



## 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.

To develop this Pupil Premium Strategy statement, we have used the model, and case studies, provided by the Education Endowment Foundation. This has resulted in a clear plan that will impact positively on the lives of all pupils in school. In addition to this plan we will use the additional Government catch up funding for tutoring to accelerate progress further.

<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>

### School overview

Detail	Data
School name	St Margaret's Church of England Junior School
Number of pupils in school	360
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Lenny Williams
Pupil premium lead	Matthew Burchett
Governor / Trustee lead	Emma Perkin

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 95,495.00
Recovery premium funding allocation this academic year	£ 11,020.00



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	£106,515.00



## Part A: Pupil premium strategy plan

### Statement of intent

*The intent of the Pupil Premium Strategy Plan at St Margaret's Church of England Junior School is based on the fundamental principles that every child will live life in all its fullness (John 10:10) and Grow and achieve in God's love (Mark 4: 1-20). This is applicable for all pupils, including those that are disadvantaged. Our aspirations for children eligible for Pupil Premium is the same as all children and this plan focuses on the following key principles.*

- To provide high quality CPD for all teachers, ensuring that the teaching staff have the skills required to make a positive impact on the provision of all children*
- To raise the attainment and progress of disadvantaged children in reading, writing and mathematics*
- To provide a stimulating and engaging curriculum, which inspires and motivates disadvantaged pupils.*
- To improve the behaviour of all children, ensuring that they can learn in a safe and secure environment*
- Our ultimate aim is to ensure that the attainment gap between disadvantaged and non-disadvantaged pupils narrows, both nationally and within internal school data.*
- We ensure that teaching and learning opportunities meet the needs of all the Pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed*
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged*
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. This number has increased due to the impact of the Covid-19 pandemic. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.*
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.*



*When making decisions about Pupil Premium spend, it is important to consider the context of the school and the subsequent challenges faced. Common barriers to learning for disadvantaged children can be: less support at home, weaker communication and language skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'*

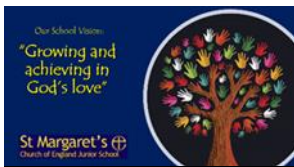
*The provision that we are making for our disadvantaged pupils is as follows:*

- *Behaviour and nurture support during lunchtimes by providing activities to engage and promote values, therefore enhancing learning.*
- *Funding school trips and residentials. Ensuring that children have first hand learning experiences.*
- *Provide specialist learning software and online programmes*
- *Additional teaching and learning opportunities provided through TAs and/or external agencies*
- *Funding play therapists and counsellors to support children regulate emotions*
- *Use of tutors to aid recovery of learning missed due to Covid-19*
- *1:1 support for certain disadvantaged children*
- *Utilising strengths of staff to act as 'catch up' support across the school*
- *Recruitment and retention of staff to support with pastoral well being.*
- *Reduce class sizes to improve opportunities for effective teaching and accelerating progress*
- *Provide time for teachers to access high quality CPD*
- *Participation in Kent and Medway Maths Hub*
- *Innovate the curriculum to provide breadth and balance for all pupils*
- *Implement Year 5 Mental Health Ambassadors to support well being*

## 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	Mental Health and Well being
2	Low attainment on entry to Year 3
3	More frequent behaviour difficulties
4	Attendance and punctuality
5	Curriculum design

## 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
Improved progress in Reading	Achieve national average progress scores in KS2 Reading (0)
Improved progress in Writing	Achieve national average progress scores in KS2 Writing (0)
Improved progress in Maths	Achieve national average progress scores in KS2 Maths (0)
Improved attendance	Ensure attendance is above 95%



## 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: £ 33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to raise the attainment of reading across the school using Accelerated Reader and high quality Phonics teaching in the lower phase.</p>	<p>Reading progress across Key Stage Two is currently in the bottom 20% nationally.</p> <p>The EEF's Teaching and Learning Toolkit highlights that approaches supporting reading comprehension can, on average, deliver an additional 6 months progress. AR was very well received by the vast majority of teachers, teaching assistants, and librarians who perceived positive impacts on pupil reading ability, reading stamina, and attitudes</p> <p>According to EEF, Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>2</p>
<p>To embed White Rose Maths across the school to ensure consistency of approach and high quality teaching for all.</p>	<p>Maths progress across Key Stage Two is currently in the bottom 20% nationally. The previous scheme used by the school was not applied consistently and therefore did not have a significant impact on attainment and progress.</p> <p>According to EEF, The impact of mastery learning approaches is an</p>	<p>2, 5</p>

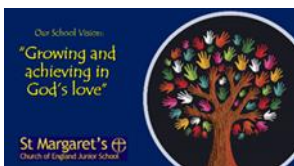


	additional five months progress, on average, over the course of a year.	
To provide high quality CPD for all teachers, including 2 ECT's, ensuring outstanding teaching for all pupils.	<p>High quality CPD is essential to follow EEF principles. External CPD is cascaded through staff meetings and inset, it is always linked to the School Improvement Plan.</p> <p>ECTs meet with their mentor each week and work through their bespoke programme aimed at improving the teaching and learning for all pupils.</p>	2

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

Budgeted cost: £ 32,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To increase capacity of adults in every year group to ensure a favourable staff to pupil ratio, resulting in positive progress gains	Progress in bottom 20% nationally, reducing class sizes and increasing interventions can accelerate progress between 2 – 4 months in a year, according to EEF.	2, 5
Develop writing opportunities across the curriculum	<p>Progress in writing in bottom 20% nationally. Covid-19 and lockdown has had a negative impact on the attainment of writing as most learning was online.</p> <p>Embedded writing across the curriculum will engage and motivate children to write more.</p>	2, 5
To upskill support staff with appropriate approaches and pedagogy to teaching interventions	EEF indicates that successful teaching assistant interventions can lead to additional progress of 4 months in a year	2, 5
To identify pupils who may require more targeted support on a daily basis and through tutoring programmes	Success of the National Tutoring Programme throughout the Covid-19 pandemic indicates that one to one and small group tuition can accelerate progress	2, 5



<p>To ensure staff have appropriate CPD to deliver new White Rose scheme</p>	<p>TRG through Kent and Medway Maths hubs has had a positive impact on attainment locally. Working with staff from other schools will support our teachers improve Maths Mastery teaching and therefore progress.</p>	<p>2, 5</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

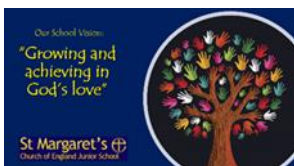
Budgeted cost: £42,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide support for children in regulating their behaviour</p>	<p>A greater frequency of behaviour incidents involve Pupil Premium children.</p> <p>Targeted behaviour interventions and universal approaches have positive overall impact of 4 months, according to EEF.</p> <p>Behaviour interventions such as zones of regulation or 5 point scale can reduce disruption in lessons and impact positively on attainment.</p>	<p>1, 3</p>
<p>Implement programme of Mental Health and well-being support</p>	<p>Social and Emotional interventions can lead to accelerated progress of 3 months in an academic year.</p> <p>Parent survey indicates that children have been affected by the 2 lockdowns and have lower self-esteem and increased anxiety</p>	<p>1</p>
<p>Improve attendance of disadvantaged pupils</p>	<p>Attendance of Pupil Premium children was on average 92.37% during the academic year 2020-2021</p> <p>Attendance of 90% or below provides less than 50% chance of achieving national expectations.</p> <p>Having a member of staff that supports with attendance, liaises with families</p>	<p>1, 4</p>



	<p>and implements social and emotional interventions is integral to improving attendance.</p>	
<p>To enhance pupils' cultural capital by providing a breadth of experiences</p>	<p>After a period of curriculum review in term 6, it was felt by staff that our curriculum did not meet the needs of all learners. We developed a clear intent, which provided a breadth of experiences for all.</p> <p>A balanced and carefully sequenced curriculum ensures that the children gain the knowledge required to meet the expected standards, leading to achievement</p> <p>A broad curriculum, which includes the Arts can lead to accelerated progress of 3 months in an academic year.</p> <p>According to EEF a successful Summer School programme can lead to accelerated progress of 3 months in a year.</p>	<p>1, 5</p>

**Total budgeted cost: £108,000**



## 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.

Aim	Outcome
Priority – 100% teaching to be judged consistently good teaching, having high expectations with 45% of outstanding elements focusing on attaining 70% combined ARE in R, W and M (in all years)	Data across the year would indicate that although the gap widened over the pandemic, teachers have started to narrow this again due to high quality teaching, targeted interventions and a focus on pupil well being
From SDIP - There is evidence across the school that there exists a language rich curriculum and learning environment; a high priority is placed on regular reading and comprehension work resulting in higher levels of ARE in Reading and Writing	Power of Reading lessons embedded in all year groups. DEAR time taking place regularly with a greater focus on listening to those readers who are not making progress. Accelerated Reader has given teachers regular updates on pupil's reading progress via quizzing meaning that they can take more prompt action on any children who have fallen behind.
Children who face emotional or behavioural barriers to their learning are offered personalised strategies and support thereby enabling them to be more resilient, to use coping strategies or have improved confidence and self-esteem	A huge emphasis has been placed on pupil well-being this year. Pupils have been supported via Counsellors, and NHS Mental Health nurses as well as talk time/support given by school ELSA. Whole school expectations for behaviour and strategies to support children who are not able to cope with the demands of the classroom still need to be developed now that the school can become a more cohesive community again.
To improve levels of attendance and punctuality amongst PP children	Levels of attendance still poorer than non PP pupils. A renewed focus must be placed on this next year; many families have expressed anxiety regarding return to school. Gap of 3% between PP and Non-PP only narrowed slightly
For all pupils to receive equal access to the curriculum and other enrichment activities	Limited visits, residentials and enrichment activities this year due to Covid meant that it was not possible to fully achieve this aim this year. Children received laptops, ensuring that they had access to the learning.



## 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>
Times Table Rockstars	TT Rockstars
Learn with Emile	Emile Education