

# 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 Anfield CE Primary School
Number of pupils in school	400 (not inc N)
Proportion (%) of pupil premium eligible pupils	51%
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	6 <sup>th</sup> December 2021
Date on which it will be reviewed	Termly
Statement authorised by	Mark Griffiths
Pupil premium lead	Mark Griffiths
Governor / Trustee lead	Rev Canon Father Peter Winn

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£250,058 (as published on Annex A)
Recovery premium funding allocation this academic year	£26,680 (Provisional, Not yet published)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£276,738</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### Statement of intent

Our school vision is Jesus said, "Love one another as I have loved you." Therefore, by faith and work, we will be the change we want to see.

When making decisions about using Pupil Premium funding it is important to consider the context of St Margaret's Anfield CE Primary School and the subsequent challenges faced in school and in our local community, alongside research conducted by the EEF which enables us to ensure our children receive the best school experience.

We maximise the potential of all pupil premium children by offering an exceptional quality of education through our bespoke Curriculum, which is ambitious and designed to give all pupils, particularly disadvantaged pupils, the cultural capital they need to succeed in life. Our curriculum has been tailored to include a recovery curriculum following the COVID 19 school closures to ensure that all learners recover from any lost learning opportunities.

We ensure that all children, with a strong focus on disadvantaged children, achieve their full potential in all curriculum areas, through consistent quality first teaching across school, supported by individualised, targeted intervention.

Common barriers to learning for our disadvantaged children are often: low starting points; less support at home and lack of engagement from parents, carers and pupils for their learning; very poor language and communication skills; high proportion of EAL; high levels of mobility; involvement with outside agencies; lack of confidence; more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

We ensure that all teaching staff and members of the school's pastoral team are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school and the needs of our pupils and the best way to support them to ensure that they achieve.

We believe that it is vital for life long success that all our children, regardless of background, leave our school as fluent readers and develop a real love of reading. Our early reading strategy has a focus on all learners to ensure they receive high quality teaching and targeted intervention from Early Years through to Year 6. This includes a clear focus on the vocabulary and oracy development of our children. Reading is an integral part of our curriculum.

We promote continued personal development of disadvantaged pupils, going beyond the classroom we give pupils access to an enhanced set of experiences. Emotional wellbeing is at the heart of our intent for all children's personal development and we ensure our provision is targeted to our disadvantaged learners to ensure all children are able to access our Curriculum. We have a strong understanding of how the life experiences of our disadvantaged learners can impact on academic progress and

emotional wellbeing and place significant importance on a 'team around a child' approach through our offer of extensive welfare support to the whole school community.

We believe that attendance at school is vitally important for all children but particularly for our disadvantaged learners. Our attendance team take a rigorous approach to monitoring the attendance of pupil premium children and offer bespoke, targeted support to families where required.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils have a higher rate of persistent absence and poor punctuality.
2	Poor language and communication skills on entry to school.
3	Attainment of pupil premium pupils is below "all pupils" in reading, writing and maths across all key stages following COVID 19.
4	Attainment of pupils in relation to phonics in KS1 has been significantly impacted by COVID 19 school closures.
5	Limited opportunities and life experiences.
6	Emotional wellbeing and mental health impacted by home circumstances and early life trauma.

## 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
<p>Improve attendance and punctuality of targeted pupils</p>	<p>Attendance and punctuality of disadvantaged pupils is in line with national 96%</p>
<p>Improve attainment in language and communication at EYFS through positive impact of speech and language therapy SLA, Talk for Writing and NELI programme.</p>	<p>Disadvantaged pupils attain in line with or above national progress measures. The gap between disadvantaged and non-disadvantaged is reduced. The percentage of children requiring speech therapy on entry to Year 1 will have reduced. EAL learners will rapidly learn English language.</p>
<p>Improve attainment in line with national benchmarks in reading, writing and maths by continuing to secure quality first teaching across the school.</p>	<p>Disadvantaged pupils attain in line with or above national progress measures. The gap between disadvantaged and non-disadvantaged is reduced. Monitoring of teaching standards will evidence high quality teaching in all year groups with clear progression evident in children's books. Impact of CPD will be clear through monitoring. Intervention strategy will be fully embedded across school and evident in children's books.</p>
<p>80% pass rate target for Year 1 phonics screening. Children who didn't pass phonics in Year 1 will pass phonics recheck in Year 2. In 2021/22 academic year, Year 2 children will also have an 80% pass rate for the end of the year.</p>	<p>Targeted disadvantaged children will have passed phonics screening to ensure disadvantaged pupils attain in line with national progress measures. The gap between disadvantaged and non-disadvantaged is reduced. Through monitoring, coaching and high quality teaching the impact of RWI will be evident.</p>
<p>Curriculum offer is ambitious and is aspirational for our pupils. Disadvantaged pupils have a variety of experience, in and out of the classroom and is in line with non-disadvantaged peers. Extra-curricular opportunities to expand our disadvantaged children's experiences and cultural capital will be provided</p>	<p>Through pupil voice, disadvantaged pupils can articulate aspirations for the future and know how their learning will support this. Through monitoring of books, observations, pupil and staff questionnaires, summative reports and learning walks, the curriculum will continuously be reviewed and then embedded to ensure a high-quality curriculum for all disadvantaged learners. High uptake of extra-curricular activities in line with peers.</p>

<p>Emotional wellbeing and mental health impacted by home circumstances and early life trauma.</p>	<p>Children will be supported with their emotional wellbeing which will enable them to engage in successful learning.</p> <p>Children will enjoy coming to school and will have confidence and aspirations for themselves.</p>
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## 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: £128,424

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To offer an extensive internal and external programme of high quality, evidence-based CPD targeted to individual teacher's and learning assistant's needs and whole school priorities including school recovery curriculum following COVID.</p> <p>Staff CPD, staff being released from class to lead their subject areas.</p>	<p><a href="#">EEF Guide to the Pupil Premium, June 2019</a>: <i>“Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending”</i></p> <p><i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</i></p> <p><i>“A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust’s 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.”</i></p> <p><i>High quality staff CPD is essential to follow EEF principles. This is followed up in staff meetings and Inset. We are part of NW3 Maths hub. We pay a Service Level Agreement to School Improvement Liverpool for staff CPD, as well as National CPD.</i></p>	<p>1,2,3,4,5,6</p> <p><b>£5,577</b></p>
<p>To embed a highly effective monitoring programme throughout school to monitor teaching (including pupil progress) and provide support/individualised CPD where required by SLT.</p>	<p>Monitoring of books, lessons and curriculum is rigorous. Support is individualised depending on the member of staff, eg; phonics RWI training for KS1 members of staff.</p> <p>Pupil progress meetings which discuss the whole child and involve HT, DEP, SENDCo, Welfare Team and teachers. From these meetings we personalise the support given to our children.</p>	<p>2,3,4,5,6</p> <p><b>£52,344</b></p>

<p>To implement feedback policy in line with EEF guidance to ensure maximum possible impact on learning for all pupils.</p>	<p><a href="#">EEF Guide to Effective Feedback, June 2021:</a>  <i>“Feedback should focus on moving learning forward, targeting the specific learning gaps that pupil’s exhibit.”</i>  <i>“Teachers should provide opportunities for pupils to use feedback.”</i>  <i>“Verbal methods of feedback can improve pupil attainment.”</i></p>	<p>3,4,5  <b>£3,000</b></p>
<p>To deploy every morning UPS x 1 to teach in Year 6, UPS x 1 to teach a specialised curriculum to children in Years 3 and 4, 2 x Support staff to close the gap in Y2 and Y3 every morning.</p> <p>SLT x 1 to offer specialised support across KS2 throughout the day. This could be academic or pastoral support.</p> <p>1 x UPS to deliver high quality Physical education and providing opportunities to play a wide variety of sports that children would not normally be able to access.</p>	<p><a href="#">EEF Guide to the Pupil Premium, June 2019</a>  <i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</i></p> <p><i>“The school’s aim is that all pupils, irrespective of background and barriers to learning, become happy, healthy, empowered adults who participate and contribute to society.”</i> <a href="#">School case study on providing for SEN in EEF Guide to Pupil Premium June 2019.</a></p> <p><a href="#">EEF study into reducing class size:</a>  “Reducing class size appears to result in around three months’ additional progress for pupils, on average.” This study shows that this is effective when class sizes are small, as ours are, and when teachers are able to teach differently which is evident with our approach.</p>	<p>1,2,3,4,5,6  <b>£51,861</b></p>
<p>To improve teaching and learning of phonics in line with early reading strategy through the engagement in the Liverpool City wide Phonics programme. This includes training, coaching, resources and high quality CPD.</p>	<p><a href="#">EEF study into the teaching of phonics</a></p> <p>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><b>£15,642</b></p>

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

Budgeted cost: £44,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deployment of teaching assistant in all year groups to ensure classrooms to ensure effective support in lessons and also to deliver immediate feedback to the teacher. 1:1 intervention, where necessary to identify misconceptions in line with school policies. eg; Phonics 1:1,</p> <p>TA's to also deliver specific, individualised interventions where required during afternoon sessions based on teacher assessments. Welfare team interventions also take place in our PLC (Personalised Learning Centre)</p> <p>Purchasing of specific intervention programmes, including digital programmes, as required (Nessy, Time Tables Rockstars, led by teaching assistants where adult support is required.</p>	<p><b>EEF Study into one to one tuition:</b> “Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average.”</p> <p>The use of digital technology to supplement quality first teaching is highlighted by EEF to have a positive impact on learning.</p> <p><b>EEF study into feedback:</b> EEF research shows that feedback and self-regulation are high impact strategies – this can be promoted and embedded in classrooms with additional staff and training.</p> <p><b>EEF study into teaching assistants:</b> Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average.</p>	<p>2,3,4,5</p> <p><b>£17,730</b></p>
<p>Commissioning of a speech and language therapist for one full day per week to: - speak with RC</p> <p>*0.5 of day to deliver targeted therapy to identified children in EYFS with speech delay for early identification.</p>	<p><b>EEF research into oral language intervention:</b> “Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months’ additional progress over the course of a year.”</p>	<p>3,4,5</p> <p><b>£1,928</b></p>

<p>*Delivery of speech therapy to identified children in KS1 and KS2, particularly those PPG children who may not attend clinic.</p> <p>*Provide individualised support to teachers and Las working with children receiving speech therapy</p> <p>*Provide whole school CPD</p> <p>*Attend parent meetings and multi-agency meetings to discuss next steps for children.</p>	<p>“All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).”</p>	
<p>To identify children with significant gaps and currently not on track linked to their progress pathway and school led tutoring after school, provide targeted intervention in Maths (10 weeks) and Reading (10 weeks).</p>	<p><a href="#">EEF Study into one to one tuition:</a> “Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average.”</p>	<p>2,4,5 <b>£17,128</b></p>
<p>To provide 1:1 tuition through Third Space learning for 15 weeks for our Y5/6 children in Maths to ensure they reach their prior potential and to close the gap between disadvantaged and non-disadvantaged.</p>	<p><a href="#">EEF Study into one to one tuition:</a> “Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average.”</p>	<p>2 <b>£8,184</b></p>

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

Budgeted cost: £103,344

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Led by the DSL (Designated Safeguarding Lead) and supported by Administrative Officer to improve attendance and punctuality of PPG children to ensure they are in school and ready and able to learn.</p> <p>To work alongside authority's EWO service to target PA's and those PPG children at risk of being a PA.</p> <p>To offer free breakfast club to identified children to improve attendance.</p>	<p><a href="#">DFE Link between attendance and attainment</a>: "in general, the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2."</p> <p><a href="#">DFE Improving Attendance at School</a>: "There is a clear link between poor attendance at school and lower academic achievement."</p>	<p>1 <b>£43,456</b></p>
<p>To employ a full time learning mentor, full time Pupil Support Officer, Full Time Pastoral Assistant Headteacher to lead on behaviour across school.</p> <p>To track behaviour through CPOMs, offer early intervention, work alongside parents and external professionals where necessary.</p> <p>To offer free breakfast for all children to improve readiness for learning.</p> <p>Provision of CPD in relation to understanding behaviours.</p> <p>To offer nurture groups or 1:1 nurture sessions for identified children using our Learning Mentor and PLC Teacher.</p>	<p><a href="#">EEF study into social and emotional interventions</a>: "On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment."</p> <p><a href="#">EEF study into behaviour interventions</a>: "Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies."</p>	<p>7 <b>£24,099</b></p>

<p>To employ full time Pupil Support Officer, Full Time Pastoral Assistant Headteacher to work alongside families and offer early intervention.</p> <p>To lead on EHATS/FAM and liase with external services in providing a package of support to families.</p>	<p>Many children eligible for PP have barriers to learning involving social and economic issues in the family. These barriers can present in challenging behaviours at times. Addressing these issues through family support has had a proven effect in raising attendance and achievement and can be shown in case studies.</p>	<p>1,7 <b>£22,712</b></p>
<p>To provide extra curricular activities - open to all children with priority given to disadvantaged children.</p> <p>To subsidise opportunities for experiential learning including school trips and resources.</p> <p>To offer additional boosters to targeted children through various before or after school activities.</p>	<p><b>EEF study into extending school time:</b> “The evidence indicates that, on average, pupils make two additional months’ progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months’ additional progress.”</p>	<p>6,2,5 <b>£13,077</b></p>

**Total budgeted cost: £ 276,738**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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
Maths	RM Easi Maths

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*