

Pupil Premium Strategy Statement St Margaret's Catholic Voluntary Academy

1. Summary information					
School: St Margaret's					
Academic Year 2019-20		Total PP budget	£13,200	Date of most recent PP Review	
Total number of pupils	28	Number of pupils eligible for PP	10	Date for next internal review of this strategy	November 2020

2. Current attainment (data from July 2019 end of KS2 = 2 pupils)		
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (School)</i>
% achieving expected or above in RWM	0%	100%
% making progress at least in line with national (Zero score) in reading	0%	100%
% making progress at least in line with national (Zero score) in writing	100%	100%
% making progress at least in line with national (Zero score) in maths	0%	100%
3. Barriers to future attainment (for pupils eligible for PP across the school)		
In-school barriers		
A.	Progress in oral language skills/phonics is slower for PP than other pupils	
B.	Self-esteem and confidence can slow progress	
External barriers (issues which also require action outside school, such as low attendance rates)		
C	Attendance and punctuality of PP pupils is slightly below the same as for all pupils	
D	Children arriving hungry to school	
4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria

A.	Improve oral language skills for pupils eligible for PP	<ul style="list-style-type: none"> • PP pupils meet expectations in EYFS due increased work on Talking Partners. • Pupils confident to answer in sentences in mathematics.
B.	All PP to have high self-esteem due to impact of 'House Points' and IMPACT.	<ul style="list-style-type: none"> • Good progress due to high self-esteem. • ELSA support available for children with low self-esteem. • House Point system enables pupils to be given praise for achievement and for the whole child.
C.	Increased attendance for PP pupils.	<ul style="list-style-type: none"> • To reduce the number of lates. • To increase the attendance of PP from 93.95% to 96%.and to be in-line with non-disadvantaged.
D.	Children to start the school day with a good breakfast and ready to learn.	<ul style="list-style-type: none"> • All children to receive a piece of toast daily and feel more content starting the school day.

5. Planned expenditure

Academic year

2019-20

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve oral language skills	Extra TA to support groups in class	Wide level of ability and high proportion of PP premium in Key Stage 1.	Regular review of programme with staff / continuous assessment/ Review groupings	Head teacher EYFS teacher	January 2020 June 2020
Increase rates of progress:	Additional TA groups lead by Additional TA	All TA staff are trained and experienced in delivery of the	Regular review of programme, monitoring of pupil progress	RWI lead/ Head	January 2020 June 2020
Increase rates of progress; basic	TA timetabled to deliver 'Impact' (1;1	TA and staff experienced in working with class teachers to support target	Regular review of pupil progress through testing/moderation of	Maths coordinator	January 2020 June 2020
To raise self-esteem and well-being.	ELSA time available. Staff all aware of mental health issues and where to go for help. Well-being board in school telling the children where to go to for help. Teachers praise the 'Whole child' and not just academic achievement.	School recognised many children with mental health needs which was effecting their academic progress. Low self-esteem was identified as another barrier to learning.	Teaching Assistant has had 6 days training for ELSA (Emotional Literacy Support Assistant) and will start working with children from September 2019. This will teach children to become more resilient and learn strategies to help them in the future. Teachers liaise with ELSA and refer children to ELSA. Three staff member have undertaken Mental Health First Aid course and more aware of makes Good Mental Health.	Head teacher Class teachers	January 2020 June 2020

Total budgeted cost					£11,500
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
1:1 for target PP pupils in writing	IMPACT	PP pupils sometimes lack confidence and require 1:1 support in specific	Monitoring by class teachers	HT	June 2019
Total budgeted cost					£11,500
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children to start the school day with a good breakfast and ready to learn.	All children receive a piece of toast before they get on mini-bus or enter the classroom.	Children were coming to school hungry and this was impacting on their phonics lesson as they were not ready to learn.	All staff involved and timetable adopted for each week.	HT	January 2020
All children to attend residential and trips.	PP children do not pay anything to tips over the year.	Trips being used by a number of parents as a behaviour sanction and all children need to attend trips.	Separate letter sent to PP children.	HT School office	January
Total budgeted cost					£2000

6. Review of expenditure

Previous Academic Year

2018-19

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Support for targeted pupils in KS2.	Interventions by TA supporting PP children.	Informed pupil progress meetings. Results in reading improved. TA worked with children to raise self-esteem and progress of pupils.	We will continue with smaller groups which meet the needs of specific children's needs.	TA cost £9,500
TA support in KS1	TA working with phonics group and PP in class.	The three groups had more targeted support and made good progress in EYFS and Year 1 against their targets.	The specific group of children highlighted made good progress. This will need to be addressed as they move through the school.	£9,500

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
1:1 target for PP pupils in Literacy and mathematics	IMPACT time	PP children had IMPACT time. This has enabled pupils to leave school at the end of the day with any misconceptions gone. They come to school more confident the day after.	This will continue next year for PP children and anyone else highlighted by the teacher who needs five minutes 1:1 IMPACT at the end of the day.	£9,500 TA Time

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increase self- belief and team work.	Residential/ School trips paid for.	Children's self-esteem increased due to more trips being planned. All PP premium children went on 6 trips and Y5/6 a residential.	This has just stopped parents/ children worrying about paying for trips. It has enabled staff to book a trip per ½ term and not to be worried about over burdening parents.	£1000