embedded. Pupils 'keep up' rather than 'catch up'. | 2 and 3 |

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

Budgeted cost: £20,808

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>All</p> <p>PP/Disadvantaged pupils make clear progress in handwriting, phonics, spelling and reading comprehension.</p> <p>Teachers to meet termly with PP parents to enhance communication and targets being met .</p> <p>Trust workshops on English</p> <p>Identify priority list for all disadvantaged pupils- time allocation and small group support.</p> | <p>Endowment trust research shows that 'proven interventions' such as the 5 minute 1:1 alongside high first quality teaching, have a positive impact on pupils learning. Research shows that 'regular pre learning, over learning and precision teaching approaches delivered by repetition can improve short term memory and enable SEND pupils to retain learning. Deployment of TA's will support this approach</p> | 2 and 3                       |

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| <p>All knowledge gaps from Nfer spelling and NNS gaps identified and revisited daily.</p> <p>TA's daily checks on spelling-using No nonsense spelling scheme, HFW, Common exception words utilising phonics tracker.</p> <p>Teacher release for intervention groups</p> <p>Ensure pupils can confidently articulate and explain through higher order thinking and reasoning preferences within reading and can make relevant links to comparable authors (next step for Gold award in reading)</p> <p>Speech and language support with targeted pupils</p> <p>Term focus on English curriculum</p> |  |          |
| <p>SEND and disadvantaged/vulnerable pupils' needs met. Led by BS (SEND Lead)</p> <p>Targeted support TA support in KS1 and KS2. Additional KS1 books purchased and 'Catch up' phonics sessions run by TAs</p> <p>Release time for TA's to train up in using interventions supported by SEND Lead. SEND Lead to identify support required from external providers and submit referrals wherever needed. SEND lead to</p>   | <p>The Endowment Trust states this approach is well researched and evidence indicates this approach to teaching Phonics and reading has a strong impact on progress.75% of all primary schools have chosen this approach. Research has shown instant feedback and same day interventions maximise outcomes for pupils.</p> <p>EEF targeted intervention for all disadvantaged pupils will improve progress.</p> <p>All pupils will develop their fluency, reasoning and problem solving across the school.</p> | <p>2</p> |

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| undertake TA PM and to recognise CPD needed.   |  |   |
| <p>To raise self-esteem and confidence, so each PP child has a can do attitude to learning and knows they can achieve.</p> <p>Children work 1:1 with ELSA to develop skills to deal with anxiety and raise their self-esteem. This involves putting everyone's mental health and confidence as the main focus in the school.</p> | <p>Children need to feel safe and secure to learn. Evidence from Mental Health First Aid Training. Families need guidance from experts. Once these strategies have been put into place, the school has seen accelerated learning taking place.</p> | 1 |

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

Budgeted cost: £5,800

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
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| <p>Pupils gain a breadth of experiences that enhance their learning. These experiences lead to SEMH.</p> <p>Activities outside the classroom. These include school trips/ residential/ visits from companies to school.</p> | <p>Pupils are engaged and focused within the sessions and enjoy the opportunity to develop their interests. They enable pupils to develop their character, resilience, confidence and independence.</p> | 1                             |



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| <p>All PP children will be offered help to support involvement in all activities.</p> <p>Residential is £25 this year. If this increases over the coming years school will help with the cost.</p> <p>TAs covering lunchtime to enhance SEMH needs of the children.</p> <p>Targeted 'Lego therapy' lead by specialised TA's.</p> |  |  |
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**Total budgeted cost: £31,808**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

| <i>Priority Area</i>   | <i>Chosen Action</i>  | <i>Impact? (High, Mid, Low) How do you know?</i>   | <i>Why will you continue with this provision/why won't you?</i>   |
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| <i>For children to develop their communication and language skills in order to communicate their needs/ the knowledge they have been taught and to achieve their true potential.</i> | <p><i>PP children to be heard read at least 3 times a week on a 1:1 basis. To use banded books but also to read library books together.</i></p> <p><i>Work on the library to enhance it is included in the 3-year plan.</i></p> <p><i>Children to receive 3 age appropriate books</i></p> | <p><i>Mid</i></p> <p><i>Children enjoyed being heard read regularly (Pupil discussion). Majority of PP pupils back on track. Specific pupils highlighted for further interventions.</i></p> <p><i>New books have enhanced the library. More non-fiction books available in each classroom (mini library). All children received 3 age/ interest appropriate books. Many of the children read the books and talked about looking after them at home. New resources and teacher led activity</i></p> | <p><i>Children will continue to be heard read on a regular basis and a new target of 150 reads achieved to be set. This will be reached by more parent involvement over the year. Phonics and reading interventions to take place.</i></p> <p><i>New books to be purchased over the next two years. Pupil voice used to ascertain the books to be bought.</i></p> |

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|   | <p>throughout the year to build up their own library.</p> <p>TA/Teacher modelling play. Use PSHE time to encourage children to talk about their feelings and communicate with each other.</p> | <p>led to children discussing their emotions more and being able to communicate this to the adult.</p>   | <p>ELSA provision to continue and use of 1 decision scheme to be used which encourages children to talk and communicate.</p>  |
| <p>To raise selfesteem and confidence, so each PP child has a can do attitude to learning and knows they can achieve.</p> | <p>New ELSA trained and to work with children at St Margaret's site. Recovery plan includes whole school actions to raise self-esteem.</p>  | <p>High</p> <p>Children used skills taught in ELSA to regulate their emotions and gained confidence. These children scored highly on PASS survey in all areas.</p> | <p>ELSA will continue and there is already a waiting list.</p> <p>Each school now has its own ELSA so more hildren can receive support.</p> <p>Nurture groups will also continue to raise selfesteem across the school.</p> |
| <p>To improve the teaching of Mathematics to enable all</p>   | <p>Two teachers to work with maths hub and develop teaching to improve progress made by pupils.</p>   | <p>LOW</p>   | <p>Maths is a priority on SDP for all pupils this year. The school has adapted its timetable to enable single year mathematic lessons to</p>  |

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| <i>learners to make good progress.</i>                                | <i>To use NCETM videos enhance teaching.</i>  | <i>The majority of children made good progress and gaps were identified and</i>   | <i>take place. CPD for all staff will continue and be linked to Whiterose Scheme of Work.</i>   |
| <b>TARGETED ACADEMIC SUPPORT</b>                                      |   |   |   |
| <b>Priority Area</b>  | <b>Chosen Action</b>  | <b>Impact? (High, Mid, Low) How do you know?</b>  | <b>Why will you continue with this provision/why won't you?</b>   |
| <i>To accelerate progress made for PP children and close the gap.</i> | <i>1:1 and small group work interventions lead by TAs.<br/><br/>Dynamo maths Extra phonics sessions Precision teaching.</i> | <i>Mid<br/><br/>Extra phonics sessions had a great Impact on progress made in phonics. All children who had 1:1 sessions made rapid progress and filled in Gaps identified. 10% of Year 1 passed the phonics screening.<br/><br/>Dynamo maths worked with specific children who needed basic skills to move forward. Pre teaching worked better for children who had gaps identified in specific areas and they were taken off dynamo and given TA time before maths topics. This enabled</i> | <i>Each of these strategies will be used again this year. Each strategy benefits specific children. Interventions are assessed regularly and children taken off them if they do not have an impact on learning.</i> |

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|  |  | <p><i>them to partake in class maths lessons and achieve.</i></p> <p><i>Precision teaching had a high impact on children especially with spelling progress and times tables.</i></p>   |   |
| <p><i>Children to read for pleasure and read more regularly at home.</i></p> | <p><i>Each PP child to receive 3 books for them to build up a library at home. These books taken from Pie Corbett's list of must reads for each year group.</i></p> <p><i>Additional library books / resources purchased to enhance reading interventions in school. Non-fiction resources enhanced to enable PP children to read about subjects they are interested in.</i></p> | <p><i>Mid</i></p> <p><i>All children received 3 age/ interest appropriate books. Many of the children read the books and talked about looking after them at home. 80% of disadvantaged children achieved their the end of the year.</i></p> <p><i>New library books have enhanced the library and books being used by the children. FFT target in reading at</i></p> | <p><i>Pupil voice to be used to identify new books for the library.</i></p> |
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| WIDER STRATEGIES   |  |  |   |

| <i>Priority Area</i>   | <i>Chosen Action</i>   | <i>Impact? (High, Mid, Low) How do you know?</i>  | <i>Why will you continue with this provision/why won't you?</i>   |
|--|--|---|---|
| <i>Pupils gain a breadth of experiences that enhance their learning. These experiences lead to improved language and vocabulary skills.</i>  | <p><i>Activities outside the classroom. These include school trips/ residential/ visits from companies to school.</i></p> <p><i>All PP children have trips and residential paid for.</i></p> <p><i>When after school clubs resume, there will be no fee for PP children for paid activities.</i></p> | <p><i>Mid</i></p> <p><i>Trips went ahead this year and enhanced the curriculum for PP children.</i></p> <p><i>Residential took place. This raised the self-esteem for PP children and for many was their first time away for family.</i></p> <p><i>High uptake for clubs in Summer term, 60% PP children attended a club.</i></p> | <i>School will support pay for trips/ activities/ clubs/ residential.</i>   |
| <i>PP children identified with additional emotional and mental health issues to be supported by ELSA and Mental health ambassadors in school. School to minimise and alleviate</i> | <p><i>Release ELSA to give time to plan and work with children. ELSA to continue with her training via Derbyshire.</i></p> <p><i>The school has 3 Mental Health Ambassador. These ambassadors are</i></p>  | <p><i>Mid ELSA continued to be trained and supported. ELSA gained new ideas and shared expertise with other ELSAs in Derbyshire.</i></p> <p><i>Staff have been able to get help for families due to training. This included referral</i></p>  | <p><i>ELSA to continue with support to maintain her ELSA title and to gain new ideas.</i></p> <p><i>Other members of staff to complete Mental</i></p> |

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| <p>worries and concerns about uniform/ lunches.</p> | <p>trained and will work with other agencies/ School Family support worker to get the right support for families and children who need it.</p> <p>One Education to work with families on any attendance issues.</p> <p>School buys uniform and other items for families who need this. School dinners for PP children who no longer receive FSM will also be looked at for families.</p> <p>To buy specific resources to meet Childrens' specific needs.</p> | <p>to Family Support/ Social care/ crossroads/ CAMHs and others. We were also able to direct people to their doctor if needed.</p> <p>Family support worker has had a major impact on our families. TAF meetings have given school and home targets to meet and are monitored. Many families have been helped and taken off the support.</p> <p>School did not need to buy uniform this year. Families who needed help in this area were able to access a scheme through the CMAT and uniform was provided.</p> | <p>Health First aid training. Training will be online and has been sourced through the CMAT.</p> <p>Family Support worker has developed a close working relationship with school. As she works for our feeder school this will enhance the transition for families and pupils moving to the secondary school. New links with the secondary school through an 'Achievement for All'. To work on structured conversations and engagement of parents.</p> <p>Teachers will continue to look at each PP student and identify any specific resources that would enhance learning. (£50- £100 per child).</p> |
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| <p><i>Parental involvement with home learning and low aspirations is impacting progress.</i></p> | <p><i>School to link with feeder secondary school to join 'Achievement for all'.</i></p> <p><i>Staff trained on how to deliver structured conversations with parents. Targets set for school and home and reviewed regularly.</i></p> | <p><i>Secondary school have started this process and seen a rapid improvement in the progress of their PP pupils. School from same area and we have the same local barriers.</i></p> <p><i>School has introduced its own structured conversations around attendance. This has improved in all cases.</i></p> | <p><i>Training for teachers to take place this academic year. Dates to be decided.</i></p> <p><i>Attendance meetings to continue to take place. Attendance monitored on a weekly basis and children highlighted early for support.</i></p> |
|--|---|--|--|

## 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 |
|-----------|----------|
| None      |          |



## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year**

Optional – information held in school

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

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