

# Pupil premium strategy statement – DECEMBER 24

This statement details our school's use of pupil premium 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	420 – 35 nursery places
Proportion (%) of pupil premium eligible pupils	219 children – 48.13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-25
Date this statement was published	December 2024
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 academic year 24/25	£298,960 Deprivation Indicative as at Annex A for financial year Apr 24 – Mar 25. 2025 not yet available (Calculation will be 7/12ths of this financial year and 5/12ths of 2025)
24/25 Recovery premium funding	No longer available. Funding has ended.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year 24/25	£298,960 Indicative as at Dec 24
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## 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 tiered approach to pupil premium spending 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.

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. High proportion of EAL children
3	Attainment of pupils in reading is low on entry into school
4	Attainment of pupil premium has improved but still below for PP children
5	Attainment of pupils in relation to phonics in KS1 has significantly improved but we need to keep support in place for our PP children
6	Limited opportunities and life experiences.
7	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
Improve attendance and punctuality of targeted pupils	Attendance and punctuality of disadvantaged pupils is in line with national 96%
Improve attainment in language and communication at EYFS through positive impact of quality first teaching, CPD and interventions	Disadvantaged pupils attain in line with or above national progress measures. The gap between disadvantaged and none 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.
Improve attainment in line with national benchmarks in reading, writing and maths by continuing quality first teaching across the school	Disadvantaged pupils attain in line with or above national progress measures through assessment on NFFR and statutory tests. 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 by subject coordinators and or SLT.
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. Phonics continues throughout the school when required particularly for new starters who are new to the country.	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.

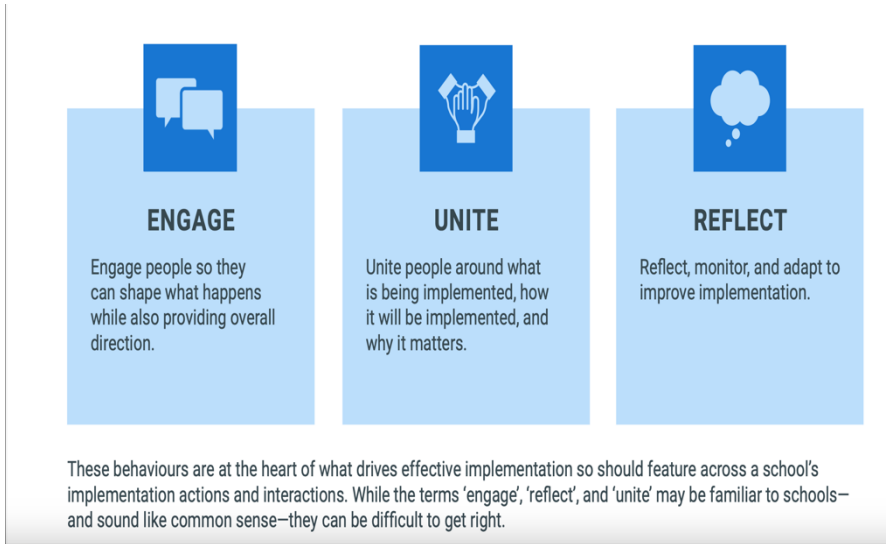
	Through monitoring, coaching and high quality teaching the impact of RWI will be evident.
Curriculum offer is ambitious and is aspirational for our pupils. Disadvantaged pupils have a variety of experience, in and out of the classroom and is in line with non-disadvantaged peers. Extra-curricular opportunities to expand our disadvantaged children's experiences and cultural capital will be provided	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.
Emotional wellbeing and mental health impacted by home circumstances and early life trauma. Seedlings counselling service is in school Pastoral team support the emotional wellbeing of the children	Children will be supported with their emotional wellbeing which will enable them to engage in successful learning. Children will enjoy coming to school and will have confidence and aspirations for themselves.

## 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: £170,524

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Activity 1.</b> 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.	<p>EEF 'Menu of Approaches' Evidence Brief, September 2023: " Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This could include the selection of high-quality curriculum materials or investment in the use of standardised assessments."</p>  <p>The infographic consists of three light blue rectangular boxes arranged horizontally. Each box has a dark blue square icon at the top. The first box is labeled 'ENGAGE' and features a speech bubble icon. The second box is labeled 'UNITE' and features a hand holding a lightbulb icon. The third box is labeled 'REFLECT' and features a cloud with a lightbulb icon. Below each box is a short paragraph of text. At the bottom of the infographic is a larger light blue box with a paragraph of text.</p> <p>Engage people so they can shape what happens while also providing overall direction.</p> <p>Unite people around what is being implemented, how it will be implemented, and why it matters.</p> <p>Reflect, monitor, and adapt to improve implementation.</p> <p>These behaviours are at the heart of what drives effective implementation so should feature across a school's implementation actions and interactions. While the terms 'engage', 'reflect', and 'unite' may be familiar to schools—and sound like common sense—they can be difficult to get right.</p> <p>"When people work collaboratively during implementation, they can share knowledge and expertise, bounce ideas off each other, and solve problems together."</p> <p>"The factors that influence whether an individual or group can support implementation include the degree to which:</p> <ul style="list-style-type: none"> <li>• they have the knowledge, skills, and expertise to help implement the intervention</li> <li>• they feel empowered to act and can empower others</li> </ul>	1,2,3,4,5,6  <b>£20,432</b>

<p>Staff CPD, staff being released from class to lead their subject areas.</p> <p>To ensure CPD provides understanding and engagement for school improvement priorities to ensure engagement with SIP targets to improve standards.</p>	<ul style="list-style-type: none"> <li>• they have agency-choice over actions-within their remit."</li> </ul> <p>"High quality professional development is a key to strategy to support people to change their behaviour and practices. Professional development unites staff's knowledge, skills, and practices, which supports implementation of a new approach."</p> <p>"Follow-on support should align with the best available guidance on effective professional development (see page 38 and the EEF's guide to professional development) and should include:</p> <ul style="list-style-type: none"> <li>• building-in opportunities for teachers to revisit prior learning;</li> <li>• arranging social supports so teachers can discuss problems, share insights, and provide peer support and assistance;</li> <li>• modelling the delivery of new skills and strategies, for example, via demonstrations from expert practitioners;</li> <li>• ;</li> <li>• creating opportunities for teachers to rehearse techniques and prompt context specific repetition.</li> <li>• providing supportive and formative feedback to improve techniques and set specific goals.</li> <li>• encouraging teachers to monitor and reflect on their own performance.</li> <li>• acknowledging teacher's efforts and reinforcing key messages."</li> </ul> <p><a href="#">EEF (2022) School Planning Guide:</a>" Effective professional development is vital to support, develop, and sustain high quality teaching, As schools move forwards into the next academic year, professional development programmes are an important focus for school plans" The Guide discusses the importance of CPD be based on mechanisms in four groups:</p> <p>Building knowledge - motivating teachers - developing teacher techniques and - embedding practice.</p>	
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<p><b>Activity 2</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>£65,925</b></p>
<p><b>Activity 3</b></p> <p>To improve teaching and learning of phonics in line with early reading strategy through the subscription to the RWI online platform (including resources and training) and the commissioning of an external consultant to evaluate early reading provision and provide 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><a href="#">EEF Improving Literacy in KS1 (October 2021)</a>: "Consider the following when teaching a phonics programme: - Training: ensure all staff have the necessary pedagogical skills and content knowledge"</p>	<p><b>£27044</b></p>
<p><b>Activity 4</b></p> <p>SLT x 1 to offer specialised support across Y6 in the morning. This could be academic or pastoral support.</p> <p>UPS x1 teacher offering specialised support in Year 5 every morning</p> <p>1 x UPS to deliver high quality Physical</p>	<p><a href="#">EEF Guide to the Pupil Premium, June 2019</a></p> <p><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,</p>	<p>1,2,3,4,5,6</p> <p><b>£57,123</b></p>



<p>education and providing opportunities to play a wide variety of sports that children would not normally be able to access.</p>	<p>and when teachers are able to teach differently which is evident with our approach.</p> <p><a href="#">EEF (2022) School planning Guide on Flexible grouping:</a> Allocate groups temporarily, based on current level of attainment. This could, for example, be a group that comes together to get some additional spelling instruction based on current need before re-joining the main class"</p> <p><a href="#">EEF (2022) School planning Guide on scaffolding:</a> When pupils are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week, or term."</p> <p><a href="#">EEF Special Educational Needs in Mainstream Classrooms (October 2021)</a> "The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can flexibly in response to the needs of all pupils - flexible grouping - cognitive and metacognitive strategies - explicit instruction - using technology to support pupils with SEND and scaffolding."</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £59,568

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Activity 5</b> 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><b>EEF (2022) School Planning Guide on diagnostic assessments:</b> Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into learning, adding to the richness of the information teachers hold about their pupils.</p>	<p>2,3,4,5</p> <p><b>£24,616</b></p>

<p><b>Activity 6</b> 1 day of language box day to deliver targeted therapy to identified children in EYFS with speech delay for early identification.</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 TAs 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>EEF research into oral language intervention:</p> <p>"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>"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>3,4,5</p> <p><b>£14,953</b></p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £125,837

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Activity 7</b> Led by the DSL (Designated Safeguarding Lead) and supported by Attendance Officer to improve attendance and punctuality of PPG children to ensure they are in school and ready and able to learn. To work alongside authority's EWO service to target PA's and those PPG children at risk of being a PA. To offer free breakfast club to identified children to improve attendance. Prizes and incentives 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</p> <p><b>£54,286</b></p>
<p><b>Activity 8</b> To employ a full time learning mentor, Full Time Pastoral Assistant Headteacher to lead on behaviour across school. 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><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</p> <p><b>£24,991</b></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</p>		
<p><b>Activity 9</b></p> <p>To employ full time Pupil Learning Mentor, 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</p> <p><b>£28,427</b></p>
<p><b>Activity 10</b></p> <p>To provide extra curricular activities - open to all children with priority given to disadvantaged children. To subsidise opportunities for experiential learning including school trips and resources.</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</p> <p><b>£18,133</b></p>

**Total budgeted forecast: £335,930**

## 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 23-24 academic year.

#### 2024 KS2 Outcomes:

2024 outcomes	Expected Standard+ (%)	Greater Depth (%)
Reading	35/60 = 58%	6/60 = 10%
Writing (TA)	38/60 = 63%	7/60 = 12%
Mathematics	38/60 = 63%	14/60 = 23%
EGPS	36/60 = 60%	15/60 = 25%
RWM	31/60 = 52%	3/60 = 5%

58% (35/60 children) of the year group were identified as Disadvantaged.  
52% of the cohort are EAL and 30% of the cohort have SEND.

#### **Pupil Premium Outcomes:**

2024 outcomes	Disadvantaged (35/60 = 58%)	
	EXS+	GDS
Reading	16/35 = 46%	4/35 = 11%
Writing	17/35 = 49%	4/35 = 11%
Mathematics	18/35 = 51%	7/35 = 20%
EGPS	17/35 = 49%	8/35 = 23%
RWM	13/35 = 37%	2/35 = 6%

**2024 KS1 Phonics Screening Check Outcomes:**

Y1 PSC – 78%

**2024 EYFS GLD Outcomes:**

GLD: 62%



## 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
Maths	My Maths (Oxford University Press)
Maths	TT Rock Stars (includes Sessions Bolt On and Numbots) £223

Maths	White Rose Maths
	Classroom Secrets
	Double struck (Test base)
English	Literacy Counts
	Letter join
	SPAG
English	Oxford Owl (OUP Reading Buddy, e-books, RWI support etc)
English / Phonics	RWI Spelling Programme
Phonics	Read, Write, Inc
SALT	Wellcomm
Humanities	Opening Worlds (Haringey)
Music	Resonate (Churanga)
Art	Kapow
	Picture News
	Seesaw

## 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.*

Our attainment and progress figures over several years demonstrate the good outcomes that have historically been achieved at St Margaret's. Since the majority of our pupils are officially identified as Disadvantaged, and since nearly all of our pupils live in very deprived areas, these whole-school figures demonstrate how we have made effective use of our PP funding to deliver transformative outcomes and have a significant impact on their lives in and out of the classroom for all of our children. Our figures demonstrate that our Disadvantaged children achieve good outcomes.