

## 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's C of E Junior School (Northam Schools Federation)
Number of pupils in school	271
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 Years
Date this statement was published	Decemeber 2021
Date on which it will be reviewed	
Statement authorised by	Jim Williams and Sheila Bloomfield
Pupil premium lead	Sam Malyn (Assistant Headteacher)
Governor / Trustee lead	Mrs Sheila Bloomfield (Pupil Premium Governor)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,905
Recovery premium funding allocation this academic year	£2283.75 (one instalment)
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	£91,188.75

academic year	
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## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all of our pupils develop a love for learning that will stay with them as they progress through their lives. Irrespective of a child's background or challenges that they may face on a daily basis, it is our ultimate goal that all children will make good progress across the entire curriculum. We intend for all children to engage with their learning; to take ownership of their learning experiences and make meaningful links across their learning which will help to reinforce understanding of the learning and where it fits in the wider world. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to make good progress across the curriculum.

Our Pupil Premium Strategy also shows our commitment and consideration to vulnerable pupils. This document will show a consideration to the challenges faced by pupils and will outline activities that we have implemented in order to support these children to make good progress.

At the centre of our Pupil Premium Strategy is Quality First Teaching. This is proven to be the most effective when closing the disadvantage attainment gap and has been the focus of staff development for the past two academic years. Quality First Teaching enables teachers to design lessons and organise learning environments to meet the needs of all children in their class. We are using this approach to ensure that disadvantaged and vulnerable children are at the forefront of teacher's minds when implementing Quality First Teaching strategies. Quality First Teaching enables all children within our classes to progress – attainment for all children within the class (both disadvantaged and non-disadvantaged) will be sustained throughout our curriculum progression.

Our Pupil Premium Strategy is integral to school-wide developments that continue to develop throughout this year. The implementation and development of 'The Burrows', along with revisions to the behaviour policy have enabled our disadvantaged children to access provision that has enabled them to progress following the challenges that Lockdown caused.

Our approach is underpinned by an ethos of attainment for all pupils. The high ambitions that we have for all children are reflected in the ambitious design and delivery of an engaging curriculum that will inspire and engage. The impact of this provision is supported by effective assessment that is rooted in the expectation that all children will progress and achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Supporting children's attainment at every level in core areas – particularly focusing on outcomes in Maths and Writing. Maths and Writing outcomes across the year groups have been identified following assessments upon returning from Lockdown. Key issues in Writing involve accuracy of punctuation and stamina. Key issues in Maths involve sharing of ideas, resilience to struggle and stamina during more complex calculations.
2	Supporting socio-emotional needs of disadvantaged children to ensure that they are 'Ready' to learn. Assessments, learning observations and pupil conferencing have shown that children can sometimes not be ready to learn due to barriers that are being caused by their feelings.
3	Retention of knowledge across the curriculum and across subsequent years. Assessments and Planning scrutiny has identified that learning was not always presented in a sequential and meaningful manner. This was making it difficult for children to create purposeful links – this impacts their ability to understand.
4	Parental engagement with the new approach and strategies of the curriculum. With the increase in a range of strategies and concepts, we aim to address the challenge that parents face when trying to support their children.
5	Gaps in learning following school closures and lack of engagement with some disadvantaged children. Despite efforts to monitor engagement and develop provision to meet the needs of all children, some disadvantaged children produced less work than their peers during remote learning. This has had an impact on their resilience to challenge upon returning to school.
6	Lack of confidence in sharing ideas within classroom setting during discussions. Upon returning to school, it has been identified through lesson observations that children, and particularly disadvantaged children, are less forthcoming when sharing their ideas in class. Whether in group or whole class discussions, children need to develop their conversation skills: agreeing, disagreeing and building upon the thoughts of others.
7	Supporting children in developing their vocabulary to enable them to express their ideas more confidently. Vocabulary assessments have identified that disadvantaged children begin our topics with less awareness of the meaning of key words that could help them within their learning. While retention of this learning is evident within exit data – retention of definitions of ambitious vocabulary is less with disadvantaged children.

## 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
To achieve improved	This will be demonstrated through:

<p>wellbeing through developed self-confidence and esteem for all pupils in our school, particularly our disadvantaged confidence.</p>	<ul style="list-style-type: none"> <li>• Qualitative data sourced through pupil voice, surveys, learning walks and observations.</li> <li>• A significant development of Oracy within classroom dialogue.</li> <li>• Improved positive learning behaviours, ensuring that our children are not passive in their learning.</li> </ul>
<p>Children's SEMH needs are being met, enabling them to be ready to engage with their learning.</p>	<p>This will be demonstrated through:</p> <ul style="list-style-type: none"> <li>• Qualitative data sourced through pupil voice, surveys and learning walks.</li> <li>• Assessments and observations by the staff within The Burrows.</li> <li>• Parental surveys and conferencing.</li> <li>• Lesson observations to observe and monitor levels of engagement.</li> </ul>
<p>Children will be able to recall information and detail from previous learning.</p>	<p>This will be demonstrated through:</p> <ul style="list-style-type: none"> <li>• Regular pupil conferencing with members of SLT to discuss previous learning.</li> <li>• Quiz and stand out assessment sessions to evidence retention of prior learning.</li> <li>• Links being made with previous lessons within lesson observations and book scrutinies.</li> </ul>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 Maths outcomes in 2022/23 show that more than 79% of disadvantaged pupils met the expected standard. To be in line with National Average of Attainment. Aspiration for all disadvantaged children to make more than good progress (+0.2)</p>
<p>Improved writing attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 Writing outcomes in 2022/23 show that more than 78% of disadvantaged pupils met the expected standard. To be in line with National Average of Attainment. Aspiration for all disadvantaged children to make more than good progress (+0.2)</p>
<p>Improved Oracy skills and level of vocabulary used among disadvantaged children.</p>	<p>Assessments and observations evidence significantly improved language use among disadvantaged pupils. Vocabulary assessments show improvement in understanding of word definitions and book scrutinies show ambitious and varied vocabulary use.</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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching input applied across the curriculum.</p> <p>Regular CPD meetings to deepen understanding of pedagogy within the classroom environment.</p>	<p>Quality First Teaching has been proven to be the most effective method of improving attainment (EEF).</p> <p>Developing a consistent pedagogical approach to all areas of the curriculum is evidenced as being important when improving attainment.</p>	<p>1, 3, 5, 6</p>
<p>Embedding Oracy project across the school curriculum. This will allow children to articulate their thoughts.</p> <p>Purchase of resources and continue to fund teacher training and observation opportunities.</p>	<p>It is well evidenced that improved oracy within the classroom has an impact on the level of learning that takes place and subsequent attainment.</p>	<p>7, 1, 5</p>
<p>Writing CPD planned for Spring Term to develop level of teaching/delivery of writing sessions.</p> <p>Purchase of writing resources and funding of 'in house' CPD sessions, using Twilight sessions.</p> <p>Purchase of resources</p>	<p>The development of writing teaching is at the centre of effective curriculum teaching. Through the use of modelling (Jane Constadine) and Creative Writing opportunities (Clive Pig and other author visits) children will be given the opportunity to write creatively while being given clear writing models for support.</p>	<p>1</p>

to develop creative writing stimulus during 'just write' weeks.		
<p>Collaborative Research Project to develop provision and implementation of effective collaborative learning.</p> <p>Investment of time for teachers to design, plan and observe teaching sessions to identify effective group working patterns.</p>	Effective group work needs to be carefully designed, delivered and facilitated. For all children to be engaged within a group activity, teachers need to have an outstanding understanding on the possible barriers to accessing group work that children may face.	1, 5, 6
<p>Coaching Model to continue to be implemented to develop Quality First Teaching.</p> <p>Coaching to focus on the effective design and delivery of core subjects.</p> <p>Investment in time to observe, feedback, model and set subsequent targets for follow-up learning opportunities.</p>	Coaching has proved to be an effective way of developing Quality First Teaching. Teachers feel that the process is much more productive with feedback sessions allowing a professional dialogue that deepens the understanding of pedagogy. The follow-up sessions within the coaching model allow for focused, targeted improvement within a short space of time.	1,
Development of 'The Burrows' as a setting within school where all children can go when their SEMH needs are not being met.	Having a devoted space within school for nurture and other provisions has had a significant impact within the school. It allows the child, or children, to take part in activities that are needed in order to meet their SEMH needs. This enables the children to be ready to learn when within the classroom setting.	1, 2

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

Budgeted cost: £40,000

Activity	Evidence that supports this	Challenge number(s)
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	<b>approach</b>	<b>addressed</b>
Speech and Language Programme.	Speech and Language has a large impact on levels of engagement within the classroom. Due to our focus on dialogic learning, our children continue to learn in a collaborative manner, meaning that individual improvements in speech and language interventions continue to be a priority.	1, 2, 6, 7
Small group support within class	As Quality First Teaching continues to be a focus across the school, it is vital that children spend as much time in class as possible. Using Support Staff to work with small groups within the class setting enables reinforcement of understanding along with a scaffolded approach to tasks.	1, 2, 6, 7
Pre-Teaching Intervention	Action research that we have completed with Babcock have shown that Pre-Teaching has a significant impact on levels of engagement within subsequent lessons.	1, 7, 6, 3
Engaging with the National Tutoring Programme to provide 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 pupils.	Focused and planned tutoring can be effective in identifying and remedying gaps in understanding. We will use a mixture of one-to-one and small group tutoring sessions to meet the needs of identified children.	1, 5, 6, 3

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

Budgeted cost: £32,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Development of The Burrows provision with the aim of creating a provision that meets the SEMH needs of all of our children.	If children's SEMH needs are being catered for, children are more ready to learn. Creating a specialist provision for this allows children's needs to be met while ensuring that Quality First Teaching can continue to take place in the classroom.	1, 2
Whole staff training on behaviour management with the aim of	A whole school, universal approach to behaviour bring consistency and higher	1, 2



developing our school ethos of being 'safe, ready and respectful'.	expectations of our children.	
Provision of school trips and extra-curricular experiences.	Children have missed out on a huge amount of experiences due to the pandemic. By offering residential trips across the school, we are developing social interactions, building confidence and broadening the horizons of all of our children.	2, 4
Provision of transport to enable out of catchment children to attend school.	In situations where attendance is impacted due to logistical issues surrounding arriving at school, it is vital that we continue to provide support and contingencies in order for children to be able to access quality first teaching.	2, 4
Fund for Play therapy and other counselling initiatives available to meet the needs of our children	Play therapy and other counselling sessions have a profound impact on a child's ability to be ready to learn.	2,
<i>Contingency fund for acute issues</i>	It is our experience, particularly when referencing the last two years, that acute issues do arise that we need to be ready for in order to meet the needs of all of our children.	

**Total budgeted cost: £82,000.**

## 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.

Our internal assessments carried out during 2020/21 has shown that attainment for all children is lower when being compared with previous years. Analysis of this assessment and the reasons for the drop in performance are centred around the impact that the pandemic has had. A key document we have created and used to inform our assessments is our curriculum deficit document. This document highlights the areas of the curriculum that children have missed out on due to the pandemic. This deficit document continues to inform our planning as we plan contingencies for meeting the needs for all children in 2021/22.

During school closure, we actively tried to meet the needs of all children within our school. Our disadvantaged children were supported through provision of technology (allowing them to access remote learning), provision of paper packs of work (to negate technology issues) and the offer for some children to attend school if it was considered to be considerably more beneficial for their learning and wellbeing.

	Yr. 3	Yr. 4	Yr. 5	Yr.6
All	96.5	95.7	96.6	96.4
Pupil Premium	95.18	92.52	95.34	95.56
SEND	93.42	94.12	97.06	96.55

Above shows the attendance from September 2020 – July 2021.

Our observations of the wider impact of COVID-19 during the academic year of 2020/21 has shown that children require significant support and guidance when working within a busy classroom environment. We have identified that the periods of isolated learning have impacted the dialogic learning aspect of our quality first teaching, with children being less confident and willing to share their ideas with the class. Collaborative learning has been impacted in a similar fashion.

#### Review of Previous Aims and Strategies

Aim 1: *Curriculum development with a focus on metacognition approaches.* The

curriculum has been redesigned in order to develop sequential understanding within, and across, subjects. Key concepts have been created within our curriculum design to allow all children to collate and organise their learning and understanding around one key idea.

*Aim 2: Continued development of year group profiles with additional information specific to PP funding added this academic year.* Year group profiles have been developed and revisited with extra information regarding learning during school closures and during the pandemic. This information was also used effectively when attempting to ensure that all disadvantaged children were supported if learning remotely (eg. provision of technology, support for parents from teachers).

