

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 at Cliffe Primary School
Number of pupils in school	196 2022- 23
Proportion (%) of pupil premium eligible pupils	18 pupils - 9.0%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 2022 – 2023 2024 - 2025
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Helen Comfort Executive Head Teacher
Pupil premium lead	Rachel Hindle Head of School
Governor / Trustee lead	Zoe McGuinness

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	(2021 – 2022) £14,795 (additional £1,500.00 from Isle of Wight) (2022 – 2023) £26,980 (additional £1,500.00 from Isle of Wight)
Recovery premium funding allocation this academic year	(2021 – 2022) £ 2,000.00 based on minimum payment (2022 – 2023) £1.153.00

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
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	£29,633

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at St Margaret's-at-Cliffe Primary School become confident, resilient, life-long learners who reach their full potential and make maximum progress. We are dedicated to securing them with strong emotional and mental health; preparing them for their lives as global citizens in a rapidly changing world.

We believe that every child, regardless of their background, gender or faith, should have access to a knowledge-based, wide, exciting and inspiring curriculum that enables them to shine, achieve and reach their potential, develop a sense of awe and wonder and prepare them for the global society in which we live. The purpose of our pupil premium strategy is to support disadvantaged pupils to achieve this goal.

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 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.

To ensure they are effective we will:

- act early to intervene at the point need is identified, recognising when needs can be met at a whole class level and when specific interventions with proven records of closing attainment gaps should be used
- ensure that teaching and learning opportunities meet the needs of all the pupils.
- ensure disadvantaged pupils are challenged in the work that they're set and work is appropriate to needs
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- monitor self-esteem and mental health to ensure all pupils are offered timely support to meet these needs

Challenges

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

Challenge number	Detail of challenge
1	<i>Assessments, observations and discussions with pupils and staff suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</i>
2	<i>Discussions with staff suggest that disadvantaged pupils are not completing their home-learning and home-reading tasks as regularly as non-disadvantaged pupils. This negatively impacts their development as readers.</i>
3	<i>Our assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling behind age-related expectations, especially in maths and writing.</i>
4	<i>Our assessments (CPOMS entries) have identified social and emotional issues for many of our disadvantaged children – due to changes in family units ie: parents splitting up, or a parent not engaging consistently with their son/daughter.</i>
5	<i>A number of our disadvantaged children are also on the SEND register or were not working at age expected levels when they joined the school as casual entrants.</i>

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 reading attainment among disadvantaged pupils (KS2)	<p>All Key Stage 2 disadvantaged children in 2024/25 have a reading age at least in line with chronological age</p> <p>KS2 reading outcomes in 2024 /25 show that all disadvantaged pupils, unless they have relevant SEN needs, meet the expected standard.</p>

	KS2 reading outcomes in 2024/25 show that all disadvantaged pupils make at least expected progress
Improved reading attainment among disadvantaged pupils (KS1)	KS1 reading outcomes, in 2024/25, show that all disadvantaged pupils, unless they have relevant SEN needs, meet the expected standard for phonics screening KS1 reading outcomes in 2024/25 show that all disadvantaged pupils make at least expected progress
Disadvantaged pupils completing home-learning and home-reading tasks.	Disadvantaged pupils in 2024/25 have the opportunity to complete essential learning tasks each week
Improved maths attainment for disadvantaged pupils at the end of KS2	KS2 maths outcomes in 2024/25 show that disadvantaged pupils meet the expected standards, unless they have relevant SEND needs
Improved writing attainment for disadvantaged pupils at the end of KS2	KS2 writing outcomes in 2024/25 show that disadvantaged pupils meet the expected standards, unless they have relevant SEND needs
To achieve and sustain improved wellbeing for all pupils in our school particularly our disadvantaged pupils	Sustained high levels of well-being from 2024/25 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • Salus Anti-bullying survey show reduction in numbers of pupils recording bullying incidents • Increase in participation in enrichment activities
Disadvantaged children, also on the SEND register making expected or better progress	100% of pupils on the SEND register, who are also disadvantaged, in 2024-25 make at least expected progress from their entry points in reading, writing and maths

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: £ 5,200.14

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of a DfE validated Systematic Phonics Programme to secure teaching for all pupils</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1,3,5
<i>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance</i> <i>Funding teacher and Subject lead release time to embed key elements of guidance in school</i>	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3,5
<i>Training for staff to ensure assessments are interpreted and administered correctly</i>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	3,5
<i>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)	4,5

<p><i>Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance</i></p> <p><i>Funding teacher and Subject lead release time to embed key elements of guidance in school</i></p>	<p>The DfE document: ‘What is the research evidence on writing?’ Education Standards Research Team, Department for Education non-statutory guidance has been produced in conjunction drawing on evidence-based approaches: DFE-RR238.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Talk for Writing EEF (educationendowmentfoundation.org.uk)</p>	<p>3,5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 12,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</i></p>	<p>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</p>	<p>1</p>
<p><i>Small group tuition targeted at disadvantaged pupils</i></p> <p>Providing training to the staff that deliver small group support is likely to increase impact.</p>	<p>Small group tuition targeted at specific needs and knowledge gaps can be an effective, cost effective, method to support low attaining pupils or those falling behind. Small group tuition has an average impact of four months’ additional progress over the course of a year.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,3,5</p>

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

Budgeted cost: £ 2,191.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Enhancement of in school provision for home-learning for those not fully engaging at home</i>	EEF document - Homework EEF (educationendowmentfoundation.org.uk) Suggests that: Homework has a positive impact on average (+ 5 months), Pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.	2
<i>Whole staff training on supporting mental health and well-being approaches with the aim of developing our ability to support needs within our whole school ethos across school.</i>	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4
<i>Contingency fund for acute issues.</i>	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 19,931.14

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 2021 to 2022 academic year.

Attainment:

Year R Pupil Premium (2 pupils) Expected or better 100% (c.f. whole cohort of 85%)
Year 1 Reading (1 pupil EHCP/HNF) Expected or better 0% (c.f. whole cohort of 54%)
Year 1 Writing (1 pupil EHCP/HNF) Expected or better 0% (c.f. whole cohort of 38%)
Year 1 Maths (1 pupil EHCP/HNF) Expected or better 0% (c.f. whole cohort of 62%)
Year 2 Reading (1 pupil) Expected or better 100% (c.f. whole cohort of 76%)
Year 2 Writing (1 pupil) Expected or better 100% (c.f. whole cohort of 76%)
Year 2 Maths (1 pupil) Expected or better 100% (c.f. whole cohort of 88%)
Year 3 Reading (1 pupil EHCP/HNF) Expected or better 100% (c.f. whole cohort of 83%)
Year 3 Writing (1 pupil EHCP/HNF) Expected or better 0% (c.f. whole cohort of 71%)
Year 3 Maths (1 pupil EHCP/HNF) Expected or better 100% (c.f. whole cohort of 100%)
Year 4 Reading (6 pupils 1 with EHCP/HNF) Expected or better 83% (c.f. whole cohort of 79%)
Year 4 writing (6 pupils 1 with EHCP/HNF) Expected or better 67% (c.f. whole cohort of 71%)
Year 4 Maths (6 pupils 1 with EHCP/HNF) Expected or better 83% (c.f. whole cohort of 75%)
Year 5 Reading (1 pupil) Expected or better 100% (c.f. whole cohort of 100%)
Year 5 Writing (1 pupil) Expected or better 0% (c.f. whole cohort of 91%)
Year 5 Maths (1 pupil) Expected or better 0% (c.f. whole cohort of 91%)
Year 6 Reading (4 pupils) Expected or better 50% (c.f. whole cohort of 73%)
Year 6 Writing (4 pupils) Expected or better 75% (c.f. whole cohort of 79%)
Year 6 Maths (4 pupils) Expected or better 50% (c.f. whole cohort of 73%)

Progress:

Expected progress for each cohort, according to internal monitoring should have been 3 points or greater within the year:

Year 1 pupil premium child, with EHCP and HNF, demonstrated 1.0 points in Reading; (c.f. 2.1 for their peers) in Writing 2.0 (c.f. 2.2 for their peers) and 1.0 in Maths (c.f. 2.5 for their peers)

Year 2 pupil premium child demonstrated 4.0 points in Reading; (c.f. 2.8 for their peers) in Writing 4.0 (c.f. 2.8 for their peers) and 4.0 in Maths (c.f. 2.9 for their peers) – this demonstrated excellent progress and has ensured this pupil is now working at age-related expectations.

Year 3 pupil premium child, with EHCP and HNF, demonstrated 3.0 points in Reading; (c.f. 3.0 for their peers) 2.0 in Writing (c.f. 3.0 for their peers) and 6.0 in Maths (c.f. 2.9 for their peers)

Year 4 pupil premium children demonstrated 3.2 points in Reading; (c.f. 3.0 for their peers) 5.0 in Writing (c.f. 4.6 for their peers) and 4.0 in Maths (c.f. 3.4 for their peers)

Year 5 pupil premium children demonstrated 3.0 points in Reading (c.f. 3.7 for their peers); in Writing 3.0 (c.f. 3.6 for their peers) and 4.0 in Maths (c.f. 3.1 for their peers)

Year 6 pupil premium children demonstrated 4.3 points in Reading; (c.f. 3.3 for their peers) in Writing 4.0 (c.f. 3.0 for their peers) and 3.75 in Maths (c.f. 3.2 for their peers)

Overall, the majority of areas monitored here showed that progress was in fact closing the gap between Pupil Premium children and their peers.

SEND:

28% of Pupil Premium are also on our SEND register.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Jigsaw – whole School PHSE scheme	Primary and Secondary PSHE lessons fulfilling RSE Jigsaw PSHE Ltd

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	None – n/a

What was the impact of that spending on service pupil premium eligible pupils?	n/a
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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.

That will include: embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

Supporting children in Year 6, including our disadvantaged pupils through the school with Covid Catch-up funding.

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 with no cost to the families for attendance when after hours.

We triangulated evidence from multiple sources of data including:

-assessments, (including : in –school ie: Holborn reading ages, CATs, Statutory Key stage 1 and phonics screens)

-engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

-analysis of attendance

- CPOMs logs for behaviour, wellbeing and mental health, behaviour logs

- 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 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. We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.